



Cheshire Academies Trust
Collaboration and Creativity



BEHAVIOUR POLICY

Next review date: AUTUMN 2021

Introduction

Our primary aim is that every member of the Cheshire Academies Trust (CAT) community feels valued and respected, 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. Our academies behaviour policy is designed to support the way in which all members of the community can live and work together in a supportive way. It aims to promote an environment where everyone feels safe and secure.

The primary aim of the behaviour and discipline policy 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 community in aiming to allow everyone to work together in an effective and considerate way.

- CAT expects every member of our community to behave in a considerate way towards others;
- We treat all children fairly and apply this behaviour policy in a consistent way;
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of their school community;
- Our academies recognise good behaviour as we believe that this will help to develop an ethos of kindness and co-operation;
- This policy is designed to promote good behaviour rather than merely deter anti-social behaviour;
- Our approach to behaviour management is designed to offer a structure within which children can develop effective skills of self-discipline.

Expected Behaviour

- The Home School Agreement requires children and parents sign up to the whole school expectations for behaviour.

Encouraging Good Behaviour

- Children are reminded about expected behaviour through class discussion, individual conversations and through the PHSE and RSE curriculum;
- Children are all given a designated role in their classroom to develop their sense of belonging and being a necessary part of our school community. These roles are changed regularly although in Year 6 these may be longer term roles;
- Staff will also use other techniques such as 'Check in' and 'Check out' to encourage community and interdependence;
- Often inappropriate behaviour arises when a child feels upset, angry or frustrated. Children are taught self-calming techniques to help them in situations they find emotionally challenging;
- CAT classrooms endeavor have a Safe Place. This is a small, comfortable area a child can remove themselves to for a short period of time if they feel they need space to deal with their own upset or to use self-calming techniques. Staff will support children as appropriate at these times. This is not a time out punishment, rather an opportunity to calm down and reflect how they can deal appropriately with their upset.

Recognising Good Behaviour

- Each class member has an individual role or job.
- Each week we nominate at least two children from each class to receive a 'Thank-You' behaviour award. We also nominate 2 children to receive a 'Great Work' award. These postcards are presented during our Friday Celebration Assembly.
- As a staff we have made the decision not to give out stickers and certificates as a normal everyday strategy to manage behaviour. Rather children will be encouraged to recognise the positive effect their good behaviour has on themselves and others thus helping them to develop self-motivation. We recognise that on rare occasions children who are struggling to develop good behaviour patterns may need a short term series of goals and rewards to help them develop their self-discipline skills. These will be developed in consultation with the Senior Managers, SENCO and Lead Behaviour Professional.

- Our academies acknowledge all the efforts and achievements of children, both in and out of school.

Dealing with Inappropriate Behaviour

- Children are taught and supported to calmly and assertively challenge any behaviour they find makes them uncomfortable from any other child. This is carefully monitored by staff. We believe it is important for each child to be able to express what they don't like when a behaviour causes them hurt or upset;
- Children are encouraged to use the self-calming techniques they've been taught in confrontational situations. They are encouraged to use the Safe Place for this purpose and to seek staff support as appropriate;
- If a child's physical, emotional or mental safety has been compromised by themselves or another child all children involved will take part in a discussion. This discussion will centre around how best to resolve the situation and how to best prevent it occurring again. The situation may have natural consequences or intentional consequences imposed by staff (Eg. a child may be removed from the playground if their behaviour is deemed by staff to pose a threat to their or other child's safety);
- Consequences will be appropriate to each situation and will be designed to help children learn from their mistakes;
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own;
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

The safety of the children in our care is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and may remove the child from taking part. If a child threatens, hurts or bullies another child, the class teacher records the incident, deals with it as above and the child receives a consequence. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. (Parents are often involved before this stage as staff aim to have an open informal communication with parents about any concerns)

Cheshire Academies Trust does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent 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.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE non-statutory guidance *The Use of Force to Control or Restrain Children, 2008*. Staff in our academies do not hit, push or slap children. 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 role of the class teacher

It is the responsibility of the class teacher to ensure that their academy's rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our academies 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. The class teacher treats each child fairly and enforces consistent positive behaviour. The teacher treats all children in their class with respect and understanding.

If a child displays inappropriate behaviour repeatedly in class, in the first instance, the class teacher deals with incidents him/herself. However, if inappropriate behaviour continues, the class teacher seeks help and advice from the Senior Management Team, Lead Behaviour Professional (LBP) and/or SENCO. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Behaviour deemed to reflect Special Needs

There inappropriate behaviour consistently fails to respond to quality first teaching and is not managed by the strategies out lined in this document, it is the responsibility of the class teacher, in consultation with the SENCO and LBP, to draw up an Individual Behaviour Plan.

Where targets are not met, and the child consistently fails to reach the standards of behaviour expected, The SENCO/LBP may request the involvement of outside agencies, such as Cheshire Behaviour Support Team. This is in accordance with the Graduated Response Policy of Cheshire West and Chester Local Authority and complies with the Special Needs Code of Practice.

The role of the Principal

It is the responsibility of the Principal to implement the school behaviour policy consistently throughout their academy, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school. The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour that threaten the safety of themselves and others. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Both these actions are only taken after the Chair of Governors has been notified.

The role of parents

Academies work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, to be 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 welfare or behaviour.

If the school has to use reasonable consequences to enable a child to learn from their mistakes parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of the Local Governing Board

The Local 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 Principal in carrying out these guidelines. The Principal has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

The Principal, or Senior Leader in their absence, has the power to exclude a child from school. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a child permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal, or Senior Leader in their absence, excludes a child, parents are informed immediately, giving reasons for the exclusion. The Principal makes it clear to the parents in a letter that they can, if they wish, appeal against the decision to the Governing Body immediately by writing to the Chair of Governors. In the letter the school informs the parents how to make any such appeal. The school also informs the parents that if they consider the exclusion has occurred as a result of discrimination then they may make a claim to the First-tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Such a claim must be lodged within 6 months of the date the child was excluded. The Principal informs the LA and consults with the named Governor for exclusions about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Board itself cannot either exclude a child or extend the exclusion period made by the Principal. If a parent appeals against the exclusion the appeals panel meet to consider the circumstances in which the child was excluded and consider any representation by parents. Whilst the governing body has no power to direct reinstatement, they must consider any representations parents make and may place a copy of their findings on the child's school record.

Monitoring

The Principal monitors the effectiveness of this policy on a regular basis. They also report to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Principal keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the policy is administered fairly and consistently.

APPENDIX 1

[New] Behavioural Management During the Coronavirus (COVID-19) Pandemic

[This appendix has been created to help our academies outline the behaviour management procedures and rules they will put in place once phase reopening begins. We have created this appendix in accordance with the latest government guidance surrounding schools' wider reopening from 1 June 2020.]

Statement of intent

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations while the school observes social distancing and infection control guidelines. This appendix sets out what additional actions the school will take when phased reopening begins.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

Enforcing new rules

- The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- Staff are informed about the measures in place so they can enforce these rules at all times.
- The school informs parents of any changes to provision outlined in this policy.
- The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
- Staff are informed of discipline and rewards in place to aid enforcement of these rules in line with this policy.
- Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.

Arrival and departure

- The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
- Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- The school expects pupils to move immediately to their classrooms after washing their hands upon arrival.
- Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

Hygiene and infection control

- The school ensures a risk assessment is conducted prior to reopening to more pupils in order to enforce adequate and practical measures to safeguard the health and safety of both staff and pupils.
- The school understands that younger children cannot be expected to remain two metres apart from others at all times and takes this into account with regards to discipline and giving rewards.
- Younger children should stick to their class groups and avoid mixing as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.
- Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
 - Upon arrival at and departure from the school.
 - Before and after consuming food.
 - After using the toilet.
 - After coughing or sneezing.
- Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- Pupils are expected to dispose of tissues using the litter bins provided.
- Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
- Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

Social distancing

General

- Pupils adhere to the social distancing measures put in place by the school.
- Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.
- Pupils are expected to:
 - Refrain from close contact with people who display symptoms of coronavirus.
 - Remain at least two metres apart from other people, where practicable.
 - Remain within their assigned groups.
- Where it is not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.
- Pupils are placed into classes of no more than 15 pupils and they are not permitted to mix with other pupils outside this class, unless instructed to do so by their class teacher'
- Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

In the canteen

- The school expects pupils to respect the health and safety of catering and canteen staff and to follow all infection control and social distancing rules put in place while collecting and eating food.

- Pupils are allocated specific time to use the canteen to help adhere to social distancing rules. Pupils do not enter the canteen or dining area unless expressly told to do so by a member of staff.

During sports and exercise activities

- The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
- Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using changing rooms or other dressing and washing facilities.
- The school does not permit close-contact sports, play or activities at this time.
- Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with this policy.
- Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

During collective worship

- Pupils are expected to follow all social distancing and infection control rules during assemblies and collective worship.
- **[Schools that have prayer room facilities or equivalent]** Pupils must form an orderly queue when using prayer rooms and related facilities and are permitted to enter **one** at a time.

Moving around the school

- The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.
- The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.
- Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the canteen.
- Pupils may leave the classroom to use the toilets or other sanitary facilities **one** at a time, with permission from a member of staff and accompanied by an adult where appropriate.
- Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

Ill health and infection

- The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the **Anti-Bullying Policy**.
- The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.
- Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

The school premises

- Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.
- Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

Breaktime and lunchtime arrangements

- The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.
- Pupils are expected take their breaks and lunchtimes at phased times, within their permitted class groups and only in designated areas.

- Pupils are not permitted to gather in groups larger than 15 at a time and must not mix between groups, unless authorised by the member of staff responsible for a given group.

School uniform

- The school does not expect pupils to wear uniform while in school. Rather we would prefer parents to wash their child's clothes at the end of each day.
- Parents should ensure that their children attend school in clean uniform each day – parents are advised to avoid sending their child to school in clothing that cannot be machine washed in line with government guidance.
- Suitable garments must be worn that fulfil the following requirements:
 - **They are plain in colour**
 - **They are practical for school**
 - **They do not display words, logos or graphics that are considered offensive**

Exclusions

- All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.
- The Principal retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the **Exclusions Policy**, where practicable.
- Where an excluded pupil is considered vulnerable or is the child of a key worker who cannot be safely cared for at home, the **Principal** liaises with the LA and the pupil's parents as soon as possible to discuss what reasonable adjustments can be put in place, taking into consideration the pupil's safety and the safety of others.
- The **Principal** liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.
- The timeframes set out in the **Exclusions Policy** remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.
- Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the **governing board** decides whether any meetings should be delayed.
- The **governing board** takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

Rewards and discipline

- Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

Close contact behavioural management

- Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the **Positive Handling Policy**.
- The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.
- Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.
- If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.