

Learner Attitudes Policy

(Our Behaviour Policy)

REAch2 Touchstones

Our Learner Attitudes Policy aligns with the REAch2 Touchstones, seven principles which express the values and ethos of our Trust and school:



To enable the best learning **opportunities** for our learners, ensuring full **enjoyment** and **inspiration** in all we do, all in our school show **leadership** and take full **responsibility** for our approach to encourage and nurture the best learner attitudes for all children to achieve of their best. All adults believe in keeping full **integrity** to our core values and ensure that **inclusion** of all learners is at the heart of how we treat each individual.

Our Rules

There are three school rules that are displayed in every classroom and around our school which the pupils should know and follow:

Ready | Respectful | Safe

Some examples include:

Ready	Respectful	Safe
Be on time	We take collective responsibility for the school	Be in the right place at the right time
Wear the correct uniform	Listen to others and expect to be listened to	Tell an adult if you have a problem
Have the right equipment and kit	Use kind words, language and tone	Move around school calmly
Looking and listening	Look after the building, displays and equipment	Use equipment correctly
Stop when you hear the bell or whistle	Say 'please' & 'thank you'.	Pick up pencils and things on the floor that shouldn't be there
Leave personal belongings at home	Hold doors open for others	Tuck chairs in
Mobile phones are left with the office	Greet adults and each other	Stay in the right area
	Put litter in the bin	We are supervised as a group
	Keep a tidy classroom and environment	We stay outside at break and lunch (or in classroom for wet play)

Palmer's Positive Learners

At The Palmer Academy we focus on encouraging positive learner attitudes and, although recognised, aim for these to be intrinsically motivated.

PALMER'S POSITIVE LEARNERS	HOW WE RECOGNISE THEM
<ul style="list-style-type: none"> ✓ Going above and beyond ✓ Showing kindness ✓ Care for our environment ✓ Being really absorbed in learning ✓ Helping others ✓ Showing exceptional respect ✓ Recognising own feelings and the feelings of others (empathy) and... ✓ Self-correcting behaviour and using strategies to modify behaviour. 	<ul style="list-style-type: none"> ➤ Every class has a recognition board which is used in every session ➤ We have a recognition board in the hall and on the playground ➤ Non-verbal cues (thumbs up, smile etc) ➤ Verbally thank and recognise learners ➤ Write a recognition note to the learner ➤ Write a postcard home ➤ Call home to pass on the recognition and praise ➤ Recognition assemblies ➤ Hot Chocolate/ smoothie Friday ➤ Exceptional learning may be recognised with House Points (up to 200 at a time)

Palmer's Proactive Interventions

We use many 'proactive interventions' to help learners manage themselves and to support learners acquire amazing attitudes to learning. These include, but are not limited to:

- Mindfulness and calming activities at key transitions
- Greeting pupils
- Take up time
- 2 acceptable choices
- Alternative spaces at break and lunch to model positive play
- Allocated 'safe spaces' for specific learners
- Play leaders
- Sport
- Play activities
- Emotional Literacy Support for some learners
- Calm boxes
- Targeted self-esteem and leadership programmes in partnership with Ufton Court.
- Sensory circuits and regulation interventions
- Art and play therapy
- Relax Kids
- 1:1 Family Worker time
- Extra-curricular clubs
- Out of Hours provision

Our Steps: Adjusting & Addressing

Prior to moving onto the consequence steps staff recognise positive and correct learner attitudes in other learners, praising learners for showing the expectations of 'Palmer's Positive Learners'.

The Class Teacher has responsibility at each part in the school's steps, to ensure the maintaining and developing of positive and respectful relationships. This also demonstrates a consistent approach by all adults to learners. At all times the focus is ensuring that learning takes place for all learners.

Learners may 'restart' the steps or move down the steps throughout the day to encourage and motivate them to adjust their behaviour. At all points staff should consider any underlying issues and strategies to prevent (proactive interventions).

