



Behaviour Management Policy

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This document applies to all schools and operations of the Vale Academy Trust. The following related document(s) can be found on the Trust's website: www.vale-academy.org

- Equality Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy

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Introduction

Behaviour management in the 21st Century should create and protect the relationship and partnership between teacher and pupil or student. 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.

Research shows that children and young people (C&YP) respond to clear rules and familiar routines. For some, school is a calm place in a disorderly world. Within this framework of rules and routines we are able to engage in high quality teaching and learning. It is our aim that behaviour in all Trust schools is managed in such a way as to create an environment where C&YP behave well and feel valued, cared for and safe.

This policy is written with reference to:

- Behaviour and Discipline in Schools DfE July 2013 (last updated Jan 2016)
- Ensuring Good Behaviour in Schools DfE September 2012 (last updated Jan 2016)
- Exclusions from maintained schools, Academies and pupil referral units in England – DfE 2017
- The Education Act 1996
- Use of reasonable force - Advice for headteachers, staff and governing bodies DfE July 2013

And must be read in conjunction with the relevant school's 'Procedures Relating to Behaviour Management'.

Every Child Matters

At the heart of this behaviour management policy is the principal that Every Child Matters. Every child and young person in our schools has the right to be healthy, enjoy and achieve economic well-being, make a positive contribution and stay safe.

Aims

Our aims are to:

- foster good relationships between all individuals within and across each school;
- teach that self-control and respect for others are necessary attributes for all people;
- promote positive self-esteem in order to support effective learning for all individuals;
- teach C&YP that they have a responsibility to themselves and others to be in control of their behaviour;
- encourage a recognition of the value of a positive attitude to all aspects of school life, i.e., academic, sporting, social, cultural and behavioural;

- acknowledge positive behaviours.

Objectives

Our objectives are to:

- provide C&YP with opportunities and encouragement to take responsibility for themselves and their environment;
- provide C&YP with strategies by which they learn to be in control of their behaviour;
- provide C&YP with every opportunity to succeed in their learning
- prevent bullying;
- provide teachers with strategies by which they can engender and support positive behaviours;
- provide teachers with strategies by which they can manage poor behaviour;
- foster a partnership approach between home and school and encourage parents/carers to work together to address any problems or difficulties.

Behaviour for Learning

The high expectations we have for behaviour are publicised prominently, displayed in classrooms and discussed regularly in assemblies and tutor periods/classrooms. Central to good behaviour for learning is the modelling of good behaviour by every member of staff in their interactions with each other and with the C&YP.

SEAL (Social and Emotional Aspects of Learning)

Often the underlying causes of poor behaviour are emotional or social. For behaviour management to be successful it is essential that the causes of poor behaviour are addressed and that staff and C&YP are involved in the teaching and learning of emotional and social literacy skills. This is achieved through regular staff training, assemblies and tutor periods. This is supported by the work of School Counsellors and by all staff within the Trust.

1. Behaviour Management Good Practice

1.1 Engendering and supporting positive behaviours

This is the mainstay of behaviour management within the schools. All staff should model and encourage positive behaviour through a variety of strategies including:

- being positive;
- building relationships;
- including the language of choice, appropriate to the child's age;
- being differentiated (taking into consideration the degree of social modelling required);
- being proportionate;
- modelling respect;
- applying current educational theory;
- using humour to diffuse escalation.

If a child or young person (C&YP) misbehaves during a lesson it is the professional duty of the classroom teacher to manage the behaviour in order to minimise disruption to the lesson and maintain high standards of teaching and learning.

There are a wide range of training opportunities available through the Teaching School both 'in-house' and externally provided for staff to widen their knowledge and understanding of behaviour management.

2. Rights and Responsibilities

Trust schools are, first and foremost, a place of work comprising C&YP, staff, families and governors.

Every member of the community has a job to do. In order that we can all be happy, safe and successful, it is the responsibility of each one of us to get on with our work to the best of our ability and to allow others to do the same.

All staff in Trust schools understand that they provide constant models of work and behaviour. In turn, C&YP have an increasing responsibility to provide models for each other.

The Home School Partnership

Schools ask parents to sign a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance. The development of an effective and meaningful partnership between home and school is often a successful means of encouraging positive attitudes and good behaviour.

The school should:

- i. Endeavour to communicate policy to parents
- ii. Make contact with parents before situations develop
- iii. Discuss behaviour modification strategies with the parents

The parents should:

- iv. Be aware of school rules and expected standards of behaviour
- v. Co-operate with school in maintaining good behaviour
- vi. Be prepared to act in support of the school

3. Principles

On a day-day-basis basis a set of basic principles guide the work of the schools within the Trust.

3.1 Rules

We expect C&YP to:

- i. Wear the correct uniform
- ii. Arrive at school on time
- iii. Respect the school environment
- iv. Move between lessons in an orderly manner
- v. Enter classrooms calmly
- vi. Remove outdoor clothing
- vii. Sit where directed by the teacher and to move without question if asked
- viii. Bring the right equipment to each lesson
- ix. Listen in silence when the teacher or other C&YP are talking
- x. Put a hand up to speak
- xi. Treat everyone with respect

3.2 Routines

We expect staff to teach routines for common procedures in lessons.

In particular C&YP should be taught and then be expected to follow a routine for the start of lessons, transitions between activities and the end of lessons.

3.3 Rewards

We expect staff to reward C&YP at every opportunity using the appropriate rewards procedures:

- 3.3.1 Praise during lessons
- 3.3.2 Positive comments in written feedback
- 3.3.3 Display of C&YP's work throughout the School
- 3.3.4 Formal public recognition in assemblies
- 3.3.5 Congratulatory messages in Parent Communications and Website
- 3.3.6 Positive communications home from tutor, teachers, subject leaders, Heads of House, Student Managers and Heads of Key Stage
- 3.3.7 Certificates for attendance
- 3.3.8 Celebration Evening and the Awards Evenings

Research shows that a ratio of praise to criticism of at least 5:1 is required in order to maintain motivation, self-esteem and positive relationships. (Gottman 1997, Hart and Risley 1995).

3.4 Consequences

We expect C&YP to be aware of the consequences for poor behaviour. Staff are expected to apply consequences fairly and consistently. C&YP are expected to take responsibility for the choices that they have made and to accept the consequences for their actions.

In the primary and secondary sectors, headteachers adopt appropriate strategies to manage any inappropriate behaviour. These are time limited. Parents are informed and it is recorded formally.

Each school in the Trust has its own specific procedures for managing behaviour, which run alongside this policy. A copy of the procedures can be found on school websites or from school offices.

4 Exclusions

4.1 Internal Exclusions

Internal exclusion is where C&YP are excluded from their class for a set length of time but remain on school premises.

Each school in the Trust has its own individual procedures for handling internal exclusions. For details, refer to the school's 'Procedures Relating to Behaviour Management', which can be obtained from the school's office.

4.2 Fixed Term Exclusions

The following is written with reference to Exclusions from maintained schools, academies and pupil referral units in England – DfE 2017 (the statutory guidance).

Before any exclusion takes place Senior Staff must investigate any alleged incident thoroughly. Fixed term exclusions may be issued for incidents such as repeated failure to co-operate with this Behaviour Management Policy, a serious one off incident, such as swearing directly at staff, vandalism, endangering staff/students, assault or possession of alcohol / drugs. This list is not exhaustive.

Those parties involved and any witnesses should be interviewed and ideally, written statements obtained which should be signed and dated. The date and time of the interview and persons present during the interview should be recorded.

Written statements should show a timeline of events and an accurate record of who said what and the events that occurred.

Once all the information has been collected, advice should be sought from any member of the school Leadership Team as to whether exclusion is appropriate. In most schools the decision to exclude rests with the headteacher, however, this may be delegated to a deputy headteacher.

Senior Staff should ensure that, where practicable, the C&YP being excluded has made a written statement. If they have left site*, or if the C&YP is too upset or angry, a student statement form should be sent home with the exclusion letter with an explanation that the family should return the statement form as soon as possible.

It is possible to delay the decision to exclude until all C&YP have been interviewed. This may be the case if a C&YP has walked off site or is too upset/angry to be interviewed. In these circumstances the parents may be contacted to explain what has happened and the C&YP should be interviewed at the start of the next appropriate day.

The length of a fixed term exclusion can be extended if it has been made clear to the C&YP and their parents that the length of the exclusion is pending further investigation.

The Trust's Equality Policy goals and relevant statutory guidance must be considered in making the decision to exclude a C&YP.

A senior member of staff must phone the parents to inform them of the exclusion. The phone call must include: the reasons for the exclusion, the length of the exclusion, and the start and end dates of the exclusion. Arrangements should be made for the parent to collect the C&YP from the school as soon as possible. In some cases this may not be possible and the C&YP would remain at the school in isolation until the end of the day.

