



Behaviour Policy

2021 - 2022

Signed:

Chair of Governors

Frans Jakes

Head of School

Date reviewed: September 2021

Next Review: September 2022

Contents

| | |
|---|-------|
| 1. Aims | 2 |
| 2. Legislation and statutory requirements..... | 2 |
| 3. Definitions..... | 2 |
| 4. Bullying | 3 |
| 5. Roles and responsibilities..... | 3 |
| 6. Pupil code of conduct..... | 4 |
| 7. Rewards and sanctions..... | 4 |
| 8. Behaviour management..... | 6 |
| 9. Pupil transition..... | 7 |
| 10. Training | 7 |
| 11. Monitoring arrangements..... | 7 |
| 12. Links with other policies..... | 7 |
| Appendix 1: written statement of Expectations for positive Behaviour for Learning | 8 |
| Appendix 2: letters to parents about pupil behaviour – templates..... | 9 |
| Appendix 3: Positive Behaviour Chart..... | 11/12 |

1. Aims

This policy aims to:

- Promote responsible and respectful behaviour, reflecting the school and Co-operative Values of Self-Help, Democracy, Equality, Equity, Self-Responsibility and Solidarity.
- Acknowledge the important part that rewards play in helping pupils to self-regulate their behaviour.
- Provide a **consistent approach** to positive behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different stakeholders in the school community with regards to positive behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) and The Osborne Academy Trust:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

3. Definitions

Poor behaviour is defined as:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Refusal to follow instructions

Serious poor behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault and sexual harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Cigarettes or Vaping device
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any
- person (including the pupil)

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment includes:

- Sexual comments.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against another pupil.
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual violence refers to the three following offences:

- Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Harmful sexual behaviours

Sexual violence and sexual harassment can occur online and offline (both physically and verbally) and are never acceptable. All victims should be taken seriously and offered appropriate support. Victims of sexual violence and harassment are likely to find the experience distressing and stressful, and it will, in all likelihood, adversely affect their education. Harmful sexual behaviours the term "harmful sexual behaviour" is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases
- Inappropriate touching.
- Sexual violence or threats.

4. Bullying

Please refer to the East Tilbury Primary Anti-Bullying Policy, including Cyber Bullying.

5. Roles and responsibilities

5.1 The Local Governing Body

The Governors will also review this behaviour policy in conjunction with the Head of School and monitor the policy's effectiveness, holding the Head of School to account for its implementation.

5.2 The Head of School

The Head of School is responsible for reviewing this behaviour policy in conjunction with the Local Governing Body, giving due consideration to the Trust statement of Expectations for Positive Behaviour for Learning (appendix 1). The Head of School will also approve this policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure consistency of application.

5.3 Staff

Staff are responsible for:

- Meeting and greeting pupils at the start of each day
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Identifying and recognising positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS on the day the incident occurred
- Providing stimulating, engaging and structured lessons that will promote Positive Behaviour.

5.4 Senior Leadership Team

SLT will:

- Meet and greet pupils at the beginning of the day
- Be a visible presence around the school
- Celebrate staff, leaders and pupils whose efforts go above and beyond our expectations.
- Regularly share good practice
- Support all staff in managing pupils with more complex and/or entrenched negative behaviours
- Use behaviour data to target, assess and influence school wide behaviour policy and practice.
- Regularly review provision for pupils
- The senior leadership team will support staff in responding to behaviour incidents.

5.5 Parents/Carers

Parents/Carers are expected to:

- Support their child and the school in adhering to the pupil code of conduct and school policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

All stakeholders show a consistency of approach that aims to ensure that rewards and sanctions are implemented and all involved feel valued as individuals and included in our community. Staff will always deliver sanctions calmly and with care for the benefit of all involved. High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Position on the recognition board
- Dojo points
- Praise postcards
- Letters or phone calls home to parents/carers
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour in line with Trust Statement of Expectations for Positive Behaviour for Learning and Positive Behaviour Document displayed in school:

- A verbal warning and a recommendation from the teacher in reference to the positive behaviour flowchart.
- Second verbal warning
- Sanction which includes reflection time during break or lunchtime. This will be with the class teacher.
- If behaviour is persistent during the day, a call home to parents.
- Incident recorded on CPOMS and pupils made aware of this being on their record.
- Referring the pupil to a member of the pastoral team.
- Referral to a senior member of staff.
- 10 recorded incidents on CPOMS will lead to a Behaviour Intervention Plan (BIP). This will be agreed with parents/carers.
- Review progress after implementing BIP plan after two weeks.

See appendix 2 for sample letters to parents/carers about their child's behaviour.

We may use isolation in response to serious or persistent breaches of this policy. Pupils may be put in isolation during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Parents will be informed of this on the day of the incident. Isolation is managed by the Pastoral Team and supported by SLT

7.2 Alternative Provision and Off-Site Provision

Alternative education and off-site provision may be used as a sanction for persistent or gross breaches of the behaviour policy. This will be implemented at the discretion of the Head of School. It will be the responsibility of the Head of School to ensure the alternative provision is of appropriate relevance to meet the needs of the child.

The schools may feel that exclusion is the consequence which needs to be used.

Fixed Term Exclusion

Pupils may be sent home and removed from the school for up to five days. Work will be provided. The pupils are the responsibility of the parents/carers. Governors will not hold any type of review panel for fixed term exclusions administered by the Head of School for exclusions that are 5 days or less.

Exclusion over 6 days

Under the Education Act 2011 including The Schools Discipline Regulations (England) 2012, the school or, in the case of permanent exclusions, the Local Authority should provide educational provision. The Governing body will hold a review panel of any fixed term exclusions that are 15 days in one term or if a number of exclusions total 15 days or over in one term.

Permanent Exclusion

Prior to any decision being taken, the Head of School must discuss an intention to permanently exclude with the Trust CEO & Chair of Governors. The Local Governing Body will convene a panel to review the Head of School's decision at which the Head of School and the parent/carer can make representation. This panel must meet within fifteen working days from the exclusion. Following this meeting the panel will inform the parent/carers of the final decision. Parents/carers have a right to appeal if the Governors uphold the Head of School's decision.

Managed move

Pupils who receive a fixed-term exclusion will normally be reintegrated back into mainstream lessons. This will be clearly stated on the exclusion letter. Where pupils fail to rectify their behaviour or do not wish to conform to the positive ethos of the school, a managed move/ a fresh start/ a time out placement at an Alternative Provision will be considered.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or sporting activity.

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School (or Executive Headteacher if the allegation is against the Head of School) will consider the consequence for the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Head of School will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

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 pupils to be engaged
- Display the pupil code of conduct or their own classroom rules (Ready Respectful Safe)
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally e.g. body language, facial expression.
 - Highlighting and promoting good behaviour with all pupils. Use of recognition board/resource
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption. Display Positive Behaviour Chart prominently in room and refer to if necessary.
 - Develop class rules/expectations with the class at the beginning of the year and revisit regularly.
 - Use reflection sheets to improve empathy and behaviour.
 - Using positive reinforcement
- Develop a positive working relationship with parents/carers, which may include:
 - Being available to parents/carers at the beginning and end of the day for parents/carers to share concerns and positive feedback
 - Honesty when communicating with parents/carers
 - Regularly communicate with examples of excellence, kindness and determination through phone calls, face to face, letters home or praise postcards.
 - School reports and teacher consultation evenings.

8.2 Positive Handling (See Policy)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder that could lead to either themselves or others being hurt
- Hurting themselves or others
- Damaging property that could lead to either themselves or others being hurt

Incidents of positive handling must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers
- Include pupil response following the incident as soon as is practicable

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

These items will not be returned to pupils; the parent/carer will need to attend the school to discuss the item found.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process and identified staff are trained in the proper use of positive handling, using the Safe approach (Safer Support Aligned for Education)

Positive Behaviour management will also form part of continuing professional development.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti- Bullying
- SEND

Appendix 1: written statement of behaviour principles

Please refer to Osborne Co-operative Academy Trust Statement of Expectations for Positive behaviour for Learning.

The LGB also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of Expectations for Positive behaviour for Learning is reviewed and approved by the Trust annually.



Statement of Expectations for Positive Behaviour for Learning

Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the International Co-operative Movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

The aim of this statement is to promote responsible and respectful behaviour reflecting the Co-operative values. All Osborne Co-operative Academy Trust Schools will develop their Positive Behaviour Policy and embed the following principles.

We will:

- Work in partnership with Parents/Carers and other stakeholders to build positive relationships providing a shared ownership that is effective and strengthens the Osborne Co-operative Academy Trust;
- Develop an inclusive culture based on trust and mutual respect where differences are acknowledged and celebrated, and individuality is valued;
- Create an environment to support the development of resilient students, providing excellent learning opportunities to enable children to become positive, responsible and increasingly independent members of their Academy and the wider community.
- Secure an environment in which students develop and achieve their full potential; intellectually, emotionally, socially, physically and spiritually;
- Foster a culture of consistency where staff are skilled, confident and committed to challenge students to take ownership of their behaviour for learning, self-responsibility and the impact that their behaviour has on others;
- Work together to provide equity and ensure equality for all students irrespective of need by using the breadth of expertise across the Trust; and
- Continually develop student aspirations and their participation in society to enable them to become active citizens and achieve economic well-being.

To achieve success it is recognised and accepted by all stakeholders that our students are led by example. All adults and students will model the co-operative and ethical values and understand and take responsibility for their own behaviour and the impact it has on others and in the wider community.

