



SHARE

MULTI-ACADEMY TRUST

PRIMARY ACADEMY BEHAVIOUR POLICY

INDIVIDUAL ACADEMY POLICIES CAN BE FOUND ON ACADEMY WEBSITES

Version	1.3
Name of policy writer	John McNally
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Record of Alterations

Version 1.0	Original
Version 1.1	June 2020 COVID 19 Addendum
Version 1.2	Sept 2020 COVID 19 Addendum
Version 1.3	Jan 2021 COVID 19 Addendum



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

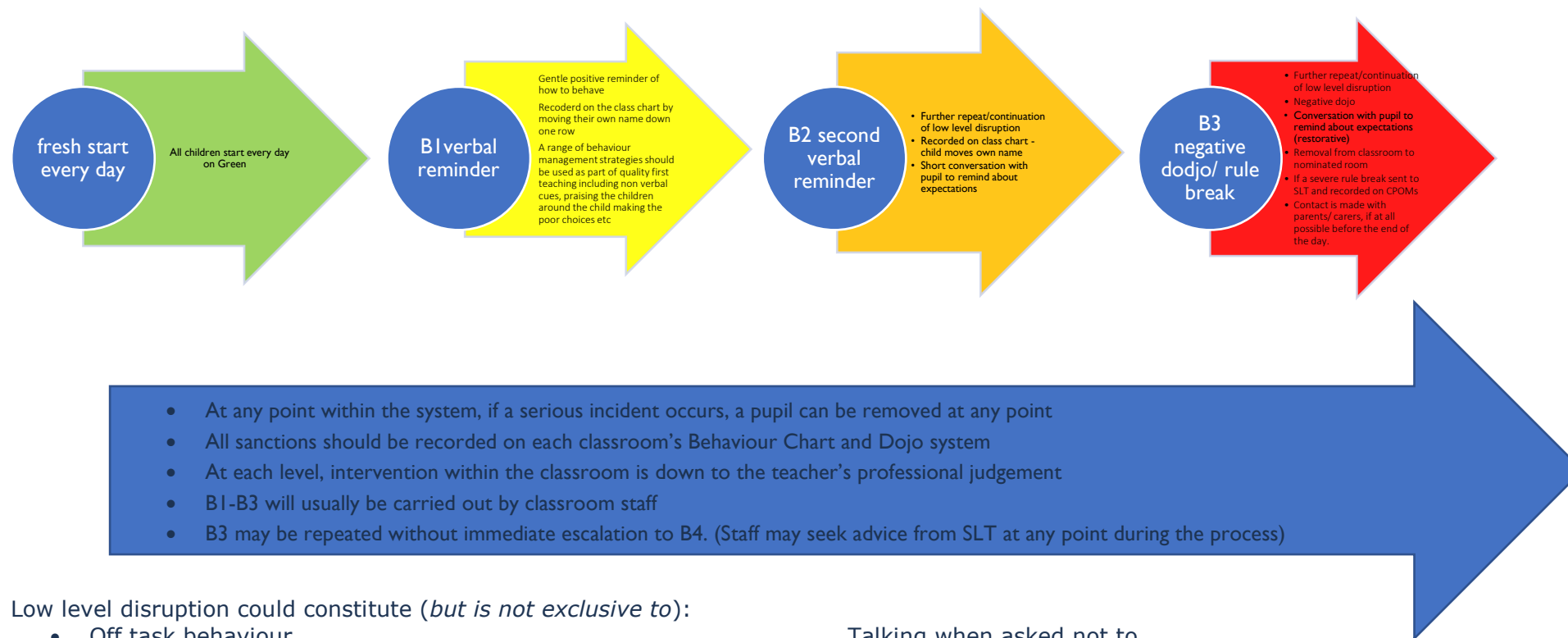
SHARE believes that recognising pupils' achievements is very important in encouraging positive behaviour and rewards are essential in every academy within the Trust. Whilst individual academies may celebrate different achievements at different times within the academic year, SHARE believes in rewards 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*):

