PDET

Behaviour Policy

(incorporating PDET's Statement of Behaviour Principles)

This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in *Appendix 2*.

(*For a copy of the policy for a specific academy which includes Appendix 2 – see individual academy websites*).

Date	Revision & Amendment Details	By Whom
April 2023	Review and Approval	Education Committee

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Peterborough Diocese Education Trust's Statement of Behaviour Principles

Peterborough Diocese Education Trust's (the Trust) vision is:

> *'For every child, within our Trust, to experience an excellent education and to realise their God-given potential to flourish.'*

Good behaviour in each academy is central to a good education. By providing a calm, safe and supportive environment, pupils can learn and flourish. Therefore, underpinned by our Christian values, the Trust is committed to creating a culture where pupils and staff can learn and flourish in safety and with dignity.

Such a culture will ensure:

Our pupils:
- Understand what good behaviour looks like
- Understand how they should treat other people and how they should expect to be treated
- Understand that they have the right to feel safe; valued and respected; and learn free from the disruption of others
- Take on moral responsibilities; care for each other; demonstrate good manners; show consideration; take responsibility for their actions; are trustworthy young people who show respect and love for each other
- Develop positive attitudes to learning which include a commitment to learning, resilience and taking pride in achievements.

Our academy communities:
- Demonstrate Christian values at all times
- Are non-discriminatory
- Embrace positive relationships
- Have high expectations for behaviour
- Teach behaviour explicitly
- Use rewards, sanctions and, if necessary positive handling, effectively and consistently by staff, in line with this behaviour policy
- Respond to misbehaviour promptly, predictably and with confidence to maintain a calm, safe learning environment
- Provide additional support to those pupils who need it in order to reach the expected standard of behaviour
- Have a collective understanding of this behaviour policy.

This Statement of Behaviour Principles is reviewed and approved by the Trust every year.

1. Purpose

This policy sets out the Trust's expectations in relation to behaviour in line with the overarching behaviour principles above. The individual academy's approach to behaviour is set out in *Appendix 2*.

Culture

The policy aims to ensure that each academy in the Trust (the academy):

- Teaches good behaviour
- Has a positive and respectful culture which promotes self-esteem, self-discipline, dignity, kindness and positive relationships based on predictability, fairness and trust between all members of the academy community
- Sets clear, consistent routines and well communicated high expectations for good behaviour across all aspects of academy life, not just in the classroom
- Defines misbehaviour, including all types of bullying, child-on-child abuse (online and off line) and discriminatory behaviour and ensures such misbehaviour is dealt with quickly, consistently and effectively
- Provides a consistent, predictable and fair approach in response to good behaviour and misbehaviour with measures in place to ensure:
  - strategies and interventions are effective in improving behaviour
  - support is provided for individual pupils to help them to meet behaviour standards, making reasonable adjustments for pupils with a disability as required.

Environment

The policy aims to ensure that each academy in the Trust:

- Creates a calm, safe and supportive environment where pupils and staff can flourish and where:
  - bullying, verbal and physical threats or abuse and intimidation are not tolerated
  - everyone is treated respectfully; pupil misbehaviour does not disrupt teaching, learning or academy routines; and disruption is not tolerated.

Community

The policy aims to ensure that each academy in the Trust:

- Provides clarity regarding the roles and responsibilities in respect of behaviour of all members of the academy's community
- Encourages the involvement of the whole academy community in the implementation of this policy.

2. Legislation and Statutory Requirements

This policy is based on the following relevant legislation and advice from the Department for Education (DfE):

- Behaviour in Schools
- The Equality Act 2010: Advice for Schools
- Use of Reasonable Force in Schools

- [Supporting Pupils with Medical Conditions at School](#)
- [Special Educational Needs and Disability (SEND) Code of Practice](#)
- Schedule 1 of the [Education (Independent School Standards) Regulations 2014](#); (paragraph) outlines a school's / academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the school / academy to have a written behaviour policy and paragraph 10 requires the school / academy have an anti-bullying strategy (for details of the academy approach – see *Appendix A2*)
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with the Trust's funding agreement and articles of association.

3. Roles and Responsibilities

3.1 Academy Governance Committees (AGCs)

AGCs are responsible for reviewing and approving, *Appendix 2* to this policy.

3.2 The Headteacher

The Headteacher must act in accordance with the *Trust's Statement of Behaviour Principles*. This is a core responsibility of a headteacher which cannot be delegated.

The Headteacher is responsible for leading the creation and reinforcement of the behaviour culture set out in this policy, ensuring it permeates through every aspect of academy life. Staff should be trained to make sure that they collectively embody this culture, upholding the policy at all times and responding to misbehaviour consistently and fairly.

The Headteacher is responsible for implementing measures to secure acceptable standards of behaviour. These measures should aim to:

- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour of pupils
- Promote, amongst pupils, self-discipline and proper regard for authority
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- Otherwise regulate the conduct of pupils.

The Headteacher should also ensure the academy's approach to behaviour meets the following national minimum expectation:

- The academy has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment
- Leaders visibly and consistently support all staff in managing pupil behaviour through following this policy
- Measures are in place: both general and targeted interventions are used to improve pupil behaviour; and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required

- Pupil behaviour does not normally disrupt teaching, learning or academy routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour

- All members of the academy community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and

- Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

The Headteacher is responsible for reviewing *Appendix 2* of this policy to ensure it reflects their individual academy's approach to the behaviour curriculum, and for recommending approval of *Appendix 2* to the AGC.

3.3   Academy Leaders

Academy leaders should be highly visible, with leaders routinely engaging with pupils, parents / carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

Academy leaders are responsible for making sure all staff understand the behavioural expectations and the importance of maintaining them. They should make sure that all new staff are inducted clearly into the academy's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the academy.

Academy leaders should consider any appropriate training which is required for staff to meet their duties and functions within this policy. They should ensure that their staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

Academy leaders will support staff in responding to behaviour incidents.

3.4   Teachers and Staff

Staff are responsible for:

- Demonstrating the academy's and the Trust's values at all times
- Modelling positive behaviour
- Teaching good behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Implementing the behaviour policy consistently.

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-academy approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the academy expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the academy expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the academy culture and how they can uphold the academy rules and expectations. Staff should also receive clear guidance about academy expectations of their own conduct at the academy – *see Staff Code of Conduct*.

3.5   Parents / Carers – Communication and Parental Partnership

The role of parents / carers is crucial in helping academies develop and maintain good behaviour. To support the academy, parents / carers should be encouraged to get to know this behaviour policy and, where possible, take part in the life of the academy and its culture.

A positive partnership with parents / carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental / carer participation in many aspects of academy life is encouraged. This participation assists the development of positive relationships in which parents / carers are more likely to be responsive if academies require their support in dealing with difficult issues of misbehaviour.

High priority should be given to clear communication within each academy and to a positive partnership with parents / carers since these are crucial in promoting and maintaining high standards of behaviour. It is important that parents/carers and academies work together for the good of each child. Parents / carers are involved in celebrating the successes as well as being involved when a child's behaviour is unacceptable.

Academies will communicate policy and expectations to parents / carers. Where misbehaviour is causing concern parents / carers will be informed at an early stage and given an opportunity to discuss the situation. Parental / carer support will be sought in devising a plan of action. Parents / carers have an important role in supporting the academy's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.

Parents/carers are expected to:
- Support their child in adhering to the Pupil Code of Conduct
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Enter into a home / academy agreement.

Where a parent / carer has a concern about management of behaviour, they should raise this directly with the academy while continuing to work in partnership with them.

3.6   Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the academy behaviour standards, expectations, support, and consequence processes.

Pupils should be taught that they have a duty to follow the academy behaviour policy and uphold the academy rules, and should contribute to the academy culture. Pupils should be asked about their experience of behaviour and provide feedback on the academy's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.

Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the academy behaviour culture.

Provision should be made for all new pupils to ensure they understand the academy's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.

For an individual academy's Pupil Code of Conduct – see *Appendix 2*.

4. Behaviour Expectations and Pupils with Special Educational Needs and / or Disability (SEND)

The academy's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academy should consider how a whole-academy approach meets the needs of all pupils in the academy, including pupils with SEND, so that everyone can feel they belong in the academy community and high expectations are maintained for all pupils. A good behaviour culture will create a calm environment which will benefit pupils with SEND, enabling them to learn.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in the academy are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the headteacher / SENCo so that strategies can be discussed and agreed before more formal steps are required.

The individual academy's SENCo will evaluate a pupil who exhibits unacceptable 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 high / complex needs are identified in a pupil, the academy will liaise with external agencies and plan support programmes for that child. They will work with parents / carers to create the plan and review it on a regular basis.

Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. The academy should manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, the academy's approach to unacceptable behaviour may be differentiated to cater for the needs of the pupil.

The law requires the academy to balance a number of duties where a pupil has SEND that at times affects their behaviour. In particular the academy has a duty to:

- Take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the academy's policies or practices (Equality Act 2010)

- Use their 'best endeavours' to meet the needs of those with SEND (Children and Families Act
- 2014); and
- If a pupil has an Education, Health and Care plan, ensure the provisions set out in that plan are secured and that the academy co-operates with the local authority and other bodies.

5. The Behaviour Curriculum: Teaching, Encouraging and Responding to Good Behaviour

Good behaviour needs to be taught. Being taught how to behave well and appropriately is vital for all pupils to succeed personally. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is unacceptable:

- First and foremost, good behaviour will be defined clearly and be explicitly modelled by all adults to pupils from the first day of entering the academy and consistently reinforced and developed throughout their primary years
- Expected behaviours will be defined and made explicit
- Routines (which are simple for everyone to follow and understand) will be used to teach and reinforce the behaviours expected of all pupils
- Positive reinforcement will be applied clearly and fairly when expectations are met, to reinforce the routines, expectations, and norms of the academy's behaviour culture. Acknowledging good behaviour encourages repetition and communicates the academy community's expectations and values to all pupils
- Sanctions will be implemented when rules are broken. These are important and necessary to support the whole academy culture
- Adjustments will be made to routines for pupils with additional needs where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

5.1 Rewards and incentives

It is important that pupils are not patronised by providing rewards and incentives that are neither necessary nor wanted. However, rewards and incentives have a powerful motivational role, particularly for pupils whose self-discipline is at an early stage. They also help pupils to see that good behaviour is valued.

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Examples of rewards may include:

- Verbal praise
- Communicating praise to parents / carers via phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect or house captain or being entrusted with a particular decision or project; and
- Whole-class or year group rewards, such as a popular activity.

For details of an individual academy's rewards – see *Appendix 2.*

5.2   High Quality Teaching and Learning

An appropriately structured curriculum and effective teaching and learning are needed for good behaviour as they help to avoid the alienation or disaffection which can lie at the root of poor behaviour. These should be achieved through:

- Planning for the needs of individual pupils
- Lessons with clear objectives and success steps understood by the pupils
- The active involvement of pupils in their own learning
- Teaching methods which encourage enthusiasm and active participation for all. Lessons should aim to develop the knowledge and understanding which will enable pupils to work and play in collaboration with others
- Structured feedback that will be used as a supportive activity, providing feedback to the pupils on their progress and achievements and that acts as a signal that the pupil's efforts are valued and that progress matters.

5.3   Effective Classroom Management

Effective classroom management encourages good behaviour. This is achieved through:

- A classroom which provides a welcoming environment
- An environment which gives clear messages to the pupils about the extent to which they and their efforts are valued
- Good relationships between teacher, support staff and pupils
- Classrooms organised to develop independence and personal initiative. Pupils should have increasing opportunities to take responsibility for tasks and roles in the classroom and around the academy as they get older
- Furniture arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption
- Classroom displays which help develop self-esteem through demonstrating the value of every individual's contribution.

5.4   Unstructured Times

Playtimes and lunchtimes are the most unstructured part of the academy day. By talking and playing with others, and participating in extra-curricular activities, pupil's social development is greatly enhanced. It is a time, too, when individual pupils who are less successful in forming constructive relationships with others can create difficulties for both themselves and others.

Good behaviour at unstructured times should be achieved through:

- Good relationships between teacher, support staff and pupils
- Clear routines that are understood by all
- Explicit expectations regarding what is good behaviour and what is misbehaviour
- The provision of structured tasks to engage the pupils.

For details of an individual academy's strategies for encouraging good behaviour during unstructured times – see *Appendix 2*.

6. The Behaviour Curriculum: Responding to Misbehaviour

When a member of the academy staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with this behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across the academy respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring.

The aims of any response to misbehaviour should be to maintain the culture of the academy, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **Improvement:** to support pupils to understand and meet the behaviour expectations of the academy and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support
- **Deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the academy
- **Protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, suspension may be immediate or after assessment of risk.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred.

For details of misbehaviour / serious misbehaviour – *see Appendix 1.*

6.1 Sanctions

Most instances of misbehaviour are relatively minor / low level and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the misbehaviour. Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

Examples of sanctions which academies may impose are:

- A verbal reprimand and reminder of the expectations of behaviour
- The setting of written tasks such as an account of their behaviour
- The loss of unstructured time
- The loss of privileges e.g. the loss of a prized responsibility
- Academy based community service, such as tidying a classroom
- Suspension; and
- In the most serious of circumstances, permanent exclusion.

For details of an individual academy's sanctions – see *Appendix 1.*

In the case of suspensions and permanent exclusion – *see the Trust's Exclusions Policy.*

Academies should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case the academy should follow the Trust's *Safeguarding / Child Protection Policy* and speak to the Designated Safeguarding Lead (DSL) (or deputy DSL). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the academy believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The academy should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

What the law allows

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in the academy or elsewhere under the charge of a member of staff, including on academy visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of the academy - *see paragraph 6.2 below.*

A sanction will be lawful if it satisfies the following three conditions:

- The decision to sanction a pupil is made by a paid member of academy staff (but not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher

- The decision to sanction the pupil and the sanction itself are made on the academy premises or while the pupil is under the lawful charge of the member of staff; and

- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Headteacher may limit the power to apply particular sanctions, or to sanction particular pupils, to certain staff and / or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an academy trip.

Corporal punishment by academy staff is illegal in all circumstances.

6.2 Misbehaviour Outside the Academy Premises

Academies have the power to sanction pupils for misbehaviour outside the academy premises to such an extent as is reasonable. Conduct outside the academy premises, including online conduct, that academies might sanction pupils for include misbehaviour:

- When taking part in any academy-organised or academy-related activity
- When travelling to or from the academy

- When wearing academy uniform
- When in some other way identifiable as a pupil at the academy
- That could have repercussions for the orderly running of the academy
- That poses a threat to another pupil; or
- That could adversely affect the reputation of the academy.

The decision to sanction a pupil will be lawful if it is made on the academy premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the academy.

Details of what an academy will do in response to poor behaviour and bullying which occurs off the academy premises or online and which is witnessed by a staff member or reported to the academy, including the sanctions that will be imposed on pupils are set out in *Appendix 2*.

6.3   Removal from Classrooms as a Serious Sanction

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This should be distinguished from the use of a minor sanction whereby a pupil is asked to work in another classroom, under the supervision of another class teacher for a short period of time, due to continued low level misbehaviour. Removal should also be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons for instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary for an individual pupil and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal should be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- To allow the pupil to regain calm in a safe space.

The Headteacher will:

- Maintain overall strategic oversight of the academy's arrangements for any removals, as set out in this policy
- Make sure the reasons that may lead to an individual pupil being removed are transparent and known to all staff and pupils
- Ensure that the removal location is in an appropriate area of the academy, is a suitable place to learn and refocus with the supporting member of staff; and
- Design a clear process for the reintegration of any pupil into the classroom when appropriate and safe to do so.

The academy should collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. The academy should make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches - *see the section on initial intervention in paragraph 7.2*.

Separately, the academy should analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and that the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

When dealing with individual removal cases, Headteachers and teachers should:

- Consider whether any assessment of underlying factors of disruptive behaviour is needed
- Facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future
- Ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this policy
- Ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with; and
- If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream academy community.

6.4   The Use of Reasonable Force and Positive Handling

In some circumstances, it may be necessary / appropriate for staff to use reasonable force to positively handle a pupil to safeguard children and prevent them being a risk to their own or others' safety. (See the Trust's *Physical Intervention Policy*.)

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the academy or among pupils.

Incidents of positive handling 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 / carers.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Positive handling should only be undertaken by staff who have been appropriately trained. All incidents involving positive handling are recorded for safeguarding purposes on MyConcern.

6.5 Searching, Screening and Confiscation

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to pupils. Headteachers and authorised academy staff may use reasonable force given the circumstances when conducting a search for prohibited items (knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm).

Any item which is harmful or detrimental to academy discipline will also be confiscated. These items will be returned to pupils / parents / carers after discussion with senior leaders and parents / carers, if appropriate. Force may not be used to search for non-prohibited items.

Detailed guidance for academies can be found in the government's publication 'Searching, screening and confiscation at school'.

6.6 Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school / academy permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the government's publication 'Suspension and Permanent Exclusion' guidance) should be used. Managed moves should only occur when it is in the pupil's best interests.

6.7 Alternative Provision

Some pupils with high and complex needs, relating to behaviour, will access alternative provision if this is deemed appropriate to meet such needs. This will take place following necessary support and advice from a range of professionals and in consultation with parents / carers. If alternative provision is accessed by a pupil, the academy will ensure that this provision is suitable and safe and whether the alternative provision is a registered provider. Where an academy is using an unregistered provider, the academy must have an adequate quality assurance process in place. The academy will continue to take responsibility for pupils who access alternative provision.

6.8 Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-academy sanctions and interventions.

See also the Trust's *Exclusions Policy*.

7. Preventing Recurrence of Misbehaviour

7.1 Supporting Pupils following a Sanction

Following a sanction, strategies will be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the academy. These might include:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate
- A phone call with parents / carers, and the Virtual School Head for looked after children
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in the academy
- Inquiries into circumstances outside of the academy, including at home, conducted by the DSL or a deputy DSL; or
- Considering whether the support for behaviour management being provided remains appropriate.

7.2 Initial Intervention following Behavioural Incidents

The academy should adopt a range of initial interventions or strategies to help pupils manage their behaviour. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. Academies have a system in place to ensure relevant members of staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions academies can consider include:

- Frequent and open engagement with parents
- Targeted structured behaviour interventions / programmes
- Providing mentoring
- Behaviour plans
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' will be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where an academy has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working Together to Safeguard Children and the Trust's *Safeguarding / Child Protection Policy*).

8. Reintegration

The academy should have a strategy for reintegrating pupils following: removal from the classroom; return from another setting under off-site direction or suspension. This will involve a reintegration meeting between the academy, pupils, parents / carers and, if relevant, other agencies to discuss a reintegration plan. Academies should consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

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 academies / schools.

10. Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil.

(Refer to the Trust's *Safeguarding Concerns and Allegations regarding staff, including supply teachers, volunteers and contractors Policy* for the Trust's policy / statement of procedures for dealing with allegations of abuse against staff or for more information on responding to allegations of abuse.)

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

11. Monitoring and Evaluating Academy Behaviour

The academy should have a clear monitoring and evaluation cycle of their behaviour culture. It should also have strong and effective systems for data capture, enabling analysis of all components of the behaviour culture.

The academy is encouraged to collect data regarding:

- Perceptions and experiences of the academy / Trust behaviour culture by key stakeholders
- Attendance
- Behaviour incident, including on removal from the classroom
- Permanent exclusion and suspension
- Off-site directions and managed moves
- Incidents of searching, screening and confiscation.

The academy leaders and staff should analyse data with an objective lens and from multiple perspectives: at academy level, class / key stage level and individual staff and pupil level. The academy leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help the academy ensure that it is meeting its duties under the Equality Act 2010.

12. Monitoring Arrangements of the Policy

This Behaviour Policy will be reviewed by the Trust (and *Appendix 2* by the Headteacher and AGC) every year.

13. Links with Other Policies

This behaviour policy is linked to the following policies:
- Exclusions Policy
- Physical Intervention Policy
- Safeguarding / Child Protection Policy
- Safeguarding Concerns and Allegations regarding staff, including supply teachers, volunteers and contractors Policy
- SEND Policy
- Equalities Statement.

Appendix 1 - Misbehaviour / Serious Misbehaviour

Definitions

Misbehaviour is defined as:
- Non-compliant behaviour (to adult requests)
- Low level disruption in lessons and at unstructured times
- Non-completion of classwork
- Rudeness to adults and other pupils
- Poor language.

Serious Misbehaviour is defined as, but not limited to:
- Persistent non-compliant behaviour (to adult requests)
- High level disruption in lessons and at unstructured times
- Repeated breach of the academy rules
- Threatening and / or intimidating behaviour
- Verbal aggression
- Swearing
- Any form of bullying*
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexting
- Physical aggression and / or violence
- Vandalism
- Theft
- Smoking
- Possession of any prohibited items. These are:
  o Knives or weapons;
  o Alcohol;
  o Illegal drugs;
  o Stolen items;
  o Tobacco and cigarette papers;
  o Fireworks;
  o Pornographic images.
- Having 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).

*Bullying

Bullying is defined as:

"Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying." (Torfaen definition 2008)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Premeditated and usually forms a pattern of behaviour rather than an isolated incident
- Involves dominance of one pupil by another, or group of others.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, ridiculing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Psychological	Deliberate acts which cause fear or anxiety
Discriminatory and Prejudice-based (including racial)	Taunts, graffiti, gestures
Homophobic	Because of, or focussing on, the issue of sexuality
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Religious	Related to religious beliefs and practices
Cultural	Related to cultural beliefs and practices
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

As a Trust it is recognised that:

- Bullying can occur. However, our intention is to ensure pupils learn in a supportive, caring and safe environment without the fear of being bullied and that staff are free from the fear of being bullied by pupils
- Everyone has the right to feel welcome, secure and happy
- Bullying of any sort prevents equality of opportunity
- All forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing
- By effectively preventing and tackling bullying, the Trust can help to create a safe and disciplined environment where pupils are able to learn and to fulfil their potential.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the academy to end the bullying. It is the Trust's aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos across the Trust.

Details of an individual academy's anti-bullying strategy are set out in *Appendix 2* / *Anti-Bullying Policy.*

Appendix 2 - Individual Academy Information

Individual Academy Information

Name of Academy: Blakesley C of E Primary School

Vision and values

"We create the spark that lights the fire".

As a Church of England school at the heart of the community and in partnership with parents, Blakesley C of E Primary School is committed to enabling all pupils to achieve their full potential. It is a place where we learn how to love God, one another and ourselves and to serve the community. We will do this through developing a love of learning within a creative, dynamic and vibrant environment based on Christian values where everyone aspires to excellence.

To achieve this we aim to:

- Provide an education of the highest quality for each and every child;

- Provide a caring and welcoming school, founded on Christian principles and values, that safeguards and promotes the welfare of all;

- Foster a life-long love of learning by providing an engaging and responsive curriculum that is carefully designed to reflect our school values and tailored to meet the needs of each child;

- Value, respect and celebrate the efforts and achievements of all members of the school and wider community;

- Foster a successful and innovative partnership with parents, carers, the Church and community;

- Develop resilient, enthusiastic and positive children who are equipped for the next step of their educational journey;

- Prepare our children for their futures; to become effective citizens who contribute to their world.

'Love the Lord your God with all your heart,

and with all your soul, and with all your mind, and with all your strength;

and love your neighbour as yourself.'

Mark 12:30-31

At Blakesley CE Primary School we believe that every child has the right to thrive, to learn, to be safe and to be happy. At the same time, every child has the responsibility to see that others in the school community are safe and happy and be ready to care for each other. In addition to teaching our pupils the national curriculum, we develop their social skills by teaching how to work together, play together and how to behave towards one another. We want our children to have a good understanding and appreciation of our School values and Christian values too.

Our school has five values which we believe guide and support us in all that we do. Courage, Compassion,

Fellowship, Thankfulness and Wisdom: See Appendix 1 for details.

The Behaviour Curriculum: Teaching, encouraging and rewarding good behaviour

Aims

- To provide a safe, secure and happy environment in which effective teaching and learning can take place.
- To be a caring Christian community that fosters our School values of compassion, courage, wisdom, fellowship and thankfulness.
- To promote cooperation, self-esteem and self-discipline in all our pupils.
- To encourage children to take responsibility for their own actions and realise that actions have consequences
- To understand the need for and develop acceptable behaviour in a variety of situations.

To achieve these aims, positive behaviour must be consistently reinforced. To achieve this, everyone in our school community will model, notice and praise good behaviour. A pupil who behaves positively has chosen to do so and deserves recognition. Equally, a pupil who behaves unacceptably has chosen to behave in this manner, and in doing so must accept the consequence of their actions.

It is the intention of the School to encourage the development of positive behaviour throughout every aspect of school life and for children to develop our School and Christian values.

Our children will be taught the meaning of the school values in lessons as well as in collective worship times. Our staff will model our Values in their approach to school life and in their interactions with all members of the community. These values underpin the ethos of our school and the qualities we seek to develop in the characters of our pupils. Our Values passport has been designed and introduced to help our pupils demonstrate and perform these values in their everyday interactions and behaviours. Our values also form the basis of our Behaviour policy, children will be recognised for demonstrating our school values in their approach to all aspects of school life. When members of staff observe a child demonstrating a value, they will praise the child and explain which value that they have observed. We expect our pupils to demonstrate the values in their approach to school life, verbal praise is one way we will reward and acknowledge this.

The explicit teaching of good behaviour:

- At Blakesley Church of England Primary School, we implement our behaviour policy by explicitly teaching good behaviour. Staff act as positive role models showing fairness and consistency in our approach to upholding high expectations of behaviour. We believe that good behaviour should be encouraged, taught, identified and rewarded. We teach the behaviour that we expect to see using the approaches and strategies detailed below.

- IDENITIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

At the beginning of each academic year, our Pupil Code of Conduct is studied with the children to ensure that they understand its meaning and how its components 'look' in action. Teachers will spend time with their classes explaining routines and expectations.

For example;

- the symbol of a raised hand is used to call the class or group to silence
- children line up silently at the end of breaktimes and walk to their classes
- children are expected to walk into collective worship in silence and sit silently reflecting until collective worship begins

We also implement our behaviour policy further through the following means:
- Parents and children are requested to read and sign our Home-School Agreement, which clearly outlines our behaviour expectations.
- Our School values are reinforced through daily worship, PSHE lessons and displays. Themes such as anti-bullying and anti-racism are regularly reinforced because children are expected to respect others without prejudice or discrimination

- Our children's wellbeing and Social, Emotional and Mental Health (SEMH) is a priority and at the centre of our approach.
- Where necessary children with additional SEMH needs are supported through additional nurture support and targeted Individual Education Plans. We ensure that all adults know how to respond sensitively to their needs.
- We strive to support each pupil through a clear behaviour system (see below). Each form of unacceptable behaviour will be supported by positive relationships with adults.

Behaviour for Learning

Through teaching and promoting the core values, children at Blakesley learn that to achieve well and succeed in school they must work hard, concentrate and persevere when faced with difficult challenges. To do this, the climate and ethos in the classroom needs to promote good behaviour for learning. To ensure this is able to happen every day, in every lesson; teachers ensure that the classroom is well organised, learning is matched to children's needs, resources for lessons are prepared and all classes have established routines that maximise learning time.

Using rewards / incentives: Class Values Boards

Our Code of Conduct (see below) sets out our usual expectations of behaviour for all of our children. Specific recognition will be given to children when they go beyond our usual expectations in demonstrating the school values and with their attitudes or behaviours. When this happens, the symbol of the value that a child has demonstrated will be added to the class Values board alongside their name. (see appendix 2)

Values Symbols:
- Courage – a candle
- Compassion – a heart
- Fellowship – a tiquerta (Trinity symbol)
- Thankfulness – a fish
- Wisdom – a dove

Symbols are collected and, when specific milestones are reached, the class can choose a whole class reward from the menu available for that milestone. (see Appendix 3) All children within the class can contribute to reaching the milestones so all children will share the rewards. Rewards cannot be taken away once earnt.

Praise may be given for a variety of reasons including good effort, progress, achievement, manners, initiative, sporting or musical achievements or when a child demonstrates our School Values. Where individual children make an exceptional effort, demonstrate excellence linked to a particular value or do something outstanding of which they are really proud, they may be given a 'Praise Postcard' which may be taken home or they may be sent to share their efforts with the Headteacher who will award them a Headteacher Special Award sticker and small prize. Pupils may be sent to other teachers or classes to receive recognition of some special action or work achieved .

Certificates and special mention of particular pupils takes place in our whole school Praise assembly held every week, with an open invitation to parents to join us.

Positive behaviour will be rewarded with:
- Praise
- Value tokens for Values Board within classroom
- Presentation of stickers or Praise postcards
- Letters, postcards, phone calls home or conversations with parents
- Special responsibilities / privileges

.Strategies for promoting positive behaviour and relationships
- A member of staff greets the children with a good morning/good afternoon
- Provide good (or better) quality teaching

- Interesting and exciting learning experiences
- Clear and consistent high expectations
- Positive behaviour management techniques and positive language used consistently
- Praise used effectively and specifically
- Celebration of success – work shared with Headteacher, other teachers, adults or classes as relevant
- Praise Assembly – celebrates success, hard work and progress made

- In our collective worship we share real life success stories and experiences to promote our values and positive moral ethos
- Pupils experience democracy in making rules and understanding their rights and responsibilities
- Pupils involved in leading school services, assemblies and reciting the Liturgy
- Pupils are actively involved in the process of agreeing consequences/sanctions
- Restorative techniques are used to help re-build relationships. Children are listened to and actively involved in discussions about their behaviour and its consequences for themselves and others to enable positive choices to be made in the future.
- If an adult raises their hand, all children are to respond by being quiet and raising their hand in acknowledgement
- Children are given leadership roles and responsibilities around School

Expectations of behaviour

We have a general expectation of behaviour for all pupils at all times. However, we are aware that sometimes pupils may not meet this expectation and we also positively acknowledge that some pupils will exceed this general expectation. These behaviours can be identified/graded as such:

Outstanding/Excellent
Very good/Well done
Good
Expected behaviour
Behaviour that needs intervention
Behaviour that requires Time to Reflect
Behaviours that lead to a Serious Consequence

Sanctions

We hope that children will respond well to the positive encouragement and supportive care provided by our staff, however at times mistakes will be made and reminders and sanctions will need to be given to ensure that all of our children meet our high expectations for behaviour. We believe that all children should be guided to behave and have the opportunity to reflect on their behaviour and make improvements. With this in mind, in our behaviour code we have devised a progressive list of sanctions that all staff will use consistently with the children throughout the day if needed.

Guidance for Dealing with Behaviour and Issuing Sanctions (see Appendix 4)

Within each band of sanction, pupils will be asked to reflect on their actions and the consequences on both themselves and others that these may cause. Restoration and reparation will be encouraged. Depending on the pupil's situation and needs, they may be asked to:

• Complete missed learning/work at home, or at break or lunchtime

• Write an apology letter

• Meeting with staff or children affected by their behaviour

• Agreeing a behaviour contract

Pupils may be sent to the Headteacher during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. We may isolate or exclude children in response to serious or persistent breaches of this policy.

Serious Incidents

There may be times in school where a child behaves in a way that means the initial steps of the Behaviour Code need to be skipped. For example, if a child intentionally hurts another, is offensive to others, damages property or puts the safety of themselves or others at risk. When such a serious incident occurs a flowchart is followed to ensure a consistent approach is applied. (Appendix 5: Dealing With Behaviour Incidents) Pupil statements and statements from the adults involved may be taken and the behaviour will be logged. The child will be given the opportunity to reflect on the impact of their behaviour and repair the damage (personal, physical, emotional) that they have caused. Once this has happened a sanction has been undertaken and repair has taken place, the child will be given a fresh start.

Our nurture support for all of our pupils particularly those with social, emotional or behavioural needs helps address any issues, barriers, difficulties or problems that may have been identified. Where appropriate, nurture intervention will be provided to help an individual or groups of children.

Special Educational Needs and Safeguarding

Our school acknowledges our legal duties under the Equality Act 2010 and in respect of pupils with special educational needs (SEN). Similar to a child with a learning difficulty, children with identified emotional or behavioural difficulties have a defined structure via an Individual Behaviour Plan (IBP), for any behavioural disruption.

Individual Behaviour Plans

Where behaviour has become an issue, a behaviour plan will be set up by the class teacher. It will show the desired behaviours as well as those identified as problem areas for the child. It will include the strategies to be used to support he child in modifying their behaviour. Plans must be enabling and positive. Steps towards replacing the unacceptable behaviour with the desired ones may be very small but need to be recognised, especially for children whose behaviour is particularly challenging.

When a child's behaviour is affecting his or her academic progress or is identified as a concern because it is disruptive or unusual in a child of that age then a plan is necessary. Drawing up the plan is the responsibility of the class teacher. Parents will need to be informed, and they will be asked to support the school in carrying out the plan. All colleagues who have regular dealings with the child (including lunch time supervisors) will need to be told about the agreed approach. If a child does not conform to their Individual behaviour plan (IBP) then help, support and advice will be sought. For example consulting JOGO Behaviour support. Plans will be reviewed and revised each term.

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

- A verbal reprimand
- Move to another place in the classroom
- Sending the pupil out of the class for a short time
- Work can be set to be completed at home, or at break or lunchtime
- Loss of playtime / lunchtime
- Eating separately
- An apology letter
- Referring the pupil to a senior member of staff/Headteacher
- Letters or phone calls home to parents
- Agreeing a behaviour contract

We may invite parents to attend a meeting in response to serious or persistent breaches of this policy.

Encouraging good behaviour during unstructured times:

- While the ethos of the Behaviour Policy covers all parts of the school day, specific arrangements are required over the lunchtime period to enable the supervisors to manage behaviour on the playground effectively and confidently.
- It is important to ensure all adults eg lunchtime staff/visiting teachers feel confident dealing with all behaviour issues. As adults working within the school environment, they have a right to demand and expect the same levels of respect and co-operation as their colleagues. For the Policy to be effective it is essential that all children and adults in School have a clear understanding of expectations.
For example, the expectations within the Dinner Hall, when moving around the school, where and when they can play, pupils are expected to line up safely and silently. It is also important that all are aware of the Code of Conduct. All staff teaching and non teaching staff will be made aware when a child is placed on an Individual Behaviour plan.
- Each member of staff is encouraged to praise pupils who are demonstrating consistently good behaviour or who are actively trying to improve their behaviour, not just pupils from their own class or key stage.

Bullying

The School treats any incidents of bullying very seriously. We regard "bullying" as repeated, targeted unkind behaviour.
See Anti- Bullying Policy for further detail.

Pupil Code of Conduct

Throughout our school our Code of Conduct is linked to our School Values:

Wisdom: We choose to make good decisions and choices
Thankfulness: We make the most of every opportunity and try
our best **Compassion:** We show care for everyone in our
community
Courage: We show strength by always striving to our best and doing the right thing.
Fellowship: We work together and appreciate everyone's uniqueness

Our pupil code of conduct has three components to which all pupils are expected to apply to all aspects of school life. These are: Be Ready. Be Safe. Be Caring.

Being Ready means:

- Being ready to learn
- Being organised and prepared
- Listening well
- Following instructions
- Taking on board advice
- Being ready to help others
- Being ready to give your best

Being Safe means:

- Following instructions promptly

- Using equipment safely and appropriately
- Moving safely around the classroom and school building
- Having safe hands and feet, keeping others physically safe
- Using kind words and actions, keeping others emotionally safe
- Taking care of hygiene and cleanliness
- Talking to someone if you have a problem or a worry

Being Caring means

- Caring for yourself; always being the best that you can be, making good choices
- Caring for others; being helpful, showing kindness, being thoughtful, thinking about others' needs, support others to be
- the best that they can be
- Caring for the environment; looking after school property and equipment, thinking about the environment and how to protect it

During Expectation Days at the commencement of each school year all pupils will be reminded of the school Code of Conduct. This will be reinforced through lessons, assemblies and at every opportunity. From an early age, children should contribute to discussions about what acceptable behaviour they would like to see in their school.

Pupils understand that we expect to:

- Behave in an orderly manner
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Accept sanctions when given
- Treat the academy buildings and academy property with respect
- Refrain from behaving in a way that brings the academy into disrepute, including when outside the academy

All children and staff are members of a School House: House, Bartholomew House, Kingston House, and Hibbit House. The pupils /staff are allotted these houses for sporting events and special occasions. Each House has a House Captain from Year 6. They are responsible for leading their house as events such as Sports Day.

Behaviour Outside School

All pupils are expected to maintain our high standards of behaviour outside school when wearing their school uniform or representing our school. Behaviour that falls below our expected standard when on trips, sporting events, residential visits or out in the community should be dealt with in the same way as within school. Whilst wearing their school uniform out of school, if children pose a threat to another pupil, or their behaviour brings the school's name into question, their poor conduct will be dealt with in the same way as in within school. The Headteacher will contact parents and agree on the relevant consequence of their behaviour for when the child is back at school.

School Trips

If staff feel a child presents a health and safety risk or there is a case of serious misbehaviour during a planned visit out of school, a Risk Assessment will be carried out and any concerns/decisions will be shared with parents/carers. The Headteacher will be informed and may decide to sanction the withdrawal of that pupil. In extreme cases, the Headteacher may decide that the child is unable to attend the trip at all due to the health and safety risks posed to themselves and others.

Use of Physical Intervention with Positive Handling

In some situations, staff may need to use reasonable force to ensure the safety of themselves and others or to prevent pupils injuring themselves or others. Staff will make an assessment of each individual situation and ensure that the level in which they intervene is reasonable, proportionate and necessary to the misdemeanour. Physical restraint will be used only as a last resort. If physical restraint becomes necessary to ensure the safety of the staff or pupils, only trained staff will use positive handling techniques. Staff will use the minimum restraint necessary for the shortest time necessary whilst attempting to calm the situation.

All pupils that require physical intervention will have an Individual Behaviour Plan and a Positive Handling Plan. All incidences of Positive Handling will be recorded in the school's Bound and Numbered book/My Concern. Parents will be informed the same day of incidences of Positive Handling involving their child.

Recording of Behaviour Concerns

The Headteacher logs all significant behaviour concerns. Logs are kept on Serious Incidents, Racist incidents, Bullying Online Incidents and Harmful Behaviours. When necessary, parents will be notified via telephone regarding behaviour concerns. Teachers will keep a brief record of any behaviour incidents and telephone calls. Where physical intervention has been necessary, this will be recorded in the school's Bound and Numbered Book and on My Concern

<u>**Appendix 1**</u>

<u>**Our values shown in behaviour and attitudes**</u>

Compassion :

empathy, tolerance, forgiveness, humility, kindness and care, generosity, thoughtful

We want our children to understand how to feel and show compassion in a sincere way, to be able to forgive, to show tolerance of others and to demonstrate care and kindness to fellow humans both close to home and across the world. We want their compassion to extend to a care for their world and their environment.

Courage :

Confidence, perseverance, resilience, endurance, courageous advocacy, truth and honesty, individuality, uniqueness, to have aspirations, to be brave enough to change your mind, fearless, to be a better you

We want our children to be 'brave learners' to aim high and try new things without the fear of failure; to be confident in themselves, their beliefs and values; to be honest with themselves and others and to have the courage to make good choices and to do what they believe is right. We want them to have resilience in all aspects of life, to persevere when things are challenging and to know that hard work is recognised and rewarded.

Fellowship:

friendship, community, koinonia, belonging, respect, inclusion and partnership, courtesy, good communication, talented in different ways, celebrating difference, team player, team leader, fairness

We want our children to feel part of their community understanding that each individual contributes to the whole and that the interdependence of everyone working together develops strength. We want our children to flourish in the knowledge that they are contributing to a larger whole, all striving for the same goal, to feel a sense of true belonging, inclusion and partnership.

Wisdom:

making wise choices, self-control, tolerance, self-aware, flexible thinking, problem solving, creative, patient, knowledgeable, mindful, critical thinking and with a love of learning.

We want our children to be considered, to be able to reflect and reason and make wise choices. We want their wisdom to inform their life choices and their understanding of how to live well in our world. We want them to love learning and gaining knowledge and understanding, but to use all of this with wisdom. We want them to be able to live life in all of its fullness, recognising their unique talents and making the most of them

Thankfulness:

gratitude, awe and wonder, joy, love, generosity, passion for living, spirituality, appreciation

We want our children to show appreciation for their world and all that they have within it. To be able to marvel at things with a sense of awe and wonder and care for it responsibly. To be able to feel joy in simple things. To appreciate families, relationships and friendships and how they are cared for and loved. To appreciate their abilities, talents and freedoms. To be thankful for all of the opportunities available to them. Through their appreciation, we want them to be able to both give and receive generously and to show their love for life.

	Class Values Board		
	Value / Symbol	Name	Reason reward given
1			
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3			
4			
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25			

Appendix 3

Values Awards Rewards Menu	
Number of Values Points	**Possible reward**
25	Games/play session
50	15-minute free choice time • I-pad time 15 minutes • 15 minutes sports game
75	
100	Cookie decoration
150	
200	Cartoon/ session
250	
300	Visit to local playground/dance session in hall
350	
400	Special craft project
450	
500	Special visitor

The examples shown are possible class rewards. The teacher and children will agree rewards being worked towards.

Appendix 4

	Guidance for Dealing with Behaviour and Issuing Sanctions		
Sanction	**Behaviours**	**Notes**	**Scripted Language**
Reminder 1 (non-verbal)	Accidental slip in breaking Code of Conduct expectations	Non – verbal cues A look to remind the child, a touch to the page, to the adult's ear (signalling listen) a flat hand (signalling 'Stop and think')	
Reminder 2 (verbal)	Accidental slip in breaking Code of Conduct, not responding to R1 promptly	Verbal A quiet reminder to the child to refocus and choose to do the right thing, a reminder of what is expected.	Quiet word :Are you making the right choice?
Warning	Not focussing on work, giving best efforts Talking unnecessarily, distracting others, becoming too excited	A verbal reminder to the child of the expectation and the consequence if they do not adjust their behaviour	Quiet word: How can I help to help you make right choice ?
Behaviour that needs intervention	Disruptive low level behaviour in class: Possible examples calling out, distracting others, swinging on chairs, avoidance of work Running in corridors Careless damage to property Rough play Peer/friendship group issues Not following safety guidance to keep self and others safe	In classroom Children are given a maximum of ten minutes, time to compose their thoughts, listen to advice and prepare themselves to change their behaviour. They may not need a full ten minutes but should be ready to return to learning having changed their behaviour	Individual support at their level - quiet and not in front of class: *'I can see you are finding this difficult...if you continue I will give you Time to Reflect. What do you need to do to get back on track?'*
		On the Playground Time out on the playground means walking/standing with the teacher on duty for the time required for them to change their behaviour and meet the school's behaviour expectations	
Time to Reflect Break / lunch time missed (10 minutes) Parent Contact	Persistent low level behaviour - disruption to class Unkind behaviour towards others - name calling, excluding others from friendship groups, Aggressive verbal behaviour - shouting at others, intimidating others Persistent rough play following Stop Think Do Intentional damage to property	Same day Children will always get 5 minutes fresh air, time to have a drink, use the toilet and see their peers. However, if they have wasted lesson time or not responded to other sanctions, playtime will be used to catch up or to calm, reflect and respond. This will not be carried over to the next day.	Individual support from teacher/TA at their level - quiet and not in front of class T or TA leads Reflection work with child *'You are continuing to ... I am giving you time to reflect and find a tool. What do you*

	Putting own or other's safety at risk		*need to do to get back on track?'*
Serious Consequence Not able to manage own feelings and behaviour Play times that day missed, HT informed & parent contact (from HT).	Examples may include: Bullying, including Cyberbullying Racist behaviour, Physical aggression, Severe disruption to class, Swearing Homophobia Serious vandalism Bringing dangerous items into school Putting own or other's safety at serious risk	Child speaks to the Headteacher If disruptive or negative behaviour continues after the sanctions above have been implemented, the child will be sent to speak to the Headteacher. Playtimes for the day will be missed. At this stage, a phone call home will be made Parents will be informed of the child's behaviour. A meeting may be arranged.	Teacher/HT works with the child in the child's own time and discuss next steps in encouraging better choices are made. HT informed and it is at this point that further action is decided 'Your choices are affecting your learning and the learning of others… What do you need to do to get back to a position of being ready for learning?'

Appendix 5 Flowchart for dealing with behaviour incidents

Stepped approach: Behaviour incidents
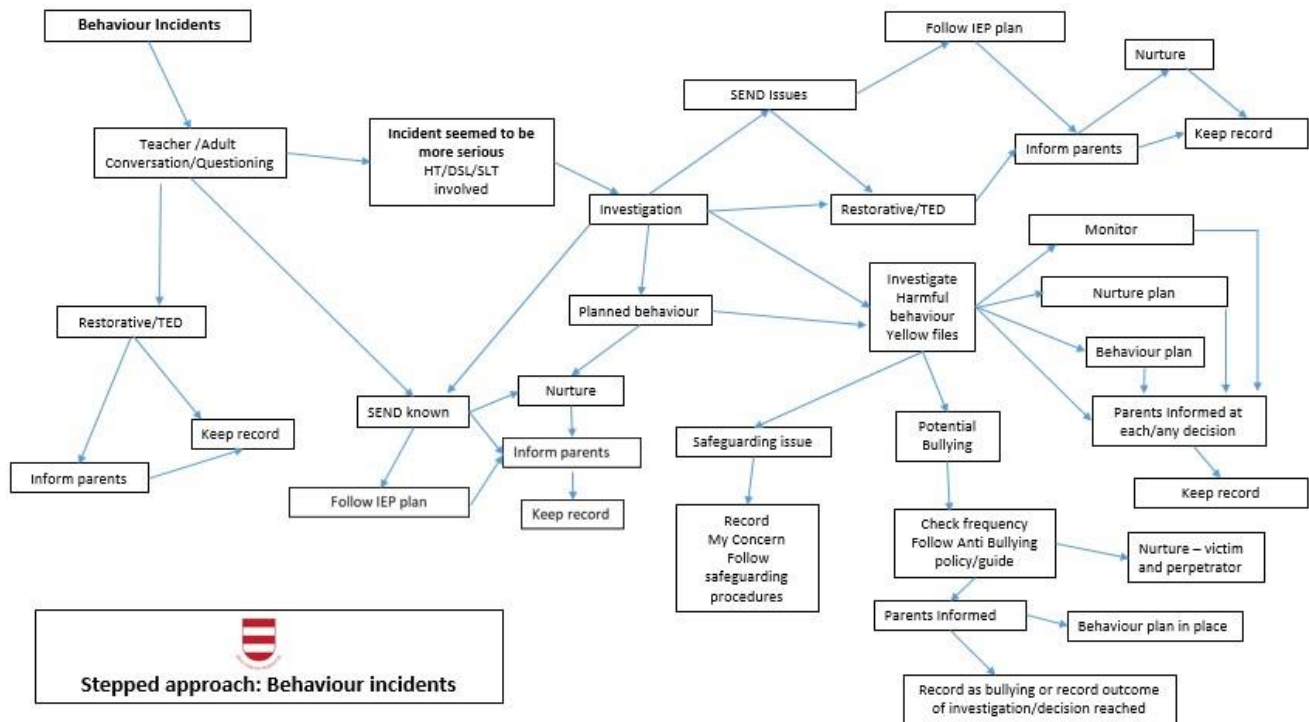
Please note:

When dealing with incidents that are perceived as Harmful behaviours all previous 'lived experiences' will be taken into account. This means that when deciding an outcome of whether to monitor for a specific time, to put a nurture plan in place for a set period or to place a child on an Individual Behaviour Plan will depend on the severity of the incident and a child's previous behaviours.