



Behaviour Management Policy

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This policy applies to all schools of the Vale Academy Trust and should be read in conjunction with each school's local behaviour procedures.

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In this document, ‘parent’ means parent, carer, guardian or other adult with parental responsibility.

1. Introduction

Behaviour management should create and protect the relationship and partnership between teacher and pupil. The Vale Academy Trust (the ‘Trust’) and its schools are committed to positive behaviour management that values mutual respect and cooperation within a framework of rights and responsibilities, rules, routines, rewards and consequences.

2. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define unacceptable behaviour, including bullying
- › Outline how pupils are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline the overall system of rewards and sanctions

3. Legislation and statutory requirements

This policy has been prepared in accordance with the following:

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010: Advice for Schools](#)
- › [Use of reasonable force in schools](#)

- › [Supporting pupils with medical conditions at school](#)
- › [Special educational needs and disability \(SEND\) code of practice.](#)
- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

4. Definitions

Inappropriate behaviour is defined as:

- › Persistent disruption in class, in corridors or at break/lunch time
- › Non-completion of classwork or homework
- › Poor attitude/Non-compliance with adult instructions
- › Incorrect uniform

Serious inappropriate behaviour is defined as:

- › Repeated breaches of the school rules e.g., repeated non-compliance with adult requests
- › Unauthorised departures from school site
- › Bullying (including cyber bullying)
- › Assault
- › Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- › Vandalism
- › Theft
- › Fighting
- › Smoking, taking illegal drugs and alcohol
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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)

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

For further information please refer to the Anti-Bullying Policy which can be found on the school website or through the school office.

6. Roles and responsibilities

6.1 The Local Governing Body (LGB)

The LGB is responsible for monitoring the effectiveness of this behaviour policy and the school's local behaviour procedures. The LGB holds the headteacher to account for the effective implementation of the policy and procedures.

6.2 The headteacher

The headteacher is responsible for implementing this behaviour policy and the school's local behaviour procedures.

The headteacher will ensure that behaviour policy, procedures and expectations are communicated to the school community, and that the school environment encourages positive behaviour. The headteacher will also ensure that staff deal effectively with inappropriate behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff in schools

Staff are responsible for:

- Implementing the behaviour policy and procedures consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The school's senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents

Every parent is expected to:

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

7. Promoting positive behaviours – rules and routines

Staff within the school will establish and agree shared routines for teaching and learning to promote a sense of security, consistency and fairness. The local behaviour procedures associated with this policy sets out the specific rules, routines, rewards and sanctions, which are broadly outlined below:

7.1 Rules

Pupils are expected to:

- Arrive on time
- Wear the correct uniform, as defined by the uniform code
- Respect the school environment, equipment and resources
- Respect each and every member of the school community
- Transition between lessons in an orderly fashion
- Enter and exit classrooms calmly
- Follow adult instructions
- Be equipped for lessons (or have equipment provided in class in primary settings)
- Listen to others (adults and peers) when they are talking

7.2 Routines

Staff are expected to:

- Build positive and consistent relationships with pupils
- Pay first attention to best conduct
- Model calm and consistent adult behaviour
- Teach routines for lessons
- Display behaviour expectations and reward systems, so these are clear in class and visible around the school
- Be aware of the needs and 'triggers' of identified pupils and share this information with staff and supply teachers
- Promote a 'safe' classroom environment in which pupils understand 'mistakes are proof they are learning'
- Consider pupils' ages and stages of development when identifying and implementing strategies to manage behaviour
- Teach routines for transition times
- Encourage pupils to feel safe to share their concerns

- › To intervene at an early stage when behaviour begins to cause concern
- › Use positive language when interacting with all persons, adults and children alike
- › Give due consideration to the grouping of pupils and seating arrangements
- › Treat pupils as responsible and valued members of the school community
- › Give pupils plenty of opportunities to take on responsibilities in the classroom and in the school, and to have their say through the development of a School Council
- › Ensure lessons are well planned, differentiated and fun!

