



STEP Academy Trust

Behaviour Policy

Addendum during Covid-19

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum. We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

Expectations for pupils in school

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact the Acting Headteacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

Adjustments to the positive behaviour strategies:

- Celebration assemblies will not take place in the hall due to restrictions with social distancing. These will take place virtually and will be accessed in each classroom.
- If appropriate, children may lose some of their break or lunchtime but will remain with the lead adult and 'bubble' (group) at all times.
- If a child requires learning time outside of their own classroom, they will only work in the parallel class as this forms their 'year group bubble'.
- If the behaviour is persistent, the child will be spoken to by a member of the SLT and contact with parents will be made.

Exclusions:

- Internal exclusions may not always be possible during Covid-19 due to social distancing and it may be appropriate to discuss an external exclusion option with the child's parents. This may include the child staying at home, away from school, for a certain amount of days.
- If an internal exclusion is more appropriate, the Headship Team will work with the staff member, child and parents to decide on an appropriate solution.

Hygiene rules

- All children will use hand sanitiser, provided by the teacher, as soon as they line up each morning.
- Children will wash their hands with soap and water once they enter their classroom, one at a time.
- Children will use hand sanitiser each time they enter a new area of the school.
- Children are reminded to wash their hands after using the bathroom using soap and water. Posters around the school will support children with this.
- Before eating a snack or their lunch, children will wash their hands with soap and water.
- Children will also wash their hands with soap and water after eating.
- Children must wash their hands with soap and water after sneezing or coughing into their hand or elbow.
- Children must tell an adult if they are experiencing symptoms of coronavirus

Social rules

- Children will be able to play at break and lunch within their 'bubbles.' These bubbles will consist of their year group. Each bubble will have an area of the playground that they can use. Break and lunch times will be staggered to accommodate this.
- Classroom-based resources like books and games can be used and shared within a group.
- Individual and very frequently used equipment like pencils and pens will not be shared within a group.
- Children and staff will move around the school in a one-way system, with arrows clearly marked on the floor.

Rewards and sanctions for following rules

To help encourage pupils to follow the above rules, we will:

- Offer verbal praise, in line with our 'Stay on Green' motto.
- Award bronze, silver and gold stickers where applicable
- Send Marvellous Me awards home

However, if pupils fail to follow these rules, we will:

- Investigate whether the action was accidental or deliberate
- If accidental, re-iterate expectations and new rules
- Offer a verbal warning to encourage the child to make the right choice
- Give the child reflection time to consider their behaviour
- Insist that the child works in another classroom within their year group bubble
- Inform a member of SLT if the behaviour is persistent
- Contact parents when appropriate

Changed rules

- Attendance will be mandatory from September. Please refer to our school's attendance policy.
- From September 2020, all pupils must wear uniform to school and follow normal school rules on uniform. If pupils cannot wear their full uniform, parents should contact the Acting Headteacher.

Expectations for pupils at home

Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact our Behaviour Leads, Miss Moir and Miss Cain, if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Be contactable during required times – although take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, our Behaviour Leads Miss Moir and Miss Cain, will contact parents in order to work together to provide a solution.

Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 3 to 4 weeks during term time by Mrs Arnold. At every review, it will be approved by the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Attendance policy
- Health and safety policy

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About this Document:

<p>Author/s: Paul Glover</p> <p>For queries related to this policy, please contact: paul.glover@stepacademytrust.org</p>	<p>Related Documents:</p> <p>Anti-Bullying Policy</p> <p>Attendance Policy</p> <p>Child Protection & Safeguarding Policy</p> <p>Equality Policy</p> <p>Inclusion (incl SEND, CLA, EAL, EMA & Most Able) Policy</p> <p>Off Site Policy</p> <p>Positive Handling Policy</p>
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Introduction

STEP Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust.

Behaviour in STEP Academies is driven by the STEP Way and the intent to ensure consistent excellence in conduct, instruction and outcomes. The policy acknowledges each Academy's legal duties under the Equality Act 2010, including in respect of safeguarding and in respect of children with special educational needs. This policy is to be read alongside other relevant policies, including the Attendance Policy, Child Protection & Safeguarding Policy.

It is the expectation that all STEP Academies develop all pupils' personal and academic conduct to ensure the highest levels of self-control, self-discipline and self-reliance at all times both inside and outside of school. This will be encouraged through rewards for excellent conduct and sanctions for conduct that falls below the high expectations of the Trust (these rewards and sanctions will be documented for each individual Academy in an Appendix 1).

