

# Behaviour Policy

Believe and Achieve

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<b>Date</b>	<b>Version</b>	<b>Reason for change</b>	<b>Overview of changes made</b>	<b>Source</b>
29.09.20	0.1	New Policy	Creation of policy. J Wynn	Original based on SIAMS policy
21.10.20	0.2	New Policy	Board Lead review – No changes. P Lovern	
20.11.20	1.0	New Policy	Ratification by Board	

## Behaviour Policy

### Aims

It is a primary aim of The Staffordshire Schools Multi Academy Trust that all God's children feel valued and respected, and that each person is treated well and fairly. We promote caring communities, whose values are built on mutual trust and respect for all. The Trust's behaviour policy is therefore designed to support the way in which all members of the Trust can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Each school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school Christian communities in aiming to allow everyone to work together in an effective and considerate way.

The Trust expects every member of the school communities to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. We encourage the children to follow a set of values and principles and these are explicit through our work.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

The Trust recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Behaviour Management is the responsibility of **all** staff who work at any of the schools within The Staffordshire Schools Multi Academy Trust.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Incidents of racism or homophobia will not be tolerated in any form.

### **The Role of the Chief Executive Officer**

The Chief Executive Officer has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Chief Executive Officer may permanently exclude a child. These actions are taken only after the Board of Directors have been notified and will be in line with the requirements of the Trust's Exclusion Policy.

### **The Role of the Head Teacher**

It is the responsibility of the Head Teacher to implement the Trust's Behaviour Policy consistently throughout the school, and to report to the Chief Executive Officer and Board of Directors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school and to uphold and promote the school's core Christian values, mission statement and ethos.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Head Teacher may amend behaviour strategies to support the work of the school, but the underlying principles and foundation will follow this policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour including bullying and racism.

### **The Role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school's rules are enforced and values upheld in their classes, and that their classes behave in a responsible manner during lesson time.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher is responsible for ensuring that repeated or concerning behaviour is recorded, and that the Head Teacher and parents/carers are informed and involved as appropriate.

The class teacher is responsible for seeking help and advice from their mentor, Phase Leader, SENCO or Head Teacher as appropriate, and in a timely manner.

### **The role of the SENCO**

The Trust's SENCO oversees the support to children who, for a variety of reasons, find the school challenging. The SENCO agrees with staff those children who need to be supported, and the SENCO works closely with SEN champions, outside agencies, parents, carers and staff to devise a programme which will support the individual. This programme is reviewed regularly.

### **The Role of Support Staff**

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour and ensure that the Christian values of the school are upheld and promoted at all times.

### **The Role of Parents and Carers**

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions, firstly to the class teacher, then to the Head Teacher.

Every school in the Trust collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

### **School Values**

The school's motto of Believe and Achieve underpins all we do and is reinforced through our 3 overarching Christian values. The story of The Good Samaritan is our reference point for behaviour management.

- Love
- Respect
- Friendship

### **School Rules**

- Be the best that you can be
- Set a good example and always show kindness to one another
- Treat others as you would like to be treated
- Always tell the truth
- Respect each other's belongings
- Walk around the school sensibly
- Believe and Achieve

### **School Expectations**

- We expect children to listen carefully to instructions.
- We expect children to join in and try their best in all activities.
- We expect children to be polite and respectful to others.
- We expect children to use the playground and the equipment safely.

### **Class Rules**

Class teachers, support staff and children in their class devise these at the beginning of the academic year. The school's values are used as a starting point for these rules. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.

Rules will be written up neatly and prominently displayed in the classroom.

### **Promoting Positive Behaviour**

The Staffordshire Schools Multi Academy Trust takes good behaviour seriously in all of its schools. Some schools may differ slightly from the schemes outlined below, but all follow the same basic outline.

We praise and reward children for good behaviour in a variety of ways:

- Positive affirmation from staff - pupils may be sent to another member of staff to re-enforce the praise and may receive a sticker. The Headteacher and the CEO actively encourage staff members to send children to them for good behaviour, improved attitudes to learning, and outstanding achievement.
- Use of a progressive reward system in every classroom, including Care Club. This may include the following:
  - Use of Dojo points
  - Use of reward time

- Use of the House Point system
- Star of the Week
- Values stickers
- Outstanding Achievement certificates

### **Progressive Reward System**

The school uses a progressive reward system to monitor behaviour, where children move through stages. Good behaviour is expected, continued or exceptional behaviour is rewarded.

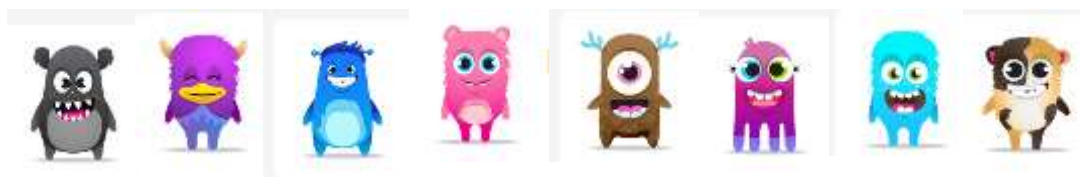
### **Outstanding Achievement Certificate**

Outstanding Achievement Certificates are awarded for amazing achievements, such as completing the Big 60 spelling text with no mistakes. These certificates are presented in Achievement Assembly/Worship.

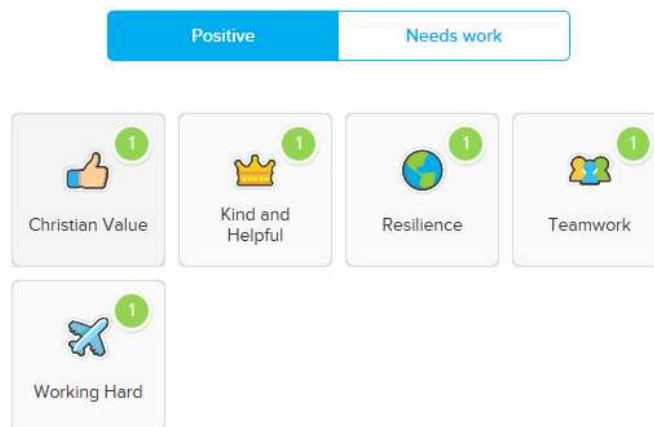
### **Class Dojo** (<https://www.classdojo.com/en-gb/>)

Parents are given a code to log in to Class Dojo once their child has started school. The app can then be downloaded to a phone, or accessed on a PC.

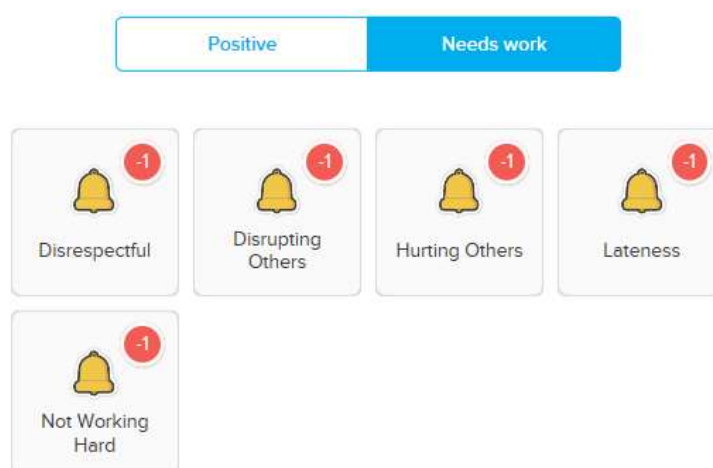
Positive and negative behaviour is rewarded with our online Dojo points system. Each child has their own unique emoji character, which they can modify, through which they attempt to reach targets in order to receive certificates.



The children earn points based on over-arching principles such as:



Children may lose points for behaviours such as:



Through the app, parents can see how many Dojo points their child has earned in a day, and what it was awarded for.

Dojo points are collected throughout the school year. At some schools, certificates are awarded at Achievement Assembly/Worship once the below number of points are reached:

50 Dojo Points	Bronze certificate
100 Dojo Points	Silver certificate
150 Dojo Points	Gold certificate
200 Dojo Points	Gold pin badge

### ***Star of the Week***

Each week one child from each year group is nominated by their teacher to receive 'Star of the Week'. This award is presented in Achievement Assembly/Worship, and celebrates good behaviour, attitudes and achievement. Teachers will explain to the school what in particular a child has done to receive Star of the Week. We encourage family to attend Achievement Worship. Parents will be notified in advance if their child will be receiving Star of the Week.

### ***PSHE/SRE***

All classes use PSHE/SRE sessions as a tool for promoting positive behaviour. PSHE/SRE sessions may be a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

A PSHE/SRE programme is taught / integrated into the Foundation Stage curriculum.

### **How poor behaviour is addressed**

The Staffordshire Schools Multi Academy Trust expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis. All sanctions are age appropriate.

Children are reminded about the expectations for behaviour, and standards are clear throughout the school. Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate.

If children do not adhere to these standards, they are given a verbal warning, where it is explained to the child what they are doing that is not acceptable.

If their behaviour continues, the child receives a second warning, and will progress down the reward system. In addition, they may be placed on a table away from classmates for a chance to calm down, reflect or continue their work silently. Children may also lose privileges for poor behaviour.

If a child is put on to the lowest level of the reward system, they are sent to the Head Teacher.

For the following incidents, children are immediately moved to the bottom of the reward system, and sent to the Head Teacher:

- Physical violence or threatening behaviour
- Swearing intentionally to cause offence
- Racist, sexist or homophobic remarks (these are recorded separately and reported to the Directors)

Class Teachers might also decide to make the child stay in at break/lunch time to complete work set in class, or to give time to reflect.

In extreme cases, a teacher will send a child to ask for assistance from a senior member of staff.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session. The teacher may at this point seek further support from the Head Teacher.

### **Behaviour Monitoring**

The following systems are in place to monitor behaviour:

- Each class has a behaviour log, which records incidents, the child's response, and action taken.
- A record of parental contact is included within the log.
- The behaviour log is kept in the classroom.
- Behaviour logs record incidents including:
  - Behaviour resulting in children being placed on the lowest level of the reward system.
  - Continually disruptive behaviour.
  - Aggressive or violent behaviour.
  - Behaviour resulting in missing a break/lunch time
- Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. An individual support programme might be arranged in consultation with SENCO, Head Teacher, and Parents/Carers.
- Parents/carers will always be consulted regarding any behaviour issues. This includes but is not limited to:
  - If a child is sent out of the class twice in one week.
  - Missing more than 3 break/lunch times in 2 weeks.
  - Behaviour is an ongoing cause for concern.
- Teachers will ensure all staff, particularly HLTAs and midday meal supervisors know that a child is under sanction or has behaviour targets.
- Class teachers will have copies of letters that they can send home to parents/carers if they want to discuss a child's behaviour. If a letter is sent home, this will be recorded in the behaviour log and the letter sent to the office for posting. The Head Teacher must be informed if a letter is to be sent home. Any phone calls are also logged.
- If a letter is sent home and the teacher receives no response from the parent/carer within two school days, the Head Teacher should be informed. A second letter will then be sent to the parent/carer from the Head Teacher, or a phone call will be made.
- Non-class based teachers should follow all the procedures in place and should communicate action taken to all relevant staff.

### **Further Sanctions**

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school. Please see the Trust's Exclusion Policy for further information.

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy



Ongoing exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

All schools across the MAT will use alternative provision as agreed by Staffordshire County Council as a strategy to address and support behaviour where deemed necessary.