



PRIMARY ACADEMY BEHAVIOUR POLICY

Version	1.2
Name of policy writer	John McNally
Review date	September 2021
Approved by Directors	September 2018

Record of Alterations

Version 1.0	Original
Version 1.1	June 2020 COVID 19 Addendum
Version 1.2	Sept 2020 COVID 19 Addendum



Introduction & Purpose

As a Multi-Academy Trust, SHARE fundamentally believes that all pupils– despite their individual schools’ contexts - need a safe, secure and orderly environment in which to achieve their full potential, both academically and socially. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. All members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

Equality Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

We aim to create this environment by having the following:

- A consistent approach in managing behaviour and clear communication
- Clear expectations in which pupils can learn and teachers can teach
- A simple and clear rewards system
- Clear sanctions which are immediate, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels
- Open dialogue with parents/carers

In essence, positive behaviour is behaviour that supports the learning of self and others. All stakeholders in all academies have their part to play in ensuring consistent and effective implementation of the Policy. By upholding and encouraging the principles of the Trust’s Behaviour Policy, this will help each school live the values of ‘Valuing People, Supporting Personal Best’. Individual schools’ contexts will define the detail of behaviour policies, and these are listed in the appendix of this document, but this document aims to outline the key non-negotiables for all academies within the SHARE Multi-Academy Trust.

The policy applies to all school activities, both in school and out of school including breakfast club, after school clubs or activities, day educational visits and longer residential visits.

Philosophy

The SHARE Behaviour Policy revolves around the values of the Trust, namely:

Valuing People – Every child attending any school within the Trust is valued, respected and allowed to learn in a safe, well-ordered school. Children can learn, teachers can teach. Every member of every school values every other, regardless of background, ethnicity, religion, sexual or gender orientation.

Supporting Personal Best – Every member of the SHARE community tries their utmost to be the very best that they can be, at all times, in all activities. Pupils and staff support one another, encourage each other to strive to reach their potential, and celebrate and share successes.

SHARE recognises that the vast majority of pupils are well behaved, co-operative and responsible and the heart of our policy is based on recognising and rewarding good and responsible behaviour. Each school’s individual rules, expectations and the bespoke sanction/reward systems are displayed in every room and provide a clear explanation of our expectations and how rewards can be gained and how sanctions will be applied.



Rules are few in number and are very clear. They are based on the principles of being ready to learn, respectful and keeping safe. Pupils have a clear choice as to whether they keep to the rules or not. Pupils who do follow the rules receive rewards. Pupils who do not follow the rules receive consequences. Pupils should see the policy as fair because it is consistent, and any consequences are known to them in advance of them choosing to break a rule.

A basic set of expectations are in place for all pupils within all SHARE schools:

- Arrive on time and to lessons punctually
- Be prepared and ready to learn
- Wear uniform correctly
- Be polite, courteous and friendly to all members of the school
- Follow the school rules and comply with reasonable requests or instructions made by staff on the first time of asking
- Have regard for their own health and safety and that of others
- Show respect to the school's environment and building
- Do not leave the school site without prior permission

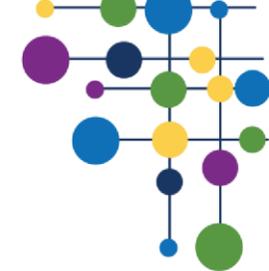
Expected Behaviour

Expectations of behaviour are high and are consistently applied across school. Good behaviour is not automatically learned but needs to be taught and supported by parents/carers. Classroom behaviour can change and we as staff can assist children to manage their behaviour more effectively. It is a shared responsibility to ensure there is a positive climate for learning. A child with behaviour problems is the school's problem not just an individual teacher's problem.