Behaviour approaches within STEP Academies are motivated by the needs of the pupils within individual Academies and the context of those Academies and are, therefore, discrete, singular and distinct but are always delivered with consistency and fairness. Nonetheless, any approach is expected to enable pupils to engage with all sections of society and community academically, intellectually and socially and to ensure that the STEP Standard is achieved and that academicians are on track to attain this standard by the end of KS2. Behaviour that undermines this is unacceptable.

- All staff will receive training in the delivery of the behaviour policy;
- All pupils will receive appropriate support to achieve the highest expectations of behaviour;
- Parents and carers and agencies will receive appropriate communication and liaison regarding pupils' behaviour to ensure the highest standards are attained and maintained.

Each Academy has an individual flow-chart that details the resultant outcomes for inappropriate behaviour. See Appendices for individual Academy flow-charts and expectations (appendix 1).

When establishing the facts in relation to a behaviour incident, the Academy will apply the civil standard of proof; i.e. 'on the balance of probabilities' (it is more likely than not that a fact is true) rather than the criminal standard of 'beyond reasonable doubt'.

1. Roles and Responsibilities

Academy staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times.

Headteacher

- It is the responsibility of the Headteacher to implement the Academy's behaviour policy consistently throughout the Academy and to support the staff to meet this objective;
- The Headteacher has the power to impose a variety of sanctions for unacceptable behaviour including fixed term and permanent exclusions.

Academy staff

Each member of staff has a responsibility to:

- Care for pupils in their class and teaching groups;
- Ensure that there is a fair and consistent approach towards dealing with discipline;
- Implement Academy rules on uniform and behaviour;
- Ensure equality of opportunities for all;
- Report progress, achievements and concerns to parents;
- Meet parents to ensure the best possible education and welfare;
- Challenge pupils to achieve higher standards academically and to develop greater involvement in extra-curricular activities within the Academy and the wider community.

Pupils

All pupils should:

- Behave properly at all times;
- Treat other people with respect;
- Speak politely to other people;
- Have self-confidence and high self-esteem;
- Aim for 100% attendance and punctuality;
- Take care of all Academy equipment and buildings.

Parents

Our staff will ensure parents are regularly informed of academic progress and any behavioural issues causing concern for each pupil. For the best outcomes a positive partnership between home and school is essential. We expect parents:

- To ensure their child attends regularly and punctually as required by law;
- To ensure their child is sent to the Academy prepared for the school day with all necessary books and equipment and correctly dressed in full school uniform;
- To support the Academy rules, especially uniform rules, and the Behaviour Policy and reinforce sanctions given by the Academy for misbehaviour;
- To keep the Academy informed of anything which they believe might affect their child's progress in school especially absence, illness, change of family situation;
- To take an interest in their child's school work;
- To attend parents' evening to meet their child's teachers;
- Not to take holidays in term time;
- Where possible to provide a quiet place at home to encourage completion of homework;
- To ensure their child gets adequate sleep before a school day.

2. Learning to Behave

The Academy aims to provide a safe, secure, supportive environment where pupils can learn and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the job of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour.

Staff

In order to encourage and promote good behaviour amongst pupils, staff will:

- Model exemplary behaviour;
- Treat all children and adults with respect;
- Speak politely to each other;
- Build pupil confidence and self-esteem through positive reinforcement;
- Avoid using sarcastic language;
- Recognise pupil effort and achievements on a regular basis and celebrate success;
- Keep parents informed about success, efforts and achievements;
- Challenge unacceptable behaviour;
- Work in partnership with parents through regular contact to help improve behaviour.

Academy Rules

Academy rules are clearly defined. The rules are concerned with reinforcing general patterns of sensible and considerate behaviour. It is the aim of the Academy to provide a safe environment appropriate for learning.

Rules for uniform

Within the Trust where Academies adopt a uniform, rules around this are very clear and are explained in detail before and when pupils join the Academy. Uniform is not optional in Academies which have a set uniform and it is expected that parents support this. When there are valid reasons for a pupil not being able to comply for a short period of time, parents are expected to confirm the reasons for this in writing, and to rectify the situation in the shortest period of time possible.

3. Rewards

The successful management of behaviour and rewards is central to the Academy's ethos of providing an environment within which children and adults can develop good relationships, showing care, respect and consideration for each other within the Academy and the community. Our approaches to rewards are set out in the Appendix. They encourage and reward pupils who apply themselves and behave in a commendable way to support the ethos of the Academy as role models and to develop their own potential.

4. Sanctions when expectations are not met

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006);
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as Teaching Assistants;
- Teachers can discipline pupils at any time the pupil is in the Academy or elsewhere under the charge of a teacher, including on educational visits;
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school;
- Teachers can confiscate pupils' property;

- The imposition of the sanction must not breach any other legislation (for example, the Special Education Need Code of Conduct or the Equality Act 2010).

