



# Behaviour Policy

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## INTRODUCTION

*A teacher's response has crucial consequences...it creates a climate of compliance or defiance, a mood of contentment or contention, a desire to make amends or take revenge... Teachers have the power to affect a child's life for better or for worse. A child becomes what s/he experiences. While parents possess the original key to their offspring's experience, teachers have a spare key. They, too, can open or close the minds and hearts of children.*

**Haim Ginott**

## **Section 1 - Behaviour**

### **A. VISION**

Steel River Trust believes:

- That all schools should create a safe, happy, nurturing and inclusive environment that allows all children to flourish
- That we will challenge everyone's mindset to foster a love of learning, curiosity and belief in possibilities.
- That we can overcome any barriers that stand in our way
- That we will develop independent, resilient and self-motivated learners who are aspirational.
- That children should be exposed to a wide range of experiences to explore their interests, talents and passions and to become well informed young people who are able to form their own opinions and make safe and effective choices.

Exceptional learning will only take place if relationships and attitudes to work and to school life in general are positive. Therefore, the whole Trust policy for behaviour management is very important in setting and maintaining an acceptable code of behaviour for the staff and pupils.

All children need clear guidelines for behaviour. They need to know what is good and praiseworthy, and what is unacceptable. These factors contribute to the secure and orderly environment which is essential for effective teaching and learning.

Each school within the academy trust has its own systems and procedures for managing behaviour at school level (**see individual appendices available on each schools' website or school office**). However, this policy provides a framework for a whole Trust approach and ensures individual policies and procedures are aligned with the Trust vision and ethos.

### **The policy is based on the following principles:**

- High expectations
- Shared understanding
- Mutual respect and trust
- Fairness
- Honesty
- Positive reinforcement
- Partnership with parents and carers

The policy should be read and reviewed in conjunction with other Trust policies, including Safeguarding, SEND, Equalities and Exclusion to ensure the consistent support of our children and their families.

Our Schools provide a welcoming, caring environment where children and young people are supported and encouraged to learn through personally tailoring curriculum opportunities and approaches to meet individual needs.

Supporting our children and young people in taking responsibility for good behaviour and ensuring the inclusion of each individual is the duty of every member of our school communities.

In our schools we provide system of rewards for good or improving behaviour and pathways for reflection, reparation and correction where behaviour does not reach the expected standard and impacts on the education, safety and wellbeing of others. These are supported and applied consistently and fairly across all of our schools.

## **B. CODE OF CONDUCT**

In our Schools we believe:

- Everyone should feel safe and secure
- Everyone should feel cared for and valued
- Everyone has a responsibility in creating and sustaining a positive environment
- Everyone is equal regardless of race, colour, gender or religion

### **Each day we expect:**

- All children to attend school on time wearing the correct uniform and with the right equipment including homework, PE kits, reading books
- Our school buildings and school property to be treated with respect
- Children and young people to behave in a way that does not cause harm to others
- Children and young people to act in a way that does not bring the school into disrepute

### **Promoting positive behaviour:**

- Every pupil is treated as an individual – We get to know and understand our children well. There is a high level of adult pupil ratio which allows staff to identify individual needs and ensure targeted support is provided to all those who need it in a timely manner.
- Every member of staff within each school is aware of each pupil's Individual learning, behaviour needs and risk assessments associated with them.
- A holistic approach to children's education, ensuring staff work collaboratively to meet the academic, pastoral and mental health and

wellbeing needs of all our pupils. Pupils voice forms an integral part of shaping our educational provision

- We offer unconditional positive approaches to all of our children. We acknowledge and accept that mistakes can be made, but we separate the behaviour from the pupil and support the pupil consistently without prejudice or judgement.

### **C. STAFF RESPONSIBILITIES**

Positive relationships between staff and children are crucial in establishing and maintaining consistently high standards of behaviour.

An essential aspect of creating positive relationships is to develop children's self esteem. Everyone needs to feel good about themselves, to receive recognition, attention and appreciation.

Some children are vulnerable at home and isolated at school. It is the role of all staff to create a sense of belonging, acceptance and to teach children how to enjoy friendships.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages high levels of engagement from pupils
- Display and regularly reinforce classroom rules and expectations and support pupils within these
- Leading by example
- Greeting pupils in the morning/at the start of lessons
- Concluding the day positively and starting the next day afresh
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting, promoting and naming good behaviours every lesson
- Having a consistent plan for dealing with low-level disruption
- Using positive reinforcement and consistent responses to good learning behaviours
- being fair and consistent with praise and punishment,
- giving children strategies for resolving difficult situations,
- responding when asked for help.

A successful policy for behaviour management is dependent upon a consistent approach by all adults working in school. It is essential that teachers offer support to all classroom helpers and Lunchtime Supervisory Assistants by:

- making them aware of the school policy and making sure class/school reward systems are available to them
- establishing what is unacceptable behaviour and what is praiseworthy

- Letting the children see that you are in close communication and share the same rules and expectations.
- Supporting Lunchtime Supervisory Assistants with lining up and leading them in to the dining hall, during wet playtimes by ensuring indoor equipment is set out/available to them etc.

#### **D. REWARDS AND INCENTIVES**

In a Behaviour Policy based upon positive reinforcement it is vital that the children are made aware of the privileges, rewards and incentives which can be earned by working hard and behaving well.

At Steel River Academy Trust we believe strongly in the value of a smile or a positive verbal comment as a reward for good behaviour. Good choices are rewarded in a range of ways including:

- Sharing their work with the class or another member of staff
- Celebration assemblies
- A positive telephone call home
- Individual school reward systems (e.g. prize draws, tokens, reward trips and recognition time etc).

However, children should not always expect material rewards for good behaviour and hard work as this is not conducive to developing self-motivated pupils. We want children to be motivated by their achievements and successes and not solely by rewards and prizes.

#### **E. CONSEQUENCES**

Where behaviour causes harm, damage or disruption, we support our children to self-regulate their behaviours and to understand that actions have consequences. These may include:

- Reflective conversations to explore understanding of harm and impact on others
- Expecting work to be completed at home, at break or lunchtime
- Removal from social spaces and/ or from others to protect from harm, including verbal, emotional or physical harm.
- Letters, phone calls home to parents/ carers or arranged meetings for more serious or multiple incidents
- Supporting ownership of behaviours through home – school liaison books
- Isolation periods to give time to reflect, repair and restore behaviours
- Reduced or removal of break and lunchtimes

#### **F. DEALING WITH NEGATIVE BEHAVIOUR**

##### **General Principles**

- Keep corrective interaction as unobtrusive as possible to maintain a pleasant, positive tone to classroom life, so that when there is a need to be more intrusive, such intrusions are seen to be more significant.
- Keep a respectful, positive tone of voice.

- Avoid unnecessary confrontation, including embarrassment, sarcasm, personal comments or sense of continued hostility.
- Avoid pointing fingers or gesticulating. Use an 'open hand' when emphasizing.
- Be brief. Avoid long recriminations and lists of previous behaviours.
- Ensure sanctions are appropriate to the age and stage of the child and limits further disruption to their learning

## **G. PHYSICAL RESTRAINT**

Staff at Steel River Academy Trust will only use physical restraint, such as a holding to prevent physical injury to adults/children and/or serious damage to property. At times of heightened anxiety or distress, children are supported by adults trained in the 'Team Teach' approach, a de-escalation, positive behaviour management and physical handling intervention programme. The de-escalation strategies taught, reduces the need for physical intervention and restraint as it equips individual staff and teams to manage challenging behaviours and conflict safely. Where physical restraint is necessary, 'Team Teach' Restrictive Physical Intervention (RPI) techniques should provide a gradual, graded system of response commensurate with the situation; task and individual involved.

Physical restraint of a child should only be carried out by staff members who have completed up to date 'Team Teach' training and who are trained to carry out the deescalating and holding techniques safely.

## **Recording and Reporting**

All school's use the C-POMS electronic system for recording incidents of poor behaviour. In addition, where restrictive physical intervention has been necessary the incident is recorded on to the 'Team Teach incident log prior to the end of the day and before the relevant staff leave work. Details will include:

- Name of child
- Date
- Time of incident
- An account of events leading up to and including the incident
- Staff involved
- Actions

This is then signed and approved by the responsible member of SLT. Incidents involving Restrictive Physical Intervention (RPI) will be reported to the main parent/carer.

## **H. ABSCONSION**

Many of our children have great difficulty in recognising the dangers associated with their communities and the wider world. Also, when some children become overly anxious and distressed, their response is to get away

from the situation which occasionally results in them absconding from the school premises.

**Person with Responsibility:**

It is the responsibility of all members of staff to report a child/ young person who is absent from their care. In order to ensure no time is lost in initiating the procedures, the absconsion should be reported to the on-site Designated Safeguarding Lead immediately.

Procedure for Absconsion from school premises

1. A search of the immediate area or places the pupil is likely to have hidden should start immediately and a note should be made of the exact time the pupil was reported missing.
2. If a pupil is seen leaving site and remain in the vicinity, they should where at all possible be observed and supported in returning to site.
3. If a pupil cannot be seen or goes out of sight for more than 10 minutes: the on-site Designated Safeguarding Lead will be informed and parents/ carers contacted.
4. If after 15 minutes the pupil is not found, the absconsion is officially reported to the police on 999 who will take responsibility for co-ordinating further action.
5. Parents/ carers will be informed of developments and of the police involvement.
6. A note of where the pupil was last seen, what they were wearing, specific medical needs and care arrangements will be provided to the police.

**I. CONFISCATION**

Where a student is in possession of banned items, items which disrupt the day to day running of the school or items which are deemed to be inappropriate, these will be confiscated and returned at the end of the school day. These will not be returned prior to this time, except on collection by parent/ carer. Items which are either age inappropriate or items of concern will only be returned to parent/ carer.

**Banned Items include:**

- Mobile phones
- Electronic devices
- Camera or recording equipment
- Age-inappropriate material
- Anything that may be deemed as a potential weapon
- High Energy drinks
- Any illegal substance, alcohol or smoking associated items

If staff feel it is necessary to search a child, they can instruct children to turn out their pockets or their bags and open their trays. Children and their possessions can be searched where staff have serious concerns that a child is in possession of weapons, alcohol, controlled drugs and stolen property. This may be done with a member of the senior leadership team present.