

Behaviour Policy

SHINE Multi Academy Trust



Person responsible for the policy - **Chief Executive Officer (CEO)**

Reviewed and adopted by the Board on 22/03/2018



Signed by Chair of Standards (Mr C Coverley)

22/03/2018



Signed by CEO (Mrs J O'Leary)

22/03/2018

This policy will be reviewed summer 2019

1. Introduction

1.1 SHINE Multi Academy Trust (SHINE) is dedicated to providing the best possible education and support for all pupils within its academies. This means having a clear, fair, and efficient behaviour policy. We adopt a positive approach to encouraging children to behave well and celebrate this throughout their time at school. SHINE prides itself on its desire for all children to succeed, therefore all the academies involved within the multi-academy trust will endeavour to support children with their behaviour when appropriate. However, SHINE is also committed to providing an excellent education for all pupils and will tackle incidents of poor behaviour clearly, efficiently and fairly.

1.2 SHINE's Board of Trustees (Board) welcomes feedback on the services it provides. Should anyone be unhappy with any aspect of an academy within SHINE, it is important that the Board and relevant academy learns about this. The Board recognises there is a difference between a concern and a complaint. Taking informal concerns seriously at the earliest stage reduces the numbers that develop into formal complaints. The Board aims to ensure that concerns are handled, if at all possible, without the need for formal procedures. SHINE's formal complaints procedure is only necessary if efforts to resolve the concern informally are unsuccessful. Where an individual may feel that an issue has not been dealt with appropriately it is important, for all involved, that there is a clear and transparent process for a complaint to be considered.

1.3 This policy outlines how individual incidents of poor behaviour and persistent poor behaviour are dealt with by the trust. Each individual academy within the SHINE Multi-Academy Trust may have their own behaviour systems for celebrating good behaviour and dealing with poor behaviour. This is outlined at the back of this overarching policy.

1.4 With any policy it is important to acknowledge that special circumstances may apply for individual children. When dealing with a behavioural issue, it is crucial to recognise the individual child, the context of the incident and the impact the sanction will have on all parties involved.

1.5 All SHINE staff will be made aware of the behaviour policy and the Academy Headteacher will review it regularly in order to provide fair, consistent and clear procedures for all.

2. Legislation

2.1 SHINE academies will work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

2.2 This policy will be annually reviewed, made available to all stakeholders and consistent throughout the school in accordance to the School Standards and Framework Act 1998.

2.3 As a multi-academy trust we strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

2.4 We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

2.5 We in the trust believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- [The Education \(Independent School Standards\) \(England\) \(Amendment\) Regulations 2014](#)
- Keeping Children Safe in Education 2017

3. General principles and aims of the SHINE behaviour policy

SHINE's behaviour policy will:

- Encourage good behaviour across the whole multi-academy trust;
- Promote self-management or children's behaviour;
- Reflect the Take Care ethos of the trust;
- Be easily accessible and publicised on the academies' websites;
- Be simple to understand and follow;
- Be consistent, fair and clear for all children and adults;
- Respect that exceptions may occur, and incidents will be thoroughly investigated whilst taking into account individual needs;
- Acknowledge that each school may reward or sanction behaviour in different ways;
- Address all concerns and provide an effective response and appropriate redress, where possible.

4. Roles and Responsibilities

4.1 Role of the Multi-Academy Trust

- It is the responsibility of the Trust to communicate its ethos and core values which promote respect and celebrate diversity. These are the principles underpinning positive behaviour.
- Whilst the procedures for promoting and maintaining positive behaviour may vary from school to school, our underlying maxims of 'Dare to be Different' and 'Take Care' are upheld as a constant.
- As new schools join the Trust, it is our responsibility to communicate our values and expectations clearly so that our ethos and principles are consistently reflected in practice within SHINE.

4.2 Role of the Local Governing Body

The Local Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed a coordinator for behaviour and discipline to work with the Head Teacher;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;

- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Local Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

4.3 Role of the Head Teacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing;
 - pupil attitudes to school and learning
 - the views of pupils, parents, school personnel and governors
 - the number of fixed-period and permanent exclusions
 - incident logs, rewards and sanctions
 - the number of reported cases of bullying
 - strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy;
- annually report to the Local Governing Body on the success and development of this policy.

4.3 Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- track pupils through provision maps/ IEPs;
- ensure pupils' behaviour is logged by staff;
- create links with parents;
- deal with external agencies;
- review and monitor;
- annually report to the Local Governing Body on the success and development of this policy;
- promote a positive school ethos in relation to behaviour.

4.4 Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Local Governing Body every term;
- annually report to the Local Governing Body on the success and development of this policy.

4.5 Role of School Personnel

School personnel are expected to:

- comply with all aspects of this policy;
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- log incidents of poor behaviour clearly and accurately with actions to move forward;
- apply all rewards and sanctions fairly and consistently;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

4.6 Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;

- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

4.7 Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

4.8 Role of the School Council or Pupil Voice Vehicle

Pupil representatives will be given opportunities to discuss their opinions regarding their own school's behaviour systems and any improvements which could be made.

This may happen in the following ways:

- pupil council meetings;
- pupil questionnaires;
- discussion e.g. in assemblies;
- through the school's PHSE curriculum programme.

5. Poor behaviour and persistent poor behaviour

5.1 The academies within the multi academy trust may have to deal with isolated incidents of poor behaviour and persistent poor behaviour differently.

5.2 In cases of an isolated incident, the needs of the children involved, and context of the incident will be taken into account before making a decision on the sanction.

5.4 It may be the case that the isolated incident requires the staff to follow the academy's exclusion policy- for example cases of unprovoked violence or damage to school property.

5.3 If there is a persistent behavioural issue, additional steps will be considered, and support will be offered to the child to encourage them to change their behaviour. This support could include:

- A range of outside agency involvement such as a mentor from the behaviour support team, additional work from an Educational Psychologist or support from CAMHs. This requires permission from the parent and relies on school funding to facilitate so may not always be available.
- Team Around the Child (TAC) meetings may be offered as a way of communicating with a variety of professionals in one place. These meetings may involve representatives from school, health and family to work collaboratively for the child.
- A time out system where the child can choose to leave the classroom for 10 minutes to calm down.
- Additional steps within the whole school behaviour policy to help them to succeed throughout the day.
- Social stories to help with particular triggers for poor behaviour. This can be linked to an individual reward system.
- Regular contact with the behaviour lead/ DHT. This could be a check-up in the corridor, a sit down meeting or be an extra body in class for additional support.
- A specific TA could be assigned to the year group to be on hand should the child need somebody to talk to and DHT/behaviour lead was not available. (This is fund permitting).
- Sessions during the week where behaviour lead/ DHT supports the class.
- In-house behaviour programs such as our Take Care Club.
- Opportunities to work as a mentor for other children to boost self-esteem.
- Individual projects to work on with a TA. This can be a project about future ambitions or idols. Often we can offer a project that will benefit the school in some way to raise self-belief and pride.

- DHT or PE lead to support lunchtime play.

5.4 The academies within SHINE will update parents/ carers regularly about the support in place for their child and its impact on behaviour.

5.4 If persistent poor behaviour continues despite the additional support that has been offered, the academy may choose to issue a fixed-term exclusion.

5.5 If persistent poor behaviour still continues despite additional support and fixed term exclusions, the academy may choose to begin the process of a permanent exclusion. This process is outlined in the academy's Exclusion Policy.

6. Bullying

6.1 SHINE strongly condemns bullying and strive to ensure that every child feels safe and happy at their school.

6.2 Bullying is where a child is being physically or emotionally hurt on a regular basis for a period of time. The academies within the multi-academy trust have a common understanding of what bullying is.

6.3 If there is evidence to suggest that a child is being bullied within one of the academies, this will be addressed by the academy's senior leadership team and dealt with accordingly. The academy will then report back to the parents and children involved to ensure that all parties feel that the problem has been resolved.

6.4 If appropriate, support will be offered to the child and regular well-being checks will take place to ensure that they remain comfortable at school. The children will know who to go to if they are concerned about bullying within their setting.

Cyber Bullying

6.5 As a trust we recommend that children and parents adhere to the age restrictions on social media platforms. However, it is difficult to enforce this from the school setting.

6.6 We address internet safety and appropriate use of the internet through our PSHE and ICT curricula across the MAT. We also have regular e safety assemblies to keep the pupils updated with rules and advice.

6.7 We recognise that sometimes bullying can occur through social media and impact on the child's time in school. If cyber bullying takes place, we will do our best to resolve the issue and look after the child in question. However, we recommend that if parents/carers feel that the issue has not been resolved that they contact the police.

6.8 There may be incidents where the school feels that it is necessary to involve other outside agencies, including referring to social care, if we are concerned that a child is accessing inappropriate media. This can include the disregard for age-restrictions on games or social media.

Behaviour Policy

SPECIFIC TO SCOTHOLME PRIMARY AND NURSERY SCHOOL



What does excellent behaviour look like at Scotholme?

TO ACHIEVE SUCCESS:

Everyone in our school is be ready to work and learn;

We use our targets to help us to achieve the best possible outcomes for ourselves and others;

We use the 5 habits of learning to help us to succeed - resilience, collaboration, curiosity, discipline and imagination.

TO ENGENDER A SENSE OF RESPONSIBILITY:

We respect the right of others to work and learn.

Everyone feels safe and secure in our school.

We treat others with respect and understanding.

TO HELP US TO DEVELOP CONFIDENCE:

We challenge ourselves to achieve new goals;

We achieve the very best we can achieve;

We share our achievements with others and our achievements will be celebrated.

To achieve this, we ask everyone on our school community to follow 4 simple school rules:

We expect everyone in our school community (parents/visitors/staff and pupils) to use these 4 simple rules:

We care for everyone and everything

We follow instructions to help us to make the right choices

We always use good manners

We take responsibility for our own learning and behaviour

Ways to promote excellent behaviour:

As a staff, we recognise that we must promote excellent behaviour across school in the following ways:

- Fostering a sense of pride in ourselves and others;
- Staff acting as positive role models, providing support and guidance and offering praise for achievements;
- Provision of a stimulating and challenging curriculum including in-school experiences and off site visits;
- Daily use of the habits of learning to promote outstanding learning behaviour;
- Discussions between class staff and children about expectations for everyone's behaviour to enable everyone to get the most from their time in school;
- Children are taught to understand the importance of rules, their rights and their responsibilities (PSHE/British values curriculum);
- Effective school routines;
- Themed assemblies - whole school and key stage;
- An elected school council;
- An effective system of rewards (merit certificates, sports awards, citizenship awards, house points) and sanctions;
- A system of 6 houses, leading to weekly house points competitions and sports competitions throughout the year;
- Regular communication with home via newsletters/Class Dojo/conversations with parents;
- Providing regular opportunities to represent our school;
- Work with parents and carers;
- Encouraging children to share their ideas and acting upon them.

Rewards for good social/learning behaviour:

Our ultimate aim is for children to gain satisfaction and pride in their own achievements. We believe that 'trying our best' all of the time is a life skill and as such should not always require a material reward. However, we recognise that material rewards are appropriate for certain achievements.

- All children will be praised for their achievements, both verbally and in a written form on their work etc.
- Special achievements, in all areas, will be recorded on the school merit certificates. Children will then be praised in our weekly Achievements Assembly;
- Each class has a system of rewards, resulting in a prize when the appropriate limit has been reached;
- Sports stars awards and wrist bands for excellent sporting practice;
- Post cards sent home to inform parents and carers about good social/learning behaviour;
- Tea and cakes celebrations on the school bus with the AHT/DHT/HT;
- End of year awards for each year group;
- Badges and certificates for attendance;
- Trips to the local ice cream parlour for the best attending class;
- Waterstones vouchers for 100% attendance;
- Waterstones vouchers for passing the year group spelling challenge;
- Local trip for the best reading class;
- Class agreed systems.

Sanctions for unacceptable behaviour:

- A system of warnings operates in each class, whereby the individual is given a clear indication of why their behaviour is unacceptable and what sanctions will be applied should it continue. The child will then be offered support and encouragement to make the correct choice;
- If poor behavioural choices continue in KS1 and 2, the child will be asked to go to a delegated classroom for 10 minutes to allow them 'thinking time' and to give the teacher and the remaining members of the class a period of respite so that learning can continue;
- In Nursery and F2 children will be given time out and some calming down time;
- If no improvement is seen after this time, a senior member of staff will either be called to escort the child from the classroom or the child will be asked to leave and go to a senior member of staff's classroom/office. Children will be required to discuss their behaviour at an appropriate time with the senior member of staff and to complete any work they have missed. Parents may be informed at any stage of this process and will be informed if further poor behaviour occurs;
- For children who struggle to manage their own behaviour, we will involve the Behaviour Support Team and other professionals as required such as counselling/ELSA/Friends for Life;
- Exclusion may be used if poor behaviour continues to disrupt learning or presents a danger to others. The MAT policy will be followed at all times.

BREAK and LUNCHTIME

- Unacceptable behaviour at break and lunch times will result in a period of time out, away from play;
- Persistent poor behaviour will result in removal from the playground and time spent with the Key Stage Co-ordinator or a member of the SLT. If support is required for this, staff inside will be alerted. Subsequent playtimes may be missed and the child will be required to do 'community service';
- Midday supervisors carry books to record instances of unacceptable behaviour at lunchtime. They will discuss these with class teachers at the end of lunchtime or with the senior midday supervisor Ms Facey;
- All serious incidents will be reported to the Key Stage Co-ordinator/AHT/DHT or HT. They will discuss the behaviour with those involved and depending on the severity of the incident, parents may be informed;
- Persistent poor lunch-time behaviour will be discussed with parents and further incidents could result in a week long lunch-time exclusion.