Unacceptable behaviour

Examples of unacceptable pupil behaviour and/or failure to comply with Academy rules (this list is neither exhaustive or defines every possible type of unacceptable behaviour and is not in any particular order of importance / priority):

- Disrupting the learning of others;
- Rude or inappropriate language;
- Acts of aggression or any kind of physical violence;
- Bullying or intimidation (verbal, physical, sexual or electronic);
- Racist, sexist or homophobic comments;
- Vandalism;
- Punctuality to school and to lessons;
- Leaving Academy premises during school hours without permission;
- Sexual misconduct;
- Making false malicious accusations against teachers, members of staff or volunteers;
- Inciting others into inappropriate behaviour;
- Data security breaches;
- Carrying or smoking cigarettes or e-cigarettes.

Members of staff

If unacceptable behaviour occurs, members of staff will:

- Challenge the behaviour;
- Tell the child what we find unacceptable and why;
- Explain how they could have behaved differently, modelling what they could have done or said;
- If the poor behaviour is repeated, or if it is judged to be serious, the teacher is likely to escalate the incident to more senior staff in the Academy.

Support Systems for Pupils

Some pupils may need extra support and help to correct their behaviour beyond the use of the sanctions mentioned above. We employ a number of support strategies in these circumstances which are determined by each Academy. Often the support strategies are deployed alongside the sanctions mentioned above in order to help the pupil improve their behaviour before more serious sanctions are necessary.

Sanctions

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the Behaviour Policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil, including Special Educational Needs, disability, or religious requirements. Sanctions which the Academy may choose to implement are listed below. (This list is neither exhaustive or defines every possible type of sanction employed): These can include:

- A verbal reprimand;
- Extra work or repeating unsatisfactory work until it meets the required standard;
- The setting of written tasks as sanctions, such as writing lines or an essay;
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days);

- Missing break time;
- Detention including during lunch-time and after school;
- Academy based community service or imposition of a task such as picking up litter, weeding Academy grounds, tidying a classroom, helping clear up the dining hall after meal times or removing graffiti;
- Regular reporting including early morning reporting, scheduled uniform and other behaviour checks or being placed “on report” for behaviour monitoring;
- In more extreme cases Academies may use temporary or permanent exclusion.

Fixed Term External and Permanent Exclusions

The Headteacher has the power to impose a fixed term or permanent exclusion from the Academy. The Headteacher will make this decision in line with this policy and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the Academy. The Headteacher will have regard to the latest statutory guidance for exclusion issued by the Department for Education - [Department for Education’s statutory guidance September 2017](#)

Permanent Exclusions

In line with DfE guidance, The Headteacher will permanently exclude a pupil:

- In response to a serious breach, or persistent breaches, of the Academy’s behaviour policy by a pupil; and
- Where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others at the Academy.

Examples of serious breaches which are likely to result in permanent exclusion, but are not limited to, the following:

- Persistent and defiant behaviour. This would encompass bullying including homophobic or racist bullying;
- Behaviour which poses a significant risk to the child’s own safety;
- Serious actual or threatened violence against a pupil or member of staff;
- Sexual misconduct;
- Arson;
- Supply of an illegal drug, or severe misuse of an illegal drug, which can include legal highs or medication that has not been authorised by the Academy;
- Bringing into the Academy any kind of offensive weapon for example: knife, hammer, crowbar (and not limited to those listed in the Offensive Weapons Act 2006);
- Engaging in any radicalisation or taking part in any terrorist related activity.

Fixed Term Exclusions

Fixed term exclusions are also imposed for serious misdemeanours but are not of the severity to warrant a permanent exclusion. Fixed term exclusions are not viewed lightly by the Academy and should not be viewed lightly by pupils or parents. A pupil accumulating numerous fixed term exclusions runs the risk of being permanently excluded from the Academy in due course. Examples of behaviour which are likely to result in exclusion include, but are not limited to, the following:

- Threatening behaviour;
- Bullying;

- Repeated disruption to the learning process (disrespect to other pupils);
- Behaviour deemed to undermine the good order of the Academy;
- Vandalism;
- Violence;
- Deliberate disobedience;
- Data security breaches.

Malicious allegations

Malicious allegations against staff are very serious, and we reserve the right to impose any sanction up to and including a permanent exclusion. When a pupil is found to have made a malicious allegation (i.e. one that is indecent or grossly offensive, a threat or false and known or believed to be false by the pupil) a sanction will be imposed.

In addition, where the pupil remains in the Academy, he or she is likely to be required to undertake some supportive and educational work. In some circumstances it may be appropriate for the child to take part in a process of restorative justice or mediation with the member of staff in order for all parties to be able to move forward. We would expect parents to support this.

