



**Jewell Academy Bournemouth**  
an Aspirations Academy

# Behaviour Policy

Reviewed: September 2020

To be revised: September 2021



**Aspirations Academies Trust**  
in association with AUI and QISA

This policy is a statement of the aims, principles and strategies for Positive Behaviour. It lays the foundation, upon which our attitudes, respect and conduct towards one another are based and should be read in context with all other policies.

At Jewell Academy we expect and demand high standards of behaviour from all members of our school community. We work with children to help them develop self-discipline and self-respect. All members of our community have a responsibility to treat each other with fairness, honesty, consideration and consistency. When pupils start at Jewell Academy they and their parent/carer are asked to sign our behaviour contract, this indicates that they agree to abide by the Jewell Academy Rules of Safe Ready and Respect and our Code of Conduct.

### **Management of Learning**

The school curriculum is designed to meet the requirements of the National Curriculum, Aspirations Academies philosophy of a No Limits Curriculum: Education for Success in the 21st Century, and is personalised to be responsive to the needs of our pupil demographic.

The ultimate aim is that pupils will acquire 21st century skills to translate knowledge into actions for success.

This policy is implemented consistently across the school to ensure that the school's aims and principles for pupils' is met.

A system of rewards and sanctions is used to fulfil the aims of the policy:

### **Systems used to support positive choices**

- All classrooms will display the school code of conduct and class rules.
- All classrooms will display the schools four stage behaviour ladder.
- Achievable targets will be set for individual children and achievement acknowledged
- All adults will apply the Behaviour Policy consistently

*Positive choices are recognised in a range of ways including:*

1. Verbal praise- directed at positive learning
2. Earning individual stickers, house points or marbles toward class/group rewards
3. Sharing achievement:-within the class, to Headteacher, with other classes, in assemblies, with families
4. Extra responsibilities:-taking register/messages, play leaders, sports ambassadors, class responsibilities and representing the school.

*Each class has 'Rewards and Sanctions Ladder'. Each pupil has a peg with their name on and moves their peg up each stage of the process, as appropriate. The green side represents on task learning, the red side is used as a sanction step system.*

### **The Reward Stages Green**

- Stage 1 sticker / recognition board
- Stage 2 house points
- Stage 3 marble toward group/class reward
- Stage 4 Headteacher award

### **The Sanction Stages Red**

- Stage 1 verbal reminder
- Stage 2 time out in class to reflect on behaviour and prepare to rejoin the class
- Stage 3 4W's behaviour sheet
- Stage 4 Headteacher sanctions which will result in a loss of playtime/break time etc.

- Whilst with the Headteacher pupils will reflect on their behaviour using the 4W's sheet and/or the school code of conduct. Pupils will be required to copy a behaviour lesson, during break/lunch time. Follow up actions may involve pupils being banned from some activities, being placed on report, missing trips or visits, internal or external exclusion. **Persistent (being sent to the Headteacher more than three times in a term) or very serious bad behaviour will result in parents being contacted.**

Where pupils display persistent poor behaviour an action plan involving strategies and targets will be introduced and monitored by the Principal/Vice Principal/ Assistant Principals.

In the event of a serious breach of conduct which may include hurting another person or other significant breach of rules which could lead to an internal/external exclusion parents/carers will always be contacted. The 4 W's sheet will be recorded on the school behaviour log and the paper copy kept in the class folder whilst a copy goes home to parents/carers. The behaviour file may be shared with appropriate professionals e.g. Education Psychologists, behaviour support teams etc.

### **Play/Lunchtime**

The policy continues to be applied consistently during all play and lunch times. The SLT member on duty will follow up on all play and lunchtime behaviour recording it on the behaviour log and ensuring that appropriate action and sanctions have been applied.

In order to ensure the safety (verbal and physical) of others, pupils may be directed to attend playtime and/or lunch club. This in itself is not a punishment, but allows for quieter, structured play and restorative conversations to take place to promote more positive behaviour and attitudes.

### **Exclusion Procedure**

- Pupils may be excluded in line with LA exclusion procedures, this includes lunchtime exclusions.
- Following exclusion, pupils attend a reintegration meeting with the Principal/Vice Principal. A parent/carer is also asked to attend. During this meeting assurance is sought from the pupil and the parent/carer that the behaviour which led to the exclusion will not be repeated, **it may be necessary to put steps into the pupil's day to ensure they are well supported e.g. play and lunch club and reporting to the Principal/Vice Principal at strategic points during the day. This would be explained, discussed and agreed to at the reintegration meeting.**
- Where a pupil has been out of school for a period, a careful plan is set up for the pupil's return so that a recurrence of previous poor behaviour is minimised.
- Permanent exclusions should be used as a last resort, when all other reasonable steps have been taken.

### **Fixed Term Exclusion**

Where a pupil is excluded from school for a fixed period and is able to return to the same school on a date specified by the Principal/Vice Principal (1993 Act). No pupil may be temporarily excluded for more than 15 days in the aggregate in any one term.

### **Permanent Exclusion**

Where a pupil has been permanently excluded and may not return to the same school. (1993 Act).

Parents have right of appeal for Temporary and Permanent Exclusion

### **Principal**

The Principal will use his/her discretion to decide upon the appropriate stage necessary in any given circumstance.

The Principal is the only member of the school staff who has the power to exclude a pupil from school. (In his/her absence this authority is delegated to the Vice Principal and then the next senior teacher. Advice can also be sought from the Deputy CEO's and CEO of Aspirations Academies Trust).

When excluding a pupil the decision will be put in writing and given to the parent/carer, with details of their rights. The school will notify the LA forwarding a copy of the letter of exclusion and completing the Notification of Exclusion Form. The Principal/Vice Principal/Inclusion Manager will notify other relevant professionals, e.g. education psychologist, as appropriate and work closely alongside them in the best interests of the child.

