

“Together in Achievement”



# BEHAVIOUR POLICY

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# Behaviour Policy

## GLOSSARY

CEO	Chief Executive Officer
LGB	Local Governing Body
MAT	Aspire Multi-Academy Trust

## 1. Aims and Expectations

- 1.1. It is a key aim of all Aspire academies that every member of the Aspire 'family' feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2. In any effective behaviour policy, the primary aim must be to promote good relationships, so that children, staff and parents can work together with the common purpose of helping everyone to enjoy and achieve. This policy encourages everyone to work together in an effective and considerate way.
- 1.3. Aspire expects everyone to behave in a considerate way towards others. Aspire academies subscribe to the 'Take care' ethos, which encompasses "taking care of ourselves and taking care of others." Academy staff communicate high expectations with regard to this ethos being adhered to. Specific rules to support polite, considerate, orderly and 'on-task' behaviour will be explained to the children. Good behaviour will be defined carefully by example, as well as through assemblies, PSHE and other classroom discussions. Children will be helped to understand that compassion, kindness, respect, politeness and truthfulness are qualities to which they should aspire.
- 1.4. We aim to treat all children fairly and will apply this policy in a consistent way.
- 1.5. This policy aims to help children to grow in a safe and secure environment, and to be positive, responsible and increasingly independent.
- 1.6. Aspire academies reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

## 2. Rewards and Sanctions

- 2.1. We praise and reward children for good behaviour in a variety of ways, which are detailed in the academy-specific appendix to this policy. We are fully aware of the power of positive feedback and encouragement.
- 2.2. When necessary, Aspire academies employ sanctions to enforce the school rules and to ensure a safe and positive learning environment. Whilst Aspire academies are free to develop their own systems which are detailed in the appendix, certain key principles are common to all Aspire academies, as outlined below.

### **3. Dealing with Unacceptable Behaviour**

- 3.1. It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly. The primary message to communicate is: ***'Your behaviour is your responsibility.'***
- 3.2. To encourage children to accept responsibility for their behaviour, procedures are clearly and regularly explained and reinforced in the classroom and during assemblies.
- 3.3. Aspire academies do not subscribe to the approach to behaviour management that repeatedly ignores unacceptable behaviour; instead, we take the view that ignoring such behaviour simply reinforces it ... and we ignore nothing.
- 3.4. When dealing with unacceptable behaviour, even at the most serious level, Aspire staff are determined to keep relationships intact and are encouraged to adopt the following script: "I am so disappointed because I care about you so much."
- 3.5. If a child's behaviour shows no improvement after all other appropriate options have been used, then a child will be excluded for a fixed term. A child may also receive a fixed term exclusion if the incident in the opinion of the Headteacher is serious enough for the child to be immediately excluded without prior strategies being employed. Examples of this might include highly disruptive behaviour, defiance, physical violence to a member of staff or pupil or vandalism to school property. The ultimate sanction is to permanently exclude a child and Aspire academies will take this action if necessary.

### **4. Recording and Monitoring Behaviour**

- 4.1. Incidents of unacceptable behaviour are recorded, according to academy-specific systems. These records can be used to inform other colleagues, parents/carers and other relevant professionals of a child's behaviour when necessary. Anonymised behaviour statistics will be collated at Trust level to provide trustees with a clear overview of behaviour across our academies.

### **5. Anti-Bullying Statement**

- 5.1. Bullying can be defined as a single or, more commonly, a repeated offence intended to provoke fear in the victim.
- 5.2. Aspire academies do 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. When allegations of bullying come to the attention of any staff member, these are referred to the Headteacher. Our aim is to respond to all such allegations/disclosures before the end of that school day, contacting the parents of all children involved as appropriate. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend our academies free from fear.
- 5.3. Following thorough investigations, a child proven to be responsible for bullying will be placed 'on report' and a Pastoral Support Plan will be drawn up. In extreme cases, a child may be immediately excluded from school.

### **6. Physical Restraint and Searching**

- 6.1. All members of staff are aware of the regulations regarding the use of force in the management of pupil behaviour. Staff in our academies do not hit, push, slap or in any sense physically

intimidate children. Staff only intervene physically if it is absolutely necessary and all interventions are carefully recorded and reported to the parents of the children concerned.

The actions that we take are in line with government guidelines on the restraint of children. The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- acting in a way that is counter to maintaining good order and discipline at the school.

The legislation also allows Headteachers to extend this authority beyond teachers to other members of staff. In Aspire academies, we believe it is necessary for teaching assistants and lunchtime supervisors to also have this authority.

- 6.2. Under common law, academy staff can search pupils with their consent for any item. If a member of staff suspects that a pupil has a banned item in his/her possession [weapons, alcohol, drugs, stolen items, fireworks, tobacco or pornographic images], a pupil can be searched – in the presence of another member of staff and with only outer clothing being removed – without the pupil's consent. For less serious suspicions – food, mobile phones, toys, offensive notes – we will not normally conduct a personal search, but reserve the right to do so if necessary. Any searches will be conducted by a member of staff who is the same sex as the pupil being searched.