Pupils' conduct outside the Academy gates – teachers' powers

Pupils at STEP Academy Trust have a responsibility to act in an appropriate manner outside of school hours particularly on the journey to and from the Academy. Standards of behaviour outside of the Academy should be just as high as those expected inside of the Academy and we are legally entitled to discipline pupils for inappropriate behaviour occurring outside the Academy premises.

Subject to the Behaviour Policy, teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any Academy-organised or Academy-related activity; or
- Travelling to or from the Academy; or
- Wearing Academy uniform; or
- In some other way identifiable as a pupil at the Academy; or
- Misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the Academy; or
 - poses a threat to another pupil or member of the public; or
 - could adversely affect the reputation of the Academy/Trust.

Any inappropriate behaviour which occurs during Academy-organised or Academy-related activities, whilst travelling to or from the Academy, whilst wearing Academy uniform or whilst in some other way identifiable as a pupil of STEP Academy Trust is likely to incur the sanctions listed above.

Additionally, any inappropriate behaviour at any other time which could have repercussions for the orderly running of the Academy, which poses a threat to another pupil or member of the public or which could adversely affect the reputation of the Academy, may result in sanctions being taken against the pupil including permanent exclusion.

5. Searching and confiscation of inappropriate items

The Academy has an obligation to manage the health and safety of staff, pupils and visitors to ensure that Academy discipline is maintained. This policy is consistent with DfE advice contained in "Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies" <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

In almost all cases, the member of staff conducting the search will be the same sex as the pupil being

searched; and the search will be conducted in the presence of another member of staff acting as a witness. If possible, the other member of staff will also be the same sex as the pupil.

In rare cases, however, where there are reasonable grounds to believe that there is a risk of serious harm to the pupil or another person if the search is not conducted immediately and there is not sufficient time to summon another member of staff, the search may be carried out by a member of staff who is the opposite sex as the pupil and without a witness present.

All members of staff conducting a search of a pupil will have due regard to the pupil's expectations of privacy during the search. The pupil will not be required to remove any clothing other than outer clothing, namely clothing that is not worn next to the skin or immediately over clothing that is being worn as underwear. Outer clothing also includes hats, footwear, gloves and scarves.

The school will notify the pupil's parents when a "prohibited item" or a "banned" item has been found.

Searching without consent

Academy staff authorised by the Headteacher, or the Headteacher, can search without consent, if they have reasonable grounds for suspecting the pupil may be in possession of a "prohibited item" including:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

A pupil refusing to co-operate with a search will be subject to disciplinary measures by the Academy.

Banned Items

The Academy reserves the right to ban other items if their use or dissemination becomes disruptive or unsafe to stakeholders, or if they are considered offensive. Headteachers and authorised staff can search for items banned by the Academy as identified in the local Academy rules as an item which may be searched for. Force cannot be used to search for items banned under the Academy rules.

Searching with consent

Academy staff can search pupils with their consent for any item.

The Academy is not required to have formal written consent from the pupil for this sort of search. It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in the Academy's Behaviour Policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Confiscation

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography, acid or a toxin must always be reported to and handed over to the police and in most cases reported to Social Services, otherwise it is for the teacher to decide if and when to return a confiscated item. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies'.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Mobile telephones and electronic devices

When used at a time or in a way which is restricted, the mobile telephone/device will be considered a "prohibited item" banned by the Academy, and potentially subject to the normal rules on seizure, retention or destruction.

A pupil's mobile telephone/device may also be confiscated by the Academy as a disciplinary sanction. In such cases, the mobile telephone/device will be retained until it can be collected by the pupil and/or parent after a period of time agreed by the academy. This may be up to the end of the current term.

Any use of a mobile telephone/device must comply with the STEP Online Safety and Social Media Policy. Any unauthorised use of a mobile telephone will be considered to be in breach of this.

Breaches of the Law

The Academy will report any behaviour which may amount to a criminal offence to the police (and in most cases to Social Services) and support any subsequent police investigation or prosecution by providing all relevant information.

If the Academy is concerned of potential links to radicalisation, criminal exploitation or gangs they will liaise with the appropriate agency or agencies.

6. Power to use reasonable force to control or restrain a pupil and Isolation

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This power can also apply to people who are temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on an Academy organised visit. In the Academy, force is used for two main purposes to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for "prohibited items"; for example, knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used by members of staff:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts an Academy event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

The Academy will never use force as sanction for inappropriate behaviour or use force beyond that which is reasonable and proportionate to the situation. Reasonable adjustments will be made where necessary for pupils with SEND.