Senior Staff must action an exclusion letter using the template available in each school office. Within the letter the reason for the exclusion must be explained, the number of days, and the start and end dates. Arrangements for a readmission meeting must be included, which the parents and C&YP have to attend before the C&YP returns to lessons.

Senior staff must check and sign the letter before it is sent. Office staff then circulate the letter via circulars to appropriate staff, and the Trust's Disciplinary Committee*.

**The Trust's Disciplinary Committee's remit is to provide a constructive focus on behaviour among the C&YP of the Trust's community. It seeks to minimise exclusions from Trust schools and advise on matters of discipline.*

The school will check the details and enter the information onto the school's management information system.

Governors, Clerk to the Governors and Leadership Team are provided data on a termly basis related to exclusions.

Re-admission meetings should take the following structure:

- Brief discussion of the circumstances leading up to the exclusion.
- Statement by the C&YP that they intend to not repeat the behaviour**
- Discussion of further action required: support, outside agencies etc.
- Setting of Senior Staff Report targets.

The re-admission meeting must be led by a Leadership Team member. A record of the meeting should be taken using the re-admission template.

If parents are not able to attend a re-admission meeting, the C&YP must work in isolation until a re-admission meeting has been held.

*If a C&YP is believed to have left site without permission, the school will report this to the parent/carer immediately after checking the site. If the C&YP is not found by either the school or the parent/carer within one hour, the school will report the C&YP missing via the 101 police number. This will happen regardless of parental permission.

** Rarely, a re-admission meeting will be deemed to have failed if the C&YP cannot comply.

4.3 Permanent Exclusions

The decision to permanently exclude a student will only be taken in exceptional circumstances and in consultation with the guidance. Such circumstances may include, by way of example, continued and repeated failure to cooperate with the Behaviour Management Policy, a one off very serious incident involving drugs, weapons, assault or endangering others. This list is not exhaustive.

5 Poor behaviour outside of school

Teachers have the power to discipline C&YP for poor behaviour outside of the school premises "to such an extent is reasonable" (Education and Inspections Act 2006)

This may include by way of example:

- on the journey to and from the school;
- during any school related activity;
- when wearing school uniform;

or at any time whether the conditions above apply or not when there could be repercussions for the orderly running of the school and may be defined as behaviours which do not conform to the Behaviour Management Policy. Senior staff will determine the appropriate consequence using their agreed procedures as a guide.

6 Bullying

C&YP should learn in a supportive, caring and safe environment without fear of being bullied. Bullying is antisocial behaviour and affects everyone; it is unacceptable and will not be tolerated.

For details of how Trust schools manage bullying, please refer to the Anti-Bullying Policy, which can be found on the [Trust's Website](#)

7 Allegations Against Staff

All staff should take care not to place themselves in a vulnerable position with a C&YP. It is always advisable for interviews or work with individual C&YP or parents to be conducted in view of other adults.

For details of how Trust schools manage allegations against staff, please refer to the document '*Allegations of abuse made against staff and volunteers working with children*', which can be found on the [Trust's Website](#)

8 Physical Intervention/Use of Reasonable Force

Our procedures on physical intervention/use of reasonable force comply with the non- statutory guidance set out in the *DfE Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013 (updated 2015)*

- Such events should be recorded and signed by a witness.
- Staff who are likely to need to use physical intervention should, where possible, be appropriately trained.
- We understand that physical intervention of a nature which causes injury or distress to a C&YP may be considered under child protection or disciplinary procedures.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

8.1 Restraint

Section 550(A) of the Education Act 1996 – The Use of Force to Control or Restrain Pupils – allows teachers, and other persons who are authorised by the headteacher to have control or charge of C&YP, to use such force as is reasonable in all the circumstances to prevent a C&YP from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the C&YP were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the C&YP's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its C&YP, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the C&YP concerned elsewhere e.g. on a field trip or other authorised out of school activity.

Where physical intervention has been used as a method of restraint the incident should be reported to the designated safeguarding member of staff for the school, who will record the incident.

8.2 Confiscation of inappropriate items

A member of staff may confiscate, retain or dispose of a C&YP's property so long as it is deemed reasonable. Power to search without consent for prohibited items may include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and associated items
- fireworks
- pornographic material

- any item likely to cause injury or damage
- any item banned by the school

9 School Procedures

Specific procedures relating to each school's management of behaviour, which run alongside this policy, are available from the relevant school website or office.

10 Communication of Policy

This policy (and associated procedures) must be publicised at least once each year to parents, students and staff in writing.