



## Behaviour Statement

September 2021

Policy Tracker – Responsibility for monitoring this policy: CEO/Headteachers			
Date	Reviewed By:	Role	Date approved/received by the Governing Board
18/3/19	J Mackinney	CEO	June 2019
June 2020	J Mackinney	CEO	June 2020
June 2021	J Mackinney	CEO	June 2021

### 1 Introduction

All schools within the Hales Valley Multi Academy Trust have robust behaviour policies in place that clearly outlines expectations for behaviour and how each school recognises and rewards good behaviour.

Our Trust understands that some pupils do not always make the right choices and that they need to be supported in order to do so.

This policy sets out what the Trust will do when behaviour falls below that which we feel is unacceptable and applies to all school within the Trust.

### 2 Aims and Objectives

- Our children are encouraged to become self-disciplined and to be responsible for their own actions, in order to develop their confidence and independence.
- Our children understand that they can improve their behaviour and make a new start. Most children know the consequences of negative behaviour.
- Parents are informed of school expectations, rewards and consequences at the beginning of each academic year and are involved at an early stage when problems occur.
- Work within classrooms must take account of individual ability and needs
- Poor behaviour will to be monitored and appropriate strategies applied.
- If behaviour is extreme, or does not improve over time then the Trust will apply the measures set out in this policy

### 3 The Role of Parents

We give high priority to clear communication within our schools and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

A positive partnership with parents is crucial to build trust and to develop a common approach to behaviour expectations and strategies for dealing with problems.

We ask parents to keep the school informed of behaviour difficulties or trauma experienced at home, which may affect their child's behaviour at school. The class teacher will share this with the rest of the teaching staff as appropriate to ensure that all staff are aware and can deal with behaviour of particular children consistently. We also communicate behaviour to parents, positive and negative, through the pupil planner.

### 4 Rewards

Each school has its own set of rewards that recognises and celebrates good behaviour.

### 5 Sanctions

Each school has its own set of sanctions that will be applied for dealing with low level behaviour issues, usually dealt with by the class teacher. More challenging behaviour will be dealt with by the senior leadership team in the school.

#### **Severe behaviour/disruption is likely to include:**

- Bullying
- Racist/homophobic behaviour. The definition of a racist incident is "any incident which is perceived to be racist by the victim or any other person". This could include:
  - Derogatory name calling, insults, racist jokes and language
  - Racist graffiti
  - Incitement of others to behave in a racist way
  - Racist comments in the course of discussions in formal and informal settings
  - Ridicule of an individual for cultural or religious differences e.g. food, music
  - Refusal to co-operate with others because of race or ethnic origins
- Incidents involving sexual abuse
- Repeated violence (any violent incident should be recorded)
- Repeated bad language
- Damage to property
- Stealing
- Threatening behaviour towards an adult
- Any behaviours that constitute a health and safety risk to themselves or others such as running around school both inside or out in the schools grounds
- Running out of school *can* be deemed to be grounds for exclusion: this will depend on the context

### Positive Handling Strategies and Team Teach

All staff use positive reinforcement to encourage positive behaviour. A range of de-escalation strategies are used to attempt to defuse extreme disruption or violent behaviour. These include but are not limited to:

- humour
- verbal advice and support
- firm clear directions
- limited choices
- distraction
- reassurance
- adult swap
- success reminders
- reminders about consequences

If these strategies do not work, some staff are trained in positive handling techniques and will use these to keep children and adults safe from harm. These strategies may involve positive handling or 'holding' techniques. *These are a last resort.* If a child needs positive handling by a trained member of staff, a dynamic risk assessment is carried out prior to any action. Once the incident is resolved it is recorded in a bound and numbered book which is monitored regularly. Parents are also informed. Trained staff keep up to date with all developments and correct strategies and holds on a regular basis. All incidents are followed by a 'debrief' in order to adapt practice for the future.

### Behaviour Diary

If a child has a pattern of negative behaviour then a decision will be made as to whether the child needs to be supported with an Individual Behaviour Plan.

### Individual Behaviour Plan

*Criteria for supporting a child with an IBP:*

- Behaviour diary (or other monitoring strategy) has been set up and proved unsuccessful
- Repeated challenging behaviour
- In danger of or has been excluded
- Advice has been sought from an external agency to modify the child's behaviour such as the Child and Adolescent Mental Health Service (CAMHS) or Social services

Parents are informed about why the decision to set up an IBP has been made. The child will be placed on the Special Educational Needs list at 'school support' as the school is making **additional provision** for the child.

The targets on the plan are clear and understood by the child. The IBP details overall targets which are broken down into smaller targets to achieve on a weekly basis. The targets are very specific, focusing on one or two desired behaviours at a time. The targets are phrased in a positive way using the child's name, e.g. *This week I am looking for Susie to put her hand up when she wants to share something with the class.*

The rewards and consequences have meaning for the child and they are shared with them. The rewards on the plan praise wanted behaviour and are such that the child feels that they have really achieved something. Parents are encouraged to be involved in partnership with the school. The consequences are phrased so that the child knows if they continue to behave/act in this way then it will lead to a loss of privileges/activities. Staff will track the child's progress against these targets and communicate this with parents on weekly basis.

The plan should not run longer than half a term and is reviewed with the child's parents, detailing evidence of the school's intervention.

Other people are involved in the plan such as the appropriate mediator and lunchtime staff.

Key staff have been trained in the Team Teach approach to de-escalation techniques. Staff will employ these techniques when necessary. For some pupils a positive handling plan will be put into place with agreement from parents along with the IBP.

