

Ingoldmells Academy Behaviour Protocol

In our academy, we believe that all pupils have the right to learn in a calm, safe environment, surrounded by caring peers and adults.

Positive behaviour measures

Our behaviour procedures are focussed on an ethos of positive relationships between the adults and pupils within the school. Through an atmosphere of mutual respect, we seek to develop the self-esteem and behaviour of all children in our academy.

This begins at our school gate, where the principal and administrator, along with representatives from each class, are available every morning to support communication and make the children feel welcome and valued from the beginning of the day. Greeting the pupils by name as they arrive is the first step in building positive relationships and encouraging positive behaviour.

Pupils then are greeted by their teacher as they arrive at their classroom, where they have the opportunity to make known if there are any worries or concerns which may need addressing before learning can begin. If so, an adult will ensure that these are approached, starting with discussion with the pupil.

Staff are trained on these behaviour expectations prior to the beginning of the school year, and are regularly given opportunities to feed back on progress in behaviour management through staff training sessions. Any new members of staff joining during a school year will be fully trained in our behaviour protocols prior to working with the children.

Staff at Ingoldmells Academy take a proactive approach towards home-school communication regarding behaviour. Keeping parents informed about their child's behaviour, whether positive or negative, ensures that pupils are receiving consistent messages from all adults involved in their care. Communication may happen through informal conversations at the beginning or end of the school day, escalating if necessary to more formal meetings within school with the class teacher and then if required with senior members of staff such as the Assistant Principal, SENDCo or Principal.

Behaviour incidents are recorded on CPOMS, allowing the Principal/DSL to monitor patterns of behaviour and address consistent behaviours or changes in behaviours where necessary.

Each of our terms is themed, with each of the positive ideas as listed below:

I1 - Cohesion/Togetherness; I2 - Democracy; I3 - Courage; I4 - Adversity/challenges; I5 - Forgiveness; I6 - Diversity

We discuss and refer to examples of these concepts throughout each term as an additional support to pupils' positive behaviours.

Expectations

Pupils are expected to behave in a kind and respectful manner around our school. This means:

- Walking quietly and calmly around classrooms, corridors and the hall
- Following instructions

- Listening and engaging with learning
- Treating others with respect
- Treating property with respect
- Working hard in all lessons
- Attending school on time, every day
- Wearing our school uniform

These expectations are made clear to pupils upon their arrival at the academy and are modelled at all times.

Rewards

We expect our pupils to follow our behaviour protocols, but we have a system of rewards in place to support and encourage positive behaviours. These include:

- School punch cards (1 per long term). These punch cards are a constant reminder to the children of what we expect over and above behaviour that is just 'acceptable'. Children can get stickers on their cards for:
 - *Wearing full school uniform every day
 - *Attending every day and arriving on time in a week
 - *Reading at home
 - *Excellent behaviour all week
 - *Applying skills learnt in Skills Builder or writing sessions
 - *Showing kindness
 - *Representing their team or the school
 - *Having their class assembly thoughts displayed in the hall
- Class captaincy. Each week the class teacher will select one of their pupils as Captain for demonstrating good behaviour or work ethic, and that pupil 'captains' the class for the week, wearing their badge and enjoying perks such as being at the front of the class line and sitting on a special chair in assembly. Their picture is also added to the 'Captains' Wall' in the hall.
- Raffle tickets/Class Dojo. For day-to-day good behaviour and hard work, pupils receive praise and a dojo, raffle ticket or behaviour token. Some classes also give out rewards for whole class achievements to support with cohesion.
- Termly attendance certificates for meeting the 100% non-unauthorised absence target for the term.
- Club attendance certificates for full attendance for a term at an extra-curricular club.
- Reading reward certificates for completing a set number of reads, and for accruing Accelerated Reader points.
- Sending to another staff member (senior staff or an adult with whom the pupil has a good relationship) for praise.
- 'Special mentions' in assembly for pupils not in an adult's classroom who have impressed during the week for any reason.

Sanctions

Sanctions may be required for pupils whose behaviour does not meet the expectation of the school. These sanctions include (in order of incident seriousness):

- Reminders/warnings (including clear instructions for what the pupil will need to do to remedy the situation, and what may happen if this is not followed);

- Final warnings;
- Move to a different work space within the classroom;
- Small amount of time from break time to complete work missed through behaviour choices;
- Move to a different work space outside the classroom e.g. in the shared area;
- Parent-teacher communication at the end of a school day;
- A meeting with a senior member of staff (EYFS leader, Assistant Principal or Principal);
- Parent and teacher meeting.

