TEAM Multi-Academy Trust

Behaviour Policy

This Policy was adopted by the Board of Trustees of TEAM Multi-Academy Trust on	
Date	**15th May 2018**
Signed (on behalf of the Board of Trustees)	**Paul Ginnings**
Signed (Chief Executive Officer)	**Rhian Nicholas**
Review Date	**May 2020**

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management

- **Define** what we consider to be unacceptable behaviour, including bullying

- Outline **how pupils are expected to behave**

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

- Behaviour and discipline in schools

- The Equality Act 2010

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

3. Definitions

The Christian and Secular Values that underpin our schools will inform the way we approach any behaviour and discipline issues within our community. Good behaviour is an essential condition for effective teaching and learning to take place. We believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair.

Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Developing a positive attitude towards all aspects of school life is best established through home-school partnership. Adults need to be positive role models and school needs to be creative, enjoyable and relevant. To this end we promote equal opportunities for all, children and adults, regardless of gender, race, sexuality, background, disability, religion etc.

We focus our code of behaviour on the "Give me five" principles:
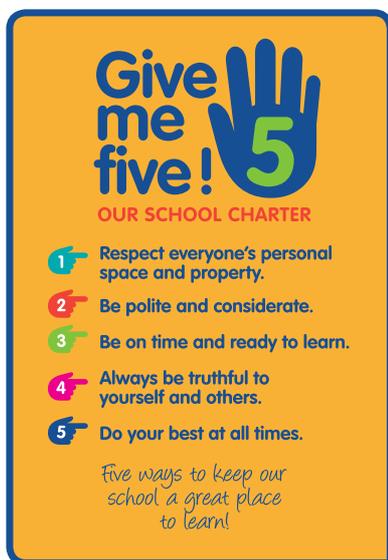
Misbehaviour is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Physical aggression towards others
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

How pupils, parents and staff can report incidents of bullying.

Our Trust is extremely vigilante regarding bullying incidents and has a zero tolerance approach. All pupils receive information about bullying in their PSHE lessons and are encouraged to talk with adults if they have concerns about their well being. Staff will report possible incidents to senior staff who will respond immediately to any developing situation. Parents are also encouraged to contact their child's school if their child expresses concerns about other pupils' behaviour.

How the school investigates allegations of bullying.

As a Trust, we recognise the importance of following up allegations of bullying as a matter of priority. Initially, the investigation of a possible incident or complaint will take a no blame approach and will start with the child who is experiencing distress. Once their viewpoint is established, a meeting with the perpetrator and the child will take place to ensure the child accused of bullying fully understands the consequences of their action. At this stage the child will be given the opportunity to sincerely apologise to the victim.

Sanction procedures.

Sanctions will depend on the severity of the incident and the sincerity of the apology given. It may be that situation will be monitored or the perpetrator will be sanctioned in line with the school policy. Importantly, the child who has been bullied will be well supported and monitored in the days after the meeting to ensure he/she is settled. Alongside parents of both parties will be contacted to explain the circumstances and what has taken place and the outcomes.

5. Roles and responsibilities

5.1 The Trustees and Local Governing Bodies

The Trust safeguarding trustee will be responsible for reviewing and approving the written statement of behaviour principles to take place during the annual safeguarding audit.

The Trustees and Local Governing Bodies will also review this behaviour policy in conjunction with the monitor the policy's effectiveness, holding the CEO and the local Head of School to account for its implementation.

5.2 The CEO

The CEO is responsible for reviewing and approving this behaviour policy.

Local Heads of School will ensure that their school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in class chronologies

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

5.4 Parents

Parents are expected to:

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

6. Pupil code of conduct.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when out.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise

- Merit marks and certificates

- Community celebration of achievement and contribution to school (Celebration Assembly)

- Letters or phone calls home to parents

- Special responsibilities/privileges

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

- A verbal reprimand

- Expecting work to be completed at home, or at break or lunchtime

- Detention at break or lunchtime

- Referring the pupil to a senior member of staff

- Letters or phone calls home to parents

- Seclusion from class

- Agreeing a behaviour contract

- Putting a pupil 'on report'

Pupils may be sent to be isolated during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Isolations are managed by head of school or other designated adult.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or when walking to or from school.

7.3 Malicious allegations

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

Please refer to our policy regarding of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

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

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the pupil code of conduct or their own classroom rules

- Develop a positive relationship with pupils, which may include:

  o Greeting pupils in the morning/at the start of lessons

  o Establishing clear routines

- o Communicating expectations of behaviour in ways other than verbally
- o Highlighting and promoting good behaviour
- o Concluding the day positively and starting the next day afresh
- o Having a plan for dealing with low-level disruption
- o Using positive reinforcement

8.2 Physical restraint

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 physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)
- When possible, carried out by a member of staff with the appropriate training.

8.3 Confiscation

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

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

8.4 Pupil support

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

Each school within the Trust will have a designated person (normally Heads of School in consultation with colleagues) who will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.   The TEAM SENCO may be invited to contribute and sign post for external support and advice may be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

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

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

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the CEO and Heads of School and the TRUST safeguarding representative annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix: written statement of behaviour principles

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

The Trustees also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.