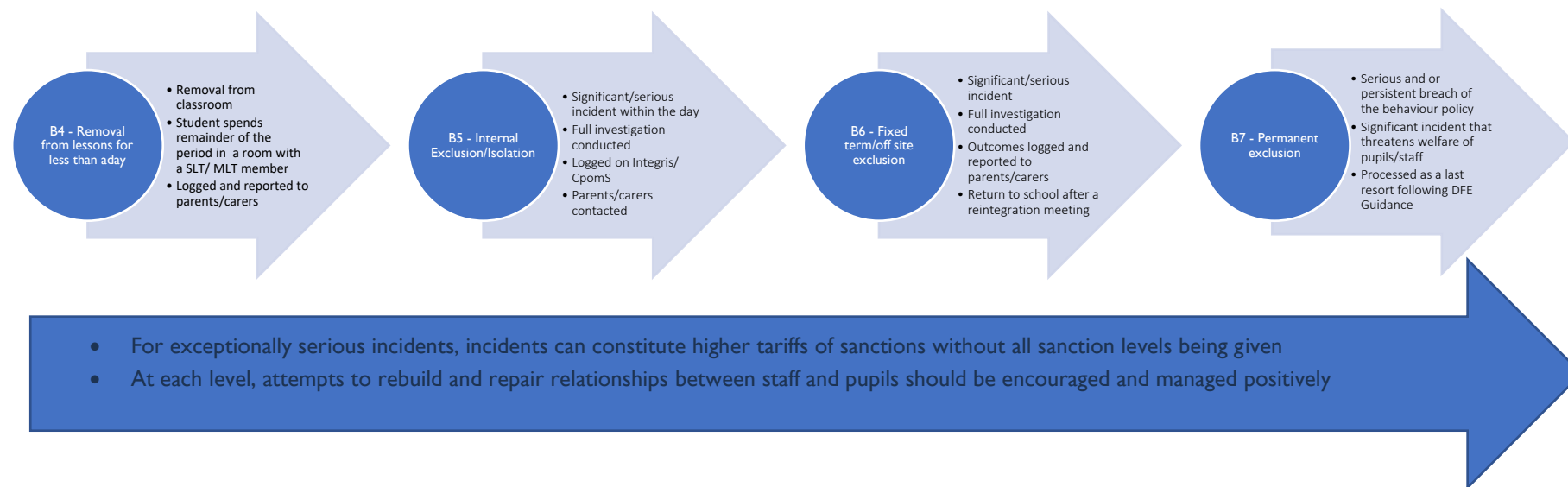
- Off task behaviour
- Inappropriate conversation/language
- Not paying attention
- Attempting to disrupt their own/others' learning

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 with a bank of work which covers every curriculum area for pupils.

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:

Verbal Warning	A minor misdemeanour – explicit expectations reissued to pupil
B1	Further poor behaviour – a reminder of the consequences for not meeting Internal Exclusion expectations is FTE
SLT Warning	Explicit reminder that one further issue will result in being excluded and restarting the day of Internal Exclusion the following day
Fixed term exclusion	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">• Parents contacted• Reintegration meeting with pupil by appropriate member of staff on return (with report card and relevant support)
5 days	<ul style="list-style-type: none">• Parents contacted• Reintegration meeting with pupil by appropriate member of staff on return (with relevant support)
6+ days	<ul style="list-style-type: none">• Parents contacted• Reintegration meeting with pupil by appropriate member of staff on return (with relevant support)• Educated off site from day 5 onwards and reintegration meeting on return (with relevant support)

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



Appendix 1 - Reopening academies from September 2020

In line with government advice, SHARE academies will reopen to all students w.c. 7th September 2020. There will be many changes from previous academic years, to ensure the risk of infection from COVID is kept to an absolute minimum. It is important that pupils, their parents/carers and staff feel safe in school. Everybody must follow the safety measures in place in each academy, to reduce the chances of COVID spreading.

The safety measures will differ from academy to academy. Pupils and staff must familiarise themselves with the policies in place in their academy.

