

Behaviour Policy

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Statutory Policy	Yes

Aims

It is a primary aim of The Small Schools Multi Academy Trust that every member of our schools feels valued and respected, and that each person is treated well and fairly. We promote caring communities, whose values are built on mutual trust and respect for all. The Trust's behaviour policy is therefore designed to support the way in which all members of the Trust can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Each school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school communities in aiming to allow everyone to work together in an effective and considerate way.

The Trust expects every member of the school communities to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. We encourage the children to follow a set of values and principles and these are explicit through our work.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The Trust recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Staff Responsibility

Behaviour Management is the responsibility of **all** staff who work at any of the schools within The Small Schools Multi Academy Trust.

Role of the Head of School

It is the responsibility of the Head of School to implement the Trusts Behaviour Policy consistently throughout the school, and to report to the Executive Head/Chief Executive Officer and Board of Directors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head of School keeps records of all reported serious incidents of misbehaviour including bullying and racism

The Executive Head/ Chief Executive Officer has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social

behaviour, the Executive Head may permanently exclude a child. These actions are taken only after the Board of Directors have been notified and will be in line with the requirements of the Trust's Exclusion Policy.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in any of our schools have high expectations of children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Phase Leader, then the Head of School and if necessary the Executive Head.

The Trust's SENCO is employed to support the children who, for a variety of reasons, find the school challenging. The SENCO, agree with staff, those children who need to be supported and the SENCO works closely with parents and staff to devise a programme which will support the individual. This programme is reviewed regularly.

The class teacher reports to parents and carers about the progress of each child in their class at the termly formal and informal Parent's Evenings. The class teacher may also contact a parent (in discussion with the SENCO and the Head of School) if there are concerns about the behaviour or welfare of a child.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

The Role of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the school and update this agreement annually. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Head of School and in the final instance the Executive Head.

Every school in the Trust collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

School Rules

Always try your best and never give up
Set a good example and always show kindness to one another
Treat others as you would like to be treated
Always tell the truth
Respect each other's belongings
Walk around the school sensibly

School Values

Love

Respect

Friendship

Class Rules

Class teachers, support staff and children in their class devise these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.

Rules should be written up neatly and prominently displayed in the classroom.

PSHE

All classes use PSHE sessions as a tool for promoting positive behaviour. PSHE sessions may be a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

A PSHE programme is taught / integrated into the Foundation Stage curriculum.

Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

Teachers congratulate children.

Teachers give children Dojo points.

Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker.

Each week one child from each year group (accept in very small schools) are nominated to receive 'Star of the Week', to celebrate good behaviour, attitudes and achievement.

An 'Outstanding Achievement' certificate may be presented.

Positive playtime behaviour is rewarded by the children being given Dojo points. The Heads of School and the Executive Head actively encourages staff members to send children to them for good behaviour, improved attitudes to learning, and outstanding achievement.

The Small Schools Multi Academy Trust expects school's rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.

If behaviour is inappropriate then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Head of School.

If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Head of School. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Incidents racism or homophobia will not be tolerated in any form.

Age Appropriate Sanctions

All classrooms in the school have a behaviour log that is kept in the classroom to record negative behaviour.

Teachers need to ensure all staff, particularly HLTAs and midday meal supervisors know that a child is under sanction or has behaviour targets.

Foundation Stage

Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.

During carpet sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are sent to another place on the carpet in the Foundation Stage classroom.

During free flow sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are put on time out.

Any aggressive or violent behaviour results in a child being sent immediately to time out. If poor behaviour continues after the time out session they will be sent to see the Head of School or spend time out in another classroom.

Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss any of their concerns regarding a child's behaviour with their parents or carers. An individual support programme might be arranged in consultation with SENCO, Head of School and Parents/Carers.

Key Stage 1

Teachers warn children verbally if their behaviour is inappropriate.

Second warning and the child's name is moved to the 'cloud'

If behaviour does not improve they are sent to time out for 4 minutes. If calm and returned to expected behaviour name moves to 'sun'.

If there are persistent behaviour issues or incidents with a child the class teacher will speak or send a letter to the parents/carers in consultation with the Head of School to talk through ideas for a solution.

Key Stage 2

Try to diffuse the situation

Teachers warn children verbally if their behaviour is inappropriate.

If their behaviour continues the child receives a second warning and the child is placed on a table away from classmates for a chance to calm down, reflect or continue their work silently.

If the child is not calm and cooperative after some time at the table then they can be sent to another teacher in the same Key Stage or the Deputy Headteacher.

If a child is sent out of the class twice in one week a phone call is made to the parent then a letter is always sent home to invite parents and carers in to talk through how we can work together to change the behaviour.

