

<b>Behaviour Management Policy</b>	
Policy Ref	Educ 005
Status	Statutory
Purpose	To encourage and develop behaviour of the highest standard, as part of developing the full positive potential of every individual. To create a strong, positive and caring ethos that values every individual and their achievements
Committees	Staff and Pupil Wellbeing
Other linked policies	Safeguarding; Confidentiality; Inclusion; Child Protection; Special Education Needs; Anti-Bullying Policy; Assessment, Recording and Reporting Policy; Pastoral Policy; Health and Safety Policy; Child Protection Policy; Five Steps to Risk Assessment (HSE)
Date of Issue	May 2021
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## Core Principles

### 1. **Everyone has a right to:**

- recognition of their unique identity;
- be treated with respect and dignity;
- learn, work and play in a safe environment;
- expect that information about them will be kept confidential unless it relates to the safety of themselves or others; and
- be protected from harm, and physical, verbal or emotional abuse.

### 2. **Pupils have a right to:**

- participate in environments carefully planned to nurture their individual progress in the social, emotional, spiritual, physical and cognitive areas of development;
- expect staff to undertake their duties and responsibilities in accordance with the agreed values, policies and procedures;
- be informed about rules, relevant policies and the expected conduct of all pupils and staff; and
- be consulted and have an opportunity to have their voice and opinions heard.

### 3. **Staff have a right to:**

- expect children and other staff to behave in accordance with the behaviour policy; and
- be consulted and have an opportunity to have their opinions heard.

4. The Academy aims to create a strong, positive and caring ethos based upon a set of behaviours, which all staff, pupils and their parents are expected to observe:

Honesty  
Loyalty  
Kindness  
Patience  
Tolerance

Respect for self, others, authority, property  
Politeness  
Fairness  
Trust  
Diligence  
Perseverance

### **Duty of Care**

5. All staff have a duty to keep pupils safe and to protect them from physical and emotional harm. This duty of care requires all to provide a safe and healthy environment in which pupils feel valued and secure, and where they can thrive both personally and educationally.

6. We expect that staff undertake their duties, with fairness, integrity, honesty, compassion and work to secure the very best outcomes for the pupils. This document acknowledges that sound professional relationships between staff and pupils are vital to ensure good order in every setting. It is recognised that the majority of pupils respond positively to the discipline and sanctions practised by the staff who work with them. This contributes to and ensures the well-being and safety of everyone.

7. We believe that good relationships are at the heart of everything we do. If our children are to make the most of every opportunity offered to them, we need to offer an exciting, safe and secure environment in which to learn. It is our expectation that at all times the behaviour of our pupils will be good or outstanding and this is evidenced as part of our daily life in the Academy.

8. We provide comprehensive pastoral support for children whose behaviour may be affected by external factors and/or additional needs. This may be in the form of mentoring, interventions, parent workshops, staff training and in-class support.

### **Overall Aims**

9. The overall aim of the policy is to support the whole Academy community in maintaining high standards of behaviour:

- To develop a shared understanding of appropriate/desired behaviour and attitudes and the ways in which we encourage and celebrate these;
- To communicate these messages clearly to parents, children and all staff; and
- To establish clear systems which promote positive behaviour.

## **Responsibilities**

### Academy Staff

10. All Academy staff have an equal responsibility for the welfare and discipline of children in the Academy. Staff have both discussed and agreed the Academy's aims and strategies to encourage good behaviour. Ongoing guidance and training is provided to staff in order that they can support, guide and manage pupils in order to ensure the best possible outcomes. Staff have a responsibility to put preventative measures in place which support children to effectively manage their behaviour.

### Children

11. All children are made aware of the Academy behaviour policy and the consequences of inappropriate behaviour. At the beginning of each Academy year class teachers and their children will be reminded of our 'Good to be Green' behaviour system and expectations.

### Governors

12. Governors have agreed to the Academy policy with regard to behaviour and discipline and support the Academy staff in its implementation.

### Parents

13. Parents have access to and are asked to read this policy, with regard to behaviour and discipline expectations, and thereafter support Academy staff in meeting the academies aims.

### Rewards

14. Our expectation is that pupils will demonstrate exemplary behaviour and an excellent attitude to work at all times. As a result, our whole Academy 'Good to be Green' and 'Dojo' schemes focus on promoting, encouraging and rewarding learning behaviours that will benefit children during their time at the Academy and beyond, as life-long learners.