Rewards

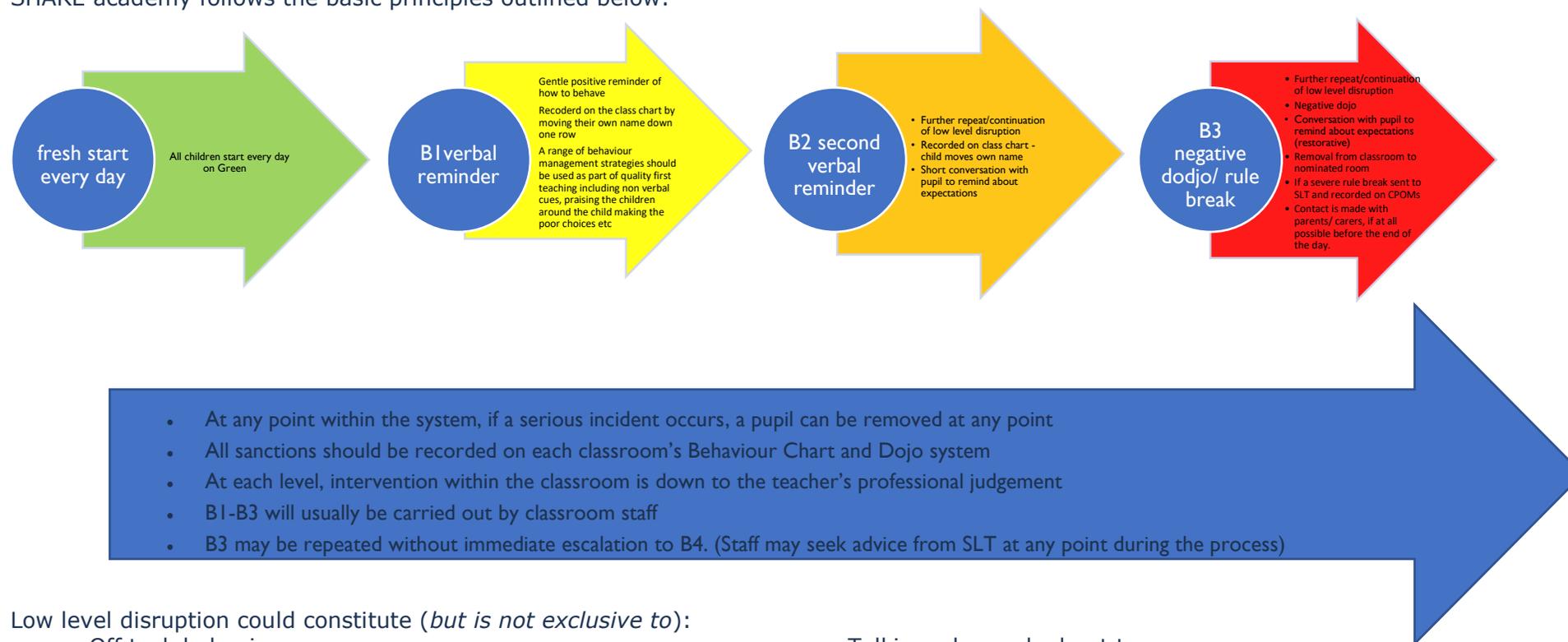
SHARE believes that recognising pupils' achievements is very important in encouraging positive behaviour and rewards are essential in every academy within the Trust. Whilst individual academies may celebrate different achievements at different times within the academic year, SHARE believes in rewards for meeting, exceeding or excelling when demonstrating the Trust or individual schools' values. These rewards can include (but are not exclusive to):

- Verbal praise, stickers,
- House points, dojos
- Informing parents/ carers about individual achievements
- Weekly celebration awards
- Attendance certificates/ awards
- Half termly/ termly celebrating children's good behaviour choices
- Postcards and texts home



Classroom based sanctions

In all schools, consistency of behavioural systems is important in ensuring the climate for learning is positive and allows progress to be made. Each SHARE academy follows the basic principles outlined below:



Low level disruption could constitute (*but is not exclusive to*):

