

Behaviour Policy



Educate
Together
Academy
Trust

DOCUMENT CONTROL

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	June 2020		Emma Garnett/Joanna Barr/Steve Davis/Michelle McCarthy/Tina Walsh

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1. Aims

The aims of this policy are to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

The core of the policy applies to all schools within our Trust, with Appendix A providing detail that is specific to the individual School.

2. Legislation and guidance

This policy is based on the following:

Guidance from the Department for Education (DfE):

- Behaviour and discipline in schools
- Use of reasonable force in schools
- The Equality Act 2010: advice for schools

Statutory guidance from the DfE

- Special educational needs and disability (SEND) code of practice 2014
- Supporting pupils with medical conditions at school

The UN Convention on the Rights of the Child

In line with our ethos, we are proud to be a Rights Respecting school. We believe that children should be taught to show respect for the rights of others, and display courtesy and consideration towards all members of our community at all times.

References are made to specific rights (**articles**) throughout this policy and the full list of articles can be found on page 16.

3. Ethos and values

Good behaviour and discipline are essential to creating a successful teaching and learning environment in which all pupils feel safe, secure and ready to learn. Our vision statement of 'Learn Together to Live Together' drives the principles of this policy, recognising that children may not always make positive behaviour choices, but these moments can be used as a tool for learning, personal growth and development.

In Educate Together Academy Trust, we believe it is essential to have **a positive behaviour management strategy**.

Each School is a community and it is recognised that each individual is important and has a valuable contribution to make towards the quality of life enjoyed by the people within it. We continually stress the importance of honesty, trust, fairness, self-discipline, mutual respect and self-esteem. We endeavour to encourage and praise good behaviour and help children to realise that this is the normal expectation. We expect all members of staff to have a corporate responsibility in operating this policy.

Our School recognises its legal duties under the Equality Act 2010, Education Act 2011 including all sections relating to children with Special Educational Needs **(Article 23)**.

4. Behaviour aims and principles

In order to live by our vision and mission statements, we aim to:

- Adopt a consistent approach to positive behaviour management, making boundaries of acceptable behaviour clear and prioritising safety **(Article 28)**
- Treat all children fairly, equitably and with unconditional positive regard
- Provide children with the opportunity to reflect on and improve their behaviour choices and how these affect other people

- Celebrate and recognise excellent behaviour and relationships, promoting the core values of our School
- Ensure poor behaviour choices are dealt with effectively to prevent or minimise reoccurrence and enhance learning through positive behaviour
- Ensure that children understand that bullying and discrimination will not be tolerated in school and learn to understand and control their feelings
- Generate mutual respect amongst all members of the school community including parents/carers to ensure there is no unfair treatment on any grounds including cultures, ethnic origin, religion, age, sexual orientation, gender and disability (**Article 2**)
- Recognise that behaviour can be another form of communication and seek to identify, understand and support any individual needs which are not being met.

5. Guidelines

There is a shared responsibility between staff, parents and pupils for the promotion of good behaviour.

- Children should be praised for doing the right thing at every opportunity, using language related to the UN Conventions of the Rights of the Child.
- All adults must model positive and appropriate behaviour at all times
- All children need to be involved in making and maintaining the rules. They have a right to say what they think should happen and to have their opinions taken into account (**Article 12**)
- All rules should be seen to be fair and applied consistently yet flexibly, taking into account individual circumstances
- Expectations should be phrased positively e.g. “walk slowly” rather than “don’t run”
- Staff need to use a quiet and calm manner when dealing with children
- Rewards/Sanctions for school expectations should be clear, appropriate, fair and relevant and take into account individual circumstances (**Article 39**)

- Discipline should respect children's dignity (**Article 28**). Therefore, sanctions should not humiliate but allow the child to learn from their mistakes
- Children should be given time to reflect and discuss their behaviour
- Parents/Carers should be involved at the earliest opportunity where a child's behaviour is causing concern and staff must work closely with them to bring about improvement.

6. Roles and responsibilities

6.1 The Trustee and Governing Board

The Trustee Board have overarching responsibility for ensuring the governing boards are fulfilling their role at School level. The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation and application.