### **Inclusion Manager**

The inclusion Manager works with others, including class teachers, Learning Support Assistants, and where appropriate, external agencies to help pupils modify the behaviours that are likely to lead to exclusion.

### **LAB / Monitoring**

- The Local Advisory Board (LAB) will create a sub-committee to consider the permanent exclusion of a pupil from school in accordance with the requirements of the Education (School Government) Regulations 1989.
- The LAB are notified of exclusions via the Principal's report.

### **LA**

All decisions to exclude a pupil from school are considered by the Director of Education's representative, if necessary, the LA can amend or revoke a Temporary Exclusion.

If the Principal's decision to permanently exclude a pupil is upheld, the LA is required by law to provide parents with a letter of the final decision and provide an invitation to appeal against that decision to an independent Appeal Committee.

### **Parent, Carer and Adult Behaviour**

The code of conduct applies equally to parents/carers, staff, LA officials, AAT officials, and visitors when on the school site.

## Appendix 1 Home School Agreement

|                                |                                   |                                  |
|--------------------------------|-----------------------------------|----------------------------------|
| <b>Staff will consistently</b> | <b>Children will consistently</b> | <b>Parents will consistently</b> |
|--------------------------------|-----------------------------------|----------------------------------|

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| <ul style="list-style-type: none"> <li>● Attend school.</li> <li>● Be punctual and arrive in school in sufficient time to prepare for the day. Be on time throughout the day.</li> <li>● Dress in a professional manner.</li> <li>● Always look at the person to whom they are talking to.</li> <li>● Listen to and acknowledge the views of others without interrupting; respect confidentiality</li> <li>● Talk in a calm voice.</li> <li>● Be a role model of dignity and integrity</li> <li>● Use sentences when they speak.</li> <li>● Communicate sensitively and appropriately on matters that affect other people this means not discussing others in a negative manner.</li> <li>● Avoid confrontation whilst still holding others to account.</li> <li>● Be good mannered and polite with everyone.</li> <li>● Make newcomers and visitors feel welcome.</li> <li>● Communicate with the right people when things are not going as they should.</li> <li>● Work to do their best and seek ways of improving.</li> <li>● Collaborate in setting goals to be achieved and be accountable for achieving them.</li> <li>● Think before acting.</li> <li>● Know that each one of us is different, with different knowledge and skills and entitled to be treated with respect.</li> <li>● Always be willing to learn, share ideas, enjoy work and help others to do the same.</li> <li>● Model dignity in the treatment of children and others.</li> <li>● Not hold grudges- each day is a new day</li> <li>● Follow up issues, emphasise the certainty rather than severity of consequences</li> <li>● Re-establish positive working relationships after a problem</li> <li>● Be supportive, persistent and insistent in putting into practice the values, aims and all agreements.</li> <li>● Challenge anything or anyone that undermines our core values and purposes.</li> </ul> | <ul style="list-style-type: none"> <li>● Attend school.</li> <li>● Be punctual and arrive in school in sufficient time to prepare for the day. Be on time throughout the day.</li> <li>● Dress in smart school uniform.</li> <li>● Always look at the person to whom I am talking.</li> <li>● Listen to and acknowledge the views of others without interrupting.</li> <li>● Talk in a calm voice.</li> <li>● Be a role model for younger children.</li> <li>● Use sentences when speaking.</li> <li>● Communicate sensitively and appropriately on matters that affect other people this means not discussing others in a negative manner.</li> <li>● Avoid confrontation whilst still holding others to account.</li> <li>● Be good mannered and polite with everyone.</li> <li>● Make newcomers and visitors feel welcome.</li> <li>● Communicate with the right people when things are not going as they should.</li> <li>● Work to do my best and seek ways of improving.</li> <li>● Collaborate in setting goals to be achieved and be accountable for achieving them.</li> <li>● Think before acting.</li> <li>● Know that each one of us is different, with different knowledge and skills and each is entitled to be treated with respect.</li> <li>● Re-establish positive working relationships after a problem.</li> <li>● Always be willing to learn, share ideas, enjoy working and help others to do the same.</li> <li>● Be supportive, persistent and insistent in putting into practice the values, aims and all agreements.</li> </ul> | <ul style="list-style-type: none"> <li>● Ensure children attend school every day.</li> <li>● Ensure children arrive punctually for school.</li> <li>● Ensure children wear correct and smart school uniform for school and activities.</li> <li>● Support children in undertaking reading and other homework tasks and ensuring they are done in good time.</li> <li>● Listen to and acknowledge the views of others without interrupting, respect confidentiality.</li> <li>● Talk in a calm voice</li> <li>● Be a role model of dignity and integrity.</li> <li>● Communicate sensitively and appropriately on matters that affect other people this means not discussing others in a negative manner.</li> <li>● Avoid confrontation whilst still holding others to account.</li> <li>● Be good mannered and polite with everyone.</li> <li>● Communicate with the right people when something is not going as it should.</li> <li>● Collaborate in setting goals to be achieved and be accountable for achieving them.</li> <li>● Think before acting.</li> <li>● Know that each one of us is different, with different knowledge and skills and each is entitled to be treated with respect.</li> <li>● Model dignity in the treatment of children and others.</li> <li>● Not hold grudges- each day is a new day-</li> <li>● Always follows up issues, emphasises the certainty rather than severity of consequences</li> <li>● Re-establish positive working relationships after a problem</li> <li>● Be supportive, persistent and insistent in putting into practice the values, aims and all agreements.</li> <li>● Challenge anything or anyone that undermines our core values and purposes.</li> </ul> |
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