



## BEHAVIOUR AND DISCIPLINE POLICY

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# INSPIRE MULTI ACADEMY TRUST

## BEHAVIOUR AND DISCIPLINE POLICY

### **1 Aims and expectations**

- 1.1** It is a primary aim of our trust that every member of the trust community feels valued, respected and safeguarded and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The trust behaviour policy is therefore designed to support the way in which all members of the trust can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, as we all know that the atmosphere of the trust can have a substantial influence on children's behaviour.
- 1.2** The pupils have devised their own code of conduct to promote responsibility for their own behaviour. It is a means of promoting good relationships, so that people can work together with the common purpose of helping all learners. This policy supports the trust community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The trust expects every member of the trust community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the trust community.
- 1.6** The trust rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **2 Rewards and sanctions**

- 2.1** We praise and reward children for good behaviour in a variety of ways:  
teachers congratulate children;  
teachers have their own class reward system;  
sharing good work with other adults or class;  
by awarding stickers, badges or stars;  
each receives a prize from the treasure chest as a reward;  
certificates are awarded for consistent outstanding work or behaviour, or to acknowledge outstanding acts of kindness;  
all classes have an opportunity to lead a class assembly where they are able to show what they have been learning
- 2.2** The trust acknowledges all the efforts and achievements of children, both in and out of school.
- 2.3** The trust employs a number of sanctions to enforce the trust rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

### **Plains Farm Academy**

Verbal reprimand, 1<sup>st</sup> warning/amber 2<sup>nd</sup> warning;  
Think about it time;  
Time out from class/removal from class with a red card, each class has a designated teacher; (TLR)/upper teachers  
Loss of privileges e.g.: playtime/golden time etc.;  
Earn return back to class with green behaviour.  
Removal to Senior Management and possible opportunity to attend positive behaviour, nurture class  
Recorded in pastoral file;  
Patterns of behaviour are discussed and individual behaviour programmes are implemented, further concerns would then be referred to the SENCO;  
Exclusion from lunchtime;  
Temporary exclusion from school;  
Permanent exclusion from school;

### **New Penshaw Academy**

Verbal reminder as a 1<sup>st</sup> warning  
2<sup>nd</sup> Warning – Amber  
Think about it time - Red;  
Time out from class/removal from class with a red card, each class has a designated teacher; (TLR)/upper teachers  
Loss of privileges e.g.: playtime/golden time etc.;  
Earn return back to class with green behaviour.  
Removal to Senior Management and possible opportunity to attend positive behaviour, nurture class  
Recorded in pastoral file;  
Patterns of behaviour are discussed and individual behaviour programmes are implemented, further concerns would then be referred to the SENCO;  
Exclusion from lunchtime;  
Support plan for behaviour with clear steps, sanctions and rewards;  
Referrals for Tier 1 Behaviour support – Advice and further strategies  
Tier 2 – Direct work within school with behaviour team, member  
Temporary exclusion from school;  
Referrals for 12 week placement at the Link school  
Permanent exclusion from school.

### **Fatfield Academy**

Praise and Rewards

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

- Spoken praise;
- Stickers, certificates and medals;
- Speaking directly to parents/carers.

Consequences

The school employs a number of consequences which will take place should the correct choice not have been made:

- A spoken warning

- A yellow card
- A red card and child sent to another classroom for 10 minutes
- Sent to HT or DHT for lunchtime detention followed by a letter home to explain behaviour. (Detention is at the discretion of the leadership team (depending on the severity and up to a maximum of 3 lunchtime days).

The maximum detention will be given for the following non-negotiables:

- Physical violence
- Swearing
- Showing disrespect to adults.

If inappropriate behaviour persists:

- A meeting will be arranged between the parent and teacher
- A letter or phone call will be made by the school requesting a meeting between the Deputy Head Teacher and parents/carers.
- A letter or phone call will be made by the school requesting a meeting between the Head Teacher and parents/carers.