The Academy will, following incidents in which force is required, report the incident to the parent or parents of a pupil. However, the Academy does not require parental consent to use force with a pupil.

The Academy will keep a log of serious incidents involving the use of reasonable force which will be reviewed with the Academy's Designated Safeguarding Lead on an annual basis.

Any complaint relating to the use of force against a pupil will be investigated thoroughly and quickly. When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Corporal Punishment

Corporal punishment (the use of physical violence or force to inflict pain as a punishment) is illegal in all circumstances and will never be used at any of the Academies in STEP Academy Trust.

Appendix 1:

Rights Respecting Schools (RRS)

By association, all professionals working with children are morally and legally expected to demonstrably recognise that children's are born with undeniable rights as defined by the United Nations Convention on Children's Rights (UNCRC). This means that all staff have to:

- Show an awareness of the 42 articles (of a total of 54) that outline children's rights *in the context of their schooling*;
- champion pupils towards an understanding that they have rights; and
- support pupils towards behaving reflectively and respectfully towards themselves and one another in relation to their rights.

In September, every class is expected to create a shared Class Charter, outlining the rights important to them in the context of their behaviour and learning as well as theirs and their class teachers' demonstrable commitments towards them.

Our whole school charter reflects the principles for behaviour in the school which have been agreed by the whole school community. Please see below.

Adults respect this by...	WE ALL HAVE THE RIGHT TO...	Children respect this by...
Listening to, valuing and respecting each other's ideas	Be listened to A12, 13, 14, 15	Listening to, valuing and respecting others' ideas
Caring for everyone and everything at school	Be safe A6	Caring for everyone and everything at school
Providing healthy food, water, exercise and rest	Be healthy A24	Making healthy choices
Providing us with all that we need to learn	An education A28	Being enthusiastic and reading to learn
Being ambitious for us in all that we do	Become the best we can be A29	To be ambitious in all that we do
Providing a time to play and relax	Relax and play A31	Being friendly towards each other when relaxing and playing
Treating each other fairly and having the courage to stand up for what you feel is right	Be treated fairly A2	Treating each other fairly and having the courage to stand up for what you feel is right

Behaviour Training System

In each classroom, every child's name is affixed to a visual behaviour training chart which serves to champion and celebrate positive behavioural choices as well as remind pupils of their vested interest to do so. This approach means that when children do make mistakes, that redemption is possible by reflecting and making positive choices, something that should be actively encouraged by peers and adults alike.

'Stay on Green'

Every day, every pupil's name is represented on a chart in their classroom. At the beginning of the day, their name is affixed to the green centre section of the chart. The aim is to 'Stay on Green' all day. Within this, children have the opportunity to reflect on how they are feeling and can move their name to either the 'happy' or 'unhappy' face. This is encouraged so that each child can reflect on their emotions, before/if these emotions transpire to making poor behaviour choices. It is the teacher's responsibility to speak to each child who has decided to move their name to the 'unhappy' face and to have a discussion about this with the child

Staying on green means that a child has made good choices all day. It is a significant achievement to maintain green behaviour and children should not expect to receive a bronze, silver or gold sticker other than in exceptional circumstances.

Rewards

If children make good choices about their behaviour they will stay on green and have the opportunity to move their name to bronze, silver or gold. When children demonstrate high standards of behaviour and are clearly respecting their rights, it is possible that their name will then move to the next stage – from bronze and beyond that, all the way through to silver and gold. If a child reaches the gold stage, it means that on that day, they have significantly achieved in their behaviour in ways that are absolutely sparkling and remarkable.

Achieving bronze, silver or gold results in a special sticker. If your child receives a gold sticker, they will be asked to see the Acting Headteacher to talk about how they achieved their award. Their name will be written in the 'Praise Book' and they will be presented with a 'Praise Leaf' to put onto the 'Praise Tree' on display in the main hall during the monthly celebration assembly. Parents will have the opportunity to attend the assembly at school in order to celebrate their child's achievements.

In addition to Praise assemblies, we will hold weekly 'Role Model' assemblies where selected children receive a special 'Role Model' sticker in recognition for upholding the key behavioral message of the week, introduced each Monday.

Consequences

If children make poor choices about their behaviour they will firstly be given the opportunity to consider their choices through a verbal warning, related to respecting their own rights and the rights of their peers. If the child continues to make poor choices, their name will physically be moved onto 'warning' using the behaviour chart. This is a reminder that they need to change their behaviour and when they start making better choices, their name will be moved back to green.

If children continue to make poor choices, their name may be moved to 'reflection'. If this happens there will be a consequence and they will be asked to move to the classroom's designated quiet area to complete a reflection sheet.