## **7. The Role of Parents**

- 7.2. Whilst we expect parents to manage their child's behaviour outside of school hours, we will exercise our right to discipline pupils for unacceptable behaviour on the journeys to and from school.
- 7.3. We expect parents to support their child's learning and to co-operate with the academy. We try to build a supportive dialogue between the home and the academy and we inform parents, in accordance with procedures outlined above, if we have concerns about their child's welfare or behaviour. Equally, parents are strongly encouraged to initiate contact with the academy if they have information or concerns that need to be brought to our attention.
- 7.4. If the academy has to use reasonable sanctions to punish a child, parents should support the actions of the academy. Whilst we fully appreciate that no parent wants to hear that their child has misbehaved, staff and governors hope that parents will fully support any disciplinary action our staff take to improve the behaviour of individual children and the learning climate in our academies.
- 7.5. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the the Headteacher. If the concern still remains unresolved, the Headteacher will advise the parents of the complaints process.

## **8. The Role of the Aspire Board, Academy Governors and the Headteacher**

- 8.1. Whilst the Board of Aspire has introduced this Trust-wide policy, the governing body of each academy has the responsibility of approving the academy's approach to discipline and behaviour, and of reviewing its effectiveness. The governors will support the Headteacher, as necessary, in implementing this policy.

- 8.2. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.
- 8.3. Only the Headteacher [or the acting Headteacher] has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.
- 8.4. If the Headteacher excludes a pupil, parents are immediately informed, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.
- 8.5. The Headteacher informs Aspire's CEO, the Local Authority and the LGB about all exclusions, whether fixed term or permanent.
- 8.6. The LGB has a Discipline Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 8.7. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.
- 8.8. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher will comply with this ruling.
- 8.9. It is the responsibility of the LGB to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The CEO of Aspire will monitor exclusions across the Trust.
- 8.10. Aspire's Board will review this policy on a 3-yearly cycle. Academy LGBs will do the same with the academy-specific appendix.

## **9. The Scope and Extent of the Academy's Responsibility and Authority**

- 9.1. Aspire academies accept responsibility for the conduct of pupils as follows:
  - a) on the school site during school hours and during before/after school activities
  - b) on all school trips
  - c) on the journey to and from school
- 9.2. Within the established legal framework, our academies will take any necessary and appropriate disciplinary measures to ensure good conduct during those times. Aspire academies will not accept responsibility for pupils' behaviour before they leave for school in the morning or after they have returned home in the afternoon; neither will we accept responsibility for the conduct of pupils at weekends

## **APPENDIX: A Suggested Approach to Sanctions**

Our 3 **separate but complementary systems** for recording and addressing incidents of unacceptable behaviour will be as follows:

### **1. Classroom 'Indirect' Misbehaviour** [e.g. calling out, arguing, low level disruption]

Each classroom will have a 'traffic light' system for visibly reminding the children about their behaviour during the day. When a child behaves unacceptably, the class teacher moves the child's name down from green [where all names start each morning] to yellow, then from yellow to orange and finally from orange to red.

#### **Sanctions**

Yellow – loss of 2 minutes at playtime

Orange – loss of 5 minutes at playtime

Red – removal to partner class, completion of 'What I Should Have Done' sheet + letter home.

After 3 'red letters' in an academic year, a parental conference will be called.

### **2. Direct Misbehaviour** [e.g. swearing, racist insults, fighting, vandalising, bullying]

Serious misbehaviour, whether at playtime or during lesson time, is dealt with by completion of an Investigation Form and referral to the appropriate Key Stage leader [in very serious cases, direct referral to Headteacher]. A letter will be sent home. In some cases, [e.g. bullying] parents of all parties will be telephoned that day. In the event of a racist incident, we are required to complete a separate form for submission to the Commission for Racial Equality. Names of pupils involved are deleted.

After 3 such letters in an academic year, a parental conference will be called.

### **3. Playground Misbehaviour**

Playground misbehaviour, whether indirect or direct, is dealt with by a separate system, specifically to minimise disruption to lessons.

Lunchtime supervisors + senior staff on duty during morning/afternoon playtimes carry note books, in which they record unacceptable behaviour. The Headteacher, Deputy Head or Assistant Head will follow-up any recorded incidents by interviewing the children concerned and writing all significant incidents into the main playground behaviour book. Normally, after 3 entries in this book or 1 particularly serious entry, a letter is sent home explaining that the child's behaviour will be monitored for the next 5 school days – i.e. they will be placed 'on report' for playtimes and lunchtimes. After 3 letters home, a parental conference will then be called.

### **Next Steps' following a Parental Conference**

The purpose of any parental conference is to agree a 'way forward' for a child to improve his/her behaviour. The meeting will usually involve parent(s), Key Stage leader and/or Headteacher and class teacher. The child may be invited to participate in part of the meeting. Discussions will usually result in the Key Stage leader and class teacher drafting a pastoral support plan [PSP] explaining what measures will be taken at school to help the child meet specified behaviour targets. The PSP may involve the child being placed 'on report' for a period of days/weeks – a process by which children are held accountable for each session of the school day, being awarded grades for their behaviour. The PSP will be reviewed after an agreed number of days/weeks. If sufficient progress has not been achieved, the school will consider further support (possibly including assessment/input by outside agencies) and disciplinary action.

N.B. When a parental conference is held to discuss lunchtime misbehaviour, the child will usually be required to attend a social inclusion group for a defined number of lunchtimes. This will involve being withdrawn from the playground and working with a member of staff to address their behavioural difficulties.