



Staffordshire University Academies Trust

Staffordshire University Academy Trust		<b>St. Edward's Academy Cheddleton Behaviour Policy</b>				
Approved by:	SEAC LAC	Issue Date:	Sept 2020	Review Date:	Sept 2021	
Policy Owner:	Erica Clifford					
Audience:	LAC	<input checked="" type="checkbox"/>	Trustees	<input type="checkbox"/>	General Public	<input type="checkbox"/>
	Staff	<input checked="" type="checkbox"/>	Parents	<input checked="" type="checkbox"/>	Pupils	<input checked="" type="checkbox"/>

These behaviour procedures have been drawn up after consultation with staff, governors and with the involvement of the children in the academy council and in classes. It is to be read alongside the [SUAT Behaviour Policy](#), [Valuing All God's Children: Guidance for Church of England Schools on challenging homophobic, biphobic and transphobic bullying](#), [DfE \(Department for Education\) document Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion \(September 2017\)](#), [DfE's Guidance: Behaviour and Discipline in Schools: Advice for Head teachers and school staff \(January 2016\)](#) and the [DfE's guidance to schools in England entitled 'Use of Reasonable Force'](#).

### Ethos of the school

St Edward's Academy Cheddleton (SEAC) has the values promoted by Christ, as shown in the Bible, at its heart. Our Christian Distinctiveness is embodied in what you see, hear and feel through our academy ethos, culture, values and curriculum. We are an inclusive academy where all God's children, and adults, are treated with dignity and respected for difference, diversity and ways of living. We encourage all members of our community to grow and flourish within the context of our Christian belief and practice regardless of challenges, age, ethnicity, gender, identity, learning difficulty, nationality, religion, sexual orientation or disability.

### Vision

We will teach **wisdom**, model and expect **respect** for all. We will nurture **compassion**, **responsibility**, **courage** and **perseverance**, equipping our children for life in all its fullness as **honest** adults in our diverse and ever changing world. We aspire to work collaboratively with our academy, Multi-Academy Trust, local, national and global communities as by...

**Learning and Caring Together '...they will flourish in the courts of our God' (Psalm 92:13)**

### Aims

These behaviour procedures aim to contribute to the development and maintenance of good behaviour and a positive and inclusive ethos at our Academy. All members of the academy are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

### Implementation

At SEAC, we expect that children and adults demonstrate our school Christian values of Wisdom, Respect, Compassion, Responsibility, Courage, Perseverance and Honesty. Each class is responsible for promoting one of our values, however we have a collective responsibility for demonstrating these values at all times.

In addition to these values, we also have a set of rules which we follow. These rules are;

- **Do your best**
- **Use your manners**
- **Caring and kind**
- **Keep safe**

The children remember these rules using the acronym DUCK, and each rule is explored with the children further as they move through the school to ensure that they understand their breadth and practical application and the Christian values that underpin them.

To further support children's understanding and knowledge of our values and rules. They are displayed prominently around the school both within the classroom (on class behaviour boards) and in other areas. We expect these rules to be followed at all times including playtime and lunchtime.

At these times, dinner time supervisors and playleader staff adopt an approach which focuses on reconciliation and forgiveness, using our values/rules as a focus for the types of behaviour we expect. At the end of each playtime / dinnertime, a member of staff and/or play leader chooses 1 child from each class to have a 'move up' for positive behaviour. Any behavioural incidents are recorded and communicated to teachers' in line with behaviour routines for an appropriate response.

To aid reflections, there is a calm area within each classroom, in corridors and on each playground. In these areas, children can sit, calm down and think about the positive behaviours that we expect.

### Rewards

We praise and reward children for good behaviour in relation to our DUCK rules / school values in a variety of ways which may include:

- a 'move up' on the class behaviour chart, linked to our House point system for following rules and school values. One 'move up' during the day to Green is rewarded by one house point. Two 'move ups' during the day is rewarded by two house points. Children on gold at the end of the day will receive a gold sticker to take home.
- verbal praise and recognition
- pupil of the day/week with the class mascot/certificate sent home
- Gold certificates (Celebration Worship for proud work / demonstrating our values)
- DUCK awards (Celebration Worship for following rules).
- Trophy / Certificate for the class with the highest attendance (Celebration Worship).
- Celebrating achievements outside of school (Celebration Worship).
- House Point treats.
- Proud Piece displayed on Mrs Machin's display.