Should a child be persistently making the poor choices after this, then they will complete the reflection sheet and their learning in a buddy classroom and be moved to 'consequence' on the behaviour chart. Once back in their own classroom they can begin to work their way back to green. Reflection sheets will always be talked through with the class teacher, this is a restorative discussion.

In addition to this, class teachers along with Behaviour Leaders, can decide that a child requires a further consequence. This may involve taking away a privilege from the child. This will be communicated to the parents and recorded on My Concern.

Unacceptable behaviour

Examples of unacceptable pupil behaviour and/or failure to comply with School rules (This list is neither exhaustive or defines every possible type of unacceptable behaviour and is not in any particular order of importance / priority):

- Disrupting the learning of others;
- Rude or inappropriate language;
- Acts of aggression or any kind of physical violence;
- Bullying or intimidation (verbal, physical, sexual or electronic);
- Racist, sexist or homophobic comments;
- Vandalism;
- Punctuality to school and to lessons;
- Leaving School premises during school hours without permission;
- Sexual misconduct;
- Making false malicious accusations against teachers, members of staff, other children or volunteers;

- Inciting others into inappropriate behaviour;
- Data security breaches

Support Systems for Pupils

Some pupils may need extra support and help to correct their behaviour beyond the use of the sanctions mentioned above which may involve a support plan being agreed by the school, pupil and parents. Often the support strategies are deployed alongside the consequences stated in this policy to help the pupil improve their behaviour before more serious consequences are necessary. This will be adopted in conjunction with the Inclusion Manager in order to support the needs of the child as well as outside agencies.

The Restorative Approach

Restorative approaches help to develop a happier school where the focus is on learning not conflict. Your child should enjoy coming to school because they feel safe and respected and they know that when things go wrong adults will be there to help them put it right. Restorative approaches encourage children to think about how their behaviour has affected others. It helps children to develop respect, responsibility and truth telling.

If your child has been involved in conflict they will be asked to take part in a restorative conversation which will be led by an adult. This is a conversation with everyone involved to discuss what is happening, look at who has been affected or upset, decide how it can be put right and find a way forward.

They will be asked:

- a) What happened?
- b) What were you thinking when it happened?
- c) What do you think now?
- d) Who has been affected or upset by this and how?
- e) What needs to happen to put this right?

We might also ask:

- a) What would you think if this happened to you?
- b) What could you do differently next time?
- c) What other choice could you have made?
- d) How can you make sure this does not happen again?

Restorative language

Language is key to restorative approaches and you will have noticed that the questions above are framed in a respectful way. It is our expectation that everyone in school will use this language whether children are speaking to other children, children are speaking to adults or adults are speaking to other adults. In order to facilitate and embed this, all members or staff will have a question prompt card attached to their lanyard and posters around the school and playground will enable children to become familiar with this approach.

It has been widely proven that Restorative approaches develop truth telling, responsibility, accountability, empathy, emotional literacy, conflict resolution skills and a positive learning environment.

Our 'Stay on Green' approach in classrooms complements the restorative approach. It is underpinned by the same principle, that children should learn to moderate their own behaviour, but takes a closer look at individual choices that result in conflict with expectations for learning rather than conflict with another person. Reflection time is fundamental to supporting children with recognising any poor choices made and how these can be corrected.

Recording incidents

The school operates a comprehensive incident reporting system using My Concern. Incidents should be records on My Concern when a child has received a 'consequence,' including when, but not limited to:

- A child or children have sustained injury.
- There has been an incident of minority abuse.
- A child or children have been verbally or physically abusive to adults or peers.

All incident reports will be seen by the Leadership Team. Analysis and evaluation of incidents will be undertaken regularly, with the results and outcomes being used to inform staff training and equal opportunity as necessary.

Lunchtime Incidents

Where incidents occur at lunchtimes, similar, alternative reflection time arrangements will be carried out, such as moving seats in the dining hall, eating lunch under the supervision of a designated staff member, or being asked to go to the designated reflection space in the playground. The restorative approach will be taken if there are incidences of conflict. This will be recorded on My Concern. A child may also be sent to a member of SLT during lunchtime should poor choices persist after reflection, or if an incident warrants an internal or fixed term exclusion.

In class behaviour chart

Gold

Golden sticker from Acting Head teacher
 Marvellous Me sent home
 Name written in the Praise Book
 Child to receive a Praise Leaf
 Child to put their leaf on the Praise Tree during our celebration assembly.

Silver

Children receive a silver sticker from a member of SLT
 Verbal praise.
 Marvellous Me sent home.

Bronze

Children receive a bronze sticker from class teacher
 Verbal praise.

Stay on Green

The 'Stay on Green' chart consists of a green header with the text 'Stay on Green'. Below the header is a green rectangular area divided into two equal vertical sections. The left section contains a simple smiley face icon (☺), and the right section contains a simple frowny face icon (☹).

Stay on Green
 Children will have the opportunity to reflect on how they are feeling and can move their name to either the 'happy' or 'unhappy' face.

Warning

A child's name will be physically moved to 'warning' if they have not responded to a verbal warning by the teacher.

Reflection time

Reflection time in their own class.
 Child to complete a reflection template
 Reflection template to be discussed with class teacher at an appropriate time

Consequence

Learning time in a buddy class
 Behaviour to be discussed with a member of SLT at break/lunch
 Phone call home by class teacher
 Report on My Concern

Stage	Example behaviour	Response
Gold	<ul style="list-style-type: none"> Upholding the school ethos Examples could be outstanding manners, great team work, excellent role model for behaviour, helping others when unprompted and sustained very positive changes in behaviour and conduct 	<ul style="list-style-type: none"> Name moved onto gold by the pupil Verbalised clearly why child has moved to Gold i.e. I like... You have shown... Related praise to RRS Celebration clap, positive praise in class Golden sticker from Acting Headteacher Marvellous Me sent home Name written in the Praise Book Child to receive a Praise Leaf Child to put their leaf on the Praise Tree during our celebration assembly. Parents invited to celebration assembly
Silver	<ul style="list-style-type: none"> Examples could be fantastic manners, great team work, good role model for behaviour, helping others. 	<ul style="list-style-type: none"> Name moved onto silver by the pupil Verbalised clearly why child has moved to Silver i.e. I like....You have shown... Related praise to RRS Celebration clap, positive praise in class Child receives a silver sticker from a member of SLT Verbal praise. Marvellous Me sent home.
Bronze	<ul style="list-style-type: none"> Examples could be setting a good example to others, being helpful , showing good listening etc. 	<ul style="list-style-type: none"> Name moved onto bronze by the pupil Verbalised clearly why child has moved to Bronze i.e. I like....You have shown... Related praise to RRS Celebration clap, positive praise in class Child receives a bronze sticker from class teacher
Stay on Green	<p>All children will start the day on the green. Following school and class expectations</p> <p>Serious intentional incidents will result in children moving straight to consequence and may result in further action. The following incidents will not be tolerated. This list is neither exhaustive or defines every possible type of unacceptable behaviour and is not in any particular order of importance / priority</p> <ul style="list-style-type: none"> Physical injuries to staff and children Offensive remarks to other pupils Unsafe behaviour Damage to school property due to reckless behaviour Leaving the classroom, building, grounds without permission Bullying incident 	<ul style="list-style-type: none"> On-going praise and recognition within school Stickers
Warning	<p>Children will receive a visual/verbal reminder to show 'good green behaviour' and reminded to make good behaviour choices.</p> <p>If appropriate choice is not made, child will move onto warning.</p> <p>Example behaviour:</p>	<ul style="list-style-type: none"> Name moved onto warning by pupil Use a non-aggressive but assertive tone Make it explicit to child why they are being asked to move to warning You need to move to warning because ... Make reference to RRS Reminder of expectations delivered in a calm, respectful voice.

	<ul style="list-style-type: none"> • Swinging on a chair • Interrupting / calling out • Difficulty in listening • Running in school • Back chatting • Rudeness • Disrupting the lesson, affecting others learning • Not engaging in learning • Ignoring a member of staffs' instructions 	<ul style="list-style-type: none"> • Extra visual reminders as appropriate for identified children
Reflection time	<p>Continuation of 'warning'</p> <ul style="list-style-type: none"> • Inappropriate remarks to other pupils • Minor damage to school property due to inappropriate behaviour • Inappropriate physical contact causing minor injury e.g. pushing, tripping up 	<ul style="list-style-type: none"> • Child's name moved to reflection time • Reflection time in their own class. • Use a non-aggressive but assertive tone when asking a child to move to the designated area in the classroom for reflection. • Make it explicit to child why they are being asked to move to reflection and what positive behaviour you expect to see when they return to their seat i.e. You need to have reflection time because ... when you return I would like to see ... • Make reference to RRS • Child to complete a reflection template • Reflection template to be discussed with class teacher at an appropriate time (this can include break/lunch) before the end of the day. • Completed reflected sheets will be signed and dated by the class teacher and child. This will be kept. • Persistent 'reflection time' throughout the week, inform parents
Consequence	<p>Continuation of 'reflection time' Or after a serious, intentional incident. This list is neither exhaustive or defines every possible type of unacceptable behaviour and is not in any particular order of importance / priority</p> <ul style="list-style-type: none"> • Physical injuries to staff and children • Offensive remarks to other pupils • Unsafe behaviour • Damage to school property due to reckless behaviour • Leaving the classroom, building, grounds without permission • Bullying incident 	<ul style="list-style-type: none"> • Child's name moved to consequence • Learning time in a buddy class • Use a non-aggressive but assertive tone when asking child to move to a buddy class for learning. • Make it explicit to child why they are being asked to move to consequence and what positive behaviour you expect to see when they return to their seat i.e. You need to have reflection time because ... when you return I would like to see ... • Make reference to RRS • Behaviour is discussed with a member of SLT at break/lunch before the end of the day. • Phone call home by class teacher • Report on My Concern

Internal Exclusions

In agreement with a Behaviour Leader, a child may be placed into another classroom for the duration of a learning session, or for a period of time deemed appropriate. The class teacher will provide work for the child to complete.

An internal exclusion provides the opportunity for the child to work in a separate space within the school

for a defined period of time. Reflection time during break/lunch may also be appropriate. The child will be fully and properly supervised at all times. During a period of internal exclusion, a child may eat lunch at a separate time and space from their class peers. All incidents leading to an internal exclusion will be fully recorded on My Concern. Parents or carers of the child subject to internal exclusion will be informed of the situation. Internal exclusions may only be authorised by the Leadership Team.

Examples of behaviours that may lead to an internal exclusion could include, but are not limited to:

- Persistent and defiant behaviour.
- Where a consequence has not led to a change of behaviour
- Behaviour which poses a risk to the child's own safety or the safety of others

Fixed Term External and Permanent Exclusions

The Acting Headteacher has the authority to impose a fixed term or permanent exclusion from the School.

The Acting Headteacher will make this decision in line with this policy and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the School. The Acting Headteacher will have regard to the latest statutory guidance for exclusion issued by the Department for Education.

Permanent Exclusions

In line with DfE guidance, The Acting Headteacher will permanently exclude a pupil:

- in response to a serious breach, or persistent breaches, of the School's behaviour policy by a pupil; and
- Where allowing the pupil to remain in the School would seriously harm the education or welfare of the individual or other pupils at the School.

Examples of serious breaches which are likely to result in permanent exclusion, but are not limited to, the following:

- Persistent and defiant behaviour. This would encompass bullying including homophobic or racist bullying.
- Behaviour which poses a significant risk to the child's own safety
- Serious actual or threatened violence against a student or member of staff
- Sexual misconduct
- Arson
- Supply of an illegal drug, or severe misuse of an illegal drug, which can include legal highs or medication that has not been authorised by the School.
- Bringing into the School any kind of offensive weapon for example: knife, hammer, crowbar, (and not limited to those listed in the Offensive Weapons Act 2006) ,
- Engaging in any radicalisation or taking part in any terrorist related activity

Fixed Term Exclusions

Fixed term exclusions are also imposed for serious misdemeanours but are not of the severity to warrant a permanent exclusion. Fixed term exclusions are not viewed lightly by the School and should not be viewed lightly by pupils or parents. A pupil accumulating numerous fixed term exclusions runs the risk of being permanently excluded from the School in due course. Examples of behaviour which are likely to result in exclusion include, but are not limited to, the following:

- threatening behaviour
- bullying
- repeated disruption to the learning process (disrespect to other students)
- behaviour deemed to undermine the good order of the School
- vandalism
- violence
- deliberate disobedience
- data security breaches (including impersonating somebody else online)

Power to use reasonable force to control or restrain a pupil and Isolation

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This power can also apply to people who are temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a School organised visit. In the School, force is used for two main purposes to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Acting Headteachers and authorised School staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. The following list is not exhaustive but provides some examples of situations where reasonable force can be used by members of staff:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a School event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

The School will never use force as sanction for inappropriate behaviour or use force beyond that which is reasonable and proportionate to the situation. Reasonable adjustments will be made where necessary for pupils with SEND.

The School will, following incidents in which force is required, report the incident to the parent or parents of a pupil. However, the School does not require parental consent to use force with a pupil.

Any complaint relating to the use of force against a pupil will be investigated thoroughly and quickly. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Additional support

Philosophy for Children (P4C)

In addition to the aforementioned strategies, all pupils at Beddington Park Primary School participate in weekly Philosophy for Children (P4C) sessions which strengthen their caring, collaborative critical and creative thinking skills as well as their empathy, reasoning, resilience, speaking and listening abilities. Such skills are fundamental to any child's development and are academically proven to significantly impact thinking around the kinds of behavioral choices pupils make, in part, because they have had the opportunity to hone the kinds of interpersonal skills that fuel their confidence for making choices about how they interact in the world that are in everybody's best interests.