

# **BLOXWICH ACADEMY Behaviour Strategy**

## **‘BLOXWICH BRILLIANT’**



At Bloxwich Academy we believe that good behaviour is the key to a good education. We establish a creative learning environment where everyone feels valued, secure and motivated to learn.

We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

We aim to promote high standards by modelling positive behaviours at all times.

We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement.

We aim to ensure that all adults and children treat each other with mutual respect and consideration.

At Bloxwich Academy (Primary) all pupils have the opportunity to make positive choices about their behaviour and influence outcomes

Teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills. This behaviour system gives pupils the opportunity to take responsibility for and change their own behaviour. Pupils who regularly follow the rules are noticed and rewarded

### **Classroom Management system**

Each classroom will be equipped with 3 smiley faces, green, amber and red. There will also be a star chart for pupil who demonstrate positive behaviour choices.

The procedure is as follows

If a pupil is demonstrating an unwanted behaviour a first warning is given to give the pupil a chance to change their behaviour.

If the unwanted behaviour continues this will result in the pupil being moved to Amber 1, the pupil will have the opportunity to change their behaviour and move back to green.

If the unwanted behaviour then carries on the pupil moves to amber 2 and an in class ‘time out’ is given equating to 1 minute for every year of their life.

If the pupil remains on Amber and the behaviour does not change after the sanction the pupil will be moved to the red 1. They will then spend 20 minutes working in a partner class.

If the behaviour improves the pupil can work their way back up.

If the pupil’s behaviour escalates further they will be placed onto red 2 which instigates a referral to the ‘nest’ This is teacher supervised. The child will eat lunch with the supervising

teacher and spend time looking at 'what went wrong' and how to make better. When a pupil is placed in 'the nest' parents are called by the class teacher.

On the second occasion in 'the nest', the phase leader calls parents.

On the third occasion parents are invited in to meet with the deputy head

On the fourth occasion, the parents are invited in to meet with the headteacher and may be put on report for 5 days.

On the fifth occasion the parents are invited in to meet with the chair of the behaviour committee from the governors.

More serious behaviour issues may be sanctioned in a range of ways such as isolation or fixed term exclusion.

Pupils who demonstrate consistently good behaviour will go into the star zone. The total numbers of stars will be added up each term and the children with the most will be invited to attend a good behaviour trip.

Children will be rewarded in school through a combination of praise, class based incentives and school incentives.

Parents will be involved in both the rewards and sanctions.

## **The Decision to Exclude**

Only the Headteacher or, in his absence, a senior member of staff acting with his authority, can exclude a pupil from school.

A decision will not be made until a thorough investigation has been undertaken, with signed and dated written statements wherever possible and/or necessary.

No unofficial exclusions are made, even for "cooling off" periods. (See Section 14 of Exclusions from maintained schools, academies and pupil referral units in England [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)).

Individual, short, fixed period exclusions are given for breaches of the school behaviour policy where these are not serious enough to warrant permanent exclusion, but lesser sanctions such as; detentions or internal isolations are not considered appropriate. If a pupil is repeating the same behaviour and receiving repeated exclusions, the Headteacher will consider implementing alternative strategies. The behaviour of pupils outside school can be considered as ground for exclusion at the discretion of the Headteacher to prevent a permanent exclusion. (See Section 4 of Exclusions from maintained schools, academies and pupil referral units in England [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)).

Once a decision has been made to exclude a pupil the Headteacher is responsible for:

- Deciding the nature of the exclusion either fixed period or permanent

- The length of any fixed period exclusion
- Informing the parents/carers, in writing, of the period of the exclusion, reasons for the exclusion and any arrangements to hold a meeting regarding the exclusion
- Informing, in writing, the relevant Children's Services Department, where appropriate, of the exclusion, the period of the exclusion, reasons for exclusion, any arrangements to hold a meeting regarding the exclusion
- Making arrangements to ensure the pupil can continue their education at home including the setting and marking of work

If the exclusion is more than 5 days, suitable full-time education provision will be organised from the sixth day. (See Section 45 of Exclusions from maintained schools, academies and pupil referral units in England

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)). If a Looked after child warrants exclusion for an incident in or out of school, then suitable alternative provision from the first day will be organised wherever possible.

A return from exclusion meeting will be arranged for pupil and parents/carers to attend at the end of the exclusion period. This is normally with a member of the Leadership Team and/or Head of House. When appropriate, the SENDCO may also be present. School may decide to keep the pupil out of lessons in isolation until a meeting has taken place with parent(s) where appropriate.

Fixed period exclusions can aggregate up to 45 days in any one school year (See Section 1 of Exclusions from maintained schools, academies and pupil referral units in England [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)).

### **Avoiding Exclusion**

Our Behaviour Policy is intended to promote good behaviour. An effective policy, procedures and training will minimise the number of pupils at risk of either fixed period or permanent exclusion.

Possible measures that could be used for those at risk, as deemed appropriate;

- Engaging with parents/carers as much as possible
- Being on report to Head of House or member of Leadership Team with specific targets
- A change of teaching group and/or tutor group
- Success Centre Pastoral Programme
- Placement in our Satellite Centre
- After school detentions for up to 2 hours.
- Pastoral Support Plan written in a meeting where all avenues of support available are discussed in order to prevent a permanent exclusion
- A Managed Move to another school, with consent of all parties involved
- Consideration by the SENDCO with colleagues, of possible intervention within the school with the assessment of special educational needs or the possible placement in a specialist school provision.
- Referral to a specific support service, where available.

### **Permanent Exclusion**

A decision to exclude a pupil permanently will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils in the school. This may be where a pupil persistently breaches the school's behaviour policy and where the academy has exhausted all strategies to engage the pupil in order to prevent a

permanent exclusion. A decision to move towards a permanent exclusion may also be sanctioned for a first or one off offense such as:-

- Where a pupil has committed actual or threatened violence against another pupil or member of staff
- Sexual misconduct
- Supplying or possessing an illegal drug
- Carrying an offensive weapon

The decision to exclude either permanently or for a fixed period should be based upon:-

- A consideration of all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour and equal opportunities policies
- A review of the pupil's version of events
- Checking whether the incident may have been provoked, for example by racial or sexual harassment
- A consideration of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- A consultation with any other relevant parties

The Headteacher will inform the Governors and the LA within one day of any permanent exclusion, any fixed period exclusion which would mean more than 5 days exclusion in a term and any exclusion where a public examination would be missed. The Discipline Committee of the Governing Body must review any permanent exclusion, or any fixed period exclusion that would result in a pupil being excluded for more than 15 days in a term, or missing a public examination.