### Dojos

Children are rewarded Dojo points throughout the day based on their classroom conduct. Children will also receive a 'Dojo' for every day which they remain on 'Green'. At the end of each term children with 100 'Dojo' points will be rewarded with an on-site treat. Children with 120+ 'Dojo' points will be rewarded with an additional treat which may be off-site.

### Good to be Green

The 'Good to be Green' scheme promotes positive behaviour rewarding those pupils who consistently behave appropriately. The scheme is very visual with child friendly resources which allow our pupils to easily see how they are doing in class.

	Behaviour examples	Reward / Sanction
<b>Green</b>	Following the school rules and expectations and demonstrating our school values	<ul style="list-style-type: none"> <li>All children start on Green each morning</li> <li>Green card displayed on class wall chart</li> <li>Dojo at the end of the day for staying on Green</li> <li>40 minutes of 'Good to be Green' time every Friday</li> </ul>
<b>Amber</b>	<p>Disruptive behaviour such as:</p> <ul style="list-style-type: none"> <li>Calling out</li> <li>Out of seat</li> <li>Not listening</li> <li>Distracting others</li> <li>Inappropriate physical contact, e.g. poking, flicking, pulling hair,</li> <li>Encouraging others to misbehave</li> </ul> <p>Unkind behaviour such as:</p> <ul style="list-style-type: none"> <li>Pushing and shoving</li> <li>Rough play</li> <li>Name calling</li> <li>Interfering with others property</li> <li>Telling lies to get others into trouble</li> </ul> <p>Attitude and behaviour such as:</p> <ul style="list-style-type: none"> <li>Running indoors</li> <li>Not completing work</li> <li>Not clearing up</li> <li>Complains or mutters disruptively/persistently</li> <li>Minor deliberate damage (pencils)</li> <li>Questioning adults decision / answering back</li> <li>Refusal to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Amber card displayed on class wall chart</li> <li>Lose 5 minutes of break or lunch</li> <li>Children will be encouraged to return to Green before the end of the day</li> <li>Persistent amber behaviour will result in a red card</li> </ul>
<b>Red</b>	When amber behaviours persist	<ul style="list-style-type: none"> <li>Red card displayed on wall chart</li> <li>Lose 5 minutes of break or lunch</li> <li>Lose 10 minutes of 'Good to be Green time' on Friday</li> <li>Children will be encouraged to return to Green before the end of the day (but will still lose 10minutes of their GTBG)</li> </ul>
<b>Instant Red</b>	<ul style="list-style-type: none"> <li>Racial/homophobic language</li> <li>Serious damage to property</li> <li>Physical or violent assault causing injury, or persistent violent behaviour</li> <li>Endangering yourself or others</li> </ul>	<ul style="list-style-type: none"> <li>Red card displayed on wall chart</li> <li>Refer to Senior Leadership Team</li> <li>Lose all of your 'Good to be Green' time</li> <li>Incident logged</li> <li>Parents informed</li> </ul>



## Sanctions

15. Instant 'red' behaviours will be referred to a member of the Senior Leadership Team who will then decide on an appropriate course of action, which may include:

- Discussion with parents
- Behaviour log on Arbor
- Individual behaviour plan
- Internal or external exclusion period

16. Wherever possible, consequences should occur immediately after the 'incident' and reinforce the desired behaviours. Whilst staff will aim to be consistent, fair and transparent when implementing these sanctions, they also look at each incident carefully and respond to children as individuals; aware of their history within the academy and the specific context in which each set of behaviours occurs.

## Incident Logs

17. Should behaviours consistently fall short of those expected, or be deemed sufficiently serious in a single instance (instant red), staff will send the child to a member of the Senior Leadership Team. Incidents referred to the Senior Leadership Team, will be documented in a 'Behaviour Log' on our Arbor system: date, time and a clear summary of events / behaviours.

18. In addition to recording events in a 'behaviour log', staff may also consider:

- Discussing difficulties with a senior colleague
- Requesting a member of the SLT to carry out observations of the child in class, to identify possible causes for inappropriate behaviour;
- Set up an Individual Behaviour Plan (IBP) with the child and his/her parents stating clear short term targets, which will be revised daily with the child, and weekly with the parents;
- Deciding on the time scale for implementation (approximately 1-2 weeks); or
- Reflecting, with named colleague, on child's progress with IBP targets and effectiveness of additional / amended provision or support.

## Dealing with violent or offensive behaviour

19. We acknowledge that, in exceptional circumstances, staff may be required to physically intervene to prevent pupils from threatening the safety of others, putting themselves at risk or causing damage to property. Parents will be invited in to discuss and sign a 'Reasonable Force Agreement' (Appendix A).