This appendix describes the steps staff will take if pupils fail to adhere to the safety measures and put others at risk. It also describes how the normal behaviour routines have been modified to reduce risks to pupils and staff.

Broadly, there are three categories of behaviour that could be a concern:

1. Non-malicious mistakes

We recognise that many children, particularly younger ones, may accidentally fail to follow procedures. Staff are encouraged to adopt a sensible approach, to encourage and educate children about safe ways of learning together.

If necessary, the process above for classroom sanctions should be followed, with staff exercising their professional judgement in the required sanction.

2. Deliberate refusal to follow instructions

Some older children may be more aware of their actions and deliberately disobey instructions. If this happens, the ladder of sanctions described in the behaviour policy will be followed. Actions such as failing to maintain a safe social distance, persistently refusing to wear a face covering where required or refusing to remain in a designated area could all be treated more seriously whilst COVID remains a risk.

School leaders will involve parents at an early stage if concerns arise.

3. Malicious incidents – for example spitting or coughing towards others

In the unlikely event that a pupil acts maliciously, for example coughs, sneezes or spits at or towards another student or member of staff, more serious sanctions may be applied. In the context of COVID, these acts could be viewed as a serious assault and may be treated as such. Such cases will be treated as a serious incident (see above). Headteachers reserve the right to employ the full range of sanctions in such cases, up to and including permanent exclusion.

Isolation room

For older children in particular, a nominated 'isolation room' will be available, so that a pupil can be removed from the session and accompanied to a safe space. This room should be of sufficient size so that a child can sit at a safe distance away from staff members.

Learning behaviours

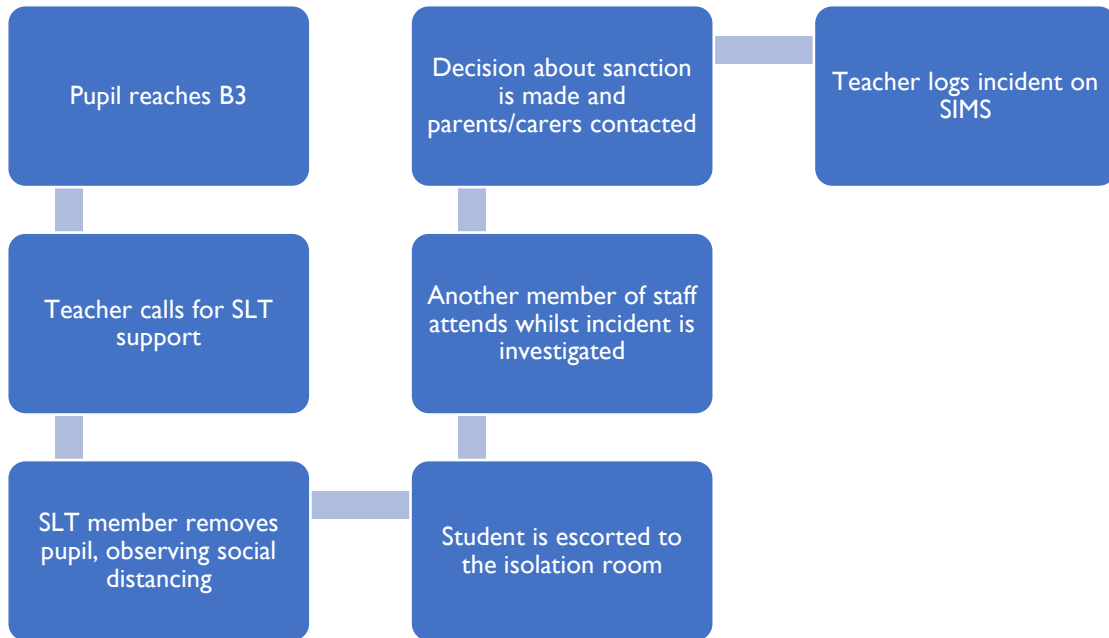
For management of low level disruption, staff will adopt the measures outlined in the 'classroom based consequences' diagram above. At the B3 level, where a pupil would normally be asked to leave the lesson to be seated in a nominated classroom, the teacher should alert a member of the



school's senior leadership team, who will escort the student, 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 student for an extended period of time.