The legal framework:

Teachers' Powers

- This power also applies to all paid staff with responsibility for pupils, such as teaching assistants (unless the Head Teacher says otherwise)
- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including educational visits

- Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. In certain circumstances this will include students out of school uniform outside of school hours
- Teachers have the power to impose detention outside of school hours
- Teachers can confiscate pupils' property
- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose punishment on that student
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 1. The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Head of School;
 2. The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
 3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.
- All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:
 - a) Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil); or
 - b) Causing personal injury or damage to property; or
 - c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Appendix 2: letters to parents about pupil behaviour – templates

First behaviour letter

Dear Parent/Carer,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our Positive Behaviour Policy, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent /Carer name: _____

Parent/Carer signature: _____

Date: _____

Second behaviour letter

Dear Parent/Carer,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our Positive Behaviour Policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear Parent/Carer

I am sorry to report that, despite meeting and agreeing on a Behaviour Improvement Plan, _____, has continued to misbehave. _____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Head of School, the Inclusion Lead and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

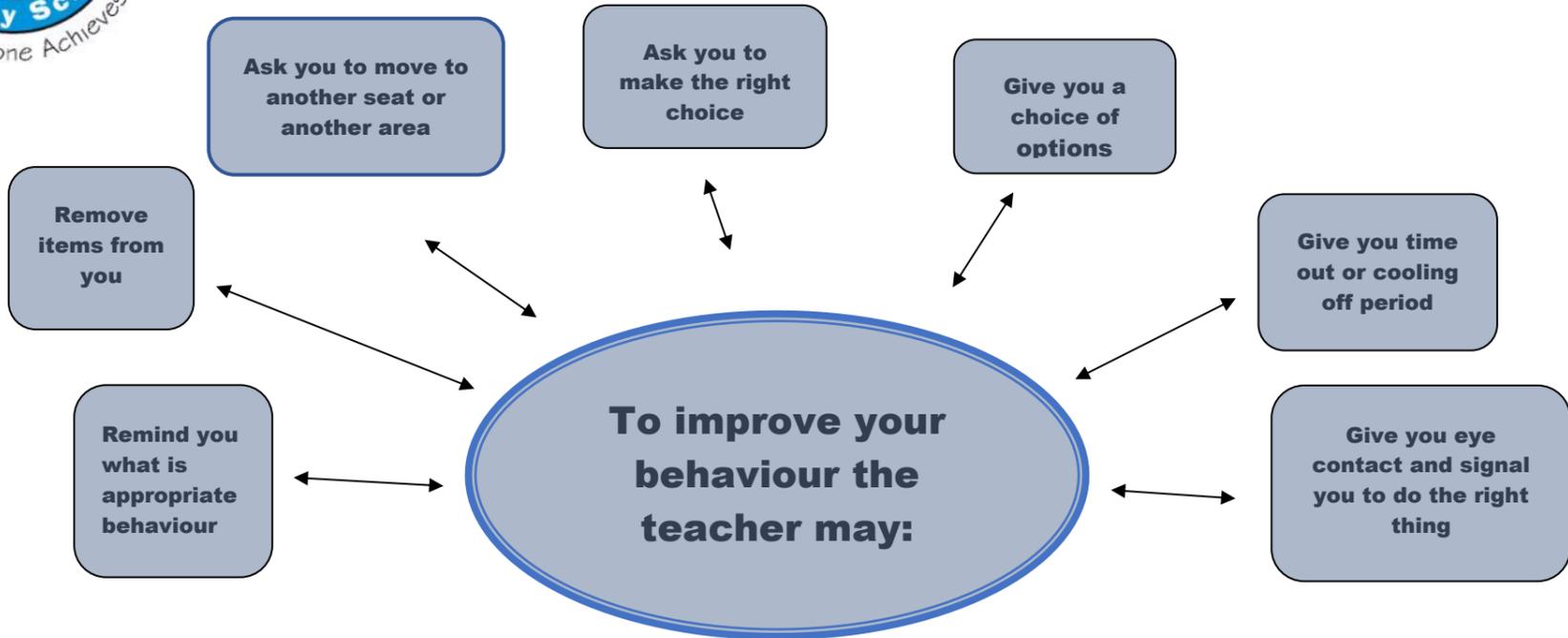
Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Positive Behaviour



1st Verbal Request - You need to improve your behaviour NOW before you receive a consequence.

2nd Verbal Request - You will now receive a BREAK TIME/ LUNCHTIME REFLECTION TIME with your class teacher (maximum of 10 minutes.) This will be recorded on the school systems.

PERSISTENT VERBAL REQUESTS DURING THE SCHOOL DAY

If you receive persistent verbal warnings during the school day your teacher will ring home and speak to your parents/carer.

This will be recorded on the school systems.

FINAL STEP - PASTORAL TEAM

Mr. Bennett - Behaviour/Pastoral Lead/Assistant Head

Mrs. Allen - School Counsellor.

A member of the team will be called for. They will ask you to improve your behaviour and may ask you to complete your work in another room. Recorded on school systems. Call home/meeting with parents/carers.

Our aim is for every child to be working at their best in class.

Ready

Respectful

Safe