The teacher might also decide to make the child stay in at playtime or give them lunch time detention as punishment. Lunchtime detentions are recorded in the Behaviour Log. Detentions are only issued by class teachers.

If a child continues to not follow the behaviour policy an internal exclusion may be organised. A meeting will take place with the parent/carer to explain this decision. All information will be logged in the Behaviour and Incident File.

In extreme cases each teacher will send a child to ask for assistance from a senior member of staff.

In cases of extreme violence the parents are always informed either verbally, by letter, or phone call.

Children that are identified, because they regularly display negative behaviour, may be referred to the SENCO and the Head of School to identify problems and support them with a programme of strategies to manage their behaviour.

KS2 Detention

Child must be told and explanation given by class teacher

Detention is on the following day

If a child hasn't finished work / homework or low level behaviour issues they should / could stay in with the class teacher at morning or lunchtime break

Teachers must check the book. More than 3 detentions in 2 weeks and parents must be notified and a meeting arranged

Detention should finish at 1.15pm.

Children in detention will eat their lunch in the detention room (this could be the classroom).

HLTAs, lunchtime supervisors, in liaison with the class teacher, can give a joint detention

In extreme circumstances detention will be after school however 24 hours notice will be given to parents and carers if this is implemented.

Playground Expectations

Expectations for playground behaviour are very clear to all staff and children.

Children are reminded about how to use the playground, field and the equipment. Adults warn children verbally if their behaviour is inappropriate.

If the child receives a second warning then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues timeout inside for 5 minutes..

Any more serious incidents such as aggressive behaviour both physical or verbal are dealt with by the Head of School or Executive Head.

Positive and negative behaviour is rewarded with our online Dojo points system. The children earn points throughout the year based on the following over-arching principles

Positive Needs work

1

Christian Value

1

Kind and Helpful

1

Resilience

1

Teamwork

1

Working Hard

Positive Needs work

-1

Disrespectful

-1

Disrupting Others

-1

Hurting Others

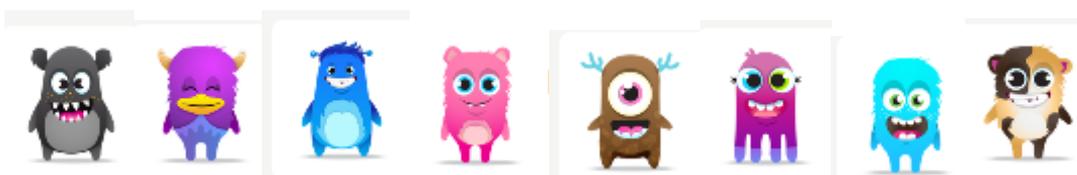
-1

Lateness

-1

Not Working Hard

Each child has their own unique emoji character through which they attempt to reach the following targets in order to receive certificates.



50 Dojo Points	Bronze certificate
100 Dojo Points	Silver certificate

150 Dojo Points	Gold certificate
200 Dojo Points	Gold pin badge

Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan. Lunchtime supervisors share concerns with the Class teacher/Head of School.

Persistent concerns and emerging behaviour patterns are monitored at weekly staff briefings.

Behaviour Monitoring

The following systems are in place to monitor behaviour:

Each class has a behaviour log. A record of parental contact is included within the log. This log is to be kept in the classroom.

Children who are involved in incidents will have the incident recorded in the log detailing the incident, the child's response and action taken.

Class teachers will have copies of letters that they can send home to parents/carers if they want to discuss a child's behaviour. If a letter is sent home, this needs to be recorded in the log and the letter sent to the office for posting. The Head of School must be informed if a letter is to be sent home. Any phone calls must also be logged.

If a letter is sent home and the teacher receives no response from the parent/carer within two school days, the Head of School should be informed. A second letter will then be sent to the parent/carer from the Head of School or a phone call will be made.

Non-class based teachers should follow all the procedures in place and should communicate action taken to all relevant staff.

Serious incidents are recorded in the incident log.

Behaviour Triggers

The following behaviour triggers a child being sent immediately to the Head of School:

Physical violence or threatening behaviour

Swearing intentionally to cause offence

Racist, sexist or homophobic remarks (these are recorded separately and reported to the Directors)

Repeated disobedience

Continued inappropriate behaviour after returning from Time Out

If a child refuses to go to the Head of School, the class teacher or playground/lunchtime supervisor will send another child to inform the Head of School or the Executive Head of the situation.

If sent to the Head of School and or Executive Head, a phone call will be made to parents/carers as soon as possible.

The Head of School will log parent contact/incidents in the behaviour log.

Further Sanctions

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school. Please see the Trust's Exclusion Policy for further information.

Exclusions will occur if:

Children repeatedly violate the Behaviour Policy

Children seriously assault children or staff

Children commit serious breaches of the Behaviour Policy

Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.