

## **SHARE MAT Primary Behaviour Policy (Cowlersley Appendix)**

### **Introduction & Purpose**

As a Multi-Academy Trust, SHARE fundamentally believes that all pupils– despite their individual schools’ contexts - need a safe, secure and orderly environment in which to achieve their full potential, both academically and socially. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. All members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

### **Equality Statement**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

We aim to create this environment by having the following:

- A consistent approach in managing behaviour and clear communication
- Clear expectations in which pupils can learn and teachers can teach
- A simple and clear rewards system
- Clear sanctions which are immediate, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels
- Open dialogue with parents/carers

In essence, positive behaviour is behaviour that supports the learning of self and others. All stakeholders in all academies have their part to play in ensuring consistent and effective implementation of the Policy. By upholding and encouraging the principles of the Trust’s Behaviour Policy, this will help each school live the values of ‘Valuing People, Supporting Personal Best’. Individual schools’ contexts will define the detail of behaviour policies, and these are listed in the appendix of this document, but this document aims to outline the key non-negotiables for all academies within the SHARE Multi-Academy Trust. The policy applies to all school activities, both in school and out of school including breakfast club, after school clubs or activities, day educational visits and longer residential visits.

### **Philosophy**

The SHARE Behaviour Policy revolves around the values of the Trust, namely:

**Valuing People** – Every child attending any school within the Trust is valued, respected and allowed to learn in a safe, well-ordered school. Children can learn, teachers can teach. Every member of every school values every other, regardless of background, ethnicity, religion, sexual or gender orientation.

**Supporting Personal Best** – Every member of the SHARE community tries their utmost to be the very best that they can be, at all times, in all activities. Pupils and staff support one another, encourage each other to strive to reach their potential, and celebrate and share successes.

SHARE recognises that the vast majority of pupils are well behaved, co-operative and responsible and the heart of our policy is based on recognising and rewarding good and responsible behaviour. Each school's individual rules, expectations and the bespoke sanction/reward systems are displayed in every room and provide a clear explanation of our expectations and how rewards can be gained and how sanctions will be applied.

Rules are few in number and are very clear. They are based on the principles of being ready to learn, respectful and keeping safe. Pupils have a clear choice as to whether they keep to the rules or not. Pupils who do follow the rules receive rewards. Pupils who do not follow the rules receive consequences. Pupils should see the policy as fair because it is consistent, and any consequences are known to them in advance of them choosing to break a rule.

A basic set of expectations are in place for all pupils within all SHARE schools:

- Arrive on time and to lessons punctually
- Be prepared and ready to learn
- Wear uniform correctly
- Be polite, courteous and friendly to all members of the school
- Follow the school rules and comply with reasonable requests or instructions made by staff on the first time of asking
- Have regard for their own health and safety and that of others
- Show respect to the school's environment and building
- Do not leave the school site without prior permission

### **Expected Behaviour**

Expectations of behaviour are high and are consistently applied across school. Good behaviour is not automatically learned but needs to be taught and supported by parents/carers. Classroom behaviour can change and we as staff can assist children to manage their behaviour more effectively. It is a shared responsibility to ensure there is a positive climate for learning. A child with behaviour problems is the school's problem not just an individual teacher's problem.