6.2 Headteacher and School Leaders

The Headteacher and School Leaders are responsible for reviewing this behaviour policy. They will:

- Ensure that the school environment encourages positive behaviour
- Support staff to deal effectively with poor behaviour choices
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 All staff

Staff responsibilities are:

- To treat all children fairly and with respect
- To promote children's self-esteem and help them develop their potential
- To provide a challenging, accessible and interesting curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions consistently
- To build positive relationships with children
- To model positive behaviour and relationships

- To try to form a good relationship with parents so that children can see the key adults in their lives share a common aim
- To recognise that each child is an individual and be aware of their individual needs, creating individual behaviour plans to ensure additional support, when appropriate.
- To teach children the rules and conventions of social interaction and provide opportunities for discussion and reflection on their behaviour and relationships

6.4 Parents/Carers

Parents/carer responsibilities are:

- To ensure they have a clear understanding of this policy – copies are provided when children join their school and an electronic copy is available on the school's website.
- To make children aware of appropriate behaviour in the School and support the implementation of this policy
- To encourage independence and self-discipline
- To try to foster good relationships with the school
- To know the School rules and expectations

6.5 Pupils

Pupil responsibilities are:

- To contribute to discussions at the start of the year when establishing the class charter
- To follow the School rules and the class charter to the best of their ability
- To treat other people, resources and their environment with respect
- To follow instructions from adults within the School, questioning politely if they don't understand them or believe them to be unfair

7. Setting clear expectations

7.1 Our rules

Children are taught to understand that all our rules are designed to ensure everyone is safe and can learn.

Our Trust School rules are:

- We listen and communicate politely, showing good manners
- We are kind, helpful and understanding towards other people
- We always try our best
- We are respectful to each other, our resources and our environment

7.2 The use of Class Charters

All classes will create a 'Class Charter' at the beginning of each academic year.

The charter will be based around the UN Conventions of the Rights of the child and will be discussed and agreed by the children in the class. This charter will reflect the 'rules' of the class based on their rights and responsibilities and be an active part of the behaviour management system. Rules can be linked to Article 31 and also Article 14 so long as they are not denying others of their rights. Children all have the right to an education (**Article 28**).

8. Procedures for behaviour management

We expect pupils to realise that appropriate/positive behaviour is rewarded and unacceptable behaviour results in sanctions. We aim to help children understand that they have rights and that they cannot take away the rights of others (**Article 4**).

8.1 Rewards

Positive behaviour choices will be rewarded with:

- Praise
- Encouragement
- Class dojo points
- Individual reward certificates presented during the weekly celebration assembly
- Whole class rewards (agreed and negotiated by the class)
- Additional class reward systems through the year as appropriate to the needs of individual classes.

- Personalised rewards used in line with individual support plans (see section 9)
For detailed information on our school’s use of rewards, see Appendix A

8.2 Early intervention and support

It is important for adults to provide extra support to intervene or divert any low level behaviour issues at an early stage. This could involve providing extra support, praising something they or a neighbouring child are doing well, making eye contact, the ‘look’, or mentioning their name at a low level to bring them back on track.

8.3 Sanctions

Sanctions are divided into clear stages (see the table below) and each stage is followed consistently and clearly. Sanctions should however be applied fairly and consistently, taking into account special educational needs, disability and the needs of vulnerable children - alongside support as necessary. Before stage 1, there should be a reminder of the rules and expectations.

	Behaviour (please see Appendix B for more detail)	Sanctions
Stage 1	Low level behaviour	The child is reminded of the class charter/School rules which is followed up by the member of staff who witnessed the incident. This member of staff should inform the child’s class teacher who may discuss this with the child.
Stage 2	More serious behavioural incidents/recurring low level behaviour	If the child misbehaves again or for more serious behavioural incidents, they can be moved to work by themselves or to a designated space within the classroom to reflect

		on their behaviour choices. This behaviour will be logged onto C-POMS*.
Stage 3	Continued serious behavioural incidents	If the child continually misbehaves, they will be taken to/sent to a different class as an alternative sanction the child may lose his/her playtime. Parents/carers will be informed of their behaviour by the class teacher. If the problem persists (2-3 consecutive weeks) the child's parents/carers will be contacted again, a meeting arranged, and the child moved to Stage 4. This behaviour will be logged onto C-POMS. Most children will not go beyond Stage 3.
Stage 4	Very serious behavioural incidents	A further serious breach of the School rules/Class charter will result in the child being taken to/sent to the senior leadership. Serious breaches of rules and persistent misbehaviour will be recorded on C-POMS. The parents are involved in drawing up an individual behaviour plan. School staff, including the SENCO where appropriate, will review this plan weekly and feedback to the child and his/her parents/carers. Stage 4 may include isolated working/ internal exclusion (see Exclusion policy) where the child works independently away from their peers for a short period of time dependent on the age of the child.
Stage 5	Extreme behaviour	Fixed Term Exclusion (see Exclusion policy) - Serious breaches of the School rules may result in fixed term exclusions for a period of between