8. Promoting positive behaviours - rewards and sanctions

8.1 Rewards

- › Recognise and praise positive behaviour – first attention to best conduct
- › Praise and encouragement
- › Positive comments verbally and through marking
- › Displays of work
- › Positive communications with home
- › Merits/Class points/House points
- › Certificates
- › Celebration assemblies

8.2 Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour (see the school's local behaviour procedures for more detail):

- › A verbal reminder/warning
- › Asking the pupil to complete their work in a different classroom or another area provided by the school
- › Expecting work to be completed at home, or at break or lunchtime, or after school detention
- › Referring the pupil to a member of the Senior Leadership Team (SLT)
- › Letters or phone calls home to parents
- › Agreeing a behaviour contract
- › Fixed Term Exclusion
- › Permanent Exclusion

If the school has a 'Nurture Base' this could be used as an alternative setting to complete work/have some 'calm' time in order to re-focus.

Refer to the Vale Academy Trust's Exclusions Policy when either a 'Fixed Term Exclusion' or a 'Permanent Exclusion' is used as a sanction.

8.3 Off-site behaviour

Sanctions may be applied where a pupil has behaved inappropriately off-site when representing the school and/or in school uniform, such as on a school trip or on the bus on the way to or from school.

8.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will act in accordance with the Allegations of Abuse Against Staff

Policy and Safeguarding Policy, as appropriate, and may sanction the pupil in accordance with this behaviour policy.

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

9. Behaviour management

9.1 Trust policy statement

The Vale Academy Trust ('the Trust') believes that good pupil behaviour begins with the school providing a safe, calm and purposeful environment where effective learning can take place. The Trust expects each school to provide this kind of environment and to clearly communicate the high standards of behaviour expected of learners. In this way, pupils are more likely to respect the wider school community as well as themselves, and the school will be well placed to nurture the strengths of each and every pupil.

Staff within schools should strive to respond to learners in ways which take into account their varied life experiences and individual needs. For some pupils, school needs to be their safe, secure and calm place within an otherwise disorderly world.

Consistency in behaviour management throughout each school is essential. When children are treated inconsistently they become confused and often are unable to distinguish between appropriate and inappropriate behaviour.

We believe that –

- No child wants to behave inappropriately - the way children and adults behave depends on the way they feel about themselves.
- The way children and adults feel about themselves depends on the way in which those around them respond to their behaviour or how they have been treated.
- Positive approaches to behaviour management through reward systems and positive recognition, coupled with clear systems and procedures for dealing with more challenging behaviour, are the most effective.
- Good behaviour, effort and achievement should be promoted, valued and celebrated by the whole school community, including parents.
- All members of the school community should be treated with respect and show respect for others.
- Every pupil will take responsibility for their behaviour and understand there can be both positive and negative consequences to the choices they make.
- Children who feel undervalued and unable to achieve success are more likely to express their feelings through inappropriate behaviour.
- Children who feel valued and have their successes recognised tend to behave more appropriately.
- Children learn quickly that if they behave in a certain way they will be treated in a certain way.
- If the ethos of the school and furthermore, the classroom, is positive then there will be an atmosphere of mutual respect in which pupils are behaving appropriately and are experiencing success in their learning
- Special circumstances and conditions will be taken into account

9.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Demonstrate consistent, calm adult behaviour
- Pay first attention to the desired behaviours

- Promote tactical ignoring of undesired behaviours where possible (follow up later as appropriate)
- Use relentless and consistent routines
- Make use of scripted conversations
- Follow up incidents using a restorative approach.
- Recognise that some pupils may be unable to regulate their own emotions, such as fear, anger or upset, which can present as inappropriate behaviour. Therefore, school staff will respond calmly and sensitively when helping pupils to manage these feelings.
- Work in partnership with parents to identify and together resolve any underlying causes for negative behaviour
- Support pupils to be able to name the emotions they are feeling and the feelings they get in their body prior to, during and after a negative experience
- Use the Pastoral team and Senior Leadership Team for support

9.3 Restrictive Physical Intervention (RPI)

Staff are encouraged to have training in a de-escalation and physical management approach. The aim is to provide staff with clear guidance on the use of physical contact. Staff should be able to meet the needs of the pupils with confidence while safeguarding themselves and those in their care.

- Physical contact is necessary and justifiable when it meets the needs of the pupil.
- On occasions a member of staff may need to use reasonable force to prompt, guide or hold a pupil. They do this in order to help the pupil to control their own behaviour and to keep everyone safe. Staff maintain a duty of care and make decisions based on the best interests of the pupil.
- Adults take the duty of care to all pupils very seriously. There are occasions when restrictive physical intervention may be necessary in order to promote learning, good behaviour and keep pupils and staff safe. Some staff are trained in a Team-Teach de-escalation approach which promotes a holistic view of behaviour.
- Staff acknowledge there are risks involved whenever people make physical contact and use reasonable force to protect, release or restrain. Team-Teach techniques seek to avoid injury to a child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of attempts to keep people safe.
- Staff use dynamic and planned risk assessments to reduce risks while keeping the best interest of the pupil as the paramount concern.
- Any member of school staff can make a physical intervention with a pupil in certain circumstances. The nature of the physical intervention must be with a reasonable use of force, proportionate to the risk posed by a pupil's behaviour, absolutely necessary, a last resort and in the best interest of the pupil. The physical intervention will be for the shortest amount of time, and whenever possible, will be away from other pupils and with a second adult present. The circumstances for using restrictive physical intervention (RPI) are predicated on whether there is a foreseeable risk that the pupil will:
 - Harm themselves
 - Harm others
 - Damage property
 - Act in a way that is prejudicial to the maintenance of the order and discipline of the school or among any of its pupils
 - Commit a criminal act
- If one does use RPI then the questions that are likely to be asked of the intervention(s) are:
 - Was it reasonable?
 - Was it proportionate?
 - Was it necessary?
 - Was it in the pupil's best interests?

- All instances of restrictive physical intervention should be recorded in a way that cannot be edited and parents should be informed within 24 hours.
- Schools are encouraged to have a 'nurture space' which provides an environment that reduces risk and supports de-escalation.

9.4 Confiscation

Any prohibited items (listed in section 4, above) found in pupils' possession will be confiscated. These items will not be returned to pupils.

The school will also confiscate any item which is harmful or detrimental to learning or the school environment. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [guidance on searching, screening and confiscation](#).

9.5 Pupil support

Pupils must be made aware of the consequences of negative behaviours, and staff are expected to deal with these behaviours in a suitable way. Pupils need to be aware of their actions and accept the consequences of these.

The school has its own specific procedures for managing challenging behaviour, which run alongside this policy. A copy can be found on school website.

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

The school's special educational needs co-ordinator (SENCO) 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, the school will liaise with external agencies and plan support programmes for that pupil. They will work with parents to create the plan and review it on a regular basis – refer to the school's SEND policy for additional information.

10. Pupil transition

To ensure a smooth transition to the next year, the school provides pupils with transition sessions with their new teachers. In addition, staff members hold transition meetings in order to familiarise themselves with the needs of new pupils.

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, or prior to, the academic term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Staff Training

Staff are provided with training on managing behaviour, for some staff this will include training around the correct use of physical intervention.

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

A staff training log will be kept by each individual school to reflect training undertaken.

The school acknowledges that dealing with challenging behaviours can affect the well-being of staff members, and recognises the importance of offering all members of staff support with their well-being.

12. Associated Policies

These policies can be found on the school website or through the school office

- Allegations of Abuse Against Staff Policy
- Anti-Bullying Policy
- Attendance Policy
- Exclusions Policy
- Equality Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy