

Priorslee Multi Academy Trust



Behaviour Policy September 2019

1. Aims

This policy aims 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**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Hurting other children/adults
- Name calling
- Threatening/intimidating behaviour
- Using offensive language

- Damaging property
- Inappropriate responses to adults
- Racial and homophobic comments and / or gestures
- Inappropriate use of social media
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Possession of mobile phones in school (these should be handed in to the school office during the school day)
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Assault, which is any unwanted behaviour that causes humiliation, pain, fear or intimidation (including of a sexual nature)
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. 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
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
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
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
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 preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The advisory board is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Principal to account for its implementation.

5.2 The Executive Principal

The Executive Principal is responsible for reviewing and approving this behaviour policy. The Executive Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording 'Red Card' incidents in the appropriate folder on the 'T' drive.

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to all members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school, walking on the left whenever possible
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times

- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

At Priorslee Multi Academy Trust we work to establish a positive ethos that makes use of a variety of strategies designed to encourage and recognise good behaviour. These include:

- Involving children in devising class rules/code of conduct
- Rewarding positive behaviour
- Giving children responsibilities
- Being organised and prepared
- Circle times to discuss school life
- Providing opportunity to work and socialise with others
- Establishing a purposeful atmosphere
- Careful consideration of where children need to be in the classroom
- Using targets to encourage good pace and achievement of objectives
- Having children's resources to hand

7.1 List of rewards and sanctions

Rewards

To encourage positive behaviour and good work, teachers give their own class rewards which may include:

- Housepoints
- Stickers
- Praise postcards (KS2)
- Star of the day awards (KS1)
- Stars of the week
- Individual class incentives

Examples of good behaviour are written in the "Stars of the Week" book and KS1 and KS2 names are read out weekly by the Principal or Assistant Principal during Friday assemblies. Consistent hard work and good behaviour over a longer period of time may be recognised and rewarded by a Letter of Recognition from the Principal or a House Celebration event. Children who have been on the green card all week participate in class 'Golden Time' on a Friday afternoon, which lasts 15-20 minutes. All of the strategies employed for rewards have been designed to promote good behaviour, self-discipline and respect, prevent bullying and ensure that pupils complete assigned work.

A rewards pyramid is displayed in each classroom to remind the children of the systems we use - please see appendix 1.

For our strategies to foster a positive ethos for behaviour to be successful, all staff, governors, directors and parents need to be fully invested in it.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Verbal reminder
- Issuing a yellow card / removal to another place in the classroom
- Working alone
- Working during break times
- Working in a different classroom
- Missing part of Golden Time
- Issuing a red card
- Issuing a report card to monitor behaviour over time
- Missing of House Celebration events or other privileges

NB No aspects of the National Curriculum are denied to any child.

7.2 Off-site behaviour

In certain circumstances, we may discipline pupils for behaviour which occurs outside of school, in accordance with the DfE guidelines below:

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- *taking part in any school-organised or school-related activity or*
- *travelling to or from school or*
- *wearing school uniform or*
- *in some other way identifiable as a pupil at the school.*

Or misbehaviour at any time, whether or not the conditions above apply, that:

- *could have repercussions for the orderly running of the school or*
- *poses a threat to another pupil or member of the public or*
- *could adversely affect the reputation of the school.*

7.3 Malicious allegations

The Multi Academy Trust takes malicious accusations made against members of staff very seriously and will always seek to investigate fully in these circumstances. Further

details regarding our procedures can be found in the document 'Statement of procedures for dealing with allegations of abuse against staff' in the Child Protection Policy.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive Principal will discipline the pupil in accordance with this policy.

The Executive Principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Each child will begin the school day with their name on a green card displayed on the classroom wall. It is the expectation that children stay on the green card throughout the day.

If a child persists in unacceptable behaviour during the school day, he/she will be warned with a yellow card. Their name will then be placed on to a yellow card on the classroom wall so that they have a visual reminder of their behaviour. Yellow cards are logged at school but are **not** reported to parents. However, in certain circumstances, particularly where a child is regularly receiving yellow cards for consistent low-level behaviour, class teachers may use their discretion to communicate these with parents.

If any anti-social behaviour continues to happen, the child will then be given a red card, when his/her name is moved on to the red card on the wall. The teacher will then record the event in the 'Red Card' folder on the 'T' drive and will either speak to the child's parents directly or record it in the child's reading record so that parents are aware of the incident. The note should be acknowledged with a signature from the parent. If the note remains unsigned, teachers will make a phone call home to speak to the parents directly. In some circumstances, a child may be given a red card instantly if their behaviour has warranted it.

Each morning, the child's name will be returned to the green card, signalling a 'fresh start'.

If a child receives three red cards within a two-week period, the events are reported to and dealt with by the Principal, who may arrange a meeting with the child's parents.

Where persistent breaches of the behaviour policy occur, or where allowing the pupil to remain in school would harm the education or welfare of the pupil or others, a decision to exclude will be made.

8.2 Physical restraint

Where a child's behaviour becomes a significant risk towards other pupils, staff or themselves, reasonable force will be employed. A number of MAPA (Managing Actual and Physical Aggression) trained staff are employed within school and will only use MAPA (physical restraint) as a last resort following attempts to deescalate.

In some circumstances, MAPA trained staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Break Times

Children are supervised at all times during morning and lunch breaks by either teaching or support staff.

To minimise inappropriate behaviour during break times, children are given responsibilities. For example:

- Buddies to ensure children are safe and happy at play times
- Prefects to ensure children do not enter the building without permission and return to their classrooms sensibly.

When a playground incident is considered serious or is repeated, members of staff should feed back to class teachers for inclusion in the red card system.

End of Playtime Arrangements

- At the end of playtimes and lunchtime, the children stand still when the whistle is blown by the member(s) of staff on duty. Children then walk quietly back to their classrooms when their class is called (KS2). Prefects stand on duty by the doors to encourage children to walk in sensibly.
- At the end of playtimes, the children line up when the whistle is blown by the member(s) of staff on duty. Children then walk quietly back to their classrooms when their class is called (KS1).

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.5 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 and other members of the leadership team 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, 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 the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management, including proper use of restraint, will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Executive Principal and the Priorslee Advisory Board annually. At each review, the policy will be approved by the Advisory Board and Director's.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The advisory board and Directors also emphasise that violence or threatening behaviour will not be tolerated in

Appendix 2: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	