		1-5 days (or lunchtime exclusions) with work set for completion at home. The school will exclude for serious and unacceptable actions by pupils – see Appendix B for examples. At this stage the school will put together a Pastoral Support Plan alongside the family and other professionals.
Stage 6	Continued extreme behaviour	Repeated fixed term exclusion (see Exclusion policy)
Stage 7		Permanent exclusion (see Exclusion policy) – if the unacceptable behaviour continues or the pupil is verbally aggressive and violent then permanent exclusion may be necessary.
Separate sanctions for behaviour in the playground		
Stage 1	Persistent unwanted behaviour in the playground	A short period (not exceeding 5 days) of lost playtime can be enforced. A phased re-entry into the playground is then optional. This re-entry period can take up to 6 weeks and will comprise of: time eating lunch; time in the classroom on agreed activities; and an increasing amount of ‘free’ time on the playground. Throughout this period there will be regular contact with the parents.
Stage 2	Serious negative behaviour persists during playtimes or lunchtimes, (Just playground or generally playtimes/lunchtimes)?	The Head Teacher will contact and work with the parents to make arrangements for their child to spend lunchtimes off school premises. This may be extended if necessary, in order to ensure other children’s well-being or for the safety of the individual child.

8.4 Reparative approaches

We aim to use reparative approaches to deal with behaviour that affects relationships to help children restore relationships with other children and adults by:

- ensuring children listen to other opinions after an incident (when ready)
- ensuring children take responsibility for their own actions and choices
- helping children develop skills to identify solutions that repair harm or damage
- offering a structured, supportive reintegration process that minimizes repeated behaviour incidents and aims to resolve the problems
- taking into account any communication and interaction needs and offering additional support to review the incident such as additional processing time, opportunities to write or draw instead of talk, and visual supports such as talking boards, social stories or comic strip conversations.

8.5 Off –site visits & non-curricular activities (including residential trips and clubs)

Any child who has been involved in an exclusion or physical intervention may pose a risk to themselves or the safety and enjoyment of others during activities off-site. As part of our general risk assessment for off-site visits a child will be withdrawn from off-site activities until a written agreement is reached between a senior leader, parents and any other relevant professionals. This may also apply to extra curricular activities and clubs.

9. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, a Speech and Language Therapist, Children and Adolescent Mental Health Services (CAMHS) medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create an individual support plan and review it on a regular basis using the graduated approach to SEND support: assess, plan, do, review.

10. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Unwanted and difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, making threats,
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to understanding, preventing and addressing bullying are set out in our anti-bullying strategy. (Article 4).

Bullying can sometimes be confused with social conflict (peer and friendship issues which are part of a child's development). We have 'Is it bullying?' posters to ensure children (and parents) understand the difference between rude, mean and bullying behaviour.

11. Positive Handling

At times, there are incidents of behaviour in schools, which place the pupil and others at risk of significant harm and may require the use of force or control to restrain a pupil (**Article 28**). The school follows 'The Use of reasonable force in school' guidance (DfE 2012) which states that:

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

- restrain a pupil at risk of harming themselves through physical outbursts.

Further information regarding this can be found in our 'Positive Handling Policy'.

12. Safeguarding

Staff must be aware that disruptive or inappropriate behaviours may be an indication of issues relating to child protection where the child may be at risk **(Article 19)**.

UNCRC Rights of the child

Article 2 Every child has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 4 Governments must do all they can to make sure every child can enjoy their rights.

Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13 Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 14 Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 28 Every child has a right to primary education, which should be free. Discipline in schools should respect children's human dignity;

Article 29 Education must develop each child's personality, talents and abilities to the full. It must encourage children to respect their parents, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect

Appendix A – School specific

Parklands Educate Together

Class dojos

At Parklands we use dojo points to reward behaviour. Each child has a dojo monster and can be rewarded with dojos for showing our school values, demonstrating positive learning attitudes, respecting others rights and following class charters and Academy rules.

The number of dojo points awarded will be consistent across all classes at Parklands ET, however each class teacher will be able to tailor the categories, with age appropriate language, to best suit their classes needs.

In Reception, Key Stage 1 and Key Stage 2, classes use a Whole Class Dojo monster to develop and recognise whole class positive behaviours e.g sitting smartly, being ready to learn. These are used as a motivator for teaching staff to encourage children to achieve their target.

Once a dojo point has been earned, it can't be removed for a poor choice.

Class dojo categories will represent the following:

Category	Number of points
Being honest and truthful	2
Being respectful	2
Being responsible	2
Giving others their rights to have an opinion	2
Helping others	2
Persevering	3
Teamwork	2
Tidying up	1
Challenging yourself	3
Being focused	2
Being kind	2
Showing courage	3
Being thankful	2

Class rewards

Each class will agree a target; this could either be an agreed amount of dojo points or a particular focus such as 'for our class to be lined up quietly each time we are moving around

our school'. Once the children in the class have agreed their class target they will then work together to achieve this. When the class target has been reached, the class will receive their class reward before setting their next class target together.

