

## St Stephens Community Academy

**Embracing Learning. Inspiring Ambition. Celebrating Individuality.**

### Behaviour Policy

<b>Status: Adopted</b> <b>The AnDaras Multi Academy Trust (ADMAT) Company An Exempt Charity Limited by Guarantee Company Number/08156955</b>	
Recommended	
Statutory	Yes
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Linked Documents and Policies	Anti-Bullying policy DFE Exclusion List Child on Child Abuse Policy Relationships Policy Restraint Policy Safeguarding and Child Protection Policy SEND Policy 9 Protected Characteristics

### St Stephens Community Academy

#### Our Three School Rules

**Rule 1- Follow instructions with thought and care**

**Rule 2 - Show good manners at all times**

**Rule 3- Care for everyone and everything**

This Policy is applicable to all mainstream pupils and to both class and lunchtime behaviour.

### **A general overview for encouraging outstanding behaviour for learning in our school:**

- We make clear our expectations of acceptable behaviour by all stakeholders.
- We discourage unsociable behaviour by promoting mutual respect and through positive restorative strategies.
- We encourage children to take responsibility for their own actions and behaviour.
- We set high expectations of behaviour; leading by example.
- We praise good behaviour both privately and publicly.
- As a Gold UNICEF Children's Rights Respecting school, we know our pupils have the right to be cared for and respected and they must respect others and care for them. We also know that our pupils have the right to be taken seriously and share their views and ideas. Likewise, they must also listen to others and respect their views and ideas. Article 28 states "Discipline in schools should respect children's human dignity."

### **Aims of the Policy**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear, meaningful and to ensure safety.
- To raise awareness about appropriate behaviour and encourage dialogue and pupil voice.
- To enable pupils, staff and parents to have a clarity of direction and shared expectations of rewards and sanctions.

### **Our Key Principles**

- Social interaction based on mutual respect is fundamental to ensure meaningful relationships.
- Pupils must develop self-control and respect for themselves, others and property.
- Appropriate behaviour must be taught. Adults must model this for pupils to learn. The three key school rules establish our expectations.
- All members of the school community must feel physically and emotionally safe, to be respected and property must be safe. All have the responsibility to allow others around us to feel safe.
- Pupils have the right to learn and staff have the right to teach and support pupil's learning without undue interference, disruption or threat of verbal or physical aggression.
- Where concerns arise intervention should be early, the least intrusive necessary and non-judgmental.
- A consistent, fair approach will underpin our clear expectations.
- We follow the principles of a Trauma Informed School to support our school values and expectations.
- The UNICEF 'Rights' of our pupils' link closely to our school vision and values. The shared expectations drive our school ethos.

### **Trauma Informed Schools (TIS):**

St Stephens Community Academy is committed to developing a Trauma and Mental Health Informed Approach which will protect our academy community members – staff, children and parents. There is a growing body of research on the impact childhood adversity has on long-term mental and physical health.

To ensure every child develops positive mental health and resilience, our aim is to:

- support children to make sense of their experience(s)
- find ways to manage their emotions and feelings
- create an environment of safety, connection and compassion at all times
- build an academy/trust network of strong, positive, supportive relationships through training
- ensure children maintain the capacity to learn, despite difficult events that may occur

St Stephens behaviour policy and the Trust's relationship policy reflect a trauma-informed approach and our rewards and sanctions are both developmentally and trauma-informed. We **do not** operate a 'zero tolerance' or 'one size fits

all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous and personalised support is offered to those having difficulty meeting those expectations.

Trauma Informed Schools is an organisation committed to improving the health and wellbeing and ability to learn of the most vulnerable schoolchildren in the UK, namely those who have suffered trauma, abuse, neglect and/or have mental health problems or attachment issues. It aims to provide appropriate training for schools, communities and organisations so that they become trauma informed and mentally healthy places for all.

We have specially trained Trauma and Mental Health Informed Practitioners across the Trust. These trusted, emotionally available adults support children who are identified as requiring additional support. This support may be offered in a 1:1 session, in class or in small groups.

St Stephens uses the guidance on behaviour provided by the Department for Education (Sept 2022) 'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally

#### **Children's Responsibilities Are:**

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To respect UNICEF's children's 'Rights' linked to behaviour and relationships; equality and inclusion for all.

#### **Staff Responsibilities Are:**

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and calm environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual, and to be aware of their needs.
- To offer a framework for social education.
- To treat pupils with respect and speak to them in an appropriate manner.
- To recognise and praise good behaviour and to deal with unacceptable behaviour.
- To abide by the school vision, values and ethos.

#### **The Parents' Responsibilities Are:**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

#### **The Governors' Responsibilities Are:**

- To monitor in conjunction with the Headteacher behaviour records on a termly basis.
- To have regular discussions with the Headteacher, teachers, learning support assistants, midday supervisors and pupils about their opinions of behaviour.
- To monitor suspensions and behaviour incidents that relate to 'Protected Characteristics'. These will be reported to the LA.

- To have a Pupil Discipline Committee, which is properly formulated according to regulations, which can hear any appeals over pupil exclusions.

### **Leaders will:**

- Create a culture that promotes excellent behaviour through having a clear vision of what good behaviour looks like to ensure pupils can learn in a calm, safe, and supportive environment and protect them from disruption.
- Be clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged through out the school community. This is a key part of all staff induction and regularly reviewed by the team.
- Ensure that the behaviour policy is implemented effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school.
- Take responsibility for implementing measures to secure acceptable standards of behaviour and ensure the school's approach to behaviour meets the following national minimum expectation.
- Ensure the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment.
- Visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy.
- Ensure measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required.
- Support teachers to ensure pupil behaviour does not normally disrupt teaching, learning or school routines.
- Be clear disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour.
- Ensure all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, child-on child abuse, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively

### **Rewards**

Good behaviour and work that demonstrates a child's best endeavours will be rewarded in a variety of ways every day. Examples include

- Verbal praise
- Visual affirmation
- Written comments on work
- Stickers/house team points
- Certificates/ personal written cards
- Child of the week award
- Postcards to parents/carers
- Text messages
- Sharing positives with parents/carers on a daily basis
- Weekly lunch with Headteacher 'Going for Gold' UNICEF table. To recognise the pupils that have excellent behaviour on a daily/regular basis.
- All pupils belong to one of four houses: Roundhouse (red), Priory (blue), Zigzag (green) and Castle (yellow). All pupils collect house team points. They are collected by each individual for positive behaviour and are logged in class. Each individual's points also contribute to the team as a whole. Year Six House Captains visit each classroom, to collect points and share in final assembly each week. Points display in the hall and on website.
- Recognition over longer periods of time e.g. trophies, badges and certificates
- Raffle tickets are given out at lunchtime by Staff members on duty and Lunchtime Supervisors who have observed positive behaviour. A raffle tickets is selected weekly in a Friday's celebration assembly and pupils can choose a prize.
- Attendance: Attendance is displayed weekly in the hall and the class with the highest attendance is rewarded with a trophy to 'home' in their classroom, their photo on the attendance wall and a very loud cheer!

- Reading termly prize draw. Children achieve raffle tickets to put into their classroom boxes when they attain 100% on their reading quizzes/100% effort. Each class has a termly 'winner'

### **Sanctions for unacceptable behaviour.**

Sanctions for unacceptable behaviour will be used if necessary. The following behaviours will be addressed swiftly in line with our Trauma Informed School approach, children's right to be safe and our school rules.

- Bullying (See Anti-Bullying policy for definitions)
- Verbal attacks on adults or children that are one of the 9 protected characteristics, e.g. those of a homophobic or racist nature.
- Use of foul or abusive language.
- Physical attacks on children or adults.
- Child-on-child abuse. (See named policy for more details)
- Dangerous behaviour.
- Abuse of property.
- Regular refusal to follow reasonable instructions

The children realise that there will be consequences for unacceptable behaviour. Depending on the needs of the child and the severity of the unacceptable behaviour staff will act appropriately. We follow a restorative system where dialogue with the child is key e.g. asking them to think about what has happened and what they are going to do, how can they make it better, what will help them to make the right choices and change their behaviour. We also acknowledge that a child may not be ready to hold a conversation instantly after an event and so time is given for them to regulate themselves. Parents/carers are always informed if the behaviour is in the list stated above. If a child is putting themselves or others in serious danger we may need to remove them to a safe space. Parents/carers will be asked to come in for a meeting with the Head. This makes sure that we are working together to help support their child's behaviour swiftly rather than allowing the situation to develop. Trying to understand why a child is displaying any misbehaviour is key to supporting them correctly.

### **Serious Misbehaviour/Persistent Problems**

This includes rudeness to staff, serious verbal or physical aggression and bullying. This behaviour is fully investigated, recorded and monitored via our on-line concern log. Appropriate sanctions are agreed in partnership with parents. If there are persistent behaviour problems highlighted by behaviour reports then the following responses will be triggered.

- Evidence needs to be collected on the child's behaviour to see if it is possible to identify trigger points and patterns.
- Parents will be invited in to discuss their child's behaviour in more depth and to decide how best to address this in school. This may be through a daily support programme, a social and emotional group, a behaviour contract or other means. It is important that anyone dealing with the child knows the procedures that are being followed with them. It is vital to work with parents/carers and to keep them informed at all times.
- It may be appropriate to involve a range of members of staff at this stage including any classroom support staff who work with the child, midday supervisors, SENDCo etc. It is also important to keep the SLT and the head teacher informed.

### **Individual Behaviour Plan**

If the problem is not resolved, then it is appropriate to take advice from the Behaviour Support Service. A referral form will need to be filled in and parents will have to sign to give their permission. Initially this may involve observations being carried out on the child.

An Individual Behaviour Plan may be drawn up with the child, parents, relevant professionals and SENDCo. This will identify the child's strengths as well as weaknesses and plan a structured way forward for the child.

### **SEND**

St Stephens Community Academy will ensure that the specific needs of pupils with special educational needs and disabilities (SEND) are considered when dealing with issues arising from behaviour incidents. We are fully aware of relevant legal duties to make 'reasonable adjustments' to practice and policy for children with disabilities, under the Equality Act to ensure discipline procedures do not discriminate against pupils who may have a condition that impacts upon their behaviour.

Teachers will seek to identify the underlying cause of the behaviour and put in place measures to address the cause, to prevent the behaviour re-occurring. This allows 'triggers' for challenging behaviour to be identified and avoided,

prevents challenging behaviour persisting or worsening, and ensures that pupils who are displaying challenging behaviour because of an underlying disability or SEND are not discriminated against.

### **Team Teach**

In certain situations, where either the child is in danger or they are putting others in danger then it may be appropriate to restrain them. Positive handling (Team Teach) is in line with the Restraint Policy. This is a last resort and only done if other strategies have failed. De-escalation is always preferable to restraint where this is possible. All teachers are by law empowered to restrain but if possible, it is recommended that only those who have received training ever restrain pupils. In addition, learning support assistants who have undertaken Team Teach training are also empowered to restrain. When pupils have been restrained it is vital that accurate records are kept in the Team Teach log, that parents are informed and that staff involved are debriefed by the Team Teach co-ordinator.

### **Bullying**

The school defines bullying as organised and/or persistently making a pupil or pupils intentionally unhappy. This can be through name calling, intimidation and threatening behaviour or physical assault. Staff all keep a close eye out for signs of bullying. It is important that they not only deal with this, but also report it to a member of the Senior Leadership Team and the child's teacher, so that instances of bullying can be monitored. Children will be taught strategies to discourage and counter bullying. This will be done specifically through the Personal Well Being and Citizenship and Ethos Schemes of Work and during anti-bullying week in the autumn. Children will also be reminded regularly through assemblies and PSHE themed learning that an open climate is needed to discourage bullying. Staff at the school regularly remind pupils that they must tell someone if they are being bullied. This can be another child who will help them tell an adult, their parent or a member of staff. It is vital that pupils are encouraged to tell someone if they are unhappy so that the situation can be dealt with appropriately. As a UNICEF Rights school the children are taught that discrimination is not acceptable.

When staff deal with bullying it is important that very clear messages are given out. The bully needs to understand about the unacceptable nature of their behaviour and the impact that it had on their victim. The victim needs to know that this has been clearly spelt out to the bully as have the consequences if they persist in their unacceptable behaviour. If children persist in bullying, it is vital that parents are kept informed about the situation. They need to work with the school to help their child stop. If bullying persists then it will be treated as any other unacceptable behaviour and may result in a full range of sanctions used by the school in exceptional circumstances, including internal isolation so victims are safe and in extreme cases suspension. Bullying is regarded as serious misbehaviour.

### **Suspensions**

Fixed term and permanent suspensions will follow a formal procedure as agreed by the Governing Body in consultation with the LA. We will strive to avoid this. In most cases exclusion from school will be the last resort after a range of measures have been tried to improve the pupil's behaviour. Exclusions will result following behaviour as listed in the National Standard List of Reasons for Exclusion.

There are two sorts of suspension:

- Fixed term suspension

A pupil may be suspended for any period up to 45 days in any school year. A date is given for the pupil's return to the same school.

- Permanent suspension

It is not intended that the pupil will return to the same school. If your child is suspended the school will tell you about the suspension as soon as possible. You will receive a letter telling you:

- the reasons for the suspension;
- whether the suspension is fixed term or permanent;
- the arrangements for continuing your child's education. During the first five days of any exclusion you are responsible for your child's education. If the suspension is six days or longer and fixed term, then the school needs to provide education (normally off site) from day six onwards. If the suspension is permanent then the Local Authority will arrange education from day six. This does not affect your right of appeal against suspension;
- that you have the right to appeal to the governing body's discipline committee;
- who to contact if you wish to appeal and the latest date for doing so; if the suspension is fixed term, the date of return to school; that you have the right to see your child's school record.

For Further information regarding suspension:

<https://www.cornwall.gov.uk/education-and-learning/schools-andcolleges/educationwelfare/exclusion-fromschool/>

### **Complaints Procedure**

If you are not happy with the way that you or your child is treated by any member of the staff or other parent at the school, you can write to or speak to the Headteacher in the first instance. If you wish to take it further, please follow the Complaints Policy procedures. We hope that any concerns are settled between the parties concerned quickly and amicably with a positive outcome for all concerned. Policy to be reviewed annually.

Note on behaviour outside of school premises

In line with DFE Guidance for Schools on Behaviour (September 2022), Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.