



# **Behaviour Policy**

**R Cook**  
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Approved by Chair \_\_\_\_\_

Review Date \_\_\_\_\_

## **Policy Statement**

It is our aim at SHINE Academies to create an environment which encourages and reinforces good behaviour, respect and self-discipline. It is acknowledged that society expects good behaviour as an important outcome of the educational process. At SHINE Academies, we believe it is the right of all pupils, staff and parents to expect appropriate behaviour, conducive to effective learning and teaching.

In order to operate and function efficiently and safely, the Trust has a firm and fair approach to behaviour, taking into account the needs and backgrounds of all our pupils. It is therefore essential to adopt a set of rules and expectations and also sanctions, applicable to all our pupils.

### **Aims**

- To develop a whole-trust policy and practice based on a sense of community and shared values, supported and followed by the whole trust community.
- To ensure that there is a clear system of shared rules, rewards and sanctions which are known by parents, teaching staff, pupils and governors.
- To help pupils to understand the need to make positive behaviour choices in order to create and promote a caring family atmosphere in which learning and teaching can take place.
- To help pupils to make positive choices about their behaviour by teaching values and attitudes through a stimulating curriculum.
- To encourage and reward good behaviour and positive choices.
- To treat problems, if they occur, in a sensitive and appropriate manner, encouraging improved behaviour.
- To promote equality of opportunity, eliminate racial discrimination and promote the need for positive behaviour choices, regardless of age, gender or racial background.

### **Key principles**

SHINE Academies considers the following to be the key principles that underpin good practice:

- Inappropriate behaviour is not ignored
- Pupils make choices about behaviour and these choices have consequences
- Pupils are required to complete all the work that is assigned to them
- High expectations are set early
- Positive behaviour choices and achievement are rewarded
- Parents are worked with
- Pupils are actively involved
- There is a commitment to Equal Opportunities
- All staff are involved in supporting positive behaviour

## **SHINE Academies Rules**

Rules and procedures are designed to make clear to the pupils how they can achieve acceptable standards of behaviour. There are six agreed rules at SHINE Academies which are applied in all areas of school, by all members of staff.

1. We will always try our best and allow others to do their best as well.
2. We will always line up and move around school quietly and sensibly, without disturbing others.
3. We will let everyone play happily and safely.
4. We will always do our best to look smart, by wearing our school uniform.
5. We will always be polite to each other and will follow instructions given by adults in school.
6. We will respect each other and each others' property.

## **Responsibilities of staff**

Effective behaviour management is the responsibility of all staff within the Trust and the policy must be implemented constantly and consistently. Classroom management and teaching methods have an important influence on the pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the pupils to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and pupil to avoid resentment.

The role of staff when pupils are outside their classroom is crucial to maintaining good behaviour. Staff are expected to go out and collect their classes at all times and insist on pupils entering school in a quiet and orderly fashion. When leaving the building, classes must be lined up and taken out in a similar fashion. Inappropriate behaviour will never be ignored and will always be dealt with in line with trust policy.

## What we expect from our staff

We expect all staff in the Trust to consistently follow this behaviour policy. To ensure effective behaviour management staff will:

- Meet and greet pupils with a welcoming tone and smile
- Notice when pupils are doing the right thing
- Teach pupils the behaviours they want to see
- Teach pupils how they would like to be treated
- Agree rules, routines and expectations for the classroom
- Consistently apply rules and expectations with rewards and consequences
- Sustain a passion for the subjects being taught so that pupils can believe in their own achievements
- Work relentlessly to build mutual trust
- Model respect. Every pupil is respected by staff and respect for adults will then be returned

## Definitions (The lists below are not exhaustive)

SHINE Academies defines '*consistency*' as the same response being taken by all staff at any point. Consistency of approach is highlighted in the following areas:

- \* Language used by staff, pupils and parents
- \* Positive reinforcement
- \* Consequences
- \* Rules and expectations
- \* Respect shown by adults
- \* Models of emotional control
- \* Routines for behaviour around the site
- \* Environment – each classroom displaying 'Good to be Green' and the school rules

SHINE Academies defines a '*Serious Unacceptable Behaviour*' as any behaviour which may cause harm to self or others, damage the reputation of the school within the wider community and/or any illegal behaviour including but not limited to:

- *Discrimination* – not giving equal respect to individuals on the basis of disability, gender, race, religion, age, sexuality and marital status.
- *Harassment* – behaviour which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- *Vexatious behaviour* – deliberately acting in a manner so as to cause annoyance or irritation
- *Bullying* – a type of harassment which involves persistent actions, criticism or personal abuse which humiliates, intimidates, frightens or demeans the individual.
- *Cyberbullying* – the use of electronic communication to bully a person typically by sending messages of intimidating or threatening nature.
- *Possession of banned items*
- *Truancy*

- *Smoking*
- *Refusal to comply with disciplinary sanctions*
- *Theft*
- *Stealing*
- *Fighting*
- *Violence*
- *Any illegal behaviour*

SHINE Academies defines a '*low level unacceptable behaviour*' as lower level poor behaviour which may disrupt the education of the perpetrator and/or other pupils including but not limited to:

- *Low level disruption and talking in class*
- *Failure to complete classwork*
- *Rudeness*
- *No homework*
- *Use of mobile phones in school*
- *Graffiti*
- *Swearing*
- *Name calling*

### **Agreed common language**

A key part in ensuring successful behaviour management is consistency including both the following of the policy and the language being used. The following is the terminology agreed for use when managing behaviour.

- Reward
- Consequence
- Incident Record
- Privilege
- Warning
- Golden Time
- Sanction
- Low level unacceptable behaviour
- Serious unacceptable behaviour
- Internal exclusion
- Loss of playtime
- Detention
- School Community Service
- Consequence Card (used for unacceptable behaviour)

## Rewards

A major aim at SHINE Academies is to encourage pupils to practise good work and behaviour by operating a system of praise and reward for all pupils. Both the system of rewards and sanctions are grounded in the premise that pupils are responsible for their behaviour. Good behaviour necessitates the right choice being made by our pupils. If the right choice is made, this choice will be rewarded.

The following system of rewards are used to acknowledge and celebrate good work and behaviour both inside and outside school. We believe that rewards and praise, used appropriately, have a profound effect on a pupil's self-esteem and self-worth.

- Verbal praise
- Written praise via marking
- DOJO Points
- Stickers or certificates
- Display of work
- Selection for Achievement Assembly Postcard Home
- Handwriting & Times Table Certificates
- Referral to the Head of School
- Phone calls or informal meetings with parents.
- Exceptional behaviour postcards
- Messages home via Marvellous Me

### House Points (DOJO points)

In order to motivate and encourage our pupils, we operate a House Point system. We use the online DOJO Points as our house points. These are awarded for both good work and behaviour. When a pupil joins the school, they are put into one of four Houses. Any member of staff may award DOJO Points for praise. Three or more House Points may only awarded by the Senior Leadership Team.

House totals are calculated termly and are shared in assemblies. At the end of every year, the House Point shield is awarded to the House Captains of the winning house.

Individual's DOJO Points are totalled automatically by the web-based system. Pupils may choose to 'spend' their DOJO points in the 'DOJO Shop' where they can exchange their points for a range of prizes. Head Boy, Head Girl and House Captains will assist in managing the shop. This will encourage pupils to spend their points responsibly, as well as teaching pupils the importance of saving. These prizes have been agreed by the School Council and include:

- Pencils – 10x points
- Bouncy Balls – 20x points
- Sticker Book – 30x points
- Pencil cases – 50x points
- Teddy Bears – 100x points
- Books (David Walliams, Harry Potter, Animal Adventures, Minecraft) 200x points
- Football (250x points)

## Achievement Assembly

A weekly Achievement Assembly is held to celebrate and reward achievements, both inside and outside school. We feel that this is a crucial aspect to our school's celebrations. On a fortnightly rota, pupils will receive a Postcard home or a certificate. The postcards home feature a British Value in accordance with our weekly 'Yoimoji' value. The certificates home celebrate those pupils in each class who are a 'Handwriting Champion' or a 'Times Table Champion'. If pupils have permission to be on our website and Facebook, these achievements will be shared with the wider school community via our Achievement Blog on the school website and the school Facebook page.

## Marvellous Me

Marvellous Me is a rewards system that we use to praise pupils and communicate with parents. We feel that parental engagement is imperative to ensuring pupils are happy within school and make excellent progress. Marvellous Me allows staff to reward pupils in areas that they have made significant impact. Parents, who have downloaded the app with their pupil's unique code, can see the message and 'high-five' with their response.

