

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Perry Hall Multi- Academy Trust schools. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

Aims

The aim of the Perry Hall Multi- Academy Trust is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school's Behaviour Policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. We aim:

- To teach children to think about their behaviour and to learn self- control.
- To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- To teach children politely and fairly so that they learn to be polite and fair.
- To teach children to respect other people, their property, beliefs and feelings, essentially, to respect difference.
- To praise and reward good work, behaviour and attitudes. We will always reward improvement.
- To involve parents in all aspects of school life, including their children's behaviour.

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

Core Values

Each school has its own core values that have been devised by the children, staff, governors and parents of each school. They reflect the ethos and attitudes that are defined by each school.

All core values support the government's modern British Values.

The Government has highlighted the following 4 key areas as Modern British Values that schools are required to promote through Spiritual, Moral, Social and Cultural (SMSC) aspects of school life.

The British Values are:

1. Democracy
2. Rule of law
3. Mutual Respect
4. Tolerance for those of different faiths and beliefs.

The individual school's core values can be found in **appendix 1**.

Expectations

At Perry Hall Multi- Academy Trust we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the Core Values and that each class has its own Class Expectations.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Follow our Core Values.

Class Expectations

Each year group will create their own class expectations which will apply in all areas of the school and are based upon the following principles:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property
- We are respectful
- Treat others how you wish to be treated.

As well as the Class Expectations, every member of the school community should apply the following principles:

- If you do not stop the inappropriate behaviour you are condoning it;
- You own your behaviour.

What we expect of children:

- To be polite – all adults, other children and visitors – and to respect the authority of the adult in charge.
- To listen to adults and each other in lessons and in assemblies, and to consider each other's feelings.
- To walk about the school quietly and calmly.
- To take a positive role in all classroom activities and to try as hard as they can.
- To wait their turn to talk to members of staff and to each other.
- To value each other's work.
- To work and play co-operatively with each other.
- To tell the truth, to take responsibility for their own behaviour and not to make excuses.
- To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.
- To be able to say sorry when they have misbehaved or hurt someone and to recognise that this word signals a change in behaviour and mood.
- To care for the school and its equipment and to report any damage or graffiti they see.
- To feel responsible for giving a good impression of themselves and the school both within and outside the school.
- To follow and respect their Core Values

What we expect of the adults

1. To listen to children and to hear their point of view.
2. To be polite and to address children in a reasonable tone of voice.
3. To value all aspects of children's achievements.
4. To be as fair and consistent as possible if children have misbehaved.
5. To ensure the environment is safe.
6. To talk with children about things that go wrong; we want children to be able to explain why some things are wrong and why we have rules.
7. To create a positive environment in the classroom and playground.
8. To be in charge and maintain order so that everyone may benefit from a positive environment.
9. To supervise the playground well.

10. To trust their children and to care about them equally.
11. To treat all children as individuals and to take an interest in their lives. To see each day as a fresh start.
12. To follow and respect their Core Values.

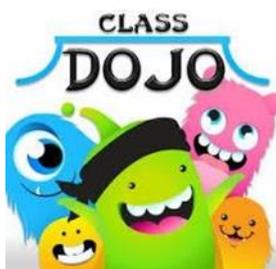
Behaviour at Stanley Road Primary School

Class Dojo

Class Dojo behaviour system

We use the 'class dojo' behaviour system in school as it is a consistent and fair behaviour system. All staff follow the 'class dojo' system.

- It praises those who always get it right and supports children who are struggling and it provides opportunity for children to change their behaviour.
- It is easy to use (quick for supply teachers or PPA teachers to take on board) and easy for children to understand.



What is Class Dojo?

Class Dojo is a digital classroom management tool designed to help our teachers improve pupil behaviour and communicate more effectively with parents. It connects teachers with our pupils and parents to build amazing classroom communities.

How it works

- Each pupil gets an avatar and teachers award dojo reward points for things such as good homework, participating in class, staying on task, completing good work, following our school rules and values.
- Teachers can use a tablet or computer to give points throughout the school day. Each pupil's points can be displayed via a smart board, and parents, via their app, can see these.
- Teachers can communicate with parents on a 1:1 messaging service or via the class page where general class messages can be shared or via the whole school page



Behaviour

Rewards

Pupils can gain green positive dojo points for many behaviours including



Sanctions

On the other hand, there are sanctions if a pupil's behaviour is unacceptable. The pupil will initially be given some 'time out' by sitting on a table on their own in their own classroom to reflect on their behaviour.

If their poor behavior continues, or their behavior is more serious, the pupil will be given an amber reflection dojo and will be sent to their partner class to complete their work and their parents will be notified. This incident will be recorded on CPOMs.

For continuous amber behaviour, or more serious behavior, the pupil will be given a negative red dojo. A note will be sent to the pupil's parent or a conversation will be held and the incident will be recorded on CPOMs. The negative dojo will be taken off any positive points/dojos the pupil has gained that week. A member of SLT will be called to assist and there will also be more serious consequences, for example, an internal exclusion or a behavior book put in place.

The following chart is exhibited in every classroom and all pupils are made aware of reasons for positive and negative dojos.

Rewards			
	Outstanding	<p>Consistent positive behaviour</p> <p>Consistently showing great attitudes to learning</p> <p>Consistently being a role model</p> <p>Consistently going 'above and beyond' expectations</p> <p>Leading by example and encouraging others</p>	<p>Teacher responsibility</p> <p>Head responsibility</p> <p>5 green dojos</p>
	Superstar	<p>Consistent positive behaviour</p> <p>Overcoming challenges</p> <p>Taking risks with their learning and trying new things</p> <p>Being a reflective learner</p>	<p>Teacher responsibility</p> <p>3green dojos</p> <p>Praise</p>
	Great day	<p>Showing consistent positive behaviour</p> <p>Promoting positive relationships</p> <p>Making positive contributions in learning time</p> <p>Showing initiative</p> <p>Being a role model</p> <p>Working independently</p>	<p>Teacher responsibility</p> <p>2green dojos</p> <p>Praise</p>
	Ready to learn	<p>Cooperating with others</p> <p>Showing good listening skills</p> <p>Following instructions</p> <p>Being polite and respectful</p> <p>Trying our best</p> <p>Being safe and calm</p> <p>Treating the school environment with respect</p> <p>Wearing the correct uniform</p>	<p>Teacher responsibility</p> <p>1 green dojo</p> <p>Praise</p>
	Think about it	<p><u>Low level disruption</u></p> <p>For example:</p> <p>Distracting others</p> <p>Rocking on chairs</p> <p>Talking over someone</p> <p>Not working to the best of your ability</p> <p>Not cooperating with others</p> <p>Not moving safely or calmly around school</p> <p>Not being in the correct uniform</p>	<p>Teacher responsibility</p> <p>Reminder of expected behaviours</p> <p>Child to work at "Time Out" table within the classroom</p>
	Reflection time	<p><u>Continued disruptive behaviours or higher level negative behaviours.</u></p> <p>For example:</p> <p>Name calling or unkindness</p> <p>Taking or damaging property</p> <p>Being disrespectful or rude</p> <p>Not following an adult's instructions</p> <p>Repeated yellow behaviour</p>	<p>Teacher responsibility</p> <p>1 x Amber reflection dojo given</p> <p>Child moved to partner class to complete work if able</p> <p>Conversation with parents.</p> <p>CPOMs completed.</p>
	SLT contact	<p>Repeated orange behaviour</p> <p>Swearing</p> <p>Fighting</p> <p>Leaving class without permission</p> <p>Intimidating others</p> <p>Bullying</p> <p>Racism</p> <p>Breaking bubble and risking H & S</p>	<p>Seek immediate assistance from SLT/ Pastoral lead.</p> <p>1 Red dojo given with note/conversation with parent.</p> <p>CPOMs completed.</p> <p>Internal exclusion- including break and lunchtimes,</p> <p>Team around the child meeting.</p> <p>Possible reference to exclusion policy.</p> <p>Individual behaviour plan</p> <p>Individual behaviour report</p>

How will we celebrate achievements on Dojo:

At the end of each week the positive class dojos are counted up for each individual.

- The dojo champion will be the pupil with the most positive (green) dojos. They will receive a prize
- Class rewards for earning a decided number of dojos – negotiable with class

Monitoring of Class Dojo:

- SLT will monitor and track rewards and sanctions awarded to pupils
- SLT will have Class Dojo running on their device and will use this as an opportunity to challenge undesirable behaviours when they are logged on Class Dojo

If a child is not responding to the 'class dojo' behaviour system for SEN or behavioural reasons there still needs to be a clear, consistent behaviour system for that child with consequences and rewards that all staff involved with that child are clear about. Where possible link it into the 'class dojo' system.

Implementing the system

It is imperative **ALL** children know and understand their class rules and the associated rewards and consequences.

Fixed Term Exclusions: These may be issued following an investigation into the context of an incident involving fighting, attempting to leave the building without permission, swearing at adults, repeated orange behaviour, intimidating others, bullying or racism.

Permanent Exclusions: These may be issued following a series on unsuccessful measures and in consultation with parents, senior leaders, governors and PHMAT.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance. Teachers should work on the principle of a 4:1 praise to sanction ratio.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Stickers and stamps
- Positive dojos (green)
- Certificates
- Raffle tickets
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges
- Positive phone call home
- Class wide rewards – classes can earn extra play for good behaviour at lunchtime
- House points (counted weekly by Year 6 – Cup given in Celebration Assembly)
- First in line
- Star of the Week certificates
- Praise certificates

Golden Time

Golden time is as a result of consistently achieving a class agreed number of positive (green) dojos. We sometimes build Golden Time into our curriculum. Children choose from a variety of activities organised within their classroom for a half hour session once a week. The whole class work towards earning Golden Time. Minutes can be taken away for bad behaviour. In cases of extreme misbehavior, a child may lose their individual Golden Time.

Sanctions

Despite positive responses as a means to encouraging good behaviour in Perry Hall Multi-Academy Trust, it may be necessary to employ a number of sanctions to ensure behaviour is corrected; ensuring a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained. If the class/school rules are broken the following sanctions may be taken:

(Sanctions will be differentiated to the needs of the children – refer to class chart above)

1. A reminder of expected behaviours
2. Time out sitting on their own
3. Amber relection dojo given
4. Work in a partner class to complete work and parents told
5. Red negative dojo given with a note to parents
6. Internal exclusion – including playtime and lunchtime
7. Children who display aggressive and challenging behaviour may bypass the stages of warning and be required to work out of class in a 'Time out' area under the supervision of the Phase Leaders (Assistant Heads), Deputy Head or Head of School.
8. Referral to S.E.N. Coordinator & liaison with other support agencies through Area Team – (meeting with parents – if not already taken place)
9. Fixed term exclusion – Lunchtime
10. Short fixed term exclusion from School
11. Long fixed term exclusion from School
12. Permanent exclusion from School

Serious Incidents

The following are classed as very serious incidents:

- Absconding
- Bullying
- Cheating
- Defiance
- Persistent lies
- Continues disruption in class
- Physical violence
- Racism
- Stealing
- Swearing

Extremely poor behaviour must be reported to the Assistant Headteacher, Deputy Headteacher or Head of School immediately. A letter will be sent home or a phone call made to the parents. For instances of serious unacceptable behavior, a child may spend a period of time with a member of SLT where he/she will be able to continue with their studies. For continual unacceptable behaviour or in case of serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Fixed Term and Permanent Exclusions

Only the Executive Headteacher (EHT) or Head of School (or an acting Head of School) has the power to exclude a child from school. The EHT or Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The EHT or Head of School (HoS) may also exclude a pupil permanently. It is also possible for the EHT or HoS to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The decision to exclude a child (fixed term or permanent) is taken when the child:

1. is in response to serious breaches or persistent breaches, of the school's behaviour policy; and
2. where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school
3. after a range of alternative strategies have been tried (See Sanctions)

If the EHT or HoS excludes a child, parents are informed immediately, giving reasons for the exclusion. At the same time, the EHT or HOS makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Before deciding to exclude, the Head Teacher should:

1. consider all the relevant facts and firm evidence
2. allow the pupil to give their version of events
3. check whether an incident appeared to be provoked by racial or sexual harassment
4. consult others if necessary
5. keep detailed notes at all stages

Exclusion can be:

1. Short Fixed Term – Arrangements for setting and marking of work must be made.
2. Lunchtime exclusion – This should be normally no more than 5 School days and must include arrangements for children on Free School Meals.
3. Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made

Procedures for Excluding a Pupil

For all exclusions:

1. Parents must be telephoned on the same day
2. The relevant letter must be sent to the parents within 24 hours
3. The relevant letter with form EX1 must be sent to children's services, Clerk to Governors' Discipline Committee, Area Team and Chair of Governors.
4. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

Reintegration

A process of planned support and progress reviews is in place for all children following exclusion.

The EHT or HOS informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the EHT or HOS.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The discipline committee will form to consider a permanent exclusion and have the power to either uphold the EHT or HoS decision or to overturn it based on the evidence provided to them.

The Governing Body Discipline Committee

1. Exclusions of less than 6 days – a meeting will be convened if parents request it
2. Exclusions between 6 and 15 days – the Clerk must organise a meeting between day 6 and day 15
3. Exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15
4. Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised

Recording, Monitoring and Evaluating Behaviour

A termly report is produced highlighting the behaviours and an action plan is put in place to improve re occurring behaviours and reduce the number of incidents.

To produce such a report the following documents and processes are carried out:

- Monitoring of Class Dojo logs of red dojos. These are recorded by the class teacher / lunchtime supervisor on the Class Dojo Class page, which is also recorded on CPOMs. From this data we are able to identify trends and address any concerns.

Lunchtime Misbehaviour

The Class Dojo system is also in place where the lunchtime member of staff will inform the class teacher of any red dojos. Red dojos are reported to the SLT member of staff that is on duty.

Bullying

A definition of bullying is: "Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt. Using this definition any of the following could be bullying if they are carried out repeatedly:

- Name calling
- Mocking clothes
- Exclusion from games
- Hitting a child 'for just being there'
- Stares
- Teasing another child's family or culture
- Making fun of a child's work.
- Making threats

*We will not tolerate bullying at Perry Hall Multi- Academy Trust.
Repeated bullying will be treated very seriously and may result in
exclusion.*

If you are worried about bullying please talk with a class teacher or another member of staff. Staff cannot deal with bullying if they are not aware of difficulties children are facing. Allow the school to take a lead in dealing with the problem and keep communication lines open.

Physical Intervention and Restraint (See Policy)

If a child violently attacks another child or adult and becomes a danger either to him / herself or others and does not respond to requests to calm down, then physical restraint may be necessary. The child should be removed from the situation as soon as possible and a member of SLT notified immediately. Immediate action will be taken to involve parents.

A Serious Incident/Physical Restraint form must be completed and the situation discussed with the Head Teacher. If any member of staff has been injured / assaulted in the process of physically restraining a child, the correct documentation must be completed as soon as possible. The Senior Leadership Team will work with the member of staff and parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies.

Please see 'Physical Restraint Policy' for further guidance.

Racial / Sexual Harassment

Racial / sexual harassment will not be tolerated. All incidents are recorded and dealt with promptly in line with the School Behaviour Policy and the LA Policy. The curriculum for P.S.H.E. and Multi-Cultural Education is designed to foster appropriate and responsible behaviour and to deter offensive behaviour.

Race Equality Policy

The Race Equality Policy is clearly outlined within the School's overall Policy for Multi-Cultural Education.

School aims to promote Race Equality through the strategies outlined within the Policy for Multi-Cultural Education. Racial Discrimination is not tolerated and all incidents are recorded and dealt with in line with this School Behaviour Policy.

Monitoring Racist Incidents

Racist incidents are recorded on SIMs and flagged as racist.

Pastoral Support Programme

A Pastoral Support Programme is a school based intervention to help individual pupils to better manage their behaviour. It is overseen by the SEN Coordinator and involves the identification of precise and realistic behavioural outcomes for particular children with on-going problems. The SEN Coordinator will liaise with parents and external agencies as necessary.

Roles

The Role of School Council

The School Council consists of children from Reception – Year 6. School councilors wear special badges that identify them throughout the school.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Head of School who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Head of School may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

The Role of Senior Leaders, Class Teacher and Support Staff

Perry Hall Multi- Academy Trust is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Perry Hall Multi- Academy Trust are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as

professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Class Expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Headteacher/Head of School (Overseen by the CEO)

It is the responsibility of the Head of School to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head of School keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child.

Please also refer to the child protection and safeguarding policy when using this information. This policy will be reviewed by governors annually:

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

Stanley Road's Core Values

The pillars of citizenship were chosen by children and underpin our reward system (Dojo points).



Figure 1 Stanley Road's Pillars of Citizenship

