

BEHAVIOUR FOR LEARNING POLICY



Rationale

It is the primary aim of our school that every member of the community feels valued and respected and that relationships are positive. Good behavior is fundamental to the success of the classroom. Park Academy aims to work in partnership with the whole community to encourage and promote the appropriate behavior of pupils both within and outside the classroom. To achieve high expectations it is important that pupils understand and are supported in the acquisition of behavior skills that support learning. It is understood that there is a shared responsibility within the school for the successful management of Behaviour for Learning. To that end, this policy is based on the principles of SEAL (Social and Emotional Aspects of Learning) and is designed to impact positively on learning and teaching and therefore raise standards.

Aims

- To provide a welcoming, safe and secure environment that is both calm and orderly, for the whole school community.
- To model and expect a set of preferred behaviours based on trust and mutual respect.
- To be explicit about the consequences of behaviours.
- To support pupils in accepting responsibility of their own behaviour.
- To develop and sustain a positive culture in both learning and teaching.

Implementation

- The Behaviour for Learning Policy is owned and endorsed by the whole school community.
- There is a clear and simple 'Code of Conduct' which allows for good behaviour to be celebrated and inappropriate behaviour to be challenged with appropriate sanctions in place (See document on Code of Conduct).
- Outstanding channels of communication are vital in the pursuit of consistency and understanding.
- Consistency and patience from staff are vital in all areas of successful behaviour management and teaching and learning.
- Rewards, consistent applications of routines, rules and sanctions are the responsibility of all staff.

In lessons pupils can expect to be:

- Clear about what is to be learned, how it fits in with what they already know and the structure of the lesson.
- Actively engaged in their learning.
- Able to work independently to the best of their ability when required to do so.
- Able to use assessment for learning to help them improve.
- Confident that they can succeed because the right conditions for learning exist.
- Praised regularly and treated with respect.

Responsibilities

It is the responsibility of every member of staff to positively encourage good behaviour across the school, to enforce the rules and to provide a consistent, fair approach. The modelling of appropriate behaviour by all staff is very powerful tool for instilling appropriate behaviour in pupils and forms an essential part of our SEAL (Social and Emotional Aspects for Learning) approach to Behaviour for Learning.

We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. Building supportive dialogue between home and school is essential in engaging parents to work with us. If parents have a concern about the way their child has been treated they are invited to contact their child's classroom teacher or if required, a member of the Senior Leadership Team (information on this can be found on the Park Academy website). Should further support be required, we ask parents to contact the Assistant Head of Academy prior to contacting the Head of Academy.

Fixed term and permanent exclusions

We make every effort to avoid the exclusion of any child from the school but there are times when this is necessary.

Only the Executive Headteacher (or Acting Headteacher) has the power to exclude a child from the school. The exclusion may be for one or more fixed periods, for up to 45 days in any one academic year. In extreme and exception circumstances, the Executive Headteacher may exclude a child permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion should circumstances warrant this.

In the event of an exclusion, parents are informed immediately and provided with reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parent on how to make such an appeal, which is heard by the Governing Body Pupil Discipline Committee. The Executive Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond 5 days in any one term. The governing body itself cannot exclude a child nor can they extend the exclusion period set by the Executive Headteacher.

Drug and alcohol-related incidents

It is the policy of the school that no child should bring in any drug, legal or illegal, into the school. If a child needs medication during the school day, the parent or carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the office for safekeeping. Any medication needed by the child whilst in school must be taken under the supervision of a member of staff.

The school will take very seriously misuses of any substances such as glue, other solvents, alcohol or drugs and will deal with instances as per the anti-drugs policy. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to go home. In some instances, it may be necessary to contact local services, including the police to aid in the confiscation and removal of dangerous substances.

Weapons

It is illegal to carry knives or other offensive weapons on and around school premises. Park Academy recognises the importance of keeping children safe and that the presence of a weapon creates unacceptable risk to pupil and staff safety and undermines the fundamental purpose of a school, to provide a safe and educational environment.

For the purpose of this policy, a “weapon” may include but is not limited to:

- A firearm of any description, including starting pistols, air guns, replicas or toys (which a realistic in nature or intended to scare or threaten).
- Knives, including variations of bladed objects such as pocket knives, craft knives and scissors (excluding those used to aid in curriculum based activities).
- Explosives, including fireworks, aerosol sprays, lighters and matches.
- Laser pens or other objects that could potentially cause harm if used inappropriately.

Should a child be found to be in breach of this policy, the Executive Headteacher will be informed so that subsequent actions may be decided.

In most circumstances, the Police will be informed of any incident involving a weapon. However in cases where circumstances deem a child to be innocent and no suggestion of harm to be made, for the incident to be dealt with internally.

Should the Police be contacted in regards to a weapon based incident, staff will provide an accurate account of the incident as it stands at the time and evaluate the seriousness of the incident.

There may be exceptional circumstances where members of staff, who are aware of the risk posed by a weapon held on site, may need to take appropriate action before the Police arrive. This may refer to calming strategies, the diverting and movement of other children or positive handling of a child should the likelihood of harm be minimal. Such actions would be undertaken by experienced and trained members of staff only and would be considered voluntary – staff should not feel obligated to confront a pupil carrying a weapon or search a person; a risk assessment approach should be taken in order to ensure the safety of any and all persons involved.

If the Academy feels that a weapon is being kept on site, the Police may be contacted in order to search the property of the person in question. Should there be reasonable grounds to search, the Head of Academy and other trained members of staff may be asked to assist after gaining a pupil’s consent (although this is not mandatory) on the basis that such action will not inflame or escalate the situation.

Police involvement where a weapon is suspected

Section 4 of the Offensive Weapons Act 1996 inserts section 139B into the Criminal Justice Act 1988. The effect is to:

- Provide police officers with the power to enter School premises, if they have reasonable grounds for suspecting that such a weapon is present and to search both the premises and any person for an offensive weapon

- Allow them to seize and retain any of the prohibited articles described above if found during the course of such a search at a School.
- Acting under those powers, the Police do not require the permission of the Head Teacher or any other person before exercising it. They may also use reasonable force to enter, if necessary.