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





Appendix 2 – Reopening academies from January 2021

In line with government guidance, and owing to the national lockdown, SHARE academies will be open to vulnerable children and children with parents who are key workers from Tuesday, 5th January 2021. The vast majority of children will learn remotely – and predominantly through online apps (Teams/Class Dojo & Tapestry).

When Upper KS2 pupils are using Teams, it means that normal behaviour practices and procedures in place for face-to-face education will be adapted, the fundamental expectations of the behaviour policy remain the same:

- Children will work in a safe, secure and orderly environment in which to achieve their full potential
- Clear, high expectations will be in place which allow children to learn and teachers to teach
- A simple and clear rewards system will be operated and communicated
- Open dialogue with parents/carers will be held where appropriate to communicate positive or negative messages
- Clear consequences are in place which are immediate, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels
- A culture whereby every lesson is a 'fresh start' will be in place and followed consistently

1. Rewards

Individual academies will use their own procedures to reward children as appropriate. This could be for improvements, for excellent attendance or engagement or for exemplary work.

2. Consequences – children in the Academy

Whilst we acknowledge that it is important that vulnerable children and those with parents/carers as key workers are in the Academy, it is, nevertheless, very important that children in the Academy adhere to all expectations outlined in the individual academy's behaviour policy. They will be expected to:

- Arrive on time
- Follow instructions, both in curriculum and unstructured time
- Maintain the integrity of COVID-19 secure bubbles at all times
- Behave in a way that does not disrupt others from their lessons

Where issues arise, usual behaviour policy and appendix 1 still apply, based on the severity of the incident. The outcome may include (but is not limited to) one of the following:

- Restorative conversation
- Parental phone call
- Fixed term exclusion
- Permanent exclusion

However, in a small minority of cases, it may be necessary to exclude the child. In this case, the place at the Academy would be unavailable to the student – despite them being a vulnerable student or the child of a key worker – for the period of that fixed term exclusion.

It is highly unlikely, but not impossible, that a child's behaviour would lead to extreme consequences at the initial point of contact with parents/carers; however, in extreme cases this could be the case.

3. Consequences – children learning from home

During the period that the individual academies are closed, it is important that remote learning is of the highest quality. When this is via live lessons on Microsoft Teams, to ensure that all children are



able to learn, behaviour remains of the highest importance. It is expected that, when learning online, children:

- Display the highest standards of behaviour and conduct
- Are logged in on time to participate in the lesson
- Are engaged in all lessons
- Take an active part in all lessons
- Use technology responsibly
- Do not disrupt others' learning
- Play their part in ensuring that lessons run smoothly
- Adhere to the behavioural expectations in place for face-to-face learning, including working within the consequences framework of verbal warning, B1, B2 and B3

In particular, when working in live lessons in Microsoft Teams, children must:

- Not record the lesson on any device
- Keep their microphones on mute at all times, unless asked to speak by the teacher
- Only turn cameras on if asked to do so by the teacher
- Use the 'hand-up' button if they wish to speak or ask a question
- Use the chat feature to ask relevant questions or make relevant comments –
- Not inappropriately use the chat feature

Individual academies will track children' conduct within lessons and communicate this as appropriate with parents/carers. If these expectations are not met, individual academies will use appropriate strategies to ensure the lesson can proceed as planned, with no disruption. Consequences may include:

- Communication/online meetings with parents/carers to share concerns
 - Removal from online lessons for disruption commensurate with a B3
 - Removal from online lessons and revocation of Microsoft Teams credentials for a designated period of time
 - Designating children as 'otherwise vulnerable' owing to 'difficulty engaging with remote education at home'* and setting an expectation that they attend live lessons in the individual academy
- * <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

4. Serious incidents

Where serious incidents occur, either in face-to-face learning or remotely, these matters will be immediately referred to a senior leader in the academy, to be dealt with in line with the multi-academy trust's Behaviour Policy and Procedure.