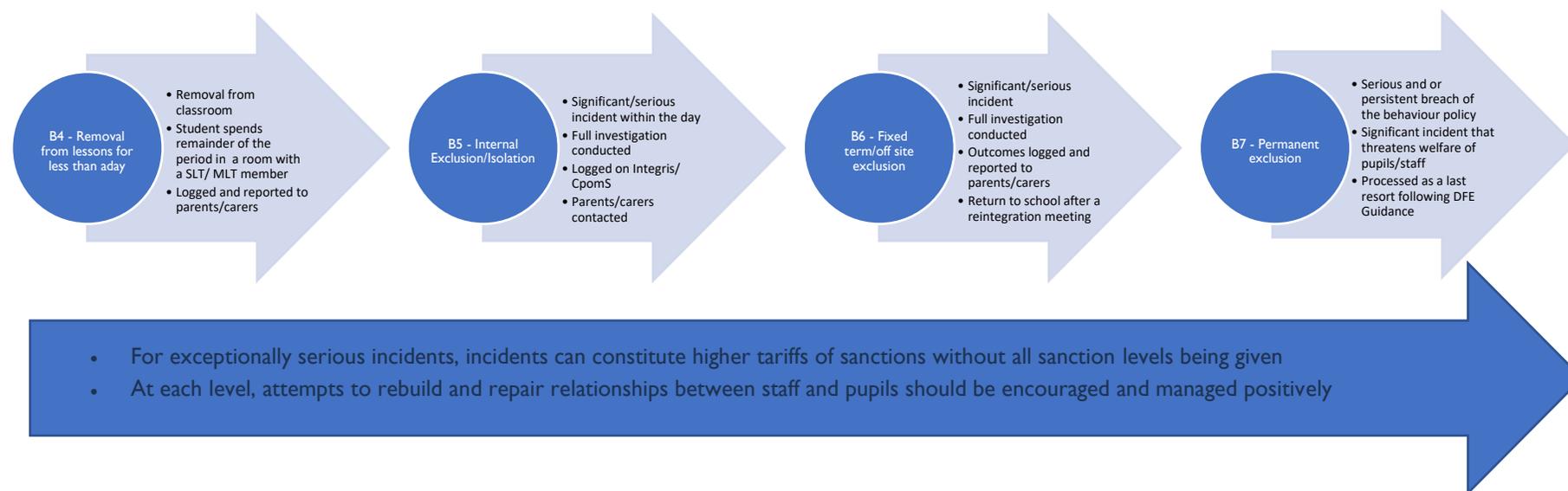
- Off task behaviour
- Inappropriate conversation/language
- Not paying attention
 - Attempting to disrupt their own/others' learning

Talking when asked not to
Chewing
Lack of work/effort



Extra sanctions outside the classroom

In very serious and isolated incidents, a pupil may require further intervention. At all points within the system, parents/carers will be informed as to investigations and decisions made by staff.





Internal Exclusion/Isolation

Internal Exclusion/Isolation (B5) is an extremely serious sanction. The Internal

Exclusion/Isolation Room has a functional and purposeful environment with a bank of work which covers every curriculum area for pupils.

This may be on the school's site or at another site within the trust or locality (must have same DFE number). Pupils will be 'isolated' in the fullest sense of the word. The room will be fully supervised by a member of staff at all times. All unstructured time will be spent in the Internal Exclusion room or with a member of staff. Pupils are expected to work hard in the Internal Exclusion/Isolation Room for the duration of their placement.

The duration of the day in the Internal Exclusion Room will differ between academies within the Trust, detailed in the individual academies' appendices. For all pupils who are placed in the Internal Exclusion Room teachers must supply appropriate work and resources to engage pupil throughout the time period.

If a pupil does not meet the behavioural expectations of a session in the Internal Exclusion Room, then he/she will receive a fixed term exclusion, and will then repeat his/her day in there.

The following lists the warning system in place in Internal Exclusion:

Verbal Warning	A minor misdemeanour – explicit expectations reissued to pupil
B1	Further poor behaviour – a reminder of the consequences for not meeting Internal Exclusion expectations is FTE
SLT Warning	Explicit reminder that one further issue will result in being excluded and restarting the day of Internal Exclusion the following day
Fixed term exclusion	Completes the day on a fixed term exclusion and restarts day in Internal Exclusion the following day

Fixed Term Exclusions

A decision to exclude a pupil will be taken only:

- In response to constant or serious breaches of the SHARE behaviour policy
- If allowing the pupil to remain in the individual academy would seriously harm the education or welfare of others

Each school within SHARE Multi-Academy Trust will follow the latest Department for Education guidance regarding exclusions from schools for both fixed term and permanent exclusions to ensure that pupils are treated fairly and not discriminated against.

Length of fixed term exclusions

We will always attempt to ensure that fixed term exclusions are for the shortest time necessary and will follow Department for Education guidelines which suggest that a

period of 1 – 5 days is often long enough to secure the benefits of exclusion without adverse educational consequences.



SHARE academies will:

- Inform parents/carers of their responsibility to ensure that their child is not present in a public place in Academy hours during the first five days of any fixed term exclusion
- Provide work to be completed at home and ensure that work completed while excluded is marked and the pupil receives appropriate feedback
- Provide full-time education (off-site) from the 6th day of any period of fixed term exclusion of 6 days or longer where a permanent exclusion has not been processed
- Work in partnership to improve behaviour
- Arrange a reintegration interview following the expiry of a fixed term exclusion
- Liaise with and inform the police where any criminal offence has taken place, alongside contacting any other relevant agencies (including but not exclusive to):
 - Youth Offending Team
 - Anti-Social Behaviour Unit
 - Social worker

Actions following a fixed term exclusion

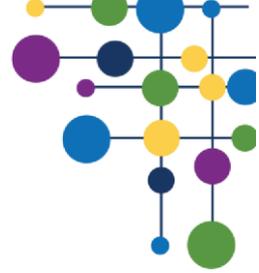
SHARE academies will offer support to pupils who are excluded in order to support them to improve their behaviour. The table below clarifies what measures will be taken at each step in order to support this process.

Exclusion length	Action
½ day – 4 days	<ul style="list-style-type: none"> • Parents contacted • Reintegration meeting with pupil by appropriate member of staff on return (with report card and relevant support)
5 days	<ul style="list-style-type: none"> • Parents contacted • Reintegration meeting with pupil by appropriate member of staff on return (with relevant support)
6+ days	<ul style="list-style-type: none"> • Parents contacted • Reintegration meeting with pupil by appropriate member of staff on return (with relevant support) • Educated off site from day 5 onwards and reintegration meeting on return (with relevant support)

When pupils reach either 15 days of fixed term exclusion in one term, and/or where there have been five separate fixed term exclusions within the same academic year, and/or the exclusion will result in the pupil missing a public examination, the individual academy’s governing body must meet with the pupil and parent/carer in order to:

- Discuss the issues with the pupil and parent/carer having been given full information by the individual school
- Offer support and challenge

Following any Fixed Term Exclusion or at any point dictated by the SHARE Headteacher/Principal, additional support may be put in place



Academies' individual routines

Each SHARE academy has its own internal routines and structures in order to ensure that behaviour and conduct are conducive to a positive learning environment for pupils, a positive working environment for staff and to ensure that the high standards and expectations set are achieved and met by all stakeholders. All staff and pupils are expected to uphold all systems.

Leaders should:

- Provide training and rationale for all processes and systems
- Ensure staff have sufficient time to amend plans to accommodate systems
- Model systems and procedures in their own work to the highest of standards
- Hold staff and pupils to account for upholding systems and procedures

Staff should:

- Positively uphold all instructions pertaining to systems and procedures
- Hold pupils to account for failure to partake in any part of any system
- Sanction appropriately for failure to meet expectations and log sanctions centrally on SIMS/Integris/CPOMS

Senior Leader Presence

SHARE believe that leaders in all academies should model all processes and expectations to the highest standard, and should hold stakeholders to account where standards are not in place. To aid staff embed and benefit from all systems and procedures, constant supportive monitoring of each academy by senior leaders through learning checks is in place. These checks are in place to:

- Identify excellent practice in working with pupils
- Celebrate and praise conduct which is deserving
- Provide holistic support for all classroom based staff, regardless of role or experience
- Identify pupils who may require follow up conversations from pastoral staff or other staff later in the day
- Hold pupils to account for their poor behaviour
- Identify pockets of poor behaviour within academies
- Support staff with pockets of poor behaviour

Appendix 1 - Reopening academies from September 2020



In line with government advice, SHARE academies will reopen to all students w.c. 7th September 2020. There will be many changes from previous academic years, to ensure the risk of infection from COVID is kept to an absolute minimum. It is important that pupils, their parents/carers and staff feel safe in school. Everybody must follow the safety measures in place in each academy, to reduce the chances of COVID spreading.

The safety measures will differ from academy to academy. Pupils and staff must familiarise themselves with the policies in place in their academy.

This appendix describes the steps staff will take if pupils fail to adhere to the safety measures and put others at risk. It also describes how the normal behaviour routines have been modified to reduce risks to pupils and staff.

Broadly, there are three categories of behaviour that could be a concern:

1. Non-malicious mistakes

We recognise that many children, particularly younger ones, may accidentally fail to follow procedures. Staff are encouraged to adopt a sensible approach, to encourage and educate children about safe ways of learning together.

If necessary, the process above for classroom sanctions should be followed, with staff exercising their professional judgement in the required sanction.

2. Deliberate refusal to follow instructions

Some older children may be more aware of their actions and deliberately disobey instructions. If this happens, the ladder of sanctions described in the behaviour policy will be followed. Actions such as failing to maintain a safe social distance, persistently refusing to wear a face covering where required or refusing to remain in a designated area could all be treated more seriously whilst COVID remains a risk.

School leaders will involve parents at an early stage if concerns arise.

3. Malicious incidents – for example spitting or coughing towards others

In the unlikely event that a pupil acts maliciously, for example coughs, sneezes or spits at or towards another student or member of staff, more serious sanctions may be applied. In the context of COVID, these acts could be viewed as a serious assault and may be treated as such. Such cases will be treated as a serious incident (see above). Headteachers reserve the right to employ the full range of sanctions in such cases, up to and including permanent exclusion.

Isolation room

For older children in particular, a nominated 'isolation room' will be available, so that a pupil can be removed from the session and accompanied to a safe space. This room should be of sufficient size so that a child can sit at a safe distance away from staff members.

Learning behaviours

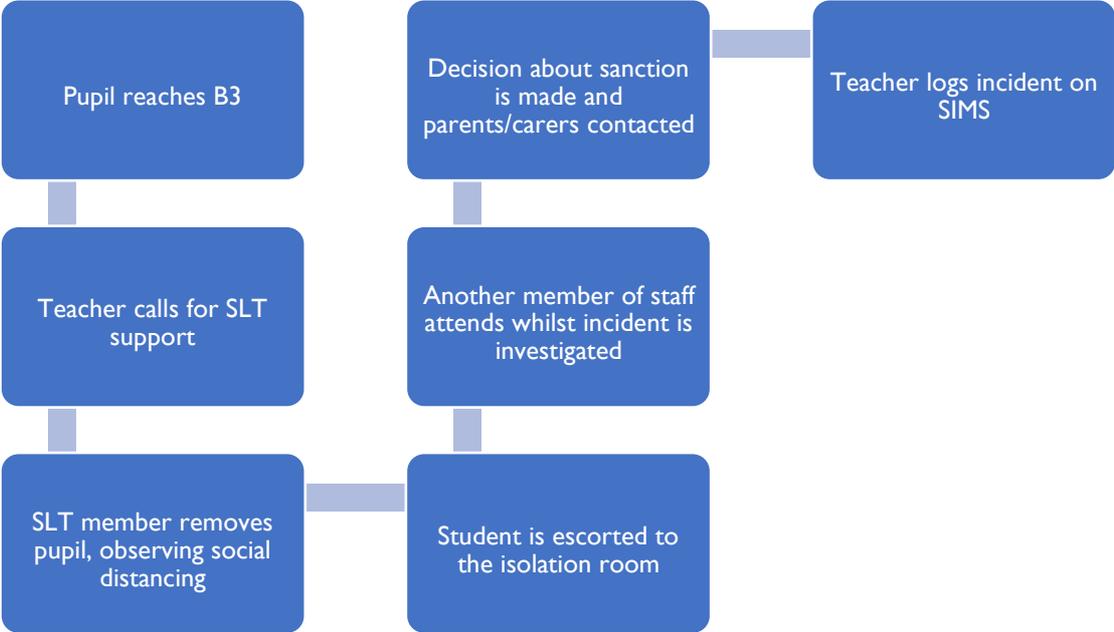
For management of low level disruption, staff will adopt the measures outlined in the 'classroom based consequences' diagram above. At the B3 level, where a pupil would normally be asked to leave the lesson to be seated in a nominated classroom, the teacher should alert a member of

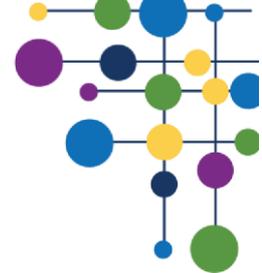


the school's senior leadership team, who will escort the student, at a social distance, to an isolation room.

When this is required, the senior leader will call for support from a colleague, so that they are not alone with one student for an extended period of time.

The following diagram clarifies the process of removal from a session/lesson for learning behaviours.





This Appendix sits alongside our MAT Behaviour Policy and much of the information within this appendix will mirror that within the MAT policy.

Our code of conduct and school values at Heaton Avenue are as follows:

Our values

We are gentle (we don't hurt anything or anyone)

We listen and follow instructions (we don't interrupt)

We always tell the truth (we don't lie)

We are kind and helpful (we don't hurt anybody's feelings)

We take care of the school and everything in it (we don't damage things)

We work hard (we don't waste time)

Ready to Learn

Our eyes are looking

Our ears are listening

Our lips are closed

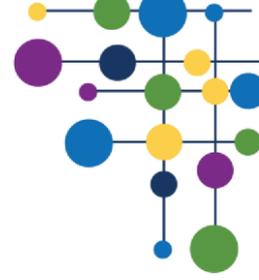
Our hands are still

Our brains are ready

Expectations:

The achievement of the aims and expectations within the behaviour policy are met through the promotion of the following:

- Positive attitudes from all staff, teaching and non-teaching, who come into contact with the children - including encouragement, praise, recognition of good work/behaviour, etc.
- Use of rewards to mark examples of good behaviour, such as kindness, helpfulness, politeness, respectfulness, good manners etc towards others;
- All opportunities, assemblies, RE, PSHE (Jigsaw Scheme), role play, circle time, drama etc, are taken to teach children what is acceptable and unacceptable behaviour;
- Teaching of individuals/ group games and activities which the children can use during playtimes;
- The use of Playground Buddies/School Council/Sports and Healthy Lifestyle Committee;
- Listening to pupils, treating them fairly and helping them to manage their emotions and behaviour;
- Challenging unacceptable behaviour.



Pupils are expected to -

- Listen to staff and others and show respect
- To use language that is appropriate to the learning environment both in person and when using the internet
- Show respect for the learning environment
- Promote the good reputation of the school in the community
- Adhere to anti-bullying, anti-racist and anti-homophobia procedures and practices

Parents/carers are expected to –

- Support the school's behaviour policy by talking regularly to their children about behaviour in school and accepting the use of sanctions where appropriate
- Encourage respect for the child's school, staff and their child's classmates
- Show respect and support for the school's anti-bullying, anti-racist and anti-homophobia policies
- Keep the school informed about any issues that arise which might affect their child's work or behaviour through appropriate channels

School rewards

The emphasis in terms of behaviour management focuses on seeking out and drawing attention to the behaviour we wish to be developed in order to encourage others to emulate that behaviour. Pupils are rewarded in a variety of ways both at individual, class and whole school level.

Targeted verbal comments and non-verbal prompts are used to recognise good behaviour through intrinsic praise. Stickers, stamps, Star Awards, house points and postcards home are used as extrinsic rewards. These are presented to pupils in recognition of their achievement.

Additionally, Gold Awards are given to deserving children who have been a credit to the school and are handed out half termly.

Class reward systems are also in operation. We use Class/Student Dojo to reinforce good behaviour for learning and these are shared with parents/carers.

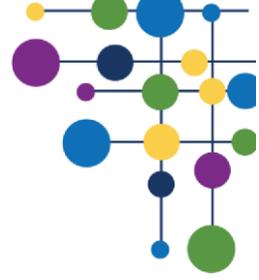
Ambassador Scheme

The Heaton Avenue Developing Citizenship Award recognises those children who demonstrate the 'Secrets of Success' that we share in our school and therefore set the highest standards of effort, discipline and attainment consistently over a period of time.

The 'Award' involves eight distinct yet related areas:

Trying new things, working hard, concentrating, pushing themselves, imagine, improve, understand others and not giving up.

For each area in which a pupil has demonstrated excellence, s/he will be awarded the bronze, silver or gold level; those pupils who have been approved for all eight areas are then presented with the relevant star badge to be worn on their school uniform.



Children who achieve silver or above can be nominated to represent their year group on the School Council, Sports and Healthy Lifestyle and Media Squad. They may also take on roles such as monitors or librarians. Any child who achieves the gold status could potentially then be selected to become an Ambassador for Heaton Avenue.

Heaton Avenue Ambassador

Becoming an Ambassador provides a pupil with a series of privileges designed in conjunction with the School Council; these might include exclusive use of the adventure playground one playtime each week, specific roles in assemblies and invitations to special visits and performances during the year. Ambassadors will also be chosen to induct new pupils, provide tours of the school for visitors and be asked to represent our school in the wider community.

All School Ambassadors are presented with a metal badge that they wear as part of their school uniform; this will enable them to be easily identified as Ambassadors by staff and visitors. Ambassadors retain their status for the remainder of the academic year. Any Ambassador that does not maintain the highest standards will have the honour withdrawn.

This scheme acknowledges the pupils at our school who demonstrate excellence in all aspects of their behaviour and motivates all pupils to live by the school's values to the highest standards. Those who achieve the award provide a clear model for other children to follow, and through its very explicit and clear standards for behaviour, the Ambassador scheme enables all children to gain a firm understanding of the expectations at our school.

Consequences – Follow the MAT policy and may include time in 'Reflection Zone' – to give children the opportunity to reflect on their behaviour or to complete work that has not been done at the appropriate time in lesson)

Lunchtime

Staff on duty are responsible for dealing with behaviour issues with the support of the SLT team. Procedures will be applied consistently and fairly as at other times in school as per the policy. The school may contact a parent/carer regarding a child's behaviour at lunch time. The lunchtime staff also use positive and reminder notes over this period which are then shared with staff and are recognised with either a positive or negative dojo.

Reasonable force

School staff may need to employ a lawful amount of reasonable force to either guide, intervene, control or restrain, using no more force than is needed. Staff may have to use restraint to bring a pupil under control in more extreme circumstances, such as to prevent violence or injury to themselves or others and appropriate training will be provided for designated members of staff. Team Teach training is kept up to date for the appropriate staff in school.

Specific provision and strategies

Children with Social, Emotional and Mental Health needs are offered extra support through working with staff experienced in this area either within the classroom setting or in the school nurture base, where specific interventions are employed to support additional needs. Children receiving any form of key worker support will have individual plans in place such as a Behaviour or My Support Plan.

A small number of children may need more tailored and specific provision and this is a more positive way in which to support whilst being mindful of a pupil's SEND needs. This is considered to be better alternative to exclusion wherever possible.

Advice is taken from specialist outside agencies and strategies such as 'flooding' good behaviour, 'catch me being good' and a visual behaviour timetable are put in place.

Additional documentation utilised:

- 1 Hierarchy of Support
- 2 Behaviour Script
- 3 Antecedent Behaviour Consequence (ABC) tracking sheet
- 4 Behaviour Profile
- 5 Positive Handling Plan
- 6 Risk Assessment





This appendix will sit alongside our trust behaviour policy and school amendments listed above. It is, however, important to outline certain additional parameters that are particularly pertinent to the COVID-19 outbreak. This document will be reviewed regularly alongside continued government guidance and will remain in place until further notice.

Behaviour within school from June 1st 2020

Behaviour within school is vitally important to keep children and adults safe and to ensure that children can learn. The core principles that underpin our behaviour strategy remain the same during the COVID-19 pandemic and children are expected to:

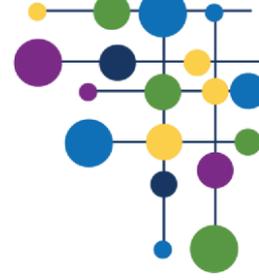
- listen to staff and others and show respect;
- use language that is appropriate to the learning environment both in person and when using the internet;
- show respect for the learning environment;
- promote the good reputation of the school in the community;
- adhere to anti-bullying, anti-racist and anti-homophobia procedures and practices.

Expectations of children

Further expectations of children are also necessary when some pupils are able to return to school after June 1st 2020. These expectations are in force primarily to keep children and staff safe and to ensure that risks of transmission of COVID-19 are kept as low as is reasonably possible. These expectations are that:

- children listen to staff and follow instructions and directions around social distancing measures;
- children remain within their allocated 'bubble' as much as is reasonably possible;
- children show respect for personal hygiene and follow staff advice around hand washing and social contact;
- children reduce, as much as is practically possible at an age appropriate level, their social contact with other children and groups of children by following procedures and conforming to guidelines set out around school. This includes practical steps such as coughing into sleeves, following the 'catch it, bin it, kill it' motto, washing hands regularly, social distancing etc.

If any child purposefully breaks the COVID-19 expectations set out above, a full investigation will be undertaken. The school will treat any deliberate act of sabotaging government guidelines as a serious incident and respond using the behavior policy steps set out in the main policy above.



Expectations of parents

Parents play a vital role in supporting the school by reinforcing the messages given by all adults within the school setting. We expect parents to be actively:

- supporting the school's behaviour policy by talking regularly to their children about behaviour in school and accepting the use of sanctions where appropriate;
- encouraging respect for the child's school, staff and their child's classmates;
- showing respect and support for the school's anti-bullying, anti-racist and anti-homophobia policies;
- keeping the school informed about any issues that arise which might affect their child's work or behaviour through appropriate channels.

Whilst pupils will be expected to follow the guidelines set out above, parents will have an important role to play in educating their own children about the importance of current guidelines around social distancing and reducing the risk of transmission of COVID-19. These include:

- educating their children of the importance of hand hygiene and reminding them to wash their hands for **at least** 20 seconds more frequently than normal;
- reinforcing school's messages about covering children's mouth and nose with a tissue or their sleeve (not their hands) when they cough or sneeze and throwing the tissue away straight away;
- keeping their children away from the school site if they develop a new, continuous cough or a high temperature to avoid spreading infection to others;
- informing school if children develop any COVID-19 symptoms.

During these unprecedented times, if the school has evidence of a parent or family deliberately breaking the social distancing guidelines as set out by the government, we will treat this as a safeguarding concern and report this to the relevant authorities – it is crucial that social distancing rules are adhered to outside school for the safety of our entire school community.