



# Behaviour Policy and Statement of Behaviour Principles

<b>Adopted by</b>	<b>Trustees</b>
<b>Chair</b>	
<b>Date</b>	<b>23.05.2019</b>
<b>Review Date</b>	<b>23.05.2021</b>

### Aims:

This policy aims to:

- Provide a consistent approach to behaviour management;
- Define what we consider to be unacceptable behaviour, including bullying;
- Outline how children are expected to behave;
- Summarise the roles and responsibilities of different people in the Academy community with regards to behaviour management;
- Outline Elevate Multi Academy Trust (Elevate) and its Academies system of rewards and consequences.

### Insert Academy Aims

### Legislation and Statutory Requirements:

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with the Funding Agreement and Articles of Association.

### Links with other Policies:

This behaviour policy is linked to the following policies:

- Exclusions policy
- Positive Handling (RPI)
- Child protection and safeguarding
- Anti Bullying
- Searching scanning and confiscation policy.

### Definitions:

#### Bullying:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**Details of the Academy's approach to preventing and addressing bullying are set out in Elevate's Anti-bullying Policy.**

### Roles and Responsibilities:

**The Board of Trustees:** has agreed this Policy and as such, it applies to all Academies within the Trust. Under the Scheme of Delegation the role of monitoring this policy has been delegated to the Local Governing Body (LGB)

**The LGB:** is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

**The head teacher:** will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with behavioural issues, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

**Staff:** Are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular children;
- Recording behaviour incidents (see appendix 3 for a behaviour log).

The senior leadership team will support staff in responding to behaviour incidents.

**Parents:** Are expected to:

- Support their child in adhering to the **insert Academy code/charter**;
- Inform the Academy of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly.

**Children are expected to:**

**List Academy expectations**

**Rewards and Sanctions:**

**Add Academy's rewards and sanctions**

**Exclusions:**

It is very rare for exclusion to be necessary or seen as the best option for a child. However there are times when exclusion is unavoidable. This will always be an absolute last resort.

**Exclusion Process:**

- The Head teacher is the only member of staff who can carry out a fixed term exclusion;
- Exclusions can be for a fixed term;
- Fixed term exclusions cannot exceed 45 days.

Children can be excluded from the Academy when:

- There has been a significant and serious breach of Elevate's Behaviour Policy;
- Allowing the child to remain in the Academy would seriously harm the education or welfare of themselves or others in the Academy.

**Please see Elevate's Exclusion policy for more information.**

**Off-Site Behaviour:**

Consequences may be applied where a child has misbehaved off-site when representing the Academy, such as on a school trip or on the bus on the way to or from the Academy.

**Malicious Allegations:**

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the child in accordance with this policy.

Please refer to Elevate's Safeguarding and Child Protection policy for more information on responding to allegations of abuse.

The Head teacher will also consider the pastoral needs of staff accused of misconduct.

**Physical Restraint:** Please refer to Elevate's Positive Handling policy for more information.

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property;

Incidents of physical restraint must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Only be carried out by staff who have been trained;
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

**Confiscation:** Please refer to Elevate’s Searching Scanning and Confiscation policy for more information.

Searching and screening children is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#).

### **Support for the Child:**

The Academy recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, the approach to challenging behaviour may be differentiated to cater to the needs of the child.

The Academy’s special educational needs co-ordinator will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, the Academy will liaise with external agencies such as EMS (Enhanced Mainstream Education), SEMH(Social emotional and Mental health) and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupil Transition:**

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

### **Training:**

The staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

## Appendix 1: Academy pupil code of conduct/written statement of behaviour principles

**Appendix 2: Staff Training Log**

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

## Appendix 3: Children and young people's service challenging behaviour incident form