



# **TEAM Multi-Academy Trust**

## **Behaviour Policy**

**This Policy was adopted by the Board of Trustees of  
TEAM Multi-Academy Trust  
on**

**Date: 6<sup>th</sup> October 2021**

**Signed (on behalf of the Board of Trustees): Paul Ginnings**

**Signed (Chief Executive Officer): Ian Thomas**

**Reviewed: September 2022**

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to 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 people in the school community with regards to 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) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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](#).

In addition, this policy is based on:

- 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
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### 3. Definitions

The Christian and Secular Values that underpin our schools will inform the way we approach any behaviour and discipline issues within our community. Good behaviour is an essential condition for effective teaching and learning to take place. We believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair.

Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Developing a positive attitude towards all aspects of school life is best established through home-school partnership. Adults need to be positive role models and school needs to be creative, enjoyable and relevant. To this end we promote equal opportunities for all, children and adults, regardless of gender, race, sexuality, background, disability, religion etc.

We focus our code of behaviour on the “Give me five” principles:



**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism

- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as:
  - Knives
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco
  - Fireworks
  - Pornographic images

## 4. 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

How pupils, parents and staff can report incidents of bullying.

Our Trust is extremely vigilante regarding bullying incidents and has a zero-tolerance approach. All pupils receive information about bullying in their PSHE lessons and are encouraged to talk with adults if they have concerns about their wellbeing. Staff will report possible incidents to senior staff who will respond immediately to any developing situation. Parents are also encouraged to contact their child's school if their child expresses concern about other pupils' behaviour.

How the school investigates allegations of bullying.

As a Trust, we recognise the importance of following up allegations of bullying as a matter of priority. Initially, the investigation of a possible incident or complaint will take a no blame approach and will start with the child who is experiencing distress. Once their viewpoint is established, a meeting with the perpetrator and the child will take place to ensure the child accused of bullying fully understands the consequences of their action. At this stage the child will be given the opportunity to sincerely apologise to the victim.

How the school records, analyses and monitors incidents of bullying

As a Trust, we record incidents of bullying using children protection software like CPOMs. DSL's monitor incidents on a weekly basis and monthly data reports are generated by the Senior Leadership Team for school improvement purposes and to look at trends over time. They will also liaise with teachers to keep a record of individual strategies used in the classroom. Together this data will be used to help enhance transition and target pupil support.

Sanction procedures.

Sanctions will depend on the severity of the incident and the sincerity of the apology given. It may be that situation will be monitored or the perpetrator will be sanctioned in line with the school policy. Importantly, the child who has been bullied will be well supported and monitored in the days after the meeting to ensure he/she is settled. Alongside parents of both parties will be contacted to explain the circumstances and what has taken place and the outcomes.

## **5. Roles and responsibilities**

### **5.1 The Trustees and Local Governing Bodies**

The Trust safeguarding trustee will be responsible for reviewing and approving the written statement of behaviour principles to take place during the annual safeguarding audit.

The Trustees and Local Governing Bodies will also review this behaviour policy in conjunction with monitoring the policy's effectiveness, holding the CEO and the local Head of School to account for its implementation.

### **5.2 The CEO**

The CEO is responsible for reviewing and approving this behaviour policy.

Local Heads of School will ensure that their school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

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

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

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- 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 out.

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit marks and certificates
- Community celebration of achievement and contribution to school (Celebration Assembly)
- Public display of work to raise self-esteem
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Golden Time should the school choose to use this strategy

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Time out to complete a reflection sheet
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Seclusion from class
- Agreeing a behaviour contract
- Putting a pupil 'on report'

When a pupil is being disruptive the Head of School or other designated adults will decide on a suitable place within the school where the individual can take some time out to calm themselves and complete a reflective activity linked to negative behaviour. Any work missed in class will also be completed

Occasionally some children may not respond to normal incentives and sanctions. Their behaviour may stem from physical or emotional needs which are not being met. They may be very unhappy and have a low self-esteem. In cases like this the SENCo will be involved as well as the Behaviour Support agency. His/her parents will be involved in agreeing the Individual Behaviour Plan, which will be consistent with the principles and practices within this policy.

## 7.2 Zero-tolerance approach to sexual harassment and sexual violence

TEAM Multi-Academy Trust will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

TEAM Multi-Academy Trust has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

## 7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school/Trust

## 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 DSL's will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 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
- 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
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 Physical restraint

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

- Hurting themselves or others
- Damaging property
- Causing disorder

Incidents of physical restraint 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 on CPOMs and reported to parents
- When possible, carried out by a member of staff with the appropriate training.

### 8.3 Confiscation

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, 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.

Each school within the Trust will have a designated person (normally Heads of School in consultation with colleagues) who will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The TEAM SENCO may be invited to contribute and sign post for external support and advice may 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 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 will be transferred to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint when necessary.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the CEO and Heads of School and the TRUST safeguarding representative annually.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Physical contact between staff and pupils and restraint policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Trustees also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.