Steps: Progressive, with exception of the listed	Follow up	Follow up delivered by	Recording & reporting <i>'Parent' refers to the person with responsibility for the child</i>
Step 1: Redirection and reminder	Proactive interventions employed Catch up on work missed	Class Teacher	If repeated, then Class Teacher to meet with parent to share concern – meeting record to be recorded on CPOMS.
Step 2: Caution	Proactive interventions employed Catch up on work missed	Class Teacher	
Step 3: Time out within year group, with choice to opt back in.	Reflect and repair during free time Catch up on missed work	Class Teacher	Phone call to parent to inform of the time out within year group If a pattern develops, this needs to be discussed with the Assistant Head for Phase or Inclusion and recorded on CPOMS. Proactive interventions employed.
Step 4: Time out with an Assistant Head Step 4 would be repeated inappropriate learner attitude and a lack of willingness to choose to take opportunities offered to opt back in at previous steps- the previous steps MUST be followed.	Reflect and repair during free time Catch up on missed work	Class Teacher (referencing that Assistant Head is aware and has been involved). For repeated incidents, the Assistant Head will call parent.	Phone call to parent; Record on CPOMS- Class Teacher to record as 'incident' and Assistant will respond with any additional 'action' taken.
Behaviours that require escalating to Step 4 immediately: <ul style="list-style-type: none"> • Fighting- initiating • Fighting- provoking • Fighting- joining in with • Defiance/ refusal of reasonable request • Swearing at another child • Inappropriate behaviour in the classroom- language/ actions- e.g. goading; causing a verbal chant; • Name calling/ insults with intention to hurt another • Discriminatory or prejudicial language or gestures (as referenced in the Equality Act 2010), whether understood or not • Inappropriate use of/ damage of school equipment or furniture • Threats of violence • Stealing • Use of phones or electronic devices in school 	Reflect and repair during free time Pastoral Support Plan (Therapeutic Plan) to be considered. Internal or fixed term exclusion may be considered by the Head of School or nominated Assistant Head (the Executive Head will be consulted for all fixed term exclusions) and will take account of the full picture of the seriousness of the inappropriate behaviour and all contextual factors.	Assistant Head	Phone call to parent; Record on CPOMS
Step 5: exclusion behaviours would be: <ul style="list-style-type: none"> • Repeated defiance/ refusal (e.g. refusing to follow the consequences of the behaviour policy) • Swearing at an adult • Spitting at an adult • Discriminatory or prejudicial language or gestures (as referenced in the Equality Act 2010)- repeated incident (after a previous incident dealt under Stage 4) • Repeatedly leaving the classroom without permission • Leaving the school building without permission • Leaving the school grounds without permission • Fighting with serious intent to cause injury or seeking out a child to harm them • Throwing furniture or equipment with intent, or recklessness as to harm • Threats of serious violence (e.g. use of a weapon) • Using phones or electronic devices to bring the school into disrepute 	Consideration if the exclusion will be: Internal - supervised by suitable person nominated by Assistant Head or Head of School. Fixed term - at home Permanent ** This is the decision of the Head of School or nominated Assistant Head (the Executive Head will be consulted for all fixed term or permanent exclusions) and will take account of the full picture of the seriousness of the inappropriate behaviour and all contextual factors. ** Permanent exclusion is a last resort and would be considered in full consultation with the Executive Head and the relevant multi-agencies. Pastoral Support Plan (Therapeutic Plan) to be implemented	Head of School	Phone call to parent; Record on CPOMS; Follow up meeting with parent with Head of School or nominated Assistant Head

Relationships

- ✓ We recognise that positive relationships are key to creating a great learning culture. We know that some relationship building is quick but some will take more time to build.
- ✓ We model positive behaviours and build positive relationships.
- ✓ We remain calm and consistent. Every interaction is calm, considered and consistently respectful.
- ✓ We always address learners who are demonstrating inappropriate or non-typical actions as supporting them is a shared responsibility.
- ✓ We recognise our role to educate learners holistically, including helping them adjust their social and emotional responses or actions.
- ✓ We are a visible presence around the site, especially at changeover time.
- ✓ We regularly review provision for learners who fall beyond the range of written policies.

Guidance for staff

When we follow our steps:

- ✓ We invest time. We are quiet and discrete when redirecting, reminding or cautioning. The strongest messages are given privately where possible.
- ✓ We are calm, don't raise our voices and give 'take up time' and 'acceptable choices' when going through the steps. As much as possible we are proactive, prevent, support and redirect.
- ✓ We follow up every time, retain ownership and engage in reflective dialogue with learners.
- ✓ Discussions with other professionals about behaviour are in private and not in front of learners.
- ✓ Once the follow up has taken place we don't 'repeatedly reprimand' learners.
- ✓ Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- ✓ Ensure staff training needs are identified and targeted.
- ✓ Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- ✓ Support teachers and leaders in managing learners with more complex or entrenched negative behaviours.
- ✓ We always remember that consequences are to help learners adjust.
- ✓ We recognise signals in our own behaviour and adjust or remove ourselves if required.