At each stage of these sanctions, pupils are given the choice and chance to rectify the situation through a change in behaviour. We believe that children must always be the ones to control and impact their behaviour.

Once a situation has been resolved, if there is an opportunity and it is the best thing to do in the interests of the child, a calm conversation about steps to take next time to avoid a repeat can take place.

Suspensions and permanent exclusions

For serious incidents of poor behaviour or persistent breaches of this behaviour policy, the Principal may resort to either a fixed term suspension or permanent exclusion.

Our school and the Greenwood Academies Trust is fully aware of its duties not to discriminate against, harass or victimise pupils due to their sex, race, disability, religion or belief, sexual orientation or because of pregnancy or gender reassignment. For disabled pupils, our academy will make reasonable adjustments to its policies and practices to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

If a pupil receives a suspension (fixed term exclusion) the parent is contacted as soon as possible and the decision is confirmed in writing, outlining any relevant incident(s), the reason for the exclusion and the duration of the fixed term exclusion. The parents' right to make representations about the suspension or request a meeting of the Academy Advisory Council's Disciplinary Committee is highlighted as appropriate.

Following a suspension, a meeting for parent/carer and pupil to attend is set up with a senior member of staff, to reinstate the pupil, identify which (if any) support will be put in place to support the pupil's behaviour and a record of the suspension and meeting will be kept in the pupil's file.

Permanent exclusion will be a last resort and the decision to permanently exclude will only be taken by a Principal:

- in response to a serious breach, or persistent breaches, of this policy and
- where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

The following behaviour is regarded as completely unacceptable and may result in a decision to exclude, including on a permanent basis, depending on the circumstances:

- Physical assault against another pupil

- Physical assault against a member of staff or any other adult
- Verbal abuse/threatening behaviour towards another pupil
- Verbal abuse/threatening behaviour towards a member of staff or any other adult
- Any form of bullying
- Racist abuse
- Sexual misconduct or assault
- Drug and alcohol related incidents
- Damage to property (including arson)
- Theft
- Carrying an offensive weapon
- Malicious allegations against members of staff
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Persistent, disruptive behaviour
- Serious incidents that bring the academy or GAT into disrepute
- Other (only in exceptional circumstances).

Ingoldmells Academy and the Greenwood Academies Trust will do everything possible to avoid the permanent exclusion of a Looked After Child. Each Academy is expected to be proactive and work with the young person, carers, the virtual school and social workers to do everything reasonable to avoid excluding a Looked After Child. The Education Director will be informed of any Permanent Exclusion decision.

A note about sanctions

At Ingoldmells Academy, We do not believe that 'One size fits all' in regard to sanctions for behaviour. Some pupils with additional needs (including those with SEND) may need a tailored approach. Staff are trained in terms of which behaviour support approaches work with different pupils, which may include a different adult with a strong relationship with that pupil being called to de-escalate the situation.

Once a sanction has been applied, a 'clean slate' approach will be used. Pupils do not receive two sanctions for the same incident and all parties learn from the incident and move on.

If a reward has been given to a pupil, this reward cannot then be removed for a behaviour incident. A pupil cannot lose a Dojo or Raffle ticket that has been earned for, for example, good work because of an unrelated incident.

Stakeholder views

We regularly take the views of parents, pupils and staff in regards to our behaviour protocols and review our practices based upon feedback, especially in terms of how pupils with protected characteristics are supported with their behaviours.

Prohibited items

The following items are prohibited from the academy:

- knives or weapons
- alcohol
- illegal drugs and paraphernalia
- stolen items
- tobacco and cigarette papers
- e-cigarettes
- fireworks
- pornographic images

- any article that has been or is likely to be used to commit an offence, cause personal injury (whether physical or psychological) or damage to property.

If a mobile phone needs to be brought into the school by a pupil, it is switched off and kept in the school office for the duration of school hours.

Where a member of staff reasonably suspects that a pupil is in possession of a prohibited item and the pupil refuses to cooperate with a search of their person or their property, we may treat this as a disciplinary matter and apply an appropriate sanction. In dealing with the confiscation or disposal of items found following a search, we will have regard to the DfE's guidance on searching and confiscation. (Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies, July 2022.) Any cigarettes or e-cigarettes confiscated in our academy may be destroyed.

Protocol reviewed: 1.9.2023

Due for review: 1.9.2024