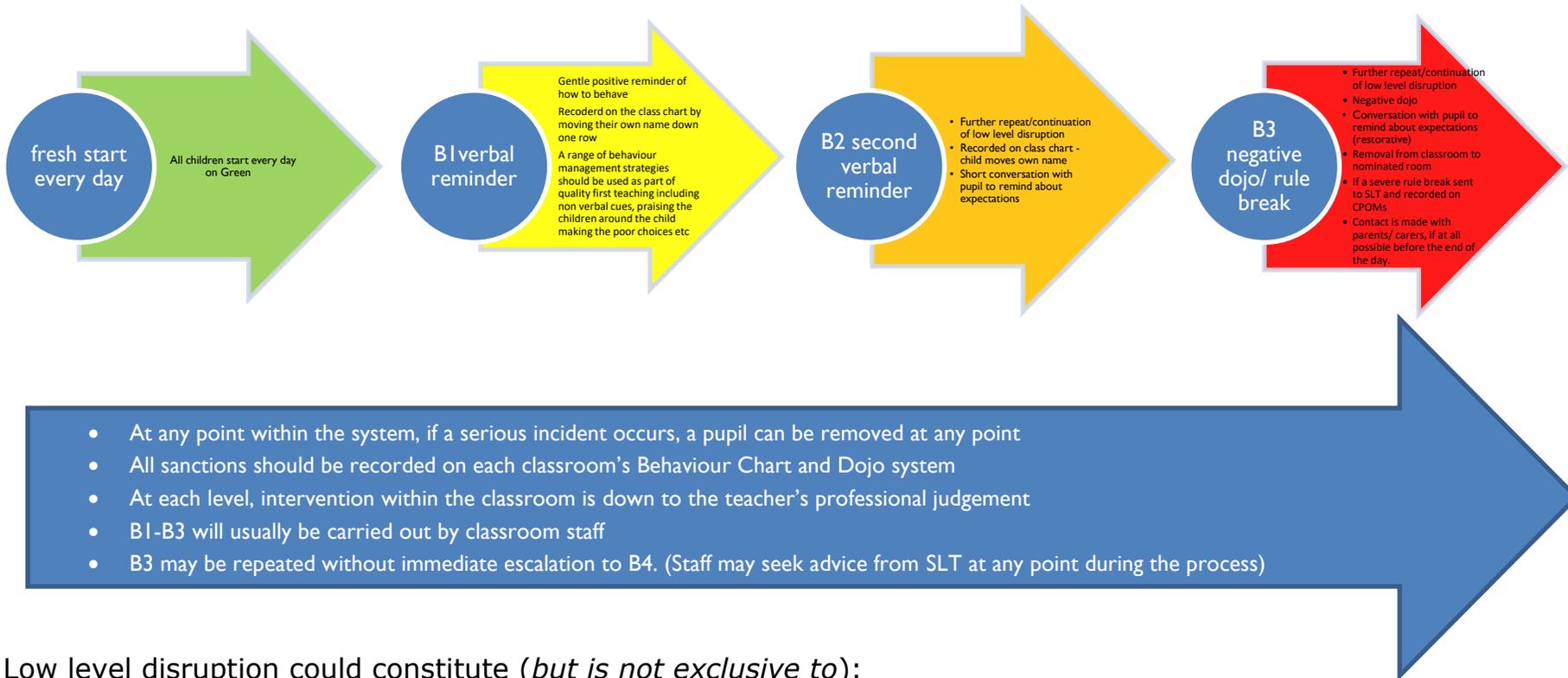
### **Rewards**

SHARE believes that recognising pupils' achievements is very important in encouraging positive behaviour and rewards are essential in every academy within the Trust. Whilst individual academies may celebrate different achievements at different times within the academic year, SHARE believes in rewards for meeting, exceeding or excelling when demonstrating the Trust or individual schools' values. These rewards can include (but are not exclusive to):

- Verbal praise, stickers,
- House points, dojos
- Informing parents/ carers about individual achievements
- Weekly celebration awards
- Attendance certificates/ awards
- Half termly/ termly celebrating children's good behaviour choices
- Postcards and texts home

## Classroom based sanctions

In all schools, consistency of behavioural systems is important in ensuring the climate for learning is positive and allows progress to be made. Each SHARE academy follows the basic principles outlined below:

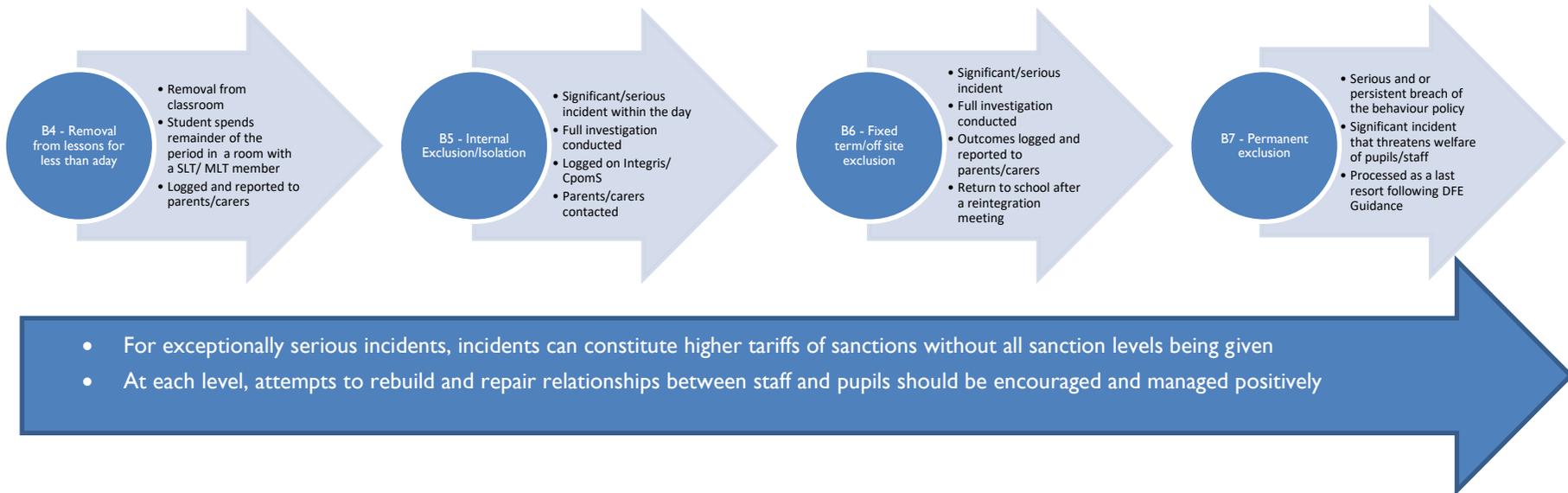


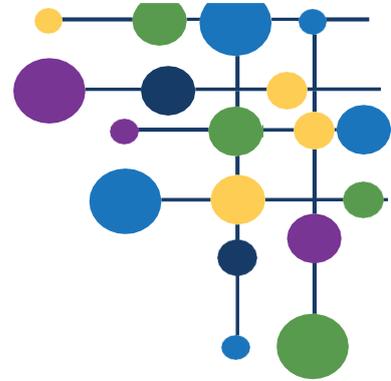
Low level disruption could constitute (*but is not exclusive to*):

- Off task behaviour
  - Inappropriate conversation/language
  - Not paying attention
  - Attempting to disrupt their own/others' learning
- Talking when asked not to  
Chewing  
Lack of work/effort

## Extra sanctions outside the classroom

In very serious and isolated incidents, a pupil may require further intervention. At all points within the system, parents/carers will be informed as to investigations and decisions made by staff.





## Internal Exclusion/Isolation

Internal Exclusion/Isolation (B5) is an extremely serious sanction. The Internal Exclusion/Isolation Room has a functional and purposeful environment.

This may be on the school’s site or at another site within the trust or locality (must have same DFE number). Pupils will be ‘isolated’ in the fullest sense of the word. The room will be fully supervised by a member of staff at all times. All unstructured time will be spent in the Internal Exclusion room or with a member of staff. Pupils are expected to work hard in the Internal Exclusion/Isolation Room for the duration of their placement.

The duration of the day in the Internal Exclusion Room will differ between academies within the Trust, detailed in the individual academies’ appendices. For all pupils who are placed in the Internal Exclusion Room teachers must supply appropriate work and resources to engage pupil throughout the time period.

If a pupil does not meet the behavioural expectations of a session in the Internal Exclusion Room, then he/she will receive a fixed term exclusion, and will then repeat his/her day in there.

The following lists the warning system in place in Internal Exclusion:

<b>Verbal Warning</b>	A minor misdemeanour – explicit expectations reissued to pupil
<b>B1</b>	Further poor behaviour – a reminder of the consequences for not meeting Internal Exclusion expectations is FTE
<b>SLT Warning</b>	Explicit reminder that one further issue will result in being excluded and restarting the day of Internal Exclusion the following day
<b>Fixed term exclusion</b>	Completes the day on a fixed term exclusion and restarts day in Internal Exclusion the following day

## Fixed Term Exclusions

A decision to exclude a pupil will be taken only:

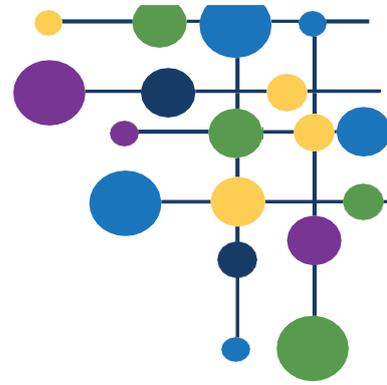
- In response to constant or serious breaches of the SHARE behaviour policy
- If allowing the pupil to remain in the individual academy would seriously harm the education or welfare of others

Each school within SHARE Multi-Academy Trust will follow the latest Department for Education guidance regarding exclusions from schools for both fixed term and permanent exclusions to ensure that pupils are treated fairly and not discriminated against.

## Length of fixed term exclusions

We will always attempt to ensure that fixed term exclusions are for the shortest time necessary and will follow Department for Education guidelines which suggest that a period of 1 – 5 days is often long enough to secure the benefits of exclusion without adverse educational consequences.





SHARE academies will:

- Inform parents/carers of their responsibility to ensure that their child is not present in a public place in Academy hours during the first five days of any fixed term exclusion
- Provide work to be completed at home and ensure that work completed while excluded is marked and the pupil receives appropriate feedback
- Provide full-time education (off-site) from the 6th day of any period of fixed term exclusion of 6 days or longer where a permanent exclusion has not been processed
- Work in partnership to improve behaviour
- Arrange a reintegration interview following the expiry of a fixed term exclusion
- Liaise with and inform the police where any criminal offence has taken place, alongside contacting any other relevant agencies (including but not exclusive to):  
Youth Offending Team  
Anti-Social Behaviour Unit  
Social worker

Actions following a fixed term exclusion

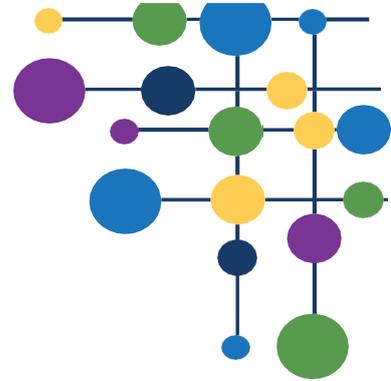
SHARE academies will offer support to pupils who are excluded in order to support them to improve their behaviour. The table below clarifies what measures will be taken at each step in order to support this process.

Exclusion length	Action
½ day – 4 days	<ul style="list-style-type: none"> <li>• Parents contacted</li> <li>• Reintegration meeting with pupil by appropriate member of staff on return (with report card and relevant support)</li> </ul>
5 days	<ul style="list-style-type: none"> <li>• Parents contacted</li> <li>• Reintegration meeting with pupil by appropriate member of staff on return (with relevant support)</li> </ul>
6+ days	<ul style="list-style-type: none"> <li>• Parents contacted</li> <li>• Reintegration meeting with pupil by appropriate member of staff on return (with relevant support)</li> <li>• Educated off site from day 5 onwards and reintegration meeting on return (with relevant support)</li> </ul>

When pupils reach either 15 days of fixed term exclusion in one term, and/or where there have been five separate fixed term exclusions within the same academic year, and/or the exclusion will result in the pupil missing a public examination, the individual academy's governing body must meet with the pupil and parent/carer in order to:

- Discuss the issues with the pupil and parent/carer having been given full information





- by the individual school
- Offer support and challenge

*Following any Fixed Term Exclusion or at any point dictated by the SHARE Headteacher/Principal, additional support may be put in place*

### **Academies' individual routines**

Each SHARE academy has its own internal routines and structures in order to ensure that behaviour and conduct are conducive to a positive learning environment for pupils, a positive working environment for staff and to ensure that the high standards and expectations set are achieved and met by all stakeholders.

All staff and pupils are expected to uphold all systems.

Leaders should:

- Provide training and rationale for all processes and systems
- Ensure staff have sufficient time to amend plans to accommodate systems
- Model systems and procedures in their own work to the highest of standards
- Hold staff and pupils to account for upholding systems and procedures

Staff should:

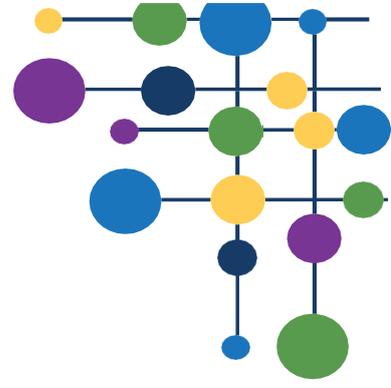
- Positively uphold all instructions pertaining to systems and procedures
- Hold pupils to account for failure to partake in any part of any system
- Sanction appropriately for failure to meet expectations and log sanctions centrally on SIMS/Integris/ CPOMS

### **Senior Leader Presence**

SHARE believe that leaders in all academies should model all processes and expectations to the highest standard, and should hold stakeholders to account where standards are not in place. To aid staff embed and benefit from all systems and procedures, constant supportive monitoring of each academy by senior leaders through learning checks is in place. These checks are in place to:

- Identify excellent practice in working with pupils
- Celebrate and praise conduct which is deserving
- Provide holistic support for all classroom based staff, regardless of role or experience
- Identify pupils who may require follow up conversations from pastoral staff or other staff later in the day
- Hold pupils to account for their poor behaviour
- Identify pockets of poor behaviour within academies
- Support staff with pockets of poor behaviour





## **COWLERSLEY PRIMARY SCHOOL**

### **Behaviour Appendix**

This Appendix sits alongside our MAT Behaviour Policy, with much of the information mirroring that within the MAT policy.

Our school values and code of conduct at Cowlersley Primary all focus around being always being **READY, RESPECTFUL and SAFE**. This is described to children in school as:

#### **READY**

I always

- have SMART UNIFORM
- arrive to school ON TIME EVERY DAY
- am READY TO LEARN
- do MY PERSONAL BEST
- follow the 'Give ME 5' rule

#### **RESPECTFUL**

I always

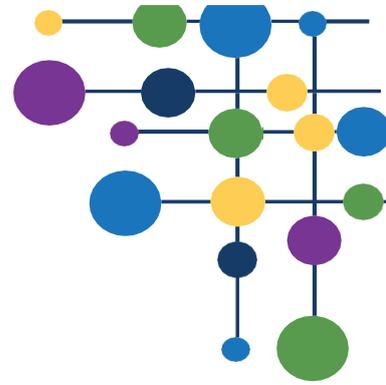
- follow instructions FIRST TIME, EVERY TIME
- have GOOD MANNERS and am HONEST
- use KIND WORDS
- react and respond CALMLY
- look after PROPERTY and our SCHOOL ENVIRONMENT

#### **SAFE**

I always

- am in the RIGHT PLACE at the RIGHT TIME
- LINE UP quietly and calmly
- WORK and PLAY safely





- WALK CALMLY in school
- SEEK HELP for myself and others when needed



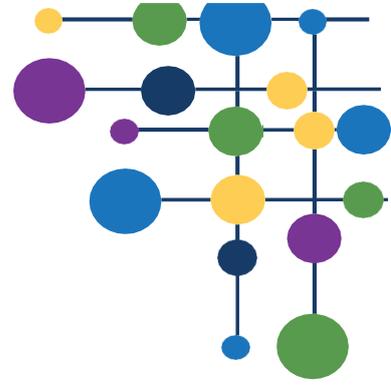
Ready, Respectful, Safe (general & early years' version) & 'Give me 5'

### **Expectations:**

The achievement of the aims and expectations within the behaviour policy are met through the promotion of the following:

- Positive attitudes from all staff, teaching and non-teaching, who come into contact with the children - including encouragement, praise, recognition of good work/behaviour etc
- Use of rewards to mark examples of good behaviour, such as kindness helpfulness, politeness, respectfulness, good manners etc towards others
- All opportunities, assemblies, RE, PSHE (Jigsaw Scheme), role play, circle time, drama etc, are taken to teach children what is acceptable and unacceptable behaviour
- Teaching of individuals/ group games and activities which the children can use during playtimes
- The use of School Council/Anti-bullying Ambassadors/Peer mentors and restorative conversation
- Listening to pupils, treating them fairly and helping them to manage their emotions and behaviour





- Challenging unacceptable behaviour

### **Pupils are expected to -**

- Listen to staff and others and show respect
- To use language that is appropriate to the learning environment both in person and when using the internet
- Show respect for the learning environment
- Promote the good reputation of the school in the community
- Adhere to anti-bullying, anti-racist and anti-homophobia procedures and practices

### **Parents/carers are expected to –**

- Support the school's behaviour policy by talking regularly to their children about behaviour in school and accepting the use of sanctions where appropriate
- Encourage respect for the child's school, staff and their child's classmates
- Show respect and support for the school's anti-bullying, anti-racist and anti-homophobia policies
- Keep the school informed about any issues that arise which might affect their child's work or behaviour through appropriate channels

### **School rewards pathway**

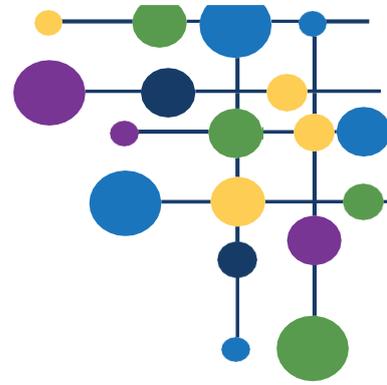
The emphasis in terms of behaviour management focuses on seeking out and drawing attention to the behaviour we wish to be developed in order to encourage others to emulate that behaviour. Pupils are rewarded in a variety of ways both at individual, class and whole school level.

Targeted verbal comments and non-verbal prompts are used to recognise good behaviour through intrinsic praise. Class Dojos, Dojo Champions and class awards, Star of the week, class of the week and Top Table for example used as extrinsic rewards. These are presented to pupils in recognition of their achievement.

Parents/carers are kept up to date with pupil and class rewards through the online Dojo platform and through our weekly newsletter, alongside our weekly assembly.

Additionally, **Always Awards** will be given out to deserving children who have been a credit to the school and are handed out termly.





## Always Rewards

The Cowlersley Primary Always Award recognises those children who demonstrate excellent conduct in school – ALWAYS! This award recognises children for what they do every day.

The 'Always Award' involves being nominated by class teachers for consistently excellent behaviour, effort and attitude around school. This is then checked by the senior leadership and pastoral team to ensure that it is supported by excellent attendance, excellent uniform (including PE kits) and excellent punctuality. If the child meets all these criteria, they will be awarded an ALWAYS round star badge to wear on their school jumper or cardigan. Children will only be chosen for this prestigious award once each year but may wear more than one badge on their jumper if they have received one in previous school years. Each badge is a different colour and children can potentially be selected for an always award every year they are in school.

## Consequences

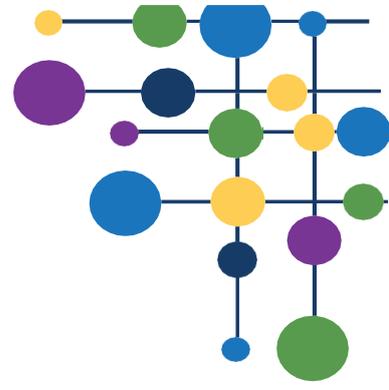
We follow the MAT policy, this may include 'time to think' – to give children the opportunity to reflect on their behaviour or to complete work that has not been done at the appropriate time in lesson).

## Pupil Leadership Roles

We offer pupils the opportunity to develop their leadership skills through different roles in school such as, Peer Mentors, School Council Representatives and Play Leaders/Buddies.

Pupils in these roles work with our Pastoral Team and the HLTA responsible for PE to develop the skills needed in these roles. All pupils have the opportunity to be selected by their peers through a democratic process.





## **Lunchtime**

Staff on duty are responsible for managing behaviour with the support of the SLT team. The same behavior policy will be applied consistently and fairly during social times. The lunchtime staff also use the class Dojo system.

## **Physical Intervention**

Positive handling techniques may be used by appropriately trained staff to support children who may be in a state of dysregulation. Prevention strategies will always be used first, however it may be necessary for the safety of themselves and others to use positive physical intervention. Such necessary interventions are fully in line with guidelines set out in the Government document 'New Guidance on the Use of Reasonable Force in School' (DFE 2013).

## **Specific provision and strategies**

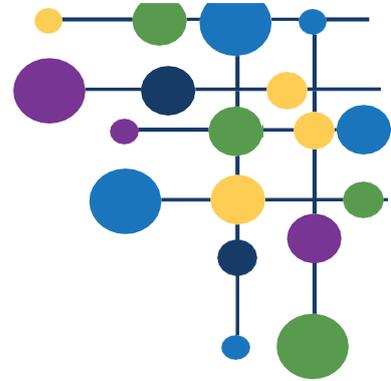
We recognise that some children have Social, Emotional and Mental Health (SEMH) needs and, at times, these needs can create a barrier to their learning in school. When necessary, our SENCO and Pastoral Team work together to offer additional support. This support may include strategies in the classroom, 1-1 intervention or group support. To help inform plans we may use a Boxall Profile or SDQ questionnaire to assess SEMH needs.

A small number of children may need a more tailored and specific plan and this would be considered in line with their SEND needs. For children with a range of complex behavioural needs, a support to regulate plan is often produced with input from the child, parents, staff working alongside the child and/or external agencies. This includes clear descriptions of the children's behaviour and presentation at different stages (Green, Amber and Red) alongside 'triggers' which may result in behaviour escalation and how to de-escalate the child by using bespoke strategies, as well as a risk assessment and a positive handling plan.

## **Additional documentation utilised:**

- Pupil Profile
- Support to regulate plan (including risk assessment and positive handling plan)
- Individual Education Plan
- Positive attitude plan
- My support plan





## Appendix 1 - SHARE academies reopening following closure for COVID-19

Where possible, in line with government advice, SHARE academies will partially reopen for nursery, reception, year 1 and year 6 pupils from June 1<sup>st</sup> 2020. It is important that pupils, their parents/carers and staff feel that SHARE academies are safe, with social distancing measures being followed by anyone within them.

It is, therefore, important that clarity is given regarding the measures that could be taken by staff should pupils fail to adhere to the expectations of conduct and behaviour, both through their learning behaviour and their social responsibility.

### Isolation room

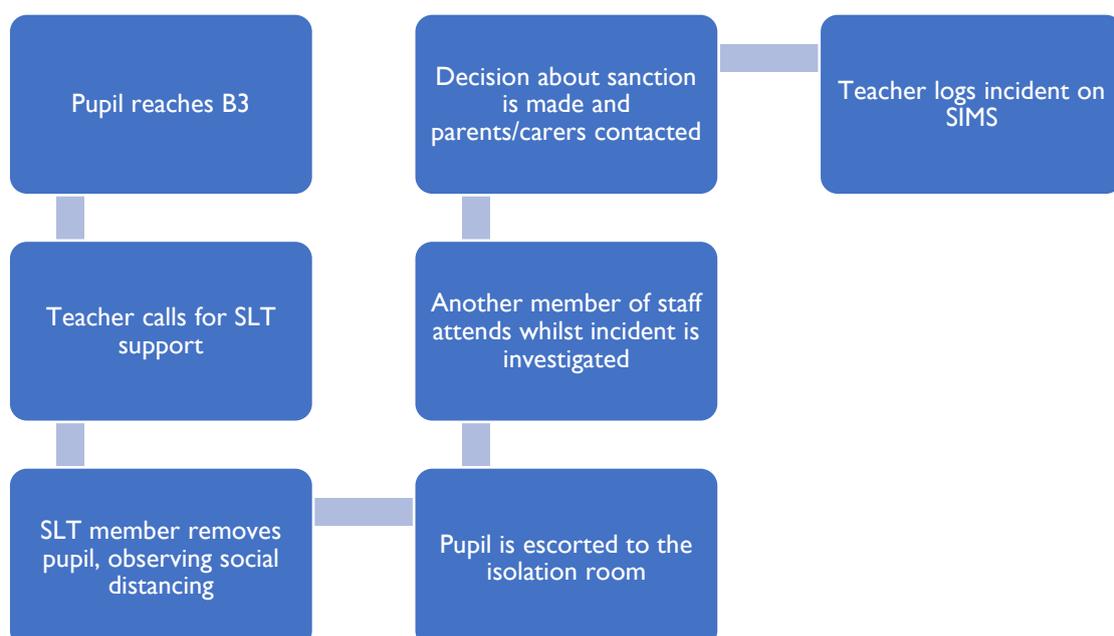
It is important that a nominated 'isolation room' is identified in order to ensure that, should it be required, a pupil can be removed from the session and accompanied to a safe space. This room should be of sufficient size so that pupils can sit at least two metres away from staff members.

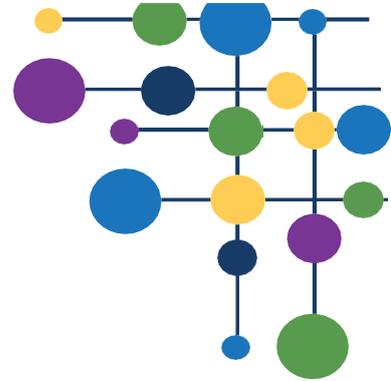
### Learning behaviours

For management of low level disruption, staff should adopt the measures outlined in the 'classroom based consequences' diagram above. At the B3 level, where a pupil would normally be asked to leave the lesson to be seated in a nominated classroom, the teacher should alert a member of SLT, who will escort the pupil, at a social distance, to an isolation room.

When this is required, the senior leader will call for support from a colleague, so that they are not alone with one pupil for an extended period of time.

The following diagram clarifies the process of removal from a session/lesson for learning behaviours.





## Failure to follow social distancing measures

### 1. Non-malicious mistakes

Clearly, some pupils will find observing social distances of two metres 100% of the time very challenging. It is almost impossible to suggest that pupils will not make errors and veer into each other's personal space closer than two metres.

Where this is the case, the process above for classroom sanctions should be followed, with staff exercising their professional judgement in the required sanction.

### 2. Malicious incidents – typically spitting or coughing towards others

It is important to note that this is highly unlikely, but we must plan for the possibility that a pupil may maliciously cough, sneeze or spit towards or at another pupil or member of staff. This will not be tolerated at any SHARE academy and will be treated as highly dangerous act.

Permanent exclusion, as detailed above, is reserved for the most serious incidents:

- in response to a serious breach or persistent breaches of the academy's behaviour policy; and/or
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A malicious cough, spit or sneeze towards anyone else will be treated as such and SHARE academies reserve the right to permanently exclude a pupil for these acts.

In this eventuality, the process to follow is detailed below:

