



FRAYS
Academy Trust

**Frays Academy Trust
MAT School Behaviour Policy**

Date Ratified: February 2018

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Version History

Version	Author of the Document	Status and Purpose	Changes Overview
1	Executive Headteacher	Policy Creation	Policy created.
2 (May 2018)	Executive Headteacher	Policy Review & Update	Policy updated to reflect branding changes. No further amendments required.
3 (June 2020)	Inclusion Strategy Manager	Added addendum	Appendix 2 - Added to cover temporary procedures due to COVID-19, as per DfE guidance.
4 (Sept 2020)	Inclusion Strategy Manager	Added addendum	Appendix 2 - updated to cover temporary procedures due to COVID-19, as per DfE guidance.

Approval

Signed by Chair	
Date of Approval/Adoption	May 2018
Date of Review	May 2020

Notes on Document

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To enable continuous improvement, all readers are encouraged to notify the author of errors, omissions and any other form of feedback.

Introduction and aims

This policy operates in conjunction with the following policies:

Anti-bullying policy
Exclusion Policy
Special Educational Needs (SEN)
Equal Opportunities Policy
Attendance Policy
Child protection policy
Equality Scheme.

Our policy is to promote an ethos of good behaviour, self-discipline and respect for others. Frays Academy Trust aims to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

It is the objective of all members of the Trust whether they are teaching or non-teaching to develop a positive approach to discipline which is consistent throughout the school and has a firm commitment to fairness.

This policy will help to promote the smooth running of our schools whereby the standard of behaviour is high and the expectations of the staff and parents are fulfilled as far as possible. It will enhance the children's education by providing them with further opportunities to develop their self-discipline.

We expect parents to support us in this aim.

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children. The Trust's scheme is based on a range of differentiated systems, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour. These include: stickers for learning, merit awards, golden Time – class systems, house Points, termly awards e.g. writing awards, attendance certificates, good news notes on the Friday News, stars, letters home / reports, school newspaper.

General Expectations in School

In the interests of safety and consideration for others, all children should walk around the school keeping to the left of stairs and corridors.

The Trust's definition of good behaviour is:

Children should be positively encouraged at all times, both in classrooms and elsewhere to display good manners e.g., holding doors, saying please and thank you and being generally helpful and considerate. They should also be praised for doing so and any piece of good behaviour worth recognising should be recognised so that children develop very positive feelings about behaving well.

Positive behaviour is recognised in many ways throughout the school including, but not limited to: praise; stickers; merit awards; certificates; golden time; star of the day; house points or a positive **word with parents**.

Children are expected to pay particular attention to adults crossing the playground, stopping their activity to let them pass.

All members of the school community should pay special attention to maintaining high standards of cleanliness and tidiness in their environment both in the classrooms and elsewhere. All areas should be organised so that children know where things belong and are able to get out equipment and put it away again respecting the fact that others will wish to use it. Children should be encouraged to take pride in their work and handle all equipment with care.

Children are expected at all times to be respectful, both to adults and children, regardless of race, gender, language or social background.

Work matched to needs / promoting self-esteem.

Teaching should be inspiring and capture the attention and enthusiasm of the pupils in the classroom. Teaching should be at an appropriate pace where time is used to be best effect and pupils are accelerated forward as soon as they have grasped a skill or concept. The Teaching and Learning Policy sets out clear expectations for how the learning needs of all pupils should be differentiated in the class.

Staff aim to promote positive self-esteem by:

- Providing opportunities for children to work at their own level in order to achieve success.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

Strategies for teaching good behaviour

There are many opportunities to enable all staff to model excellent behaviour. These include:

- Through the PSHCE Curriculum and the use of the SEAL materials
- Through a themed approach to assemblies and worship
- Through clear classroom expectations and rules
- Through the teaching of the values (in the Church Schools)
- Public praise for when pupils are showing good and excellent behavior

Implementation

Assemblies

Children should walk quietly to assemblies, whether in Church or in the halls, and wait without talking for the assembly to begin. Key Stage Two children should take their hymn books to all assemblies and are expected to find hymn numbers without talking.

Leaving premises

No child is allowed to leave the school grounds during the day without prior notice, and an adult coming to collect should first report to the office. It is important that any member of staff, who receives a message about a child being collected during the day, passes this message on to the appropriate supervising member of staff immediately.

Uniform

All children are expected to adhere to the uniform regulations of the school, both for general wear and for P.E.

Playground Behaviour

The children need to be constantly encouraged to be mindful of the other children and to play with care. Playground equipment is provided for the children in a clearly marked box. If children are drawing or writing they must sit at a bench and behave sensibly. No play fighting or wrestling will be permitted and personal toys are not allowed due to the problems of loss and damage.

Children are not allowed to leave the playground to retrieve balls.

Children are only allowed to eat fruit at playtime and sweets and chewing gum are not permitted at any time.

Anti-social behaviour will not be tolerated at any time. Examples of anti-social behaviour include: kicking, spitting, biting, scratching, name calling, creating of gangs, use of bad language, verbal abuse, destruction of others belongings and school property, disrespect to adults/children – including racial abuse, disobedience, stealing and bullying of any kind. The member of staff on duty will deal with any occurring incidences in the playground and follow up with the appropriate staff after break time has finished. Please see chart in the playground.

Lunchtimes

At lunchtimes, the SMSA's have the full support of the teaching staff and should be treated with respect.

Children are expected to eat their lunch quietly making sure that they leave their area tidy, disposing of their own rubbish. At all times they are expected to respect the wishes of the SMSA's as regards to the arrangements i.e., wet lunch times, seating arrangements etc., and will at all times conduct themselves in a quiet manner when entering or leaving the halls.

All playground rules previously mentioned apply to lunch times as well as break.

At the end of playtime, a message will be sent to the staffroom for Key Stage Two staff to say that the whistle is going. As soon as staff arrive in the playground, the whistle will be blown the children stand still and stop talking. The children then line up in their classes and are escorted back to class by their teachers. In Key Stage One the whistle is blown by the member of staff on duty. The children stand still and stop talking. Staff then, escort the children back to their classrooms quietly.

Sexually Harmful Behaviour

Sexually harmful behaviour is defined by the NSPCC in a document entitled 'Child's Play' as behaviour that can range from experimentation that unintentionally goes too far, through to serious sexual assault. It sometimes involves children as young as four or five, although most of those who sexually harm others are adolescents. Usually, but not always, the child or young person causing the harm is older than the victim. Often victims are uncomfortable or confused about what is happening and may feel that they are willingly involved, but not understand that the behaviour is harmful.

Pupils conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:
any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some, other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could, adversely affect the reputation of the school.

Where this is the case, the strategies in this policy will be applied in a similar way.

Detention

Teachers have a legal power to put pupils (aged under 18) in detention.

The schools in the Trust use detention (within school hours) as a sanction. (See section 21 for more information)

The Head of School can decide which members of staff can put pupils in detention.

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions.
- The school will act reasonably when imposing a detention as with any disciplinary penalty. In addition when deciding the timing. With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

Confiscation of inappropriate items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Confiscated items will be kept in a secure place by the teacher or the office.

Use of Reasonable Force

School staff have a legal power to use force and lawful use of the power will provide a defense to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

For more information, see policy on 'Physical Intervention'

Staff training

The Head of School will implement annual training on the implementation of this policy and all new staff will receive this training as part of their induction.

Appendix 1 – Behaviour Strategies

Level One				
Behaviour Evidence	Action	How should the behavior be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> • Minor misdemeanor by child/ren who are acting out of character e.g. • Playtime incident • Falling out with friends • Accident and/or minor injury as a result of a rough game • Conflict during football & games • Fake allegations • ‘Cheeky or disrespectful responses’ • Swearing • Name calling • Kicking 	<ul style="list-style-type: none"> • Take the incident seriously. • Listen to both sides. • Seek ‘witness’ statement. • Talk through how they could have managed the incident. • Ensure apologies are exchanged. • Inform the class teacher. • ‘Time out’ for five minutes to consider their actions and gain some personal space. 	<ul style="list-style-type: none"> • Record incident in class (and playground) behaviour logs 	<ul style="list-style-type: none"> • The children • Witnesses • Playground supervisors • Class Teacher • Support Staff 	<ul style="list-style-type: none"> • Apologise • Incident dealt with and children return to play. • If the same children are involved in similar incidents then go to level two. • Required to wear plimsolls if kicking <p>MOVE TO LEVEL TWO IF THIS BEHAVIOUR IS REPEATED</p> <p>LET THE CLASS TEACHER KNOW</p>

Level Two				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> • Children who repeat misdemeanors e.g children who are repeatedly unkind to the other children either physically or emotionally through name calling, isolating, not letting the child join in with games/play • Fake allegations • Disrespectful responses • Repeated swearing • Repeated name calling • Disruption in class • E-Safety - inappropriate use of technology 	<ul style="list-style-type: none"> • Take the child seriously. • Ask all the children to write down or draw what they think is happening. • Ask witnesses to write down/provide verbally their version of events. 	<ul style="list-style-type: none"> • Dated details of the incident must be recorded in the class teacher's behaviour book. • Witness statements to be kept as evidence. • Contact parents to let them know that this is the 2nd incident, let them know how you are managing it and how you will keep them informed. • Agreements made with parents must be recorded even if agreement is made over the telephone 	<ul style="list-style-type: none"> • Class teacher • Playgrounds supervisor/s • Key Stage Manager • ICT / E-Safety Leader • Inclusion Team 	<ul style="list-style-type: none"> • Children may have to miss their play time • Walk around at playtime with the teacher/supervisor on duty • Agree a strategy with the child/ren where they can report back on playtime/lunchtime behaviour • Ensure apologies are exchanged • Make sure the child is identified to colleagues and playtime behaviour is monitored • Agree regular meetings with parents from both parties • Hold regular meetings with the child/ren even if things seem 'fine' • Child/ren to be designated a seat in the class (as appropriate) • Write a letter of apology <p>MOVE TO LEVEL THREE IF THIS BEHAVIOUR IS REPEATED LET THE CLASS TEACHER KNOW</p>

Level Three				
Behaviour Evidence	Action	How should the behaviour be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> • Persistent misbehaviour • Persistent name calling • Disrespect to staff • A general racist remark • A general sexist remark • Mild tampering with school equipment • Minor vandalism (e.g. graffiti that can be removed, pulling plants out, breaking school property) • Aggressive physical behaviour • Persistent disruption in class where the child's behaviour disrupts other childrens' learning • Absconding from Classroom – 1st time • E-Safety • Deliberate sabotage of pupils' work. 	<ul style="list-style-type: none"> • Take the child seriously. • Ask all the children to write down or draw what they think is happening. • Ask witnesses to write down/provide verbally their version of events. • Discuss with the children how they should have managed their behaviour. • Agree daily targets so that the child is very clear about them and about expected behaviour. 	<ul style="list-style-type: none"> • Dated details of the incident must be recorded in the class teacher's behaviour book. • Any, written statements to be kept. • Agreements with parents must be recorded even if an agreement is made over the telephone. • Notes of any interviews regarding the incident. 	<ul style="list-style-type: none"> • Class Teacher • Parents • Another Senior Member of staff • SENDCO/Inclusion Team • Key Stage Manager kept informed • ICT / E-Safety Leader • DSL Involved (If safeguarding concerns) 	<ul style="list-style-type: none"> • Child misses 3 lunchtimes. • Child writes a letter of apology • All parents of pupils concerned contacted • Children report to Senior staff on a daily basis. This helps to ensure that there is regular feedback between the child and the school regarding their behaviour • Agree what the next step will be if child persists • SENCO to provide behaviour monitoring checks and to review against the Code of Practice • An Individual Education Plan or Behaviour Support Plan may be created <p style="text-align: center;">MOVE TO LEVEL FOUR IF THIS BEHAVIOUR IS REPEATED</p> <p style="text-align: center;">LET THE CLASS TEACHER KNOW</p>

Level Four				
Behaviour Evidence	Action	How should the behavior be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> • Stealing • Continued disrespect/abuse towards staff • Violent and/or physical violence • Damaging other children’s possessions • Leading a group in continued emotional torment towards another child which constitutes as bullying (see Anti Bullying Policy and Peer-on-Peer abuse section in the Child Protection Policy) • Direct Racist remarks • Direct Sexist remark • Sexually harmful behaviour between children of a similar age/ developmental stage • A single incident of sexually harmful behaviour between children of different ages/ developmental stages • Major Bullying • Serious Vandalism (e.g. breaking windows, damage to staff cars/property, deliberate flooding of toilet areas) • Absconding from classroom – second time • E-Safety – repeated misuse of technology. 	<ul style="list-style-type: none"> • Take the child seriously. • Ask all the children to write down or draw what they think is happening. • Ask witnesses to write down/provide verbally their version of events. • Discuss with the children how they should have managed their behaviour. • Call parents into school for a meeting with the Head of School. • Formal written warning sent to parents explaining next step could be a fixed term exclusion. • In the case of Sexually harmful behaviour, the Designated Safeguarding Lead will deal with the incident in-line with Child Protection Procedures (See Child Protection Policy). This may result in a referral to Children’s Social Care. 	<ul style="list-style-type: none"> • Dated details of the incident must be recorded in the class teacher’s behaviour book. • Any written statements to be kept. • Agreements with parents must be recorded even if an agreement is made over the telephone. • Notes of any interviews regarding the incident. • All incidents of sexually harmful behaviour to be recorded on a Child Welfare Form and passed immediately to the Designated Safeguarding Lead 	<ul style="list-style-type: none"> • Class Teacher • Parents • Head of School • Learning Mentor (as appropriate) • SENDCO • Key Stage Manager kept informed • ICT / E-Safety Leader • Designated Safeguarding Lead (as appropriate) 	<ul style="list-style-type: none"> • Child misses 5 lunchtimes • Child writes a letter of apology • All parents of pupils concerned contacted • Meeting held with parents and their children • Children report to the Head of School on a daily basis • Inform the family that the next step will be a fixed term exclusion • SENDCO to write a Behaviour Support Plan in conjunction with the Head of School <p style="text-align: center;">MOVE TO LEVEL FIVE IF THIS BEHAVIOUR IS REPEATED</p> <p style="text-align: center;">LET THE CLASS TEACHER KNOW</p>

Level Five				
Behaviour Evidence	Action	How should the behavior be recorded?	Who should be involved?	Consequences
<ul style="list-style-type: none"> • Persistent stealing • Continued disrespect/abuse towards staff • Physical violence that causes injury or harm to children or members of staff • Persistent bullying • Persistent vandalism • Persistent sexist or racist remarks • Repeated sexually harmful behaviour between children of a similar age/ developmental stage • A second incident of sexually harmful behaviour between children of different ages / developmental stages • High level of vandalism • Absconding from Classroom – more than twice • Absconding from the premises to avoid sanction (need to ascertain reason • e.g. social emotional, defiance etc before setting sanction) 	<ul style="list-style-type: none"> • Take all children seriously. • Ask the children to record all events. • Ask for witness statements of the events. • Discussion will all children how they should have behaved. • In the case of Sexually harmful behaviour, the Designated Safeguarding Lead will deal with the incident in-line with Child Protection Procedures (See Child Protection Policy). This may result in a referral to Children’s Social Care. • Call parents into the school for a meeting with the Head of School to discuss the incident. • Give fixed-term seclusion/exclusion to the child/ren. • Provide a letter to parents detailing the reasons for the seclusion/exclusion and the length of seclusion. • Parents asked to attend initial seclusion/exclusion meeting. • Provide work covering the curriculum that the child will miss during this period. • Collect work at the end of the fixed term seclusion/exclusion, mark and assess. • Parents to attend a review meeting at the end of the seclusion/exclusion. • Meeting convened during fixed term 	<p>Dated details of the incident must be recorded in the class teacher’s behaviour book.</p> <p>Any written statements to be kept.</p> <p>Agreements with parents must be recorded even if an agreement is made over the telephone.</p> <p>Notes of any interviews regarding the incident.</p> <p>All incidents of sexually harmful behaviour to be recorded on a Child Welfare Form and passed immediately to the Designated Safeguarding Lead</p>	<ul style="list-style-type: none"> • Class Teacher • Executive Headteacher • Head of School • SENCO • Parents • Designated Safeguarding Lead • Social Care/ Police (as appropriate) 	<ul style="list-style-type: none"> • Fixed term seclusion • If this is a repeated lunchtime incident then a lunchtime seclusion, initially of five days, will be given • If this is a repeated classroom incident and other childrens’ learning is affected, then a fixed term seclusion will be given of an appropriate length • Fixed Term Exclusion (only if seclusion is not deemed appropriate) <p>*** In a case of Sexually harmful behaviour, the child will be always given a fixed term exclusion, rather than seclusion</p>

<ul style="list-style-type: none"> • E-Safety – Use of chats / forums in an illegal way, • child at risk -child protection issues. 	seclusion/exclusion process to review a Behaviour Support Plan for the child			
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Exclusion Process

The Head of School or Deputy (advised by the Executive Headteacher) are the only members of staff who can carry out a fixed term seclusion/exclusion. Seclusions can be for a fixed period i.e. a number of days or lunchtimes. The school will only use exclusion if the seclusion has been used, but has failed to improve behaviour, or if a seclusion is not appropriate. In the case where the child has been the instigator in a second Sexually Harmful incident.

Fixed term exclusions cannot exceed 45 days in any one term

Children can be secluded/excluded from their class when:

There has been a serious breach of the school's behaviour policy (i.e. a child has reached Stage 5 of the policy)

Other disciplinary sanctions have already been tried and poor behaviour has still continued.

Allowing the child/ren to remain in school would seriously harm the education or welfare of others in school

Permanent Exclusion will normally take place after a number of fixed term exclusions and after advice has been sort from the Local Authority. Discretion will be used in cases, which require sensitive handling which might be dictated by Special Educational Needs through the Inclusion Policy.