![Marches Academy Trust logo](Marches Academy Trust)

Date of last review: **POLICY REVIEW IN HAND & WILL BE FINALISED BY SUMMER 2022**
Approved: **July 2021**
Date of next review: **July 2021**

Primary Behaviour Policy

CONTENTS

*For Headteacher, read the most senior leader in the school

Behaviour Policy Aim

This policy aims to:
- provide a consistent approach to behaviour management;
- define what pupil conduct we consider to be unacceptable behaviour, including bullying and peer-on-peer abuse;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management (Section 5);
- outline how pupils are expected to behave, including self-discipline and respect (Section 6);
- outline our system of rewards and sanctions (Section 7);
- reinforce support systems through an effective assertive discipline approach;
- reinforce staff and pupil understanding of support systems available to develop behaviour management.

Section 1: Behaviour for Learning

Culture and Ethos

Underlying Principles
Our Behaviour Policy is driven by our vision, 'Achievement through caring'.

Our core values:

Excellence – striving always for mastery and personal success
Integrity – consistently acting with honesty, compassion and respect
Empathy – embracing and supporting the uniqueness of every individual
Creativity – inspiring and challenging through invention, experimentation and exploration
Equality – ensuring fair opportunity for all

The Marches Academy Trust Learning Mission Statement
We believe: successful, creative, lifelong learners participate in a journey of self-discovery.

They know how to learn, acquire skills and feel safe to take risks with confidence and courage.

Our **vision** and **values** are at the core of everything we do, and are reiterated through our classroom and learning behaviours, as well as our behaviour guidelines.

It is the aim of primary schools within the Trust that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our schools are caring communities, whose values are built on mutual trust and respect for all. The behaviour policy is therefore designed to encourage the way in which all members of the school live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Primary schools within the Trust have a number of school rules, but the primary aim of the behaviour policy is not a system to enforce them. It is a means of promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to learn. This policy supports each school community in aiming to allow everyone to work together in an effective and considerate way.

Each school within the Trust expects every member of the school community to behave in a considerate way towards others. We aim to treat all children fairly and apply this behaviour policy in a consistent way.

For Church Schools
Following the teachings of Jesus, this policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community, who demonstrate our core Christian values. All children and staff follow their school motto, to remind them to always do the best they possibly can in all areas of life.

Each school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The Marches Academy Trust expects every child to be an integral part of our community and share its **values** and every teacher will promote positive behaviour. The overall ethos of our schools is to promote good behaviour in both the individual/group and the staff team using specific strategies of assertive discipline.

Positive Behaviour for Learning
To create a positive culture for behaviour for learning The Marches Academy Trust identifies three specific behaviours that should be developed by staff and pupils.

- Behaviours towards a positive use of self.
- Behaviours towards a positive relationship with others.
- Behaviours towards a positive relationship with the curriculum and the wider community.

Positive/Assertive Behaviour for Learning is a comprehensive, integrated whole school approach, towards creating a positive learning environment for pupils and staff, underpinned by the Lee Canter Assertive Discipline model.

The Marches Academy Trust is committed to:
- ensuring we have a whole school/Trust approach for creating a positive, safe, and supportive school climate in which pupils can learn and develop. This approach involves the school community working together;
- ensuring all staff are responsible for teaching the behaviour expectations, providing consistent positive feedback to pupils, and delivering consistent corrective feedback and consequences when expectations are not followed. The entire school, including the classrooms, corridors, canteen, school gates, buses and the route to and from school, is considered part of the total learning environment;
- establishing a social culture and learning and teaching environment to provide individual behaviour support to achieve positive academic and social outcomes for all pupils;
- considering the pastoral needs of staff and pupils accused of misconduct.

The Marches Academy Trust will embed the **Lee Canter Assertive Discipline** approach, and invest in professional learning across our schools, to ensure all staff have a consistent approach and training in:

- being an effective classroom manager;
- developing a classroom discipline plan;
- teaching responsible behaviour;
- utilising the behaviour management plan;
- reducing disruptive behaviour;
- working with difficult pupils.

The Assertive Discipline Approach
- The key to this technique is catching pupils being good. In our Church schools, when children are seen to be living out our Christian values, this should be noted and praised.
- Recognising and supporting them when they behave as expected, and on a consistent basis, letting them know you like what they are doing.
- For Canter, pupils obey the rules because they get something out of it.
- Pupils understand the consequences of breaking the rules.

Promoting Positive Behaviour for Learning
This policy recognises the link between effective lessons and behaviour for learning, alongside effective teaching and learning.

The foundations of good discipline and positive behaviour are well prepared lessons and activities, with a range of differentiated tasks, matched to learners' capabilities and interests, that are gradually extended to ensure progression takes place.

