



**BEHAVIOUR MANAGEMENT POLICY
(Including Exclusions)**

**42 to 46 Harmer Street
Gravesend
Kent DA12 2AX**

April 2019

1. INTRODUCTION

Pierview Academy is a school offering short, medium and long term provision for pupils with social, emotional and behavioural difficulties and a range of other Special Educational Needs and Disabilities (SEND) and challenging behaviour. This policy acknowledges that the pupils are likely to find it more difficult than their mainstream peers to manage their own emotions and behaviour. The policy has been written to anticipate the possible difficulties that can occur in the school day to ensure that all staff, parents and pupils understand the actions that can be taken to avoid or resolve any difficulties. We strive to create an environment where:

- Learning is supported and attitudes to learning are positive
- Parents, staff and pupils are positive about behaviour in school
- Pupils' behaviour during and outside lessons is good, including learning environments in other locations
- Good behaviour and good work is recognised and appreciated, pupils are proud of their achievements
- Pupils can learn the importance of taking responsibility for their own actions by developing their self discipline skills
- Pupils can gain an understanding of their role in the wider community and in society and can appreciate the need to treat all people with respect
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to improvements in behaviour over time.

There are some fundamental beliefs that underpin our approach to modelling, creating and promoting good behaviour.

- We provide a positive, safe, caring learning environment where every person is valued and respected
- All pupils have the right to consistent and high quality learning with minimal disruption from other pupils
- Regular communication between pupils, parents and staff is vital
- In the unlikely event that children are hurt, abused or bullied by others in school they will be listened to and will receive support – such incidents are taken very seriously
- Developing self esteem of our pupils is very important in preparing them to be successful learners
- The curriculum is acknowledged to play a crucial role in the management of behaviour in school. Pupils who are motivated, engaged and interested are more likely to manage their behaviour well
- The school collaborates with external agencies to support our pupils
- The pupil voice is important when making whole school decisions
- Every pupil is treated as an individual and their SEND is taken into account in all aspects of school life.

2. RULES AND EXPECTATIONS ABOUT BEHAVIOUR FOR PUPILS

The Senior Management Team and the school Behaviour Lead take an active role in the management of behaviour in the school. These people will work with all staff to maintain a positive and productive teaching and learning environment and will support other colleagues in maintaining positive behaviour.

This policy outlines how positive behaviour and attitudes are to be promoted at the school and how we plan to eliminate instances of poor behaviour. Where appropriate the Behaviour Lead may draw up an individual behaviour support plan / Positive Handling Plan in consultation with tutors and other professionals. Key guidelines at Pierview Academy are as follows:

- We expect all pupils to respect school property.
- We expect all pupils to respect other learners, staff and visitors.
- Lessons will start on time and discretion will be used with respect to visits to the toilet and the use of 'comfort breaks' in lesson time.
- Students will be supervised when moving from place to place and this will be essential if there are health and safety concerns regarding that pupil.
- No one is expected to leave the classroom without permission.
- If students have mobile phones in school they must be switched off or on silent mode and not visible or used at any point during lessons without permission. Any phones used inappropriately will be confiscated.

3. PERSONAL, LEARNING, EMOTIONAL OR MEDICAL ISSUES

Poor behaviour can stem from personal problems or difficulties. Punishing bad behaviour without understanding the reasons behind it will only have short term effect and will not provide a lasting solution or support pupils in learning to manage their own behaviour. Experiencing teaching of a high quality is essential in promoting and maintaining good behaviour inside and outside the learning environment. We aim to give our pupils the capacity and skills to understand and manage their own and others' emotions. In order to achieve this we create an environment that encourages pupils to reflect upon their behaviour and offers them alternative strategies.

4. PARENTS AND CARERS

The involvement of parents and carers is essential to the effectiveness of this policy. Good communication is vital and staff are available for parents to contact by phone or email. The school keeps a log of incidents and behaviour reports and these are shared with parents upon request, within school reports and when we need to inform parents to gain their support.

5. BEHAVIOUR AND CONDUCT IN AND AROUND SCHOOL

Pupils arrive at school between 9 and 9.15am and are greeted by their tutors before being taken to their room. At lunchtimes meals are provided. The school promotes healthy eating and the menus will reflect this. Special dietary requirements will be catered for. Pupils should eat in the social areas and will be supervised/accompanied by tutors. Learners can request to eat in their classrooms.

Pierview Academy promotes healthy living and therefore smoking is discouraged.

All jewellery must be removed for PE and practical sessions such as construction. At other times ear studs or small sleepers may be worn.

There is no school uniform at Pierview Academy, however, learners must dress appropriately. This is at the discretion of the Senior Management Team.

6. REWARDS, SANCTIONS and EXCLUSIONS

Rewards

Funds are allocated in the school budget to provide an enrichment activity on Friday afternoon to those students who have completed their work every day and have satisfactory behaviour. This is known as 'Enrichment' and the reward is provided in the form of an enrichment activity.

Sanctions

All ALP tutors and managers are Team Teach trained which includes strategies to de-escalate situations as well as safe holds for serious situations. All pupils have an individual risk assessment that is regularly reviewed and updated. "Team-Teach is designed to reduce the reliance on restraint and restriction by expanding the toolbox of positive behavioural supports. Reducing risk involves giving staff the confidence to take decisive action when it is necessary, in order to keep people safe, whilst at the same time encouraging better assessment, planning and communication to enable staff teams to anticipate foreseeable hazards and avoid them." (Taken from the Team-Teach workbook). Pierview Academy has a recording system in place for all incidents and concerns.

Whatever sanction is used is likely to be less effective if it is overused and as far as possible pupils are encouraged to make good choices about their behaviour. Sanctions will be differentiated according to age and Key Stage and will take into consideration the special needs and the developmental level of a pupil. Examples of sanctions that can be used are:

- Withdrawal of rewards/Enrichment
- Being referred to the SMT
- Parents contacted or asked to meet with staff in school
- Changing the learning environment

Serious Incidents

Where a serious incident occurs there will be an opportunity for the pupil to reflect on his/her behaviour and actions and the chance to discuss with an adult how it can be avoided in the future.

A serious incident is:

- One where the result is injury to someone in school
- Where damage to property is caused
- Stealing
- Deliberate or provocative racist or radicalised remarks
- Persistent bullying
- Intentional violence towards others

Where a student is involved in an incident a member of the Senior Management Team contacts the parent or carer by phone or a home visit to discuss the incident and any sanctions that have been given to the student. This needs to be timely and should occur on the same day, immediately after the incident.

Exclusions / Cooling Off Periods

Fixed Term Exclusions are referred to as 'Cooling Off Periods'.

Pierview Academy use Cooling Off periods as a last resort and consider other sanctions before they are applied. However, there may be times when a period of cooling off is believed to be the most effective and suitable strategy. A cooling off period can not be given without the consent of either the Chair or Deputy Chair of the Executive Board. For a Cooling Off Period to be considered, Head Teachers must supply the Chair and Deputy Chair with as much information as possible in relation to the reasons for the Cooling Off Period and details of what other sanctions have been applied. This should include but not be limited to:

- Incident Reports
- Previous incidents involving the student
- The students behaviour log
- What alternative interventions are available / have been tried
- Why the Head Teacher feels a Cooling Off period is the most suitable option

The Head Teacher can decide on the length of the Cooling Off Period. Some learners may be placed on progressive cooling off periods, which should follow a pattern of 1,3,5 and 7 days before a more serious sanction is put in place. Where there have been persistent incidents over a period of time the student may be placed on an outreach programme, be given a reduced timetable or in extreme circumstances a Permanent Exclusion may be considered by the Head Teacher.

All sanctions are recorded in the sanctions log.

Where Cooling Off days are applied, a member of the Senior Management Team should ensure the following is complete:

- An exclusion letter is sent to parents and key associations e.g social worker, SEN Officer
- An incident report should be filed and sent to relevant people
- A reintegration meeting is held. This may involve just the learner or could include parents and partner organisations.

Permanent Exclusions

Pierview Academy use Permanent Exclusions as a last resort and should consider all other sanctions before they are applied. A permanent exclusion can not be given without the consent of both the Chair or Deputy Chair of the Executive Board. For a permanent exclusion to be considered, Head Teachers must supply the Chair and Deputy Chair with as much information as possible in relation to the reasons for the Permanent Exclusion and details of what other sanctions have been applied. This should include but not be limited to:

- Incident Reports
- Previous incidents involving the student
- The students behaviour log
- What alternative interventions are available / have been tried
- Why the Head Teacher feels a Cooling Off period is the most suitable option
- The draft permanent exclusion letter

Full details of the permanent exclusion should be recorded on the learner's file. Parents / Careers and the Local Authority should be contacted immediately.

