



Staffordshire
University
Academies
Trust

Staffordshire University Academy Trust		SEAC Adapted Policy Document				
Approved by:	SEAC LAC	Issue Date:	September 2021	Review Date:	September 2022	
Policy Owner:	E. 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"/>

ST EDWARD'S CE ACADEMY CHEDDLETON (SEAC)
BEHAVIOUR POLICY 2021-2022

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

SEAC's behaviour policy aims to contribute to the development and maintenance of good behaviour and a positive and inclusive ethos by upholding the principles of Christianity, British Values and equality for all. It ensures that all pupils develop socially, morally and culturally. It guarantees the academic attainment, progress and health and safety of the school community by aspiring for pupils to be the best that they can be: the person God created them to be. All members of the academy (including the LAC) are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. It takes into consideration SUAT's Behaviour Policy and acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). It should be read alongside the following documents;

- 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)
- DfE's guidance to schools in England entitled '**Use of Reasonable Force**'.
- Keeping Children Safe In Education 2021.

Implementation

As part of the Staffordshire University Academy Trust (SUAT), SEAC expects ALL children at ALL times to;

- Attend school
- Be punctual
- Work hard and always do their best
- Act sensibly
- Treat everyone and everything with respect
- Come prepared with correct equipment and materials

(Please refer to the [SUAT Behaviour Policy](#) for more information.)

To enable us to achieve this, our academy expectations for behaviour are based upon four of our school values - **Respect, Compassion, Responsibility and Honesty** and therefore encompass our vision. Our children and staff understand how and why we should demonstrate these values to maintain healthy relationships with others. Each of the '**fantastic four**' values will be explored in greater detail to ensure that children understand their breadth, practical application and the Christian values that underpin them. These values are displayed prominently around the school both within the classroom. They are further reinforced during transition, in planned curriculum opportunities which explore different viewpoints and develop skills of acceptance and 'disagreeing well', and during restorative discussions.

We **ALL** have a collective responsibility for demonstrating these values at **ALL** times.

To reinforce this message, we adopt a 'Staged approach to behaviour management' in which appropriate rewards, sanctions and support strategies are applied at appropriate stages of negative behaviour by ALL staff in school and in some instances outside of school as authorised by the Principal.

Children can enter at any stage dependent upon the severity and frequency of negative behaviour.

Stages of Behaviour Management

Stage 1 (Quality First Teaching)

Responsible Adults - Teacher / *Child Champion*

1. Children receive one Class Dojo point each time they demonstrate - **Wisdom, Respect, Compassion, Responsibility, Courage, Perseverance and Honesty**. A child receives all of their golden time (up to 20 minutes) if they have not lost any Class Dojo points during that week.
2. Children are given one verbal warning using positive language - Say calmly and slowly – Can I help you? or Is everything ok?
3. Children are given a second verbal warning indicating the consequences if behaviour continues.
4. This will then be followed by a loss of one Class Dojo point for demonstrating any of the following behaviours;
 - a. **Dishonest** – not telling the truth if something has happened.
 - b. **Disrespectful** – demonstrating rude behaviour, swearing, talking to others when the teacher (someone else) is talking, prejudicial behaviour or language.
 - c. **Irresponsible** – not listening to instructions, causing disruption, repetitive shouting out, not taking turns, distracting others, damaging equipment.
 - d. **Uncompassionate** – showing unkind behaviour towards others (verbal or physical).
5. If the child has lost Class Dojo points, they will miss 1 minute of Golden time for each Class Dojo point that they have lost. This will be tallied using the Class Dojo behaviour report which will be saved **weekly** in the staff area of SharePoint.

Specific Sanctions and Support Strategies at Stage 1

- If a child misses 10 or more minutes of golden time, the class teacher will inform parents via dojo messages and this will be added to SIMS. A child specific Class Dojo behaviour report will be attached.
- Child Champion support

Stage 2 (Behaviour Support)

Responsible Adults - Teacher / *Phase Leader*

If the child continues to miss 10 or more minutes of Golden time each week (sustained negative behaviour) for 4 weeks, or there is an increase in the frequency and severity of behaviours,

1. Continue to follow steps 1-3 of Stage 1.
2. The Behaviour Lead will observe the child. This will be arranged, and agreed by the class teacher with parents.
3. The class teacher will ask the child for their views.
4. A child-friendly Pupil Passport for behaviour will be created by the class teacher using the 'SEMH' section of the Graduated Response toolkit which will outline sanctions and additional rewards. (<https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/Graduated-response.aspx>).
5. An initial review meeting will be arranged to discuss the outcomes, targets and future plans with the Behaviour lead, Phase leader, teacher, child champion and parents. The Phase leader will continue to lead all meetings.

Specific Sanctions and Support Strategies at Stage 2

- complete an [environmental Checklist](#).
- complete a Tier 2 support (Home start) referral / Boxall Profile.
- Internal interventions – Child Champion support, Drawing and Talking therapy, Sand therapy.
- Phase leader support (weekly private meetings with the child, attendance at review meetings, manage negative behaviours)

Stage 3 – Specialist Support Services

Responsible Adults - Teacher / *Behaviour Lead*

If the child continues to miss 10 or more minutes of Golden time each week (sustained negative behaviour) or there is a further increase in the frequency and severity of behaviours despite stage 2 interventions,

1. Continue to follow steps 1-3 of Stage 1.
2. Continue to use a pupil passport for behaviour to record additional rewards, sanctions and support strategies.
3. The Behaviour lead will review and create a focused list of referral pathways using the '[SEMH Specialist Services](#)' section of the Graduated Response toolkit. This will include the Preventative District Inclusion Panel (PDIP) and Tier 2 referrals through Home Start.
4. A Team Around the Child meeting will be held (led by the Behaviour lead) to discuss previous outcomes and the purpose of the referral. All referral documentation will be shared, agreed and signed.
5. The Behaviour team will make the referral.
6. Once reports are obtained, the Behaviour lead will identify appropriate actions and targets and share with the class teacher.

7. The teacher will adapt the child-friendly pupil passport (with support from the Behaviour team if needed).
8. The Behaviour lead will arrange a meeting with all stakeholders to discuss the outcomes of the report and adaptations to the child's pupil passport and will continue to be the lead in ALL meetings.
9. Permission **will** be obtained for the child to be on the SEN register

Specific Sanctions and Support Strategies at Stage 3

- Senior Leader (Behaviour Lead) support (weekly meetings with the child, attendance at review meetings, manage negative behaviours)
- Outside agency interventions

Stage 4 –Enhanced Behaviour Support

Responsible Adults- Teacher / *Behaviour Team / outside agencies involved at Stage 3.*

If there is no improvement in the frequency and severity of behaviours,

- Continue to follow steps 1-3 of Stage 1.
- Continue to use a pupil passport for behaviour to record additional rewards, sanctions and support strategies.
- The Behaviour lead will make a referral for enhanced specialised support through the Leek SEND Hub. E.g. Educational Psychology service/Cicely Haughton outreach. A direct referral may also need to be made to the Educational Psychology service or Behaviour Support Services.
- Outcomes from reports / support will be analysed by the Behaviour lead.
- Targets / Actions will be implemented using a child friendly Pupil Passport and the impact monitored for an appropriate amount of time (usually 6 weeks).

If after 6 weeks there is still no improvement, the Behaviour team will complete an EHCP application.

Specific Sanctions and Support Strategies at Stage