Class rewards may involve the following activities:

- Golden Time (EYFS/Y1 as needed, Y2-45 minutes, KS2-30 minutes)
- A story with a chosen staff member
- Having a hot chocolate
- An extra playtime
- Board games
- Games outside e.g parachute
- Watch a programme/movie
- Build an obstacle course
- Free access to art resources
- Trip to the park
- Bubbles
- Log circle
- Additional library slot
- Yoga/mindfulness session
- Bikes and scooters
- Lego

Any other rewards are discussed and agreed with the Headteacher.

In Reception and Key Stage 1, classes use marble jars to develop and recognise positive behaviours e.g sitting smartly, being ready to learn. These are used as a motivator against teaching staff to encourage children to achieve more marbles than staff.

Individual reward certificates

At Parklands ET, certificates are given out in weekly celebration assemblies for the following:

- Teacher and teaching assistant awards – these are awarded for the following:
 - o Demonstrating our schools' core values
 - o Showing positive learning attitudes/behaviours
 - o Producing work to a high standard
 - o Commitment to our academy rules and class charters
- Learn Together Award – one child per class each week
- Headteacher Award-one child from across the school each week

Lunchtime stars

Children will be recognised for demonstrating our lunchtime expectations, relating to our rights. Staff working in the dining hall will promote and recognise individuals who have modelled these expectations by recording children's names on the plates. These focus on:

- Independence
- Politeness

- Respectful
- Healthy choices

Appendix B – Types of Behaviours

The examples below are not exhaustive but also are relative and may differ for each individual school.

Low level	More serious incidents
Wandering about Calling out Interrupting teacher when talking to whole class Interrupting other pupils Ignoring instructions Talking with other pupils during focussed learning Pushing in line Being disruptive Time wasting Annoying/winding up other children Leaving class without permission (in school – e.g. going to toilet without informing an adult) Wasting resources Flicking objects	Answering back/ arguing with adult Interfering with other’s property Writing graffiti Unsociable behaviour at lunchtime Misuse of toilets or wash areas Making unkind remarks about another child’s family Deliberately creating a disturbance Refusal to work Tudence Using bad language Spitting Throwing objects
Serious incidents	Extreme incidents
Intentional spitting Threatening behaviour Deliberately throwing objects with intention of breaking them or causing damage Harming someone Defiance Repeatedly leaving class without permission Bullying Swearing at people/offensive name calling Damaging school/pupil’s property (minor)	Persistent serious incidents including bullying Inappropriate touching Theft Violent behaviour towards others Using objects as weapons Racist or other discriminatory abuse Running out of school/scaling fences Fighting & intentional physical harm to other children Damaging premises – kicking walls, etc. Throwing large dangerous objects Swearing at or verbally or physically abusing staff Vandalism (extreme)

Appendix B – Types of Behaviours

The examples below are not exhaustive but also are relative and may differ for each individual school.

Low level	More serious incidents
<ul style="list-style-type: none"> • Wandering about • Calling out • Interrupting teacher when talking to whole class • Interrupting other pupils • Ignoring instructions • Talking with other pupils • Pushing in line • Accidental damage through carelessness • Being disruptive • Time wasting • Annoying/winding up other children • Leaving class without permission (in school – e.g. going to toilet without asking) • Wasting resources 	<ul style="list-style-type: none"> • Answering back/ arguing with adult • Interfering with other’s property • Writing graffiti • Unsociable behaviour at lunchtime • Misuse of toilets or wash areas • Making unkind remarks about another child’s family • Deliberately creating a disturbance • Refusal to work • Rudeness • Using bad language • Spitting • Throwing/ flicking objects
Serious incidents	Extreme incidents
<ul style="list-style-type: none"> • Intentional spitting • Threatening behaviour • Deliberately throwing objects with intention of breaking them or causing damage • Harming someone • Defiance • Repeatedly leaving class without permission • Bullying • Swearing at people/offensive name calling • Damaging school/pupil’s property (minor) 	<ul style="list-style-type: none"> • Persistent serious incidents including bullying • Inappropriate touching • Theft • Violent behaviour towards others • Using objects as weapons • Racist or other discriminatory abuse • Running out of school/scaling fences • Fighting & intentional physical harm to other children • Damaging premises – kicking walls, etc • Throwing large dangerous objects • Swearing at or verbally or physically abusing staff Vandalism (extreme) • Stealing