Class teachers send home regular achievement messages to their classes and regular individual messages to pupils who they feel have excelled in a specific area. Staff will also send home 'Selfies' of pupils who they feel have produced a particularly impressive piece of work. This is monitored regularly by the Senior Leadership Team to ensure communication with parents is being carried out.

## Good to be Green

Pupils' day-to-day conduct is regulated. Every classroom will have a Good to be Green display. This is a Behaviour Management tool that is shared with the pupils as a way of promoting good behaviour in school. Every pupil in the class will have their pocket, and at the start of the day, every pupil will have a green card.

## **Sanctions**

At SHINE Academies, we have a system of sanctions which operate should a pupil choose to display unacceptable behaviour. The pupils are encouraged to see themselves as being responsible for their actions, setting standards which are acceptable in school but also in society. Good behaviour necessitates a correct choice being made. Should a pupil choose to behave inappropriately, they are aware that a clear and consistently applied set of sanctions will follow.

To ensure clarity of process for behaviour, posters are displayed around school. These posters set out clearly the levels of unacceptable behaviours and the consequences which can be given. (Appendix 1)

### Level 1- Verbal Warning- Low level unacceptable behaviour

When a pupil displays low level unacceptable behaviour, such as:

- Pushing, shoving in line
- Running indoors
- Being in the wrong place
- Not working
- Not clearing up
- Being out of seat
- Rocking on seat, slouching
- Calling out
- Not listening
- Not paying attention

A verbal warning (Level 1) will be issued.

### Level 2- Warning Card- Low level unacceptable behaviour

A warning card (Level 2) will be issued if a pupil displays 'Unacceptable Behaviour' such as:

- Distracting others
- Throwing small objects to distract – not to hurt
- Inappropriate physical contact, e.g. poking, flicking, pulling hair.
- Complaining or muttering disruptively/persistently
- Talking at an inappropriate time, or asking inappropriate questions to disrupt
- Hiding work or resources
- Interfering with other's property
- Minor deliberate damage (pencils/rulers)
- Leaving the room without permission
- Not telling the truth
- Telling lies to get others into trouble
- Persistent rough play

Warning Cards can be awarded by Class Teachers, TA's, Lunchtime Supervisors and any other members of staff witnessing behaviour. The consequences for receiving a warning card are missing 15 minutes of playtime or lunchtime.

### Level 3- Consequence Card- Serious unacceptable behaviour

When a pupil displays serious unacceptable behaviour a Consequence Card-red form is completed by the member of staff working with the pupil and it is sent to a member of SLT. The SLT member will fully investigate the incident that has occurred. If the account is deemed to be accurate, sanctions will be enforced. In most cases pupils will be given a lunchtime detention, part of this will be to complete 30 minutes of community service. In cases where lunchtime detentions are given, parents will be informed. In more serious cases pupils may be given an internal exclusion or an external exclusion.

*In the absence of the SLT Consequence Cards will be sent to the middle managers.*

The possible sanctions for a Consequence Card are as follows:

1. Detention- which will included community service
2. Behaviour Card – completed by the teacher after every lesson, break time – signed daily by parents and weekly by the Deputy Head Teacher
3. Behaviour Support Plan – agreed with parents, pupil and staff
4. Internal exclusion – complete classwork with SMT members/Behaviour Manager
5. Referral to Head Teacher
6. Referral to S.E.N. Coordinator & liaison with other support agencies through Area Team – (meeting with parents – if not already taken place)
7. Fixed term exclusion – Lunchtimes
8. Short fixed term exclusion from School
9. Long fixed term exclusion from School
10. Permanent exclusion from School

### Detentions

Lunchtime detentions will be given to pupils who have been involved in ‘serious unacceptable behaviour’. Detentions will be awarded on an individual case by case basis, taking in to account the age of the pupil and the seriousness of the incident. Other factors that may be taken into account when allocating detentions include whether there have been previous incidents of a similar nature. Detentions will include 30 minutes of school community service.