Marches Academy Trust staff are expected to:
- model positive relationships at all times;
- explore lesson structures and planning to support behaviour for learning;
- consider a range of teaching approaches and learning styles;
- establish classroom routines and expectations in accordance with Trust policy;
- develop strategies and techniques for explicitly teaching specific behaviours needed for learning;
- reflect on the impact of the learning environment on behavior.

The whole school community are expected to recognise the set of skills required to develop positive behaviour and these include:

- Collaborative approaches
- Problem solving
- Respecting others
- Emotional well-being and resilience
- Innovation and creativity
- Leadership
- Non-verbal communication
- Emotional intelligence
- Self-awareness
- Motivation

Section 2: Behaviour Policy Statutory Requirements

1. 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.
- 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.
- 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.

2. Definitions

Inappropriate behaviour
This is characterised by the infringement of any of these three important rights:

- All pupils have the right to be taught in a positive learning environment where effort and achievement are recognised and rewarded.
- All staff have the right to teach in an environment where pupils behave.
- Both staff and pupils have a right to feel safe and secure.

Any behaviour that affects these rights will be challenged, managed and monitored. The Marches Academy Trust wants pupils to become good citizens.

Inappropriate behaviours that will never be tolerated in school
- Violence to others: physical and verbal assault towards staff or pupil
- Rudeness to staff
- Bullying (verbal, physical or cyber)

- Use of offensive language
- Deliberate or repeated disruption to lessons
- Damage to, or theft of, school property
- Smoking or any other substance misuse
- Endangering the health and safety of a pupil member of staff
- Deliberate flouting of school rules.
- Setting off fire alarms
- Non-compliance
- Failure to follow school rules
- Incorrect uniform
- Sexual assault
- Vandalism
- Theft
- Use of discriminatory behaviours or language
- Possession of prohibited items, ie weapons, knives, alcohol, illegal substances, stolen items, tobacco or items related to smoking, fireworks.
- Possession of pornographic material
- False allegations against staff or pupils

Serious inappropriate behaviour includes repeated instances of minor inappropriate behaviour.

Pupils will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other pupils and to staff they may have offended; show they can keep the school rules, by being put on report; or any other suitable reparation.

The Trust will not tolerate the posting of harmful comments on social networking sites and via electronic communication devices. This particular form of unpleasant bullying is discussed in different forums in school and will be dealt with severely with police involvement where necessary.

Further details and sanctions can be found in our ICT policy and can lead to permanent exclusion.

3. Bullying

"*We believe that bullying is behavior by an individual or a group over a period of time that hurts another either physically or emotionally. All members of our community are responsible for challenging bullying and reporting it when they see it.*"
The Marches School Tolerance Committee March 2017

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

Details of our school's approach to preventing and addressing bullying are set out in our tackling bullying policy.

4. Roles and responsibilities

4.1 The Board of Trustees and the Local Governing Body
The Board of Trustees has overall responsibility for monitoring this behaviour policy's effectiveness, with the Local Governing Body monitoring this at school level, and holding the Headteacher to account for its implementation.

4.2 The Headteacher
The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the 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.

4.3 Staff
Staff are responsible for:
- implementing the behaviour policy consistently;
- modelling positive behavior;
- providing a personalised approach to the specific behavioural needs of particular pupils;
- recording behaviour incidents.

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

4.4 Parents and carers
Parents and carers are responsible for:
- supporting their child in adhering to the pupil code of conduct;
- informing the school of any changes in circumstances that may affect their child's behavior;
- discussing any behavioural concerns with the class teacher promptly.

5. The Smart Way

Pupils are responsible for:
- behaving in an orderly and self-controlled way;
- showing respect to members of staff and each other;
- in class, making it possible for all pupils to learn;
- moving quietly around the school;
- treating the school buildings and school property with respect;
- wearing the correct uniform at all times;

- accepting sanctions when given;
- refraining from behaving in a way that brings the school into disrepute, including when outside school.

The following system has been implemented to ensure consistency across schools in behaviour management and setting high expectations.

The Smart Way
Behaviour Guidelines and Best Practice

5.1 Pupil Pledge
- I will arrive SMART to all of my lessons.
- I will always behave in a calm manner whilst moving around my school.
- I will enter and leave the room calmly when asked.
- I will give my full attention throughout the lesson by displaying good listening behaviour and following instructions.
- I will use positive words at all times to encourage others and uphold our high expectations by earning reward tokens.
- I will work cooperatively to support a productive learning environment where everyone feels able to learn.
- I will follow the 7Rs to ensure I am being a good learner (responsible, ready, resilient, resourceful, reflective, risk-taking, reasoning).

5.2 Teacher Pledge
As teachers we make the weather, we need to be conscious architects of our classroom culture.

- We will communicate all behaviour instructions to ensure that they are clear, concrete and sequential.
- We collectively share and model behaviour in our Trust, by speaking to all with respect, empathy, kindness and understanding.
- We do not shout at our pupils.

5.3 SMART system for uniform
We believe that pupils who are dressed smartly and take pride in their uniform are ready for learning.

5.4 SMART system for offensive language
We expect pupils to use appropriate language for the environment they are in.

6. Rewards and Sanctions

6.1 Rewards
Positive behaviour may be rewarded with:
- Praise
- Reward Points
- Letters or phone calls home to parents/carers
- Special responsibilities/privileges
- Celebration events
- Reward trips and events
- Celebration assemblies

6.2 Sanctions

We attempt to make all our dealings with pupils positive, constructive and consistent. We will be very firm in dealing with unacceptable behaviour of any kind. When necessary we will use punishments because maintaining an ordered working environment for all pupils must be our first concern. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- Asking the pupil to move seats.
- Sending the pupil out of the class.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school - social isolation.
- Referring the pupil to a senior member of staff.
- Letters, phone calls home to parents/carers, followed up by meetings where needed.
- Agreeing a behaviour contract.
- Putting a pupil 'on report'.
- Risk assessment.
- Pupil Planning Meeting with the Local Authority Inclusion Officer.
- Personalised Learning Plan.

We may use internal exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to internal exclusion during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

- **Detentions:** We also hold breaktime and lunchtime detentions, according to the seriousness of the behaviour.

- **Report:** Pupils whose behaviour is poor over a period of time will be placed on report. This involves having behaviour in lessons commented on by teachers at the end of each lesson. Usually parents/carers will be informed and involved in this.

- **Internal Exclusion Process:** A pupil will be removed from some or all normal lessons and social times for a short period. This is a serious step and parents/carers will be informed. This internal exclusion will take place with the Headteacher or Assistant Headteacher.

- **Exclusion:** This means a pupil is not allowed to attend school. Usually exclusions are for a fixed term. Excluded pupils can be readmitted only following an interview between parents/carers and a member of the Leadership Team. Guarantees about future behaviour will form part of this meeting. Sometimes we ask for these guarantees in the form of a written contract. Systems to manage a pupil on their return to school may also be put into place at these meetings. These could include social isolation, risk assessments highlighting the need for a pupil to be out of school at lunch, or personalised timetables. Exclusions can also lead to a meeting with senior officers from the Local Authority to discuss the pupil's future. The local governing body will be informed. Such exclusions can become permanent. Exclusion is the most serious punishment a school can take and happens rarely. Pupils will, at times, spend some time in Student Support after internal or external exclusion prior to a return to mainstream classes.

- **Fixed term external exclusions and permanent exclusions:**
  Staff will provide appropriate work for excluded pupils to complete at home during the period of their exclusion. Excluded pupils are expected to remain in their home completing work and not to be seen in a public place, which includes coming near or onto the school site.

6.3 Off-site behaviour: bringing the school into disrepute
(Discipline of pupils beyond the school grounds)

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

6.4 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 discipline the pupil in accordance with this policy.

Please refer to our safeguarding and child protection policy and procedures for dealing with allegations of abuse against staff, and for more information on responding to allegations of abuse.

7. Behaviour management

7.1 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;
- use lesson gradings effectively to demonstrate behaviour for learning;
- use strategies to manage negative behaviours including detentions, exit partners, support partners;
- display the pupil code of conduct or their own classroom rules;
- develop a positive relationship with pupils, which may include:
  o greeting pupils in the morning/at the start of lessons;
  o establishing clear routines;
  o communicating expectations of behaviour in ways other than verbally;
  o highlighting and promoting good behavior;
  o concluding the day positively and starting the next day afresh;
  o having a plan for dealing with low-level disruption;
    using positive reinforcement**.**

7.2 Restorative Approaches
What are Restorative Approaches?
Restorative approaches are a range of practices that help pupils to develop the skills and attitudes necessary to build, maintain and repair community relationships.

Restorative approaches are not a 'soft' option as pupils are obliged to be accountable and responsible for their actions and, likewise, to learn from their behaviour and to change.

In our Church Schools, this approach is linked to Christian understanding of forgiveness, repentance and reconciliation.

Marches Academy Trust believes in its power to create a more harmonious learning environment with improved behaviour and learning outcomes for pupils in all Key Stages, as part of this commitment.

What we do
- Support for pupils to develop social and communication skills.
- Formal and informal discussion to discuss difficult situations when there has been conflict.
- Restorative reintegration meetings after a fixed-term exclusion.
- Ongoing training and development for staff and pupils.

Positive outcomes
- Improved learning environments.
- Reduced fixed-term exclusions.
- Less conflict between pupils and between pupils and staff.

Restorative practice allows for ownership of behaviour and conflict resting with those directly involved, who also retain responsibility for resolution of the difficulties.