20. If a child continues to be violent towards his/her peers or a member of staff, a meeting will be held with parents, the class teacher and a senior member of staff in order to agree on an action plan to support the child, involving outside agencies such as:

- School Nurse
- Educational Welfare Officer

- Behaviour Support Services
- Educational Psychologist
- Community Paediatrician
- Social Services
- Healthy Young Minds

### External Exclusion

21. If a child continues to behave violently or offensively towards staff or other children, over a period of months, after a number of intervention strategies have been tried and provision adjusted, the Associate Principal and Governors may consider either short-term or longer term 'external exclusion'.

22. A record of significant incidents and recurrent behaviours will be kept. All 'external exclusions' will be documented and retained by Administrative staff for future reference.

23. When a child is excluded from the Academy we will let the parent(s) know about this during the course of the school day and follow up with a letter including information about how long the child is excluded for and why. In the letter we will also advise the parent how to challenge the exclusion, if they want to.

24. Exclusions can start the same day and the Academy may ask the parent to collect the child straight away, or as soon as is possible.

25. For the first 5 school days of an exclusion, it is the parent's responsibility to make sure the child isn't in a public place during normal school hours unless there is a good reason. The Academy will make the parents aware that they [might be prosecuted](#) if the child is found in a public place when they're not supposed to be. The Academy will also advise parents that they can get [free legal advice](#) if their child has been excluded.

### Types of exclusion

26. There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

#### Fixed period exclusion

27. A fixed period exclusion is where a child is temporarily removed from the Academy. They will only be removed for up to 45 Academy days in 1 Academy year. If a child has been excluded for a fixed period, the Academy will set and mark work for the first 5 Academy days. If the exclusion is for longer than 5 Academy days, the Academy will arrange full-time education from the 6th Academy day.

#### Permanent exclusion

28. Permanent exclusion is where a child is expelled. Tameside MBC will arrange full-time education from the 6th Academy day. The Academy will tell the parent(s) about any alternative education they or Tameside MBC arrange. The Academy will inform the parent(s) that it is their responsibility to make sure the child attends.

29. The parent(s) should be advised to contact the Academy (for fixed period exclusions) or Tameside MBC (for permanent exclusions) if they haven't arranged anything after 5 days, or if they have a complaint about the alternative provision. Parents should be informed that they can escalate their complaint to the Governors and Trust should they be unhappy with the school response.

30. The Academy will advise the parent(s) the process for challenging the decision.

#### Challenging a fixed period exclusion

31. The Academy will inform parents that they can challenge fixed period exclusions if a pupil has been excluded for more than 5 Academy days in a term or an exclusion will mean they will miss a public exam or national curriculum test. For exclusions of 5 Academy days or less, parents can ask the Local Governing Body to consider their views.

#### Challenging a permanent exclusion

32. The Academy will inform parents that they can challenge permanent exclusion with the Local Governing Body. If the Local Governing Body agrees with the exclusion, you can appeal to the Academy Trust and the Local Governing Body will inform you of the process to do this.

#### Discrimination and other complaints

33. The Academy will inform parent(s) that they can make a claim to a court or a tribunal if they think their child has been [discriminated against](#). The Academy will advise the parent(s) that they can contact the [Equality Advisory Support Service](#) for help and advice.

34. The Academy will inform the parent(s) that if they have more general complaints (e.g. if they don't want to challenge the exclusion but they are not happy with the way the Academy handled it), they should follow the normal [complaints process](#).

## **Appendix A: Physical control and intervention**

This guidance on the use of Physical Control and Intervention stands under Section 7 of the Local Authority and Social Services Act 1970; and as advice to support Section 55a education Act 1996. Whilst the principles that underpin this guidance are relevant in the Academy setting, it cannot cover all forms of extreme behaviours. See also our Care and Control Policy.

Consistency of approach is important, both to provide the most effective support for individual learners and to reduce the possibility of confusion. This guidance is intended to help ensure that staff adopt consistent practices in the use of physical control and intervention, based upon a common set of principles.

The guidance has been written in the context of the Human Rights Act (1988) and The United Nations Convention on the Rights of the Child (ratified 1991) Wherever possible physical control and intervention should be used in a way that is sensitive to, and respectful of the cultural expectations of learners and adults, and their attitudes towards physical contact.

Any restrictive physical intervention should avoid contact that might be misinterpreted as sexual. The decision to use a restrictive physical intervention must take account of the circumstances and be based upon an assessment of the risks associated with the intervention.