### 6 Lunchtime Behaviour

The Trust expects pupils to behave as well at lunchtime as they do during lesson time. Each school has its own behaviour charter/rules explaining the expectation for behaviour at lunchtimes. If a pupil continues to behave inappropriately at lunchtime then they will not be able to join the other pupils either in the school hall or out on the playground. If this continues over a longer period then the pupils will be excluded from lunchtimes.

### 7 Exclusion

DfE 2017 Exclusion Guidance is followed when making an exclusion.

There is no set pattern as to when exclusion is appropriate. A decision to exclude is made on a case by case basis.

Usually an exclusion results from escalation of extreme behaviours and when all other support mechanisms have been exhausted. An exclusion may be given for repetition of inappropriate behaviours.

In some cases where behaviour is very extreme an exclusion is likely to be given immediately. In this instance an adult with parental responsibility will be called to collect their child from school with immediate effect.

Dudley Primary Fair Access Protocol may be used to seek alternative provision in some cases.

Exclusions can be short term i.e. 1 - 4 days at a time. A child may be excluded for a number of short term exclusions. Work is always sent home with an exclusion leaflet and letter explaining the reasons for exclusion. On return to school, the child is always welcomed back by a Senior Leader (where possible). It may also be deemed appropriate for a child to return to school on a Reduction in Pupil Entitlement (RIPE) plan.

Across the schools in the Trust exclusions are likely to be triggered by behaviours such as:

- Violence to a teacher or other adult working with children
- Violence to other children
- Health and safety issues to pupil involved and / or other pupils, including running around the school building and school site and leaving the school premises
- Repetition of inappropriate behaviour or severe disruption
- Gross defiance to all adults within school including refusing to co-operate with senior staff, Assistant Headteachers, Deputy Headteacher, Headteacher or Chief Executive Officer (CEO).
- If the behaviour continues the school may decide to utilise the Parenting Contracts developed by the LA.

### **Permanent Exclusion**

When issuing a permanent exclusion, the school will follow the DfE statutory guidance exclusion for maintained schools, academies and pupil referral units in England (September 2017).

There is no set pattern as to when permanent exclusion is appropriate. A decision to exclude is made on a case by case basis. Usually, permanent exclusion results from consistent breaches of the school behaviour policy over time or escalation of extreme behaviours where other sanctions from the behaviour policy have failed to address the behaviour exhibited in school. However, in some cases behaviour is so extreme that permanent exclusion is issued immediately.

A child who is at risk of permanent exclusion will have a raft of support in place to avoid the exclusion. This support varies according to the needs of each child and each school. Nurture provision is provided where appropriate, where the child is supported to improve their behaviour, helped by in-school strategies and external agencies.

Advice is sought and guidance followed from the Dudley Local Authority Exclusion Unit. The Trust works with the LA to audit actions against the Inclusive Pathways document. This identifies further support the child may need. If all support has been exhausted this document helps to identify different provision for the pupil, thus avoiding a permanent exclusion.

When the school takes the difficult decision to permanently exclude a child the Local Authority has a duty to find alternative arrangements for the permanently excluded child.

### **Internal Exclusion**

An internal inclusion may be issued for a variety of reasons and may include break times and/ or lunchtimes. A member of the Senior Leadership Team will issue internal exclusions and they will determine how long this will be for on a case-by-case basis.

### **Trust Internal Placement**

A Trust internal placement may be considered before a pupil is given a fixed term or permanent exclusion. This means that the pupil will be expected to attend one of the other schools within the Trust for a fixed period. This placement does not depend on agreement with the parents – it will be the decision of the Headteachers and the CEO of the Trust as to whether this approach is in the best interest of the pupils in order to avoid a fixed-term or possible permanent exclusion. The Headteachers and the CEO will determine how long this will be for on a case-by-case basis. If parents refuse to support this then the pupil's absence will be recorded as an unauthorised absence.

## 8 Behaviour and Special Educational Needs (SEND)

Where there is an ongoing pattern of poor behaviour, disruption, anti-social behaviour and normal school rewards, and sanctions have minimal or no impact the following stages need to be followed:

### Intervention Strategy:

- Multiple behaviour diaries are often the trigger for intervention strategies
- SENCO/Head of Inclusion made aware and a cause for concern raised with parents where targets and provision are discussed and agreed. During this discussion a follow up date will be set to review any progress and agree next steps
- Staff awareness – so that adults can observe and praise good behaviour as well as ensure that the approaches taken to address poor behaviour are consistent
- Circle of friends/circle time may be used to create a supportive environment and to increase self esteem
- Nurture provision – this varies from school to school
- Regular involvement from a pastoral/behaviour mentor maybe used to support positive outcomes
- Children may have an individual behaviour plan and be moved on to the special needs overview
- Alternative provision may be explored which could include Reduction in Pupil Entitlement (RIPE) – this means that pupils would not be in school for parts of a day (e.g. mornings only). If this is the case, parents need to agree this. The RIPE is reviewed weekly, with the intention that the child quickly builds back up to full time in school.
- Parents made aware that the child is on the Special Needs overview

As well as the above, the SENCO/Head of Inclusion/school may need to draw upon specialist support and advice from external agencies, e.g. Educational Psychologist, Social Care, The Sycamore Centre Outreach Support, referrals to G.P. or CAMHS

This policy will be reviewed and updated on or before 30<sup>th</sup> September 2022