Our Consistencies & Routines

- ✓ **Consistent language; consistent response:** We refer to 'Ready, Respectful, Safe'. We use phrases like:
 - "I have noticed that...I need you to...I remember when...That's what I want to see now. Thank you."
 - "So that you can keep yourself safe, I need you to choose to..."
 - "Thank you for being respectful and stopping and listening to me, now..."
 - "Well done ... for being ready for learning. I can now see that... are ready."
 - "I'm asking you to...and I know that you will..."
- ✓ **Consistent follow up:** We follow our steps. We never pass problems on, teachers take responsibility for interventions, seeking support but never delegating.
- ✓ **Consistent positive reinforcement**
- ✓ **Consistent, simple routines and expectations around school:**
 - Learners are greeted individually at the door;
 - Learners move around the school calmly and quietly;
 - Learners walk on the left hand side with their hands behind their backs;
 - Learners in large groups are supervised by staff;
 - Learners wear the correct school uniform which is reinforced by all staff;
 - Learners line up at the start of the day and at the end of break and lunch (following the 3 bell routine).
- ✓ **Consistent respect from the adults:** Even in the face of disrespectful learners!
- ✓ **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners

- ✓ **Consistent environment:** creative and well-presented displays celebrate high quality work and provide learning supports. All learning spaces, offices and staff areas are tidy and well presented. The school reflects the children, even when they're not in it.

Inclusion and Equity

Every child, including those with additional needs and social, emotional and behavioural needs, has a right to an education and that education should allow them full access to all educational opportunities the school can offer. There are some pupils whose behaviour falls beyond the scope of any policy and who require Pastoral Support Plans which are therapeutically informed.

Multi-Agency Assessment

A multi-agency assessment will be considered when a pupil's behaviour is significantly disruptive to their own learning and the learning of others. Before other agencies are involved the students' needs should be brought to the attention of the Head of School and Assistant Head- Inclusion. Parents should be informed of any concerns about their child's behaviour using the normal school systems.

Step One

Teacher asked to complete:

- Two weeks of intensive monitoring using ABC forms
- Analysis of behaviour trends and patterns (using the Therapeutic analysis tools)
- Major Incidents Forms
- Pupil and Parent Behaviour Questionnaires and Surveys

Step Two

- Range of class based strategies tried using PSP format (Therapeutic Behaviour Plan)
- Low level additional support possibly put in place
- Individualised timetable considered (Therapeutic Behaviour Plan)

Step Three

- Involvement of Behaviour Outreach Service, Educational Psychologist and other agencies
- Referral to school nurse considered
- PSP in place (Therapeutic Behaviour Plan)

Therapeutic interventions

The school team understand that there may be reasons underpinning the demonstration of behaviour(s) by a child and in order to be able to aim include all children support their emotional and mental health, wellbeing and development by implementing a range of strategies. The Assistant Head- Inclusion leads on accessing and implementing therapeutic interventions.

Positive Handling/ Physical Intervention

The power to use reasonable force:

- Staff have the authority to use reasonable force if the behaviour of a child leads them to causing harm to themselves, others or extensive / expensive harm to school property or the property of others. Force should always and only be used in an emergency or when all other avenues have been exhausted.
- The Head of School MUST be informed immediately if a child has been handled due to the fact that they were causing risk to themselves, others or property. This must also be recorded on CPOMS via the record sheet being scanned and uploaded.
- Parents should always be informed (using the set form) if a child has been moved or held using 'positive handling' and a positive handling plan should be put in place when this is likely to happen on more than one occurrence.
- Positive handling should not be used to force compliance.

- Some children may support, particularly in the Early Years, to leave parents / carers or move from one place to another. This does not constitute 'positive handling'.

Physical intervention should only be used within the strict safety guidelines laid out in The Palmer Academy's Physical Intervention Policy. All staff are required to be familiar with the contents of this policy and to abide by it at all times

Anti-Bullying

Repeated unkind treatment of one child or group of children by the same child or group of children may be viewed as bullying. In this case, the Learner Attitudes Policy will continue to be used as the unkind behaviours (physical or name calling) would fall under Stage 4. In the same way that inappropriate behaviour is not tolerated, bullying is not tolerated and the school will follow the Anti-Bullying Policy.