Where it is felt that physical interaction may be needed to support or de-escalate a situation, parents will be consulted and asked to sign a 'reasonable force agreement' and methods and strategies will be discussed before use.

### **Assessing and managing risks for learners who present challenging behaviours**

The risk assessment and management pro-forma included in this guidance has been designed to help teachers, learning support assistants and other staff to improve practice in relation to the assessment and management of risk posed by learners with severely challenging behaviour. The risk may be to the learners themselves, other learners, teachers, other adults or property.

### **Risk and Risk Assessment**

The term "risk" refers to any circumstances which could lead to adverse outcomes for the child or others. Risks may arise in relation to a number of factors, such as the health care and social support arrangements for the child; interactions between the child and his or her environment; the direct impact of behaviour(s) presented by the child; measures and interventions employed to reduce, limit or manage the risks presented to the child and others.

**Risk assessment and management** is a process that helps staff to consider risk issues, to act reasonably, and to learn from what happens in everyday practice. In the main, risk assessment and



management involves:

- using what is known, in the light of experience, to make rational judgments about risk issues;
- weighing up options and taking reasonable risks; and
- taking action to implement a range of approaches to support and safeguard learners.

By working in this way it is possible to make decisions and take actions to:

- limit the level of inherent risk to which learners and others are exposed;
- take calculated risks to broaden the child's experience and maximise his or her individual potential;
- avoid unreasonable risks for the child and others; and
- ensure that strategies used to respond to challenging behaviour are reasonable, and proportionate to the risks presented by the behaviour.

Using a structured approach to risk assessment and management will help staff to make decisions about what can reasonably be done to limit risks. At the same time it will help prepare them for times when things go wrong.

Challenging behaviours are often foreseeable, even though it may be difficult to predict exactly when they will occur or the degree of challenge they will pose. As a general rule we should:

- explore why learners behave in ways that pose a risk;
  - try to understand the factors that influence the behaviour;
  - recognise the early warning signs that indicate unacceptable behaviour is beginning to emerge;
- and
- develop the skills to manage difficult situations competently and sensitively.

The measures agreed for managing identified risks will be set out in an agreed behaviour management plan for the individual child. Risk assessment and management can also be used in emergency situations when unforeseen risks occur.

## **Assessing the risk**

Risk assessment involves a consideration of potential and actual risk. Key steps are:

- assessing the context for risk - trying to predict the situations in which risks do/may occur. For example, situations where learners might feel frustrated, learners being near open roads, on transport or in crowded places;
- assessing probability - trying to estimate how likely it is that the risk situation will occur and whether any injury or harm is very likely to occur, likely to occur, or unlikely to occur; and
- assessing seriousness - trying to gauge the kind of injury and harm that could result. For example: choking, bruises, bleeding, sprains, broken bones, stress, burnout, panic attacks, nervous breakdowns and post-traumatic stress disorder.

When assessed, all risks should be recorded in accordance with the Academy's policy. In the event that risks are thought to be serious for the child or others, the Academy may need to use formal risk assessment frameworks and tools, such as the Health and Safety Executive's "Five Steps to Risk

Assessment".

## **Appendix B: Monitoring and evaluating the Policy**

The Academy monitors behaviour incidents in order to identify issues and trends, and makes effective use of Management Information Systems to support the implementation of its procedures. Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcomes of referrals.

The Academy monitors incidents of disruptive behaviour in terms of:

- Type of incident (including racist, sexist and homophobic incidents);
- Critical days/times of the week;
- Critical places within/outside the Academy;
- Pupils involved;
- Profile of pupils involved (ethnicity/gender/age/SEN);
- Timeliness of response; and
- Outcomes.

The Academy ensures that its pupil record keeping systems provide analysis of the impact of its behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender, sexuality and looked after children.

The Academy assures appropriate levels of confidentiality within its monitoring and reporting arrangements.

The Academy evaluates its policy against key improvement objectives which include:

(i) individual measures:

- improvement of individual behaviour
- academic progress
- improved attendance and punctuality

(ii) class/department/whole Academy measures

- general behaviour patterns;
- balance in the use of rewards and sanctions;
- staff support and training needs;
- curriculum access and academic progress;
- equal opportunities;
- behaviour management trends over times;
- effectiveness of the policy in encouraging positive behaviours; and
- the number of referrals to external agencies.

The Academy provides details of issues and trends to staff and the Local Governing Body as a basis for effective decision making. The Academy ensures that behaviour issues are discussed with all

parents/carers as part of the parents' meetings.

## **Appendix C: Statutory Information**

**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

**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