### House points Rewards

At SEAC, children are part of one of four houses and house points are earned via 'move ups' in class behaviour charts. These houses are – 'Wedgwood' 'Bridgewater', 'Morris' and 'Cliff'. They are based on

artists from our local area. We ensure that siblings are put into the same house. Each class will have a display on the class behaviour board that shows photos / names of each child in their house. Points accrued for each house team will be displayed and these will be collated (across the whole school) at the end of the week by a member of our Behaviour Ambassadors and a member of staff. The winning house team is applauded in Celebration worship each week.

At team events, colours are coordinated to match the houses as above.

Winning houses at the end of each term are rewarded!

### Sanctions (Possible)

- A move down to amber acts as a visual warning
- A move down to red
- Loss of Golden time
- Loss of rewards / privileges
- Internal isolation within the child's Year group. The Child Champion will accompany the child.
- Missing trips / outdoor education
- Meetings with parents
- SLT involvement
- Reduced timetable
- A fixed term exclusion

### Stages of Behaviour Management

If a child has been in red one or two times;

- They will lose 5 /10 minutes of golden time on Friday. They will have a discussion with the class teacher about behaviour and how they can improve. A mindfulness activity will be given. This will be noted on the electronic **weekly behaviour log** (Appendix A). EC will be informed via email.

If a child has been in red for three or more times;

- They will lose 15 minutes or more of golden time on Friday.
- The Child Champion will become involved. Golden time work will be tailored to needs – anger management, understanding emotions. Regular behaviour check-ins will be arranged.
- The class teacher will inform parents via dojo and this will be added to SIMS.
- Behaviour for the following week will be monitored closely using weekly behaviour log.
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*If behaviour improves the following week this process would start again. If not escalate.*

### **Escalation Step 1 (Week 3)**

If behaviour does not improve or if there is a regular pattern of low-level disruption;

- The Class teacher will speak to the child and parents by telephone. Outline next step if behaviour does not improve. Add this to SIMS. DL / HM to offer advice and support at this stage.
- Teacher to monitor behaviour using weekly behaviour log for 1 week.

*If behaviour improves, monitor using weekly behaviour log. If it continues, escalate.*

### **Escalation Step 2 (Week 4 & 5)**

If behaviour does not improve;

- Child/ parent /class teacher to create a behaviour contract (see appendix B). DL / HM to offer advice and support at this stage. Appendix C outlines possible strategies / resources which can be used at school and at home. All must agree to complete and monitor actions.
- Tier 2 support (Home start) will be offered at home.
- Teacher to monitor behaviour through this. Child Champion will continue to support as above. Add this to SIMS, linking meeting notes. Inform EC.
- Stakeholder meeting to discuss progress after 2 weeks.

If behaviour is improving;

- Stakeholder meeting to discuss progress / next steps after 4 weeks.

*If behaviour continues, escalate.*

### **Escalation Step 3 (Week 6)**

If behaviour does not improve;

- Key Stage Leader will become involved.
- Firstly, she will monitor that the escalation process above has been adhered to fully and that the child/parent have had support and consistent strategies implemented.
- The Key Stage Leader will arrange a stakeholder meeting to discuss new actions – adapt behaviour contract, outside agency involvement, response to further behaviour. Early Help Assessment will be completed at this stage. Tier 2 Home start support will be sought.
- Key Stage Leader to add involvement to SIMS. Inform EC.
- Class teacher, Key Stage Leader and Denise Leese to meet internally – agree, arrange and contact appropriate outside agency e.g. Primary DIP, Leek SEND Hub, behaviour support, educational psychologist. Child Champion will continue to support as above.
- Teacher to monitor types, frequency, duration and targets using SEAC's Behavioural Incidents Record. (Appendix D). Save to SharePoint. These documents will be used by EC to identify specific triggers etc and may be used as evidence if a referral to outside agencies is needed.