Searches, Banned Items and Confiscation

The Head of School and delegated staff members have the right to search learners where they reasonably suspect that "prohibited items" may be in a child's possession. These could be items which are stolen, illegal or dangerous e.g.: drugs, weapons, cigarettes, fireworks or pornographic images.

Confiscation can be used when:

- an item poses a threat to others: for example, a child has brought in an inappropriate toy from home such as a catapult
- an item poses a threat to good order for learning: for example, a pupil continuously plays with a toy, wrist band etc.
- an item is against school uniform rules: for example a hooded top or baseball caps (worn inside the building) instead of for sun protection outside
- an item poses a health or safety threat: for example, a pupil wearing earrings in PE may present a safety threat to themselves or other pupils;
- an item which is counter to the ethos of the school: for example, material which might cause tension between one community and another;
- an item which is illegal for a child to have: for example racist materials
- an item which the school has currently banned (this may occasionally happen with toys).

When an item is confiscated and poses no further threat to the pupil or community it will be returned to the child at the end of the day, week or term depending on the item and child's response. On occasion the school may choose to only hand the item to the child's parents.

Where an item is illegal it may not be returned and instead to the police or appropriate safeguarding body.

Internal Exclusion

Internal Exclusion refers to a school strategy to remove a learner from the environment in which the behaviour or behaviours occurred. It is not an isolation. Internal exclusions are administered within other learning environments (e.g. another classroom or learning space) with the learner completing work provided by the class teacher. It provides with the learner with the space to demonstrate positive behaviours with staff and pupils who are less familiar therefore breaking any developing habits.

Exclusion - permanent

A child may be at risk of permanent exclusion if there is:

- A serious breach, or persistent breaches of the school behaviour policy
- Where a pupil's behaviour means allowing the pupils to remain in school would be detrimental to the education or welfare of the pupil or others in the school

The decision to permanently exclude would only be taken after an appropriate investigation had taken place and the child given the opportunity to give his/her version of the events unless the child was in immediate danger.

In all cases, the Regional Director or Deputy Regional Director will have been informed of this potential decision.

Only the Executive Head Teacher has the power to permanently exclude. It is also possible for the Executive Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if further evidence warrants this.

If the Executive Head Teacher permanently excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The local governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Head.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA and consider whether the pupil should be reinstated.

If the appeals panel decides that a pupil should be reinstated, the Executive Head Teacher must comply with this ruling.

The school keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. This data is collected by the Academy Trust and also shared with the Local Authority

Promoting Good Behaviour Outside of School

DFE Guidance:

Schools must act reasonably both in relation to expectations of pupil behaviour and in relation to any measures determined for regulating behaviour by pupils when off the school site and not under the lawful control or charge of a school staff member. A school could sensibly take account of the following factors:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- related to this, whether the pupil(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school;
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of the staff);
- whether the misbehaviour in question was on the way to or from school, outside the school gates or otherwise in close proximity to the school;
- whether the misbehaviour was whilst the pupil was on work experience, taking part in a further education course as part of a school programme or participating in a sports event with another school (i.e. when the pupil might be expected to act as an ambassador for the school) which might affect the chance of opportunities being offered to other pupils in the future.

In our school we will apply school based sanctions to the following behaviours that have taken place outside of school:

- Harassment of a member of staff;
- Vandalism within the vicinity of the school if it happens on the way to / from school;
- Misbehaviour on educational visits or 'ambassador' based visits;
- Incidents between pupils that have been witnessed by a member of staff or an unrelated, reliable third party;

- Bullying (see anti bullying policy for additional guidance) that has been witnessed by a member of staff or an unrelated, reliable third party.

To avoid malicious allegations or being involved in parental conflicts the school will not sanction outside school behaviours brought to us by parents / carers. The school will instead encourage parents / carers to involve partnership teams, housing teams or the police.

The school will not sanction children for 'home behaviours' as we want to create a refuge and consistent space for some children. However, we can help parents draw up behaviour plans and access home / school support and parenting courses.

Implementation and review of policy

The local governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and reviewing their effectiveness.

The Head of School is responsible for ensuring the health, safety and welfare of all children in the school. This includes implementing the school behaviour policy consistently throughout the school. The Head of School keeps records of all reported serious incidents of misbehaviour and reports to governors on the effectiveness of the behaviour and discipline policy, when requested. The Head of School completes monitoring reports for the Local Authority and the Trust, on request and as part of their regular data collection process.

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