Pierview Academy will consider Managed Moves to support a learner who would otherwise be permanently excluded in order to provide them with a fresh start. The move may be to a school who are more able to meet the learners needs.

If the executive board (Chair or Deputy Chair) uphold a permanent exclusion, parents have the right to request that their decision is reviewed by an Independent Review Panel (IRP). Parents must lodge their application for a review:

- within 15 school days of notice being given to the parents by the governing body of their decision to uphold a permanent exclusion; or
- where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the [Equality Act 2010](#) in relation to the exclusion.

These are strict deadlines and any application made outside of the legal time frame must be rejected by the Local Authority / Academy Trust.

Parents may request an Independent Review Panel even if they did not make a case to, or attend, the meeting at which the Executive Board considered the exclusion.

Parents must submit written representations and, if applicable, supporting evidence, when lodging their application. New evidence can be submitted to the Independent Review Panel. However, when deciding whether to quash the decision, the panel should only take account of evidence available to the governing body at the time of making its decision not to reinstate. The Panel is able to take account of evidence that they consider would, or should have been available to the governing body, and that the governing body ought to have considered if they had been acting reasonably.

The Local Authority / Academy Trust must constitute the Panel with either 3 or 5 members:

- a lay member to chair the panel;
- 1 (or 2) school governor(s) who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or head teachers during this time; and
- 1 (or 2) head teacher(s) or individual(s) who has/have been head teacher(s) within the last 5 years.

A clerk will also be present to provide advice to the Panel and parties to the review on procedure, legislation and Statutory Guidance on exclusions. The clerk does not take part in the decision-making process.

The role of the Panel is to review the governing body's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the Panel must consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school.

The panel can decide to:

- uphold the exclusion decision;
- *recommend* that the governing body reconsiders their decision; or

- quash the decision and *direct* that the executive board considers the exclusion again.

When considering the governing body's decision, the Panel should apply the following tests which need to be satisfied to quash the decision:

- **Illegality** – Did the head teacher and / or executive board act outside the scope of their legal powers in taking the decision to exclude?
- **Irrationality** – Did the executive board rely on irrelevant points, fail to take account of all relevant points or make a decision so unreasonable that no governing board acting reasonably in such circumstances could have made it?
- **Procedural impropriety** – Was the process of exclusion and the executive board's consideration so unfair or flawed that justice was clearly not done?

If any of these criteria are met, the Panel can quash the decision of the governing body and direct that they consider the exclusion again.

Where the criteria for quashing a decision have not been met, the Panel should consider whether it would be appropriate to recommend that a executive board reconsiders their decision not to reinstate the pupil. This should be used where evidence or procedural flaws have been identified that do not meet the criteria for quashing the decision but which the Panel believe justify a reconsideration of the executive board decision.

In all other cases the panel should uphold the exclusion.

There is no further right of appeal against the decision of an Independent Review Panel. However, if you feel that the Review Panel process was unfairly run, you may be able to take this further by complaining about maladministration by the IRP. A successful complaint may result in a recommendation that a new IRP should be arranged, but the decision to uphold the exclusion cannot be overturned. The body this complaint should be made to will depend on the type of school involved:

7. OUTSIDE SCHOOL

Taking part in educational visits, work experience and accessing alternative provision are all a significant part of what Pierview Academy is able to offer pupils. Every effort will be made to ensure that these experiences are offered to all pupils according to need and in all situations risk assessments will be completed in advance. A pupil may be prevented from accessing planned out of school activities where poor behaviour suggests that the pupil may put the health and safety of themselves or others at risk.

8. SUPPORT OF PUPILS

We believe that those pupils who are hurt, abused or bullied by others in school should receive support. Pupils should feel confident that they have the right to talk to an adult in school if they are in receipt of such behaviour. See the school's anti-bullying policy for further information.

The school acknowledges its legal responsibilities and duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN and will take the appropriate action in response to any concerns.

Policy written March 2016

Reviewed November 2017

Reviewed April 2019

Next review date: April 2020 by Headteacher