If behaviour improves;

- Teacher continue to monitor types and frequency of behaviour incidents,
- EC to identify any triggers.
- Monitor for a further 4 weeks followed by Stakeholder meeting.
- De-escalate to appropriate stage. Monitor on a 6-week time scale.

*If behaviour continues, escalate.*

## Escalation Step 4 (Week 7 onward)

If behaviour continues,

- Mrs Clifford and Mrs Leese to support Class Teacher and Key Stage Leader in plan assess, plan, do, review cycle.
- Outside agency support implemented. Child Champion will continue with suggested interventions.
- EC to add this action to SIMS to monitor behaviour.
- Teacher to continue to monitor behaviour through **SEAC's Behavioural Incidents Record** and adapted behaviour **contract**.
- Stakeholder meeting dependent upon action/need. Meet every 1-4 weeks.

If behaviour improves;

- Increase time between stakeholder meetings until they are 6 weeks apart. When they are 6 weeks apart, intervention can be de-escalated gradually.

*If behaviour continues, escalate.*

## Escalation Step 5 (After 1 term)

- Refer for EHCP.

**These Rewards and Sanctions will be followed by everyone and will also be used at play times and lunchtimes.**

At all times, we will also follow the [DfE's \(Department for Education\) guidance: Behaviour and discipline in schools Advice for head teachers and school staff \(January 2016\)](#).

### Physical Intervention

At SEAC, all staff are aware of the [DfE's guidance to schools in England entitled 'Use of Reasonable Force'](#). Physical restraint is viewed as a last resort and staff will exhaust other strategies before intervening. All staff have received 'physical intervention' training and this will be implemented where necessary to prevent injury to self or others. Examples of where physical intervention might be used are;

- Separating two children who are fighting
- Preventing injuring to self and others.
- Stopping a child from leaving the premises (if this causes harm).

In instances where physical restraint has occurred,

- An internal team around the child meeting will be held on the same day (as soon after the incident as possible). This will include a member of SLT.
- All staff involved will complete a physical intervention record.
- All details will be recorded on SIMS and supporting documents uploaded.
- Parents will be informed.
- The CEO at Staffordshire University Academy will be informed.

All of this should be completed with 24 hours of the intervention.

Any complaints in relation to physical restraint must be thoroughly, speedily and appropriately investigated. First response and / or the Education Safeguarding Advisory Service can be contacted for any advice or support during this process.

### Exclusions

In extreme circumstances (e.g. violence, either physical or verbal, towards children and adults that violates human rights, significant risk to self / others and / or significant damage to property) the Academy Principal or Assistant Principals may decide, due to the duty of care and the need to safeguard others, to escalate through the stages more quickly and exclude a child either for a 'fixed term' or 'permanently'. The length of such exclusions will depend upon the severity of the behaviour or risk.

At all times, the [DfE \(Department for Education\) document \*\*Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion \(September 2017\)\*\*](#) will be followed, ensuring that all contributing factors have been considered and alternative educational provision sought. In instances where an exclusion has happened,

- A letter will be sent home to parents explaining reasons for the exclusion.
- Work will be set by the class teacher and given during handover.
- An internal team around the child meeting will be held to discuss reintegration strategies.
- Details of the incident and the letter will be placed upon a child's record in SIMS and
- The Chair of our LAC & Local Authority will also be informed.

### Anti-bullying

The DfE (Department for Education) defines bullying as: 'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Our academy does not tolerate bullying of any kind and all staff act immediately to stop any further occurrences of such behaviours.

At SEAC, the following persistent behaviours are classed as bullying:

- Name calling
- Using verbal insults or personal remarks to upset another child
- Racist remarks
- Physical assault
- Deliberate damage to another's belongings
- Intimidating or threatening another child
- Blackmail
- Spreading unkind rumours about others
- Excluding other children from groups
- Cyber bullying

### SEAC's Response to Bullying

## PREVENTION

- Our Personal Social and Health Education Policy/ lessons and assemblies teach children about how to recognise all forms of bullying (as above) and how to seek help for themselves and/or others.
- Worship in our school promotes the core Christian values that we have in school.
- Our DUCK Rules are promoted and expected at all times. Children following our DUCK rules are rewarded in Golden Assembly on a Friday.

## ACTION

- All adults are expected to be mindful of early signs of distress - deterioration of work, illness, erratic attendance, withdrawal, over reliance on adults. The above may be symptomatic of other issues, but may also be an early indicator of bullying.
- All incidents of significant physical and verbal unkindness are recorded in class behaviour logs, on SIMS and are reported to parents. Children are supported in talking about these incidents.
- We monitor our behaviour logs termly and identify persistent bullying behaviours (repeated, over time). These are recorded and reported in line with Local Authority and Department for Education guidelines.
- If parents/carers or children alleged incidences, these are investigated immediately by the class teacher and the PDBA lead is involved as required and if escalation is necessary.
- If bullying is identified, immediate and appropriate support will be offered to all parties. The unacceptable nature of the behaviour and consequences of any repetition are made clear to the bully and his/her parents/carers.

## CONSEQUENCE

- Our personal behaviour contracts and meetings support children and their families in addressing identified issues.
- In line with our behaviour policy, where bullying is identified, the general behaviour policy and rewards might cease whilst the child is accessing a personalised plan. Strategies including supported mediation and relationship building/mending will be implemented and impact monitored.
- The Senior Leadership Team have a duty of care to ensure that the Human Rights of all children and adults are not violated. Therefore, in extreme circumstances, either a fixed term or permanent exclusion would be initiated.

Appendix A

<b>Class Name:</b>						
2020-2021						
<b>Week 1</b>						
<b>Child Name</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Comments</b>
<b>Analysis:</b>						
<b>Actions:</b>						

Appendix B

Behaviour Contract

<b>What I find difficult...</b>			
<b>I agree that I will...</b>			
<b>Rewards</b>			
<b>How will my parents support me?</b>			
<b>How will my teacher support me?</b>			
<b>How will the Child Champion support me?</b>			

I will not get my rewards if I do not follow this plan. I may also have to miss playtime or dinner time.

Signed:|



## Appendix C

### **Possible Behaviour Strategies**

- Use the Graduated Response
- Create an individualised reward system. Use images of what they like.
- Ensure you follow through on rewards and sanctions on the behaviour contract.
- Internal Isolation – in another classroom.
- Do not get angry.
- Gain attention before giving instructions.
- Child Champion 1-1
- Rewards can involve other children.
- Develop positive affirmations.
- Complete [Turn negative thoughts into positive ones.](#)
- Complete [Making Positive Choices.](#)
- Calm Corner / Area for specific children.
- Use a [feelings board.](#)
- Be mindful of cultural differences.
- Speak to pupils in private – not in front of other children.
- Get children to [monitor their own behaviour.](#)
- Include relaxation techniques and mindfulness.
- Offer choices
- Position yourself closer to the child.
- Role-Play positive behaviours.
- Focus on emotions – e.g. an [emotions board game.](#)
- Complete [When I am Angry I can.](#)
- [Anger Management resource pack](#) & other Twinkl resources
- Use the SPRINT package
- Use Beyond the Boxall document
- Part time timetable
- Fixed term exclusion.

## Appendix D

<b>Child Name:</b>					
<b>Year Group and Class:</b>					
<b>Escalation Stage:</b>					
<b><u>Week Beginning</u></b>	Insert Date	Insert Date	Insert Date	Insert Date	Insert Date
<b><u>Behaviour Type</u></b>					
Bullying					
Physical Aggression					
Verbal Aggression					
Racism					
Discrimination					
Absconding					
<b><u>Analysis:</u></b>					
<b><u>Actions:</u></b>					