Restorative approaches help consolidate the school's existing commitment to personal responsibility, encouraging and empowering children to address issues for themselves. Consequently, many conflicts and difficult conversations are managed successfully.
In structural and cultural terms, Restorative Approaches will help strengthen the school's commitment to a range of peer support.

The implementation of the five important questions which are used on our Witness Statement and when dealing with pupils:

- What happened?
- What were you thinking at the time?
- How were you feeling at the time?
- What are you going to do to put things right?
- What are you going to do differently next time?

The questions are neutral and non-judgmental, they are about the wrongdoer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

The principles of Restorative Approaches across The Trust are:
- Focus on harm caused by the wrongdoer and actively seek ways of repairing that harm.
- Create dialogue and communication.
- Respect.
- Within a safe environment they will allow all participants to engage and learn.
- This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural change.

- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

7.3 Physical restraint
In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
- causing disorder;
- hurting themselves or others;
- damaging property.

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; and
- be recorded and reported to parents/carers.

7.4 Searching and confiscation
Searching with consent: staff may search with pupil consent for any item if the pupil agrees. It is enough for a member of staff to ask the pupil to, for example, turn out their pockets, or ask to look in a bag.

If a pupil refuses to allow a search, their parent/carer will be contacted and they will be removed from the school for the day. On their return the following day, the pupil will spend a day in internal exclusion.

Searching without consent: staff, authorised by the Headteacher, have a statutory power to search pupils or their possessions without consent where they have a reasonable ground for suspecting that pupil may have a prohibited item. Prohibited items are:

- knives, items that could be used as a weapon;
- alcohol;
- tobacco products and cigarette papers;
- illegal drugs;
- stolen items;
- fireworks;
- pornographic images;
- any article a member of staff 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).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified as an item which may be searched for. This includes phones that are not turned off in the bottom of a bag. It is sufficient to have reasonable grounds for conducting such a search, for example, where a conversation has been overheard.

The member of staff searching the pupil must be of the same gender as the pupil and a witness must also be present, also of the same gender, where possible

An exception to this rule can allow for a member of the opposite gender to search alone, but only when there is a responsible belief that there is a risk that serious harm will be

caused by a pupil if a search is not conducted immediately and it is not reasonably practicable to summon another member of staff.

Where a member of the police conducts a search, it must be done in the presence of senior staff.

Extent of the search: no clothing, other than outer clothing may be removed. Outer clothing is all clothing not next to the skin, or next to underwear. Pockets may be searched. Where an intimate search is needed, a police officer will need to be called.

Possessions include bags, desks and lockers. A pupil's possessions may only be searched in the presence of the pupil and a member of staff as a witness.

What the law says:
A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
Where a person conducting a search finds **alcohol**, they may retain or dispose of it as they think appropriate but this does not include returning it to the pupil.
Where they find **controlled drugs**, these must be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs must be disposed of.
Where they find **other substances** which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline and would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.
Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such.
Where pornographic images are found, these may be disposed of unless it is possible to constitute a specific offence, in which case it must be delivered to the police as soon as practical.
Images found on mobile phones or other electronic devices can be deleted unless it is necessary to pass them to the police.
Where a person conducting the search finds an electronic device, they may examine any data or files on the device if they think there is good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of, they may erase any data or files, if they think there is a good reason to do so.
In deciding this, the question is, has it or could it be used to cause harm, disrupt teaching or breach the school rules.
If inappropriate material is found on the device it is up to the member of staff to decide whether to delete it, retain it as evidence (if a criminal offence or breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

The school is not required to inform parents/carers before a search takes place or to seek consent for a search.

7.5 Confiscation
Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned.

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](#).

7.6 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. The school's special educational needs coordinator 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 in a pupil, we will liaise with external agencies and plan support programmes for that pupil. We will work with parents/carers to create the plan and review it on a regular basis.

For our Church Schools, support is linked to the understanding that each child is made in God's image and is loved and valued.

8. Pupil transition

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

9. Training

Our staff are provided with training on managing behaviour, including management of actual or potential aggression for specific staff.

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Marches Academy Trust every year. At each review, the policy will be approved by the Headteacher.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection Policy and Procedures
- Drug and Alcohol Policy
- Equal Opportunity and Race Relations Policy
- Transgender Policy
- Tackling Bullying Policy
- ICT Policy

Policy Owner	Executive Lead Team
Scope	All Staff, Trustees, Governors and Clerks
Last Updated	July 2021
Effective from	July 2021
Next planned reviewed date	Currently undergoing review
Status	Approved
Date of approval	July 2021
Summary of last revision	N/A
Related Policies/Documents	▪ Safeguarding and Child Protection Policy and Procedures ▪ Drug and Alcohol Policy ▪ Equal Opportunity and Race Relations Policy ▪ Tackling Bullying Policy ▪ ICT Policy
Policy control survey	Please complete this survey and provide feedback if you have had to use this policy https://forms.office.com/r/HMeZtB29Si