

Staffordshire University Academies Trust		Trust Policy Document			
Approved by:	Trust Board	Issue date:	Sep 23	Review date:	Sep 24
Policy Owner:	A Darbey	Page: 1 of 4			
Audience:	Trustees <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>	Parents <input checked="" type="checkbox"/>
		General Public <input checked="" type="checkbox"/>			

Vision:

The primary goal of our positive behaviour policy is to improve the effectiveness, efficiency and equity of the school by improving social, emotional and academic outcomes for all students. Our policy is a framework the school uses to encourage good behaviour by helping students learn about behaviour in the same way as they learn curriculum subjects.

Key Points

Every child can learn expected standards of behaviour

- Early intervention can prevent more serious behaviour problems from developing
- Each child is unique and school needs to provide different kinds of behaviour support to meet those unique needs
- Teaching behaviour in schools should be evidence based
- Following each child’s behavioural progress is important
- Schools must gather and use data to support their actions and decisions about behaviour problems

Aims:

We promote following factors linked to behaviour and attitudes:

- a calm and orderly environment in the school and the classroom, as this is essential for pupils to be able to learn
- the setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom
- a strong focus on attendance and punctuality so that disruption is minimised
- clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. Children, and particularly adolescents, often have particularly strong concepts of fairness that may be challenged by different treatment by different teachers or of different pupils
- pupils’ motivation and positive attitudes to learning as important predictors of attainment. The development of positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education
- a positive and respectful school culture in which staff know and care about pupils
- an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are

not accepted and are dealt with quickly, consistently and effectively whenever they occur

Parental Engagement:

Our Home School agreement promotes good behaviour. We aim to

- Establish excellent relationships between all members of the school community and keep parents well informed.
- Provide a welcoming atmosphere which encourages parents to become involved and promotes an active home / school partnership.
- Inform parents when there is a concern and also when their child has behaved particularly well through school reward systems
- Ensure that parents are familiar with the main points of the behaviour policy. We communicate this through Induction meetings, parent/teacher meetings, school website, and behaviour policy.

Building Relationships

Children in school are helped to develop, and to benefit from, relationships based on:

- Mutual respect and trust;
- An understanding about acceptable behaviour; and
- Positive responses from other children and adults.

The quality of relationships between professionals and the children is crucial to this approach.

- Staff play an important part in the day-to-day life of a child, and will be trained and supported in establishing positive relationships with children and in managing behaviour, including behaviour which may be challenging at times.
- Staff training on behaviour management techniques and strategies will enable them to achieve and develop a more positive relationship with the child and will enable the child to feel good about themselves.
- The capacity and competence of staff to build constructive, warm relationships with children that actively promote positive behaviour, provides the foundations for managing any negative behaviour.
- Positive behaviour and relationships should be reinforced, praised and encouraged; poor behaviour should be challenged and discussed.

Implementation Levels

Individual Student – There is intensive and individualised behavioural intervention (using functional behavioural analysis) for students who are unresponsive to school-wide primary interventions.

Classroom – There are expectations, routines, structures, and practices for presenting the curriculum and for managing the social climate of classroom environments that serve as the basis for individual student behaviour support.

School-wide – There are behavioural expectations and supports for all students and staff, across all school settings that together serve as the foundation for classroom and individual student behaviour support.

Governance – There are specialised behavioural supports, organisational leadership, and implementation resources that together serve as the foundation for effective implementation.

Classroom Behaviour Management

Every opportunity is taken by staff and pupils to reward and encourage good work ethic and behaviour. All members of staff are responsible for the discipline within their class and for upholding the culture of high expectations across school through:

- Clearly defined expectations
- An organised and well managed, calm environment with consistent routines
- Strategies in place for managing inappropriate behaviours
- Well planned lessons with challenge and quality resources
- Inspiring curriculum contexts and memorable learning experiences
- Valuing children's efforts and praise to raise self esteem
- Use of Dojo points as reward
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Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward.

We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- staff congratulating pupils/recognition board
- giving children stickers
- stamps
- dojo points
- whole class rewards
- Star of The Week certificates
- lunchtime supervisor's dojo
- Head Teacher's Award.

We instil our core PERTON values to all children, which links to our Dojo rewards. Our values are;

- Proud
- Enthusiastic
- Respectful
- Thoughtful
- Open-minded
- Nurturing

Good discipline is the shared responsibility of all staff.

We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

We avoid:

- humiliation – it breeds resentment;

- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

The Restorative Approach –

Building a positive community including rules and high expectations. The ethos of the school underpins all rules and expectations relating to behaviour within the school. Children need to know and help understand the school/class rules and expectations. Each teacher works with their class to share the school charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to.

Every class takes part in brief class circles at least once a week. This time is used to build connections and relationships within the class. During circles, expectations of behaviours are taught and reinforced on a regular basis and on-going throughout the year. The class will develop their own class expectations for learning, circles and behaviour. The agreed expectations are on display in the classrooms. Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others. Pupils who follow the rules and expectations must have their actions acknowledged and rewarded. Those who do not follow the rules or expectations need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

What are our expectations for pupil and adult conduct?

We are proud we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

The school environment

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others. Saying good morning and good afternoon to other adults and children around school.

Collective Assemblies

Staff and children are expected to enter and leave assembly calmly and quietly and sit quietly during assembly showing respect for the adult or children delivering it. Children and adults should be keen to participate and contribute to any interactive parts of assembly in a positive and respectful manner. Members of staff who accompany their class into assembly, and wish to issue instructions to children in assembly should usually do this using signs rather than speech, and should lead their class in and out of assembly from the front of the line.

The dinner hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. They should be taught to maintain good manners at the table and enjoy polite conversations giving due consideration to the level of noise. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

The playground

In our school, we do not distinguish between the authority of one adult to another, regardless of role. At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the play ground rules and the importance of informing a duty adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework.

School uniform

Children are expected to wear school uniform. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the prospectus section of the school website, or available in printed form from the school office.

We offer free school uniform throughout the year for all year groups.

Recording incidents:

- Behaviour incidents are logged on Bromcom system.
- For some children a Communication book may be agreed and set up.
- For some children, ABC charts to log behaviours may be used with follow up problem solving discussion boards to be used with the pupil after the incident has de-escalated.

Challenging Behaviour:

Unacceptable behaviour, should this occur will be acted on promptly, recorded and parents informed.

Where a child exhibits persistent challenging behaviour, school may look to put a Personal Behaviour plan in place involving the SENCO and Behaviour Support Team if

applicable. Staff should never feel isolated when dealing with challenging behaviours. Problem solving support will involve SLT and Parents.

The Restorative Approach

Incidences of negative behaviour that require a formal or informal restorative conversation (STAGE 5) are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach. When there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that linked to our zones of regulation?

What each person was thinking and feeling at the time, before and since. Who has been affected and how?

Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community?

How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the behaviour ladders to consider how they can make appropriate amends with the high expectations of the school community. This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they have ownership, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved: Language to use during the Restorative Conversation:

- Encouraging: Tell me some more about that?
- Clarification: Can you help me understand that more...
- Checking: So did I hear you say.... Am I right in thinking.....
- Reflecting: So you..... (Repeating back last few words)
- Summarising: So there seem to be several things bothering you? And earlier you said....
- Empathy: It's understandable that you are worried / upset about/ this; sounds tough;
- Affirmation: Thanks for telling me that; I appreciate you talking about this with me

The Restorative Approach and use of consequences

When using consequences, the child(ren) should always be involved and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment.

Each class/ communal area has a clear display of the process of consequences. We aim to help the children look out at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills.

'Time outs' can be offered to children before an incident is dealt with. The Response Ladder shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

Behaviour	Adult Response
Low level disruption Disturbing others Refusing to complete tasks Un cooperative	Reminder Discussion Preventative de-escalation Change seating/pairing
Continuing the above behaviours. Teasing Physical Assault	Verbal communication about correct behaviour. Discussion about behaviour and reminder of expectations Catch good behaviour and praise to attempt de-escalation.
Severe verbal abuse Hitting/ Hurting Continued deliberate disturbance	Time for reflection. (During break or lunch) following this a discussion with an adult. Restorative conversation

External agencies: Referrals to external agents are made with parents' consent.

Advice can be sought from-

- EP: Educational Psychological service
- Early Years SENCO
- Behaviour Support Team
- School Nurse
- Local support team (family support)

A SEND Hub Referral may be considered.

Exclusion:

Exclusions may occur in response to; a serious behaviour incident, persistent refusal to engage, an incident of physical or verbal abuse towards a member of staff or a pupil or another incident deemed to be severe enough to warrant an exclusion. An exclusion can be a fixed term exclusion (temporary for a number of sessions / days) or a permanent exclusion. Where a decision to permanently exclude a pupil has been taken, parents have the right to appeal the decision. Further details on exclusions can be found on <https://www.gov.uk/government/publications/school-exclusion> See also SUAT Exclusion Guidance.

When a child is excluded, parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day. In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.

A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour. The school will also work to put in place a support plan for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. School Early Help Leader, Attendance Service or the Local Authority.

The Chair of the LAC (Local Academy Council), LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

When returning from a fixed term exclusion, students and parents are required to attend a reintegration meeting. This meeting will seek to establish practical ways in which further exclusion can be avoided and to promote partnership between student, parent and school.

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident. If your child has been permanently excluded, be aware that:

- the school's LAC is required to review the headteacher's decision and you may meet with them to explain your views on the exclusion
- if the LAC confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the LAC against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the LAC

Role of the Governors:

The governors support the Headteacher and staff in maintaining a high standard of behaviour and discipline. In consultation with the Headteacher, Local Academy Governors establish the principles for the schools behaviour policy, which will be acted on and clearly understood by children, parents and school staff. Local Academy Council governors have a specific role to play in the Exclusion and Complaints procedures.

Bullying:

Bullying at Perton Primary Academy will not be tolerated. There is the expectation that the academy will promote a safe and caring environment where everyone connected with the school, in any capacity will be tolerant of others, regardless of age, religion, size, race, interests, abilities or disabilities. We aim to prevent bullying and deal with bullying swiftly should it occur. Pupils' develop their understanding of bullying through our PSHE curriculum, E-Safety learning, participation in Anti-Bullying week, assemblies from the NSPCC and local PCSOs. Staff and Governors take bullying seriously and investigate it thoroughly.

Related Policies:

SUAT Restrictive Physical Intervention Policy
SUAT Exclusion Guidance