

BEHAVIOUR POLICY (Smallthorne)

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VERSION CONTROL

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1.0	Annual Review	Nov 2021	
1.1	Annual Review	May 2022	Updates to Section 7, 8, 9 & 11



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1. STATUS

- a. Non statutory.

2. INTRODUCTION

- a. Our policy is based on the beliefs that:
 - i. Good behaviour is not automatically learned but needs to be taught and supported by role model adults. Parents and carers, children and staff all need to operate in a culture of mutual respect.
 - ii. Respect must be given in order to be received. Parents, carers and staff need to have a clear understanding of their rights and responsibilities in supporting and maintaining good behaviour in the Academy.
 - iii. The quality of teaching, learning and behaviour are inter-related and it is the responsibility of all staff to work collectively to support our children to develop positive behaviour for learning and life
 - iv. Poor behaviour cannot be tolerated, as it is a denial of the right of children to learn and teachers to teach. To enable learning to take place, preventative action is most effective, but where this fails, our Academy has clear, firm and sensible strategies in place to help children manage their behaviour
 - v. All school staff have a critical role and responsibility in establishing and maintaining high standards of teaching, learning, and behaviour.

3. AIMS

- a. For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and children with courtesy, consideration and respect
- b. For staff to have high expectations of standards our children can achieve, as learners and as citizens.
- c. For staff to support children to have high levels of self-esteem
- d. To provide a broad, balanced and differentiated curriculum which is both inspiring and relevant
- e. To provide a varied range of teaching and learning styles to suit the needs of children
- f. To provide an attractive learning environment and quality learning resources.
- g. To track every child's progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that their progress matters
- h. To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- i. To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child
- j. To consistently and fairly implement reward recognition and sanctions systems
- k. To encourage a positive Academy and home partnership, to promote children's education and maintain standards of behaviour.

4. PURPOSE

- a. To maintain levels of excellent behaviour
- b. To develop effective citizenship and character traits in all members of our community
- c. To provide a consistent approach in rewarding good behaviour and attributes
- d. To provide a consistent approach in responding to unacceptable behaviour
- e. To ensure that behaviour does not inhibit learning or impede potential.

4.1 Legislation and Statutory Requirements

- a. This policy is based on advice from the Department for Education (DfE) on:
 - i. Behaviour and discipline in schools
 - ii. Searching, screening and confiscation at school
 - iii. The Equality Act 2010
 - iv. Use of reasonable force in schools
 - v. Supporting pupils with medical conditions at school
 - vi. Special Educational Needs and Disability (SEND) code of practice
 - vii. DfE guidance explaining academies should publish their behaviour policy and anti-bullying strategy online

4.2 Children Can Expect

- a. To be treated fairly as individuals and as part of a class.
- b. To have their contributions valued.
- c. To be rewarded in various ways for good work and good behaviour.
- d. To be encouraged and assisted to make positive choices about their conduct.
- e. To be allowed to share emotions.

4.3 Parents/Carers May Expect

- a. To receive regular information about the behaviour of their children.
- b. To be welcome in school as a key person in their child's life.
- c. To be consulted swiftly when problems arise so that staff and parents / carers can work together to help improve performance, attitude and behaviour.

4.4 Staff May Expect

- a. A positive environment to teach in.
- b. To receive support from colleagues.
- c. To get support from parents and carers to enable the children to achieve their best.

5. RULES

- a. School rules are included in our home/school agreement. They have been developed to be meaningful to children and are all designed to develop courtesy, good manners and mutual respect. Any behaviour that affects the learning and safety of others will not be tolerated. It is essential that parents / carers and school staff work together through discussion and action on any issues which develop.
- b. Our school motto is **Smile, Strive, Shine**. This helps our children to aspire to be whatever they want to be.

6. ROLES AND RESPONSIBILITIES

6.1 Teachers And Classroom Support Staff

- a. Teachers and classroom support staff need to establish consistent levels of good behaviour with the support of parents / carers, the Academy Governing Committee and the senior team. **Positive expectations, praise and rewards** are key to successful classroom management and a positive learning environment in which all children can achieve.
- b. Children **need to know how to make good choices**. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.
- c. Staff recognise that effective conditions for learning: (excellent planning, high expectations, collaborative working, enthusiasm etc) will impact positively on general classroom behaviour.

6.2 Staff

- a. Staff are responsible for:
 - i. Implementing the behaviour policy consistently
 - ii. Modelling positive behaviour
 - iii. Providing a personalised approach to the specific needs of particular children
 - iv. Recording behaviour incidents accurately
 - v. Ensuring lessons are fun and challenging
 - vi. Ensuring that classrooms are calm
 - vii. Ensuring that good behaviour is rewarded fairly and consistently through rewards system and tracking
 - viii. Informing parents and carers of any problems or concerns
 - ix. They are good role models
 - x. They are proactive and willing to adapt their approach to meet every child's needs.

6.3 Parents And Carers

- a. Parents and carers are our partners so they should ensure that:
 - i. Their children arrive at school punctually and are collected at the correct time.
 - ii. Their children are in full school uniform and have the correct equipment, including PE kit.
 - iii. They support the Academy and follow our Academy rules
 - iv. They show an interest in their child's education.
 - v. They keep school informed of any concerns and help us to resolve them.
 - vi. They are good role models.

7. BEHAVIOUR FOR LEARNING AND LIFE

- a. Behaviour for Learning and Life is carefully tracked every day with class teachers using a 1 - 4 grading system that is also linked to our house system. This system takes into consideration attendance, punctuality, behaviour in class, around the Academy and the playground. Class teachers also consider the levels of learning, effort and homework when awarding the level for the day. Children can move up and down the levels during the day.

7.1 Grade 1 Behaviours

- a. A 'grade 1' child:
 - i. Goes 'over and above' as a learner
 - ii. A role model for learning at all times
 - iii. Enthusiastically tackles learning challenges
 - iv. Models the super learner skills at all times
 - v. Perseveres with learning when it is challenging thinking, knowledge and understanding.

7.2 Grade 2 Behaviours (Every child starts each day on 2)

- a. A 'grade 2' child:
 - i. Models our learning behaviour code
 - ii. Engages with every aspect of learning throughout the lesson
 - iii. Demonstrates clear effort and engagement with the learning activities.

7.3 Grade 3 Behaviours

- a. A child will be moved to a level 3 if they are:
 - i. Speaking disrespectfully to staff/peers
 - ii. Interrupting the lesson deliberately – repeatedly.
 - iii. Failing to use equipment carefully such as scissors and rulers
 - iv. Failing to move sensibly around the classroom.
 - v. Failing to adapt behaviour after a warning.

7.4 Grade 4 Behaviours

- a. A child will be moved to a level 4 if they are:
 - i. Deliberately hurting a member of staff or peer
 - ii. Deliberately dangerous behaviour, compromising the health and safety of themselves, staff or their peers
 - iii. Leaving the classroom/premises without permission
 - iv. Blatant defiance despite opportunities to make the right choices
 - v. Abusive language or threat to any member of the Academy community.

8. REWARDS

- a. Each half term there will be a whole-academy treat. To receive this reward, the children must reach a set B4L score. Those in the winning house will also receive regular recognition and treats. Reading rewards take place weekly and all children who read at home are entered into a draw to win a visit to Waterstones and an Afternoon Tea. Our Ready to Learn Initiative rewards children for attendance, punctuality and uniform. Those who reach a score of 96% are eligible to win a big family breakfast.
- b. Every Friday each class teacher will choose a child to have a Principals certificate and prize. One child from each class will also be drawn out of the behaviour raffle ticket box.

9. THE HOUSE SYSTEM

- a. At Smallthorne, all children will be part of a house. A house point could be allocated for the following reasons:
 - i. Good work
 - ii. Supporting others
 - iii. Doing homework to an excellent standard
 - iv. Showing respect and politeness to the Academy community
 - v. Going above and beyond
- b. House points will be placed into the classroom house point box. Points are collated each week and added to the whole school house point box. The House Leader is responsible for collecting totals and ensuring the Principal has the results each week.

10. SANCTIONS

- a. We have an agreed system of sanctions which provide a consequence of unacceptable behaviour. Responses range from verbal prompts and preventative conversations to a permanent exclusion, and are intended to:
 - i. Provide clarity and consistency of suitable responses in a calm manner
 - ii. Minimise disruption to others especially teaching and learning time
 - iii. Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied
 - iv. Allow early involvement of parents / carers, line managers, SENCO and support agencies
 - v. Do everything reasonably possible to avoid exclusion from the Academy.

10.1 Unacceptable Behaviour During Lesson Sessions

- a. When rules are broken the following sanctions may be used to remind individuals that, just as positive behaviour results in rewards, negative choices result in consequences. In learning sessions, our consequences system is linked to the Academy behaviour for learning and house system.
- b. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Universal strategies to be used in the first instance include regular feedback delivered in an appropriate manner that supports a child's needs.
- c. Depending on the nature of the incident, there may need to be immediate exclusion, which following appropriate investigations may lead to a permanent exclusion. However, as a general rule, the following sequence should be adhered to, with steps 1 and 2 being compulsory.
- d. **Step 1:** A first warning from the member of staff. Focus the child on keeping the level 2 attitude to learning. Consider repositioning, separating etc.
- e. **Step 2:** A second warning. Remind the child about the Academy expectations and move to level 3. Children are then offered the opportunity to move back up the chart. Staff to actively observe to "notice" a change in behaviour
- f. **Step 3:** Behaviour continues to escalate –Children receive a further warning about their behaviour and reminded that they will be sent to Reflect if the behaviour continues.
- g. **Step 4:** Child will be sent to spend time in Reflect. Children are expected to move to the Reflect zone willingly. If they refuse a member of WISH or SLT will come to escort the child.
- h. Time spent in Reflect zone will depend on age and incident.

10.2 Break Time / Lunchtime Behaviour

- a. If unacceptable low-level behaviour occurs during break times or lunch times:
 - i. The staff on duty at play time should report any incident to class teachers, who must then decide on the appropriate sanction according to the level of the unacceptable behaviour.
 - ii. At lunch times, lunchtime supervisors should report any incident to a member of SLT, who will record the incident in the Lunch Time Incident on CPOMS.
- b. If serious misconduct occurs during play times or lunch times:
 - i. Duty staff must escort the child/children to the office and report the incidents immediately to a member of SLT. The Principal/Assistant Principal will decide on the appropriate sanction.

10.3 Possible Consequences Of Poor Behaviour

- a. Removal of break or lunch with class teacher.
- b. Removal of Break-time or lunchtime with time spent in Reflect
- c. Longer visit to Reflect
- d. Meeting with Parents and alternative timetables/behaviour charts put in place
- e. Exclusion from the Academy.

10.4 Possible Interventions

- a. Specific support from an additional member of staff. This could be in the form of in-class intervention or specific social and emotional intervention for a set period of time.
- b. Pupil passport written with specific targets to achieve.
- c. A behaviour support plan.
- d. Set up target sheet to report to a member of the senior team or member of the WISH team.
- e. Home school diary for communication between parents / carers and the Academy.
- f. Referral to multi agencies.

11. POSITIVE HANDLING

- a. For children who demonstrate behaviours which may need positive handling intervention, a positive handling plan will be discussed with parents / carers and agreed.
- b. There are rare occasions when a member of staff may need to use reasonable force to protect children from hurting themselves or others, or causing damage to property. Staff use positive handling techniques in line with government guidance on reasonable force. If a situation such as this happens the staff member involved will record the details and inform parents. This will be uploaded onto CPOMS We try every option open to us, including, where possible, asking parents to come in and help diffuse the situation before using reasonable force.
- c. Please refer to the Positive Handling Policy for further details.

12. EXCLUSIONS

- a. Only the Principal/Assistant Principal can exclude a child from the Academy. A permanent exclusion will be taken as a last resort and can only be decided by the Chief Executive Officer of the City Learning Trust.
- b. The Academy are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.
- c. A decision to exclude a child will be taken only:
 - i. In response to serious or persistent breaches of the Academy behaviour policy, and
 - ii. If allowing a child to remain in school would seriously harm the education or welfare of others
- d. Before deciding whether to exclude a child, the Principal will:
 - i. Consider all the relevant facts and evidence
 - ii. Allow the pupil to give their version of events
 - iii. Consider if the pupil has special educational needs (SEN)

12.1 Roles And Responsibilities When A Child Is Excluded From The Academy

12.1.1 The Principal will:

- a. Provide the following information, in writing, to the parents of an excluded pupil:
 - i. The reason(s) for the exclusion
 - ii. The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
 - iii. Information about parents' right to make representations about the exclusion to the Local Governing Committee and how the pupil may be involved in this
 - iv. Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting

- b. The Principal will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.
- c. If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:
 - i. The start date for any provision of full-time education that has been arranged
 - ii. The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
 - iii. The address at which the provision will take place
 - iv. Any information required by the pupil to identify the person they should report to on the first day
- d. Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

12.1.2 The Local Governing Committee will:

- a. The Local Governing Committee has a duty to consider the reinstatement of an excluded child.
- b. For a fixed-period exclusion of more than 5 school days, the Local Governing Committee will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the exclusion.
- c. The Local Governing Committee will consider the reinstatement of an excluded child within 15 school days of receiving the notice of the exclusion if:
 - i. The exclusion is permanent
 - ii. It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
 - iii. It would result in a child missing a public examination
 - iv. If requested to do so by parents, the Local Governing Committee will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.
- d. The Local Governing Committee can either:
 - i. Decline to reinstate the pupil, or
 - ii. Direct the reinstatement of the child immediately, or on a particular date
- e. In reaching a decision, the Local Governing Committee consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Principal followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.
- f. Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.
- g. The Local Governing Committee will notify, in writing, the Principal, parents / carers and the LA of its decision, along with reasons for its decision, without delay.
- h. Where an exclusion is permanent, the Local Governing Committee's decision will also include the following:
 - i. The fact that it is permanent
 - ii. Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - iii. The date by which an application for an independent review must be made
 - iv. The name and address to whom an application for a review should be submitted
 - v. That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
 - vi. That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the LA / Trust to appoint an SEN expert to attend the review

- vii. Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- viii. That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- ix. That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review

12.2 Child At Risk Of Fixed Term Exclusion

- a. Clear specific rules which the child **must** uphold in order to remain in school.
- b. Meeting with parents and the City Learning Trust Director for SEND and Inclusion to explain the seriousness of the situation.
- c. Risk assessment for the child to be put in place.
- d. Following latest DfE guidance:

12.2.1 An exclusion up to five school days per incident:

- a. Parents / carers, Chair of Governors, LA Officer informed by letter.
- b. Upon return to the Academy, the child will commence a period (as decided by the Principal) of personalised provision, decided at a re-integration meeting attended by the Principal (or designated member of the SLT) and parents / carers.

12.2.2 An exclusion up to 45 days per incident:

- a. Parents, Chair, Clerk to Panel and LA Officer informed.
- b. Panel Committee meet (parents/child or representative may attend/make representations).
- c. LA Officer must be invited
- d. Panel Committee either reinstate or uphold the exclusion.
- e. Upon return to the Academy (unless the exclusion is permanent), the child will commence a period (as decided by the Principal) of personalised provision, decided at a re-integration meeting attended by the Principal (or designated member of the SLT) and parents / carers.

12.3 Permanent Exclusion

- a. Parents, Chair and Clerk of governors, exclusion panel committee, LA Officer informed.
- b. Panel Committee meet and consider all representations and reports (parents / carers invited to attend)
- c. LGB Committee either reinstate or decline to reinstate.
- d. Parents notified of right to appeal.
- e. If appeal unsuccessful, remove child from school roll.
- f. Serious incidents will be treated on an individual basis and the circumstances investigated.
- g. In exceptional circumstances permanent exclusion may be considered for a first or 'one off' incident. These may include:
 - i. Serious actual or threatened violence against another child or a member of staff
 - ii. Sexual abuse or assault
 - iii. Supplying an illegal drug
 - iv. Carrying an offensive weapon
 - v. Serious deliberate damage to Academy property.

13. LINKED POLICIES

- a. Positive Handling Policy

14. MONITORING AND REVIEW

- a. This policy has been approved by the Board of Trustees. It will be reviewed by the Principal and the City Learning Trust Director of Inclusion on an annual basis to ensure continuing compliance.