In extreme circumstances:

- Patterns of behaviour are discussed and individual behaviour programmes are implemented, further concerns would then be referred to the SENCO;
- Exclusion from lunchtime;
- Support plan for behaviour with clear steps, sanctions and rewards;
- Referrals for Tier 1 Behaviour support – Advice and further strategies
- Tier 2 – Direct work within school with behaviour team, member
- Temporary exclusion from school
- Permanent exclusion from school

### **Burnside Academy**

Verbal warning

Yellow card

Withdrawal in another classroom for 10 minutes

Text message to parents/carers notifying them of the withdrawal

Loss of privileges e.g.: playtime/lunchtime

Recorded in pastoral file

Behaviour tracking and recording system put in place

Removal to Senior Management and possible opportunity to attend positive behaviour, nurture class

Patterns of behaviour are discussed and individual behaviour programmes are implemented, further concerns would then be referred to the SENDCo

Weekly reviews with parents/carers and Senior Management

Exclusion from lunchtime

Temporary exclusion from school

Permanent exclusion from school

## Farringdon Academy

Verbal reminder

1<sup>st</sup> warning- Amber

2<sup>nd</sup> Warning – Amber

Think about it time

Time out from class/removal from class with a red card, to a designated teacher; (TLR)/upper teachers. Recorded in pastoral file;

Earn return back to class with green behaviour.

Loss of privileges e.g.: playtime/golden time etc.

Removal to Senior Management

Patterns of behaviour are discussed and individual behaviour programmes are implemented, eg, nurture group, reward charts etc, further concerns would then be referred to the SENCO; strategies will be reviewed on a regular basis.

Exclusion from lunchtime;

Support plan for behaviour with clear steps, sanctions and rewards;

Referrals for Tier 1 Behaviour support – Advice and further strategies

Tier 2 – Direct work within school with behaviour team

Temporary exclusion from school;

Referrals for 12 week placement at the Link school

Permanent exclusion from school.

- 2.4** The class teacher discusses the trust rules with each class. In addition to the trust rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child across the trust knows the standard of behaviour that we expect in our trust. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.
- 2.5** The trust does not tolerate bullying of any kind as reflected in the SEALs/Anti bullying Policy. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.
- 2.6** All members of staff are aware of the regulations regarding the use of force by teachers, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children, the Local Authorities and Inspire Multi Academy Trust Positive Handling Policies and the Policy on the use of Physical Interventions.
- 2.7** Where a child has additional needs or a diagnosis which can impact upon their behaviour, advice will be sought from all other professionals involved with the child. This information will be shared with appropriate staff and a manageable number of strategies implemented into any consequence/reward system, behaviour support plan or positive handling plan. The school will invite all professionals involved with the child to a planning meeting, including parents, to discuss appropriate strategies. This will ensure that outside agencies are aware of all professional advice given and any conflicting advice and opinions can be discussed before implementing strategies. Any strategies implemented will be reviewed and then evaluated and changed accordingly, in consultation with professionals and parents. Parents will be informed if any professional agency declines to attend the planning meetings.

### **3 The role of the class teacher**

- 3.1** It is the responsibility of the class teacher to ensure that the trust rules are enforced in their class, and that their class behaves in a responsible manner during the school day.
- 3.2** The class teachers in our trust have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3** The class teacher, as a role model, treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 3.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the pastoral file. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from designated colleagues.
- 3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.
- 3.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole-trust policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child.

### **4 The role of the headteacher**

- 4.1** It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the trust behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3** The headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4** The headteacher has the responsibility for issuing fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. If the Headteacher takes any of these actions, governors will be notified.

### **5 The role of parents**

- 5.1** The trust works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

- 5.2** We explain the trust rules in the trust prospectus, and we expect parents to read these and support them.
- 5.3** We expect parents to support their child's learning, and to co-operate with the trust, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's behaviour.
- 5.4** If the trust has to use reasonable sanctions to discipline a child, parents should support the actions of the trust. If parents have any concern about their child, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal complaint may be made to the governing body.

## **6 The role of governors**

- 6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 6.2** The headteacher has the day-to-day authority to implement the trust behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must consider this advice when making decisions about matters of behaviour.

## **7 Fixed-term and permanent exclusions**

- 7.1** Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2** If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The trust informs the parents how to make any such appeal.
- 7.3** The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5** The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

**7.6** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

**7.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## **8 Monitoring**

**8.1** The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**8.2** The trust keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her because of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors provide written details of any incident in the incidents book that we keep in the school office.

**8.3** The headteacher keeps a record of any pupil who is suspended for a fixed-term period, or who is permanently excluded.

**8.4** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the trust policy is administered fairly and consistently.

## **9 Review**

**9.1** The governing body of Inspire Multi Academy Trust reviews this policy annually. They governors may however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.