### Behaviour Tracker

Behaviour trackers are given to pupils if their behaviour over a period of time is escalating or worsening. A Behaviour Tracker will be completed by the class teacher after every session, or at periods deemed appropriate, and taken to the Family Liaison Officer at the end of each day. At the end of the week, the completed form will be brought to the Deputy Head Teacher to be signed and a comment made. The tracker will also be sent home for parents to see. After a period of 2 weeks, a discussion between the pupil and the Deputy Head Teacher will take place a decision made as to the next steps:

- If the pupil has had no incidents over the 2 week period they will be removed from a behaviour tracker
- If a pupil’s behaviour has made improvements, but there have been a few incidents, they will remain on the behaviour tracker for a further 2 weeks. They will also increase their meetings with the Deputy Head Teacher to daily.
- If there have been no improvements in behaviour over the 2 weeks, a meeting with parents will be arranged and a Behaviour Support Plan will be written and agreed.

### Behaviour Support Plans

A meeting will be arranged between the Class Teacher, Phase Leader, Parents, the pupil (if appropriate) and the Family Liaison Officer. At this meeting, a discussion will take place around triggers that have been identified, successful/unsuccessful strategies for dealing with the pupil's behaviour, rewards and consequences. This plan will be completed and signed by the Phase Leader, pupil and parent. The content of the plan will then be shared with all staff who work with the pupil to ensure the strategies identified in the plan are consistently applied.

#### The recording of incidents of unacceptable behaviour

Information recorded on Consequence Cards will be logged on SIMS by the Family Liaison Officer. Parents will have been contacted and their response will also be recorded.

#### **Pastoral Support from the Pupil Support Worker or Family Liaison Officers**

Throughout the school, pupils who may need support in terms of their behaviour have been identified. These pupils will receive a programme of pastoral support to enable them to better manage their behaviour. This programme will be run, in the first instance, by the Pupil Support Worker.

The Pastoral Room may also be used to house pupils, on a temporary basis, whose behaviour has proved to be significantly disruptive, violent or of an anti-social nature. These pupils will be removed from their class, and will work under the supervision of the Pupil Support Worker or Family Liaison Officer. This type of in school support must only be used as a last resort for serious incidents which have been dealt with by the Senior Leadership Team. This support must not be used to house pupils for a period of 'time out', nor without the agreement of a member of Senior Leadership. Parents must have been informed that their pupil will be working within the Pastoral Room for a pre-determined time period.

The Family Support team work closely with all those involved with a pupil including staff, parents and other agencies. The Family Liaison Officer supports pupils in a number of ways including:

- Daily meetings with those pupils who have been identified as needing support
- Initiating and leading Early Help meetings that provide opportunities for pupils with support from a number of agencies
- Internal Exclusion Support – for those pupils who have, after following the behaviour policy, been internally excluded
- Meet/contact parents regularly to keep them updated

#### **Handling Disaffection**

The following are treated very seriously:

- Disruptive Behaviour
- Unauthorised Absence
- Truancy

## **Attendance**

The Attendance Policy outlines clear procedures for contacting parents about behaviour and/or attendance problems. This is carefully monitored by the Attendance Officer and Family Liaison Officer.

## **Communication with Parents**

Where the behaviour of a pupil is giving cause for concern, it is important that all those working with the pupil in school are aware of those concerns, and of steps which are being taken in response.

Positive partnerships with parents are crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given the opportunity to discuss the situation. Communication with parents is essential for all discipline related issues.

## **Lunchtime Supervision**

Lunchtime supervisors will follow this policy. All serious unacceptable behaviour incidents will be recorded on a Consequence Card and reported to the Senior Lunchtime Supervisors in the first instance, who will liaise with a member of SLT if necessary. All incidents which happen at lunchtime will be dealt with in line with the Behaviour Policy.

## **Conduct outside of the school grounds**

The Trust's behaviour policy will also apply when the pupil is:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform

The behaviour policy will also apply, even if the conditions above don't apply when:

- The pupils actions could have repercussions for the orderly running of the school
- The pupil poses a threat to another pupil or member of the public
- The pupils actions adversely affect the reputation of the school

School staff will only discipline pupils when they are on the school premises or under the lawful control of the pupil.

## **Power to use reasonable force**

Staff will only physically intervene in a situation, and will use reasonable force, to prevent a pupil: committing an offence, injuring themselves or others or damaging property.

If a pupil violently attacks another pupil or adult, and becomes a danger either to him/herself or others and does not respond to requests to calm down, then physical restraint may be necessary. The pupil should be removed from the situation as soon as possible and a member of SLT notified immediately. Immediate action will be taken to involve parents.

A Serious Incident form must be completed and the situation discussed with the Head Teacher. If any member of staff has been injured/assaulted in the process of physically restraining a pupil, the correct documentation must be completed as soon as possible. The Senior Leadership Team will work with the member of staff and parents to devise an action plan to meet the pupil's needs. This may include the involvement of other agencies. For further guidance on this see Power to Use Reasonable Force Guidelines.

## **Confiscation of inappropriate items and searches**

If it is deemed that a pupil has brought an inappropriate item in to school, it will be confiscated by a member of staff. The item will be stored securely in the school office and can be collected by a parent at the end of the day. If a pupil brings an inappropriate item into school, the school cannot take any liability for damage or loss of the confiscated items. Inappropriate items include, but not exclusively: jewellery, mobile phones, electrical items and toys/games/cards. Teachers are permitted to confiscate items as punishment, so far as is reasonable.

If a pupil is believed to have prohibited items with them, we reserve the right to search the pupils/belongings without consent. Searches are permitted for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item which has been used to commit an offence
- Any item which is likely to cause personal injury or damage to property
- Any other item which is banned under the school's guidelines as outlines in the parent handbook

## **Bullying**

Please refer to the anti-bullying policy.

## **Homophobia**

Homophobia in any form will not be tolerated. All incidents will be classed as a Serious Unacceptable Behaviour and recorded.

## **Race Equality Policy**

The Race Equality Policy is clearly outlined within the Trust's overall Policy for Multi-Cultural Education.

School aims to promote Race Equality through the strategies outlined within the Policy for Multi-Cultural Education. Racial Discrimination is not tolerated and all incidents are recorded and dealt with in line with this Trust Behaviour Policy.

## **Monitoring Racist Incidents**

Racism will not be tolerated in any form and will be treated as Serious Unacceptable Behaviour. As such incidents will be recorded on a Serious Unacceptable Behaviour Form (SUB Form). Incidents will also be recorded as follows:

RI 1: Internal Record – is completed as an internal record.

RI 2: Severe or Repeated Incidents – is completed for incidents judged to be severe or part of a pattern and a copy forwarded to WCC.

RI 3: Summary Report – This is submitted on a termly basis to WCC to give a termly analysis of incidents and action taken.

## **Pastoral Support Programme**

A Pastoral Support Programme is a school based intervention to help individual pupils to better manage their behaviour. It is overseen by the Family Liaison Officers and involves the identification of precise and realistic behavioural outcomes for particular pupils with ongoing problems. The Family Liaison Officer will liaise with parents and external agencies as necessary.

## **Internal exclusion**

School has an isolation room where pupils may spend time if it has been deemed a necessary to exclude them from class. This is a short term measure that is only used as part of a progressive process (moving through the stages of sanctions).

## **Exclusion**

The decision to exclude a pupil (fixed term or permanent) is taken when the pupil:

1. is in serious breach of the Trust Behaviour Policy
2. is likely to seriously harm the education or welfare of others in the school
3. after a range of alternative strategies have been tried (See Sanctions)

Before deciding to exclude, the Head Teacher should:

1. consider all the relevant facts and firm evidence
2. allow the pupil to give their version of events
3. check whether an incident appeared to be provoked by racial or sexual harassment
4. consult others if necessary
5. keep detailed notes at all stages

Exclusion can be:

1. Short Fixed Term – Arrangements for setting and marking of work must be made.
2. Lunchtime exclusion – This should be normally no more than 5 School days and must include arrangements for pupils on Free School Meals.
3. Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made

### Procedures for excluding a pupil

For all exclusions

1. Parents must be telephoned on the same day
2. The relevant letter must be sent to the parents within 1 day
3. The relevant letter with form EX1 must be sent to pupils' services

### Reintegration

A process of planned support and progress reviews is in place for all pupils following exclusion.

### The Governing Body Discipline Committee

1. exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15
2. permanent exclusion- the Clerk must organise a meeting to be convened within 15 days

Please also refer to the child protection and safeguarding policy when using this information.

**This policy will be reviewed by governors annually unless there are changes within the Trust.**

