Shireland Collegiate Academy Trust

Primary Behaviour Policy

Committee and Date Approved	Trust Board – Summer 2022
Category	Statutory – DfE
Next Review Date	Annually unless change in legislation – Summer 2023
Policy Availability	Trust Website
Officer Responsible	Principal

Contents

Introduction

This policy statement recognises that management systems by themselves do not provide all the answers to establishing high standards of behaviour. Whole school success in this area comes when we reinforce management systems with high expectations of learning which value individuals and celebrate their progress.

There are 3 clear aspects to our Behaviour for Learning Approach.

> Positive ethos at all levels in the school

> Universal Behaviour programme / strategy

> Specialised intervention programme

Our Vision

The Trust is dedicated to ensuring that our schools' environment supports learning and the wellbeing of pupils and staff. Co-operation, support and respect are the foundations of our community and we work hard to provide a safe school where all pupils feel included in every aspect of school life and are comfortable to voice their opinions.

We have high expectations of behaviour for pupils and staff and believe that all pupils should be aware of the standards of behaviour expected of them, taking responsibility for their actions. By encouraging positive behaviour and patterns we can promote good relationships throughout the school built on trust and understanding.

We use technology to help streamline some of the processes when capturing sanctions and rewards and reporting to families to better target resources and focus and make interventions more effective.

This policy is supported and enhanced by the following policies:

- The Anti-Bullying Policy
- The Equality Duty Policy
- Home School Agreement
- Child Protection and Safeguarding Policy
- SEN(D) Policy
- Mental Health and Well Being guidance

Legal Duties

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

- Keeping Children Safe in Education

- School suspensions and permanent exclusions

- 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.

Core Beliefs and Values

- The belief that the education and success of all pupils is of equal value.
- A celebration of diversity in gender, race, creed and ability, by providing quality teaching to raise standards and equalise life choices.
- A belief that bullying in any form is completely unacceptable and will always be taken very seriously.
- Respect for the dignity of ourselves and others.
- Recognition that all members of our community have rights, with complementary responsibilities.
- An understanding that all pupils may experience difficulties because of events such as bereavement and family problems. As with pupils who have special educational, physical or emotional needs, the school should provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable pupils.
- A commitment to developing individual potential and autonomy both inside and outside the classroom.
- The belief that pupils learn best in a safe and nurturing environment, which promotes a sense of belonging.
- A recognition that high pupil self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.
- An appreciation that every child is an individual and that some pupils that consistently display exemplary behaviour should be recognised
- A belief that pupils are not labelled, the behaviour is; and have opportunities to start again
- Recognition that the success of any school policy depends on the understanding and support of parents and families and as such, should be shared with them and their commitment to it sought.

Code of conduct is to be shared by staff with all pupils and families (See Appendix 1).

Aims

We aim to ensure that our school environment supports learning and the wellbeing of pupils and staff and through cooperation, support and respect, a safe school enables all to be included in every aspect, being comfortable to voice opinions.
We hope to ensure that all our pupils leave our school with the key skills they need to continue to progress to the best of their ability at Secondary school and beyond.

We aim to provide an environment that: -
- Enables learning for all within the school community
- Encourages a respect, empathy and acceptance of differences of others
- Encourages cooperation and collaboration to give a sense of belonging
- Encourages self-discipline and a sense of taking responsibility for actions
- Ensures that all pupils and adults feel safe, valued and cared for

To achieve this, we will: -
- Create a positive, calm, and purposeful environment
- Provide a curriculum that is inspiring, relevant, and challenging
- Ensure that adults model good behaviour at all times
- Have shared understanding of procedures and apply them consistently
- Have a shared language that is understood by all
- Effectively communicate with pupils and families our high expectations for learning and behaviours.
- Work in partnership with multi-agencies
- Ensure staff are trained and understand our aims and procedures

A clear system of sanctions and rewards can be found in Appendix 2.

Implications for the School Curriculum and Organisation

- All involved in the organisation of timetable and classes should avoid creating barriers to success for any individual. Whilst no individual has the right to disrupt the learning of others, decisions about class sets, groupings or opportunities should be made on the basis of ability not behaviour.
- Opportunities should be provided both within the classroom and outside it for pupils to develop social skills and personal responsibility i.e. class monitors. These opportunities should also provide ways in which all members of the community can express opinions and listen to one another i.e. school council, pupil forum etc
- All pupils should be aware of the way in which the school deals with incidents of bullying and how bullying should be reported. Pupils should be involved in this process through peer mentoring schemes, school council discussion, and the like.
- The school will support staff in adopting Trust teaching and reflection approaches that promote positive behaviour and attendance, by providing training sessions, individual advice and opportunities to observe good practice.

For details of EYFS provision in relation to behaviour, see Appendix 3.

Roles and Responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the school community as a whole.

This policy will not have an impact on the learning ethos of the school unless everyone applies it comprehensively and consistently.

Specific roles and responsibilities are as follows:

The Standards and Performance Committee and Trust Board

- Defines the principles underlying the school's behaviour policy.
- Ensures that all aspects of the policy promote equality for all pupils and addresses individual need.
- Monitors and evaluates the implementation of the policy by receiving reports and data.
- Supports the practical strategies of the policy by holding disciplinary and attendance meetings for pupils and their parents when there are serious concerns.

The Principal and the Senior Team

- Frame a policy, which promotes positive behaviour and good attendance.
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all pupils and addresses individual need.
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- Support the practical strategies of the policy by: dealing with serious referral issues, providing communication procedures and systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support the systems.

Teachers and Teaching Assistants

- Ensure that the policy is consistently and fairly applied.
- Exercise classroom management that encourages positive behaviour.
- Prepare lessons that support all pupils in their learning so that vulnerable pupils do not feel excluded.
- Model in their own actions the expectations the school has for pupils.
- As class teachers or teaching assistants act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern.
- Record consistently and monitor rewards and sanctions on a daily basis highlighting and referring concerns to Senior Staff if needed and reviewing support regularly.

- Through our approach to Personal Development which covers lessons, assemblies and aspects of enrichment, we encourage the development of social, emotional and behavioural skills and rounded, responsible citizens.
- Communicate with parents/carers re concerns and provide advice or support for families.

Support Staff

- Ensure that the policy is applied consistently outside the classroom as well as in lessons.
- Provide support for identified individuals and groups.
- Monitor individuals or groups to allow for early intervention and review of support provided.
- Act as role models to pupils in their own actions and dealings with others.
- Support other staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance

Pupils

- Will behave in a way that will ensure the safety of themselves, other children and adults.
- Will be honest, polite and respect others and their possessions.
- Will recognise and respect the authority of staff and other adults in the school, listen to and act on directions.
- Will work to the best of their ability at all times and value their own work and that of others.
- Will organise themselves and their resources so that they can work independently.
- Will take care of equipment and keep the school and the grounds tidy.
- Will take responsibility for their own actions.
- Will co-operate with and follow the school's code of conduct.

Parents and Carers

- Take responsibility for their child's behaviour and attendance.
- Support the school's core beliefs on positive behaviour management and encourage their children to follow the school's Code of Conduct
- Support the school in carrying out sanctions and celebrating success.
- Communicate with the school when concerns arise.
- Attend meetings (if necessary) to discuss their child's behaviour and engage with behaviour plans to support improvements.

Support for Parents

The role of families in supporting the school in this area we believe is crucial and a partnership.

- Expectations of parents' involvement in supporting attendance and good behaviour should not be taken for granted and made explicit. The school highlights to all parents at all Parents Evenings and other events how important their support is. A Home School Agreement plays an important part in harnessing parental agreement and support and helps parents to understand their own role in this part of their child's education.
- The Behaviour and Attendance Policies is made available to all parents with opportunities for them to feedback.
- All reports and communications to parents about progress also include behaviour and attendance so that parents are kept up to date.
- Senior staff work with Children's Services to support parents, particularly those who find it hard to come to school.
- Parents are always be contacted as soon as there is any concern so that they are involved immediately.
- Families are also informed of improvements to behaviour.
- Arrangements are made to communicate in the home language where this might be necessary whether through technology or other means.
- Parents/carers are encouraged to engage in early intervention support such as the Early Help Assessment where it is considered to be in the best interests of the child/ren and family.

Support for pupils

Some pupils will require additional support within the Academy to avoid escalating problems and possible exclusion. To support the Academy expectation around positive behaviour, rewards, sanctions and structures designed to ensure early identification of pupils at risk and any support they may require are implemented and reviewed regularly.

The Academy will consider the needs of all pupils for support with transition especially between year groups and key stages as required and will provide enhanced support for pupils highlighted as needing it.

Behaviour Plan

"*Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions matched to specific pupils with particular needs or behavioural issues, than for universal interventions or whole school strategies*"

Education Endowment Foundation

We understand that there may be instances where an individual child may not respond to whole school strategies of behaviour and needs an individualised programme.

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If and when this happens, we liaise with pastoral staff, SENCO, Trust Pastoral Team and outside multi-agencies to work together and produce and individualised programme that is monitored.

Where behaviours of a sexualised nature are observed and/or reported appropriate action will be taken. Such incidents will be discussed with parents/carers and may require referrals to appropriate agencies. When managing these behaviours we adhere to our academy Children Protection and Safeguarding policy along with DFE Guidance as highlighted in Keeping Children Safe In Education and sexual violence and harassment between children in schools and colleges.

Outside Agencies

The school acts as part of a wider community of support. Some pupils will benefit from referral to another agency for:

1. Alternative curriculum provision for set periods of time e.g. as part of a planned re-entry strategy.
2. Assessment leading to statement or a planned programme within the academy.

The support outlined above will be provided within the following context:

- The school will contact parents sooner rather than later. Early intervention should help to avoid exclusion.
- The school will work within the wider community and communicate with and take advice from other professional bodies.
- All referrals will be mindful of a child's SEN where appropriate and the school will therefore act in accordance with the policy for SEN.
- All support programmes will contain targets for improvement and regular review. The school should be in a position to respond in a flexible manner to a child's changing need, particularly when programmes are not deemed to be successful

Exclusion

Exclusions are the most extreme form of negative consequence and are used in response to serious breaches of the school's code of conduct or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. A pupil returning from a period of exclusion would have a behaviour support plan in place.

Reasonable Force

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of reasonable force will:

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- 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

Malicious Allegations

- Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the Academy will discipline the pupil in accordance with this policy.
- Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the Academy will discipline the pupil in accordance with this policy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Academy (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. Where this is deemed appropriate, Academy staff will make every effort to support the student.
- The Academy will also consider the pastoral needs of staff and student accused of misconduct.

Monitoring and Evaluation

The use of data in relation to behaviour is key in tracking pupils, identifying patterns, trends and more importantly causes. Key to this is the consistent recording when using online systems to record behaviour – both positive and negative.

Rewards and sanctions will be monitored to provide the school with regular information on how effectively the behaviour policy is working. The school will be able to analyse the data by for example:

- Gender
- Ethnicity
- EAL
- Pupil Premium
- SEN
- Age
- Class

Behaviour data is monitored by:

- comparing termly statistics, and annual totals for rewards and sanctions comparing class data over time
- Monitoring individual's rewards and sanctions to identify progress or cause for concern.
- observation of lessons and pupil response

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Evaluation of the behaviour policy will be based on the above data and will inform the school's development planning. Evaluation will take the form of termly reports to members of the Standards and Performance Committee.

Appendix 1 - School Code of Conduct

Good behaviour and discipline are key foundations for good education. Without an orderly atmosphere effective teaching and learning cannot take place. We expect and insist on the highest standards of behaviour throughout our school.

Courtesy, good manners and consideration for others, together with self-discipline and a proper respect for authority, are encouraged at all times and are important if we are to make our school a true, caring community. We place great emphasis on praising pupils for politeness, consideration, and kindness to others.

The Principal will bring any serious breach of discipline or any disruptive behaviour to the attention of the parents concerned and an appropriate course of action is decided upon.

All pupils are expected to make a full contribution to the school and support the positive endeavors of all its members. Expectations are essential for the benefit of all in any community and we try to keep these as simple as possible, but we do expect them to be kept.

This code of conduct forms the basis of school and class expectations.

They are:

Self

1. Pupils are expected to make it as easy as possible for everyone to learn and for the teacher to teach, whether this takes place inside or outside the classroom.
2. Pupils should strive for progress and not just achievement; be reflective and want to always improve.
3. Pupils should behave in a responsible manner and are expected to do what they are asked whilst under our care.
4. Pupils should take pride in their appearance and possessions
5. Pupils should make every effort to attend every day and be punctual.

Other People

6. Consideration, courtesy and respect should be shown at all times
7. Everyone should always try to understand other people's point of view.
8. Pupils should always show friendship, kindness and care to others
9. Pupils should always have good manners and speak politely to each other and all adults.

Our School

10. The school should be kept clean and tidy so that it can be a welcoming place of which we can be proud.
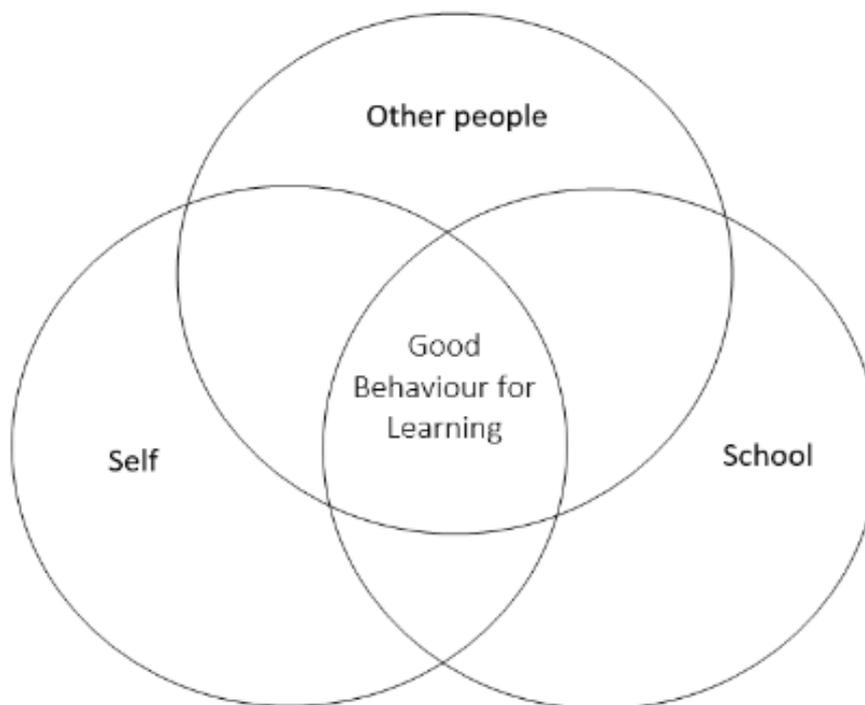
These expectations are designed for the safety of all children:

1. There must be no running in the school building.
2. Before school, at playtime and after eating the mid-day meal, children are not allowed in classrooms unless the weather is bad, or unless instructed by a teacher.
3. Climbing on walls, gates and fences is not allowed.

Code of Conduct for Early Years Foundation Stage

1. Listen to the teachers
2. Be kind to each other
3. Put up your hand to ask a question
4. Don't run in school
5. Keep our classroom tidy
6. Always try your best!

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## Appendix 2 - Consequences (Positive and Negative)

ClassDojo

ClassDojo is an online communication platform which allows behaviour to be transparent to staff, parents and pupils. Our schools adapt the use of this platform to set personalised targets for all pupils from Nursery to Year 6, which are linked directly to the school's code of conduct. In addition to this pupils and staff have the opportunity to personalise expectations based on the needs of the class.

Positive points will be awarded to pupils who follow the school code of conduct, and these are saved on the system for the pupils to see during the school day. Positive points will be shown along with any behaviour incidents resulting in moving to red. The version which can be seen by the class will be restarted at the start of the morning and at the start of the afternoon, as explained below. The data which is inputted is centrally stored so parents and staff can view and analyse behaviour over the day, week, year and even longer.

Consequences – positive

Reward Name *	Reason	Timescale	Reward
Dojo Points (inc. Dinner Dojos)	Points are given to pupils who follow the school expectations and complete excellent work.	Short term	Pupils receives a point and a positive noise is heard
Dojo Winners of the Day	Top 2 Pupils with the most Dojo points awarded during the day in each class	Short term	Pupil receives a sticker
Dinner Dojo Star	Pupil conduct at lunchtime is exceptional.	Short/Medium term	Pupil receives a Dinner Dojo Star certificate presented at handover.
Weekly Reward	Pupils who have demonstrated exemplary behaviour all week- with no negative consequences	Medium term	Pupils receive 5 extra Dojo points
Star of the Week	One pupil with exceptional conduct or achievement is chosen by the class teacher.	Medium term	Pupils receives a Star of the Week certificate and a 'Principal's Prize'
Positive Message	Pupils who consistently demonstrate good behaviour and/or pupils who demonstrate significant progress in their behaviour.	Medium term	Pupils parent/carer receives an online message from the class teacher via the online platform
Dojo Belts	Pupils can collect Dojo points to achieve Dojo Belts	Long term	Pupils will gain Dojo Belts as they achieve the appropriate amount of points.

∗ These are some examples of positive consequences used.
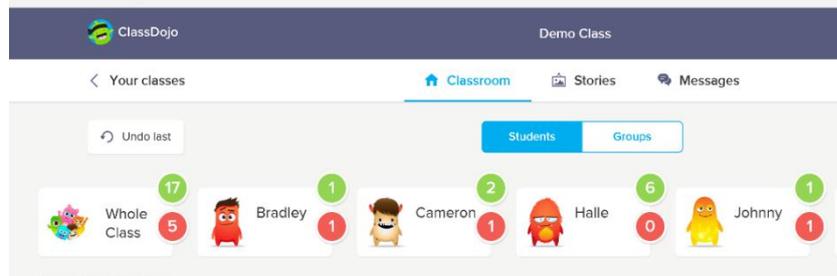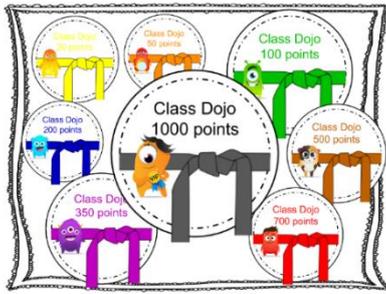
Consequences – negative

The Trust believes that good and poor behaviour can be learned like anything else so the school will focus on two main strands to improve pupils' behaviour: the first focusing on reflection, empathy and improvement; the second clearly stating a non-tolerance approach.
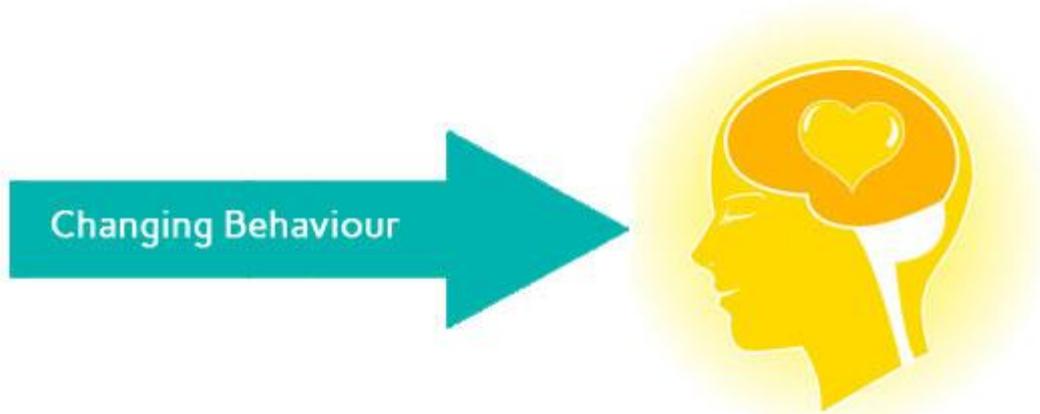
This strategy will focus on the ethos of 'changing behaviour' not labelling pupils and teaching pupils that good behaviour can be learned – linking this to 'growth mindset'. Pupils will be given the oportunity to complete training with either the class teacher, senior leader or mentor taking part in refection activity. If pupils are not responsive to the reflection sessions they will be assigned to a mentor where a more bespoke behaviour plan can be put into place to support the improvement of the pupil's behaviour.

A traffic light system will be used as a visual prompt to alert pupils of poor behaviour but alongside this will be explanations and reflection time to understand why and what they could do next time (see below in the table).

We train teachers that the aim is to prevent pupils reaching red and avoid the 'race to red'. Interventions at yellow and oranage levels are there to stop children from getting to red. Teachers are trained to reflect as to why things haven't worked if a pupil moves through yellow and orange and has reached a red level.

When necessary, parents and carers are partners will be involved in the process and regular review meetings will enable home and school to work closely together to help change behaviours.

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Behaviour will be tracked by a senior member of staff. If a pupil exhibits persistent challenging behaviour, school may look to putting a Behaviour Support Plan in place involving the SENCO and a mentor if necessary. In addition to this the SENCO or senior leaders may make referrals to external agencies.

Exclusions will be the most extreme form of negative consequence and are only used in response to serious breaches of the school's 'code of conduct' or if allowing the pupil to remain in school endangered their safety, welfare, or education or of others. A pupil returning to school after a period of exclusion would return with a Behaviour Support Plan.

Type	Example	Reflection/negative consequence
Verbal warning	Pupil shows low level poor behaviour for example: doesn't sit down when asked; talking to a peer or not listening to instructions.	Staff member to talk to pupil and explain why they have a verbal warning and what they need to do next time to ensure good behaviour.
Yellow	1. Pupil consistently shows signs of low-level behaviour negative. 2. Pupil shows signs of moderate poor behaviour such as: showing low levels of aggression; defiance or persistent lack of effort.	Pupils will complete a basic reflection activity within the classroom.
Orange	1. Pupil continues to show signs of low-level negative behaviour. 2. Pupil continues to show signs of moderate poor behaviour such as: showing low levels of aggression; defiance or persistent lack of effort.	Staff member to send pupil to a **partner teacher** to complete a more formal reflection activity. NB pupils must be sent with the teacher section completed stating the reason of the reflection activity.
Red	1. Pupil consistently shows signs of moderate level behaviour. 2. Physical aggression, sexual behaviour, racism or bullying.	Staff member to add onto ClassDojo as a red point and send pupil to a **senior member of staff** where a formal reflection activity will be completed and if necessary a further consequence will be

		given. Families informed. NB pupils must be sent with the teacher section completed stating the reason of reflection activity.

Appendix 3 - Behaviour in Early Years Foundation Stage

Our setting is a place where everyone is treated equally, encouraged and respected. We believe that all pupils should be able to achieve their full potential academically, socially and emotionally. We are committed to our setting being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our setting to be a happy place where good behaviour is expected and all children enjoy their educational journey.

Within The Trust, Early Years Department our aim is to maintain a happy atmosphere with co-operation between staff, parents and pupils, whilst at the same time maintaining good order, a working atmosphere and attitudes of courtesy and respect.

Our youngest children are still learning how to work with and get along with each other, and are finding out what's acceptable and what is not. This is the type of learning which is best shared by parents and the setting together. We are tolerant and patient when helping the children get on with each other. We have a few expectations to help things run smoothly, they are as follows;

- Listen to the teachers
- Be kind to each other
- Put up your hand to ask a question
- Don't run in school
- Keep our classroom tidy
- Always try your best!

Discipline operates in the first instance through reward, praise, stickers, Dojo points and certificates. These procedures promote a pupil's confidence and self-esteem. Discipline lies mainly in the hands of the class teacher or duty teacher who will normally deal with problems on the spot. Minor matters are normally be dealt with by expression of disapproval, pupils will be reminded of the class charter and asked to apologise to the person he/she has wronged. Pupils may, at the discretion of the class teacher, be asked to sit for a few minutes and have time out for thinking.

If we start to notice a repeated pattern of unacceptable behaviour the pupil will be put on a behaviour chart (Didi Dojo Chart) (*only if he/she understands the concept of it.). His/her behaviour will be monitored closely and awarded a Didi Dojo sticker for positive behaviour at each session. The Didi Dojo chart will serve as a record for staff and family also. This strategy is also used in Key Stage One where needed.

Parents and careers will be involved in the process and take an active role in supporting their child's positive behaviours. Staff will liaise with the SENCO and if deemed necessary, the child will be put on an individual behaviour plan (IBP)

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All staff, volunteers and pupils are to use positive strategies for handling any conflicts by helping children find solutions in ways which are appropriate for the pupil's ages and stages of development. For example, distraction, descriptive praise, incidental reward and following the compliance routine.

If the pupil does not understand why his/her actions were inappropriate, then the class teacher will explain or provide role play activities to help the pupil understand and learn from their mistake

Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

Appendix 4 – Behaviour Plans

What is a Behaviour Plan?

Our Behaviour Plan is used to target those children who are displaying challenging behaviours such as disengagement and or persistent disruptive behaviours. Factors that may be considered include any pupil who

- has had a number of fixed term exclusions
- has low attendance impacting on behaviour
- is showing signs of rapid deterioration in their behaviour
- is at risk of failure at school through disengagement

Whilst there are many behaviours which may indicate the need for additional support we acknowledge that some children may be particularly at risk based on their lived experiences. This includes:

- Young carers
- Travellers
- Refugees
- Children with chronic health problems
- Children in families under stress e.g. bereavement, parent in prison
- Children in transition from one phase of their education to another
- Children with special educational needs (SEN)
- Looked After Children
- Children with Mental Health
- Children who have experience adverse childhood experiences.

With this is mind our behaviour plans are bespoke to each child and require the engagement of parents/carers to enable a joint approach. In some cases a graduated approach may be required and call upon additional expertise within the academy trust or through relevant agencies.

The Behaviour Plan includes:

- Pupil Information document
- Parent/Carer Questionnaire
- Pupil Voice Questionnaire – Thoughts About School
- Pupil Behaviour Self-Assessments (KS1/2)
- Action Plan
- Review Meeting Documentation

The Graduated Response to Behaviour

(Supports accurate identification of need & circumstance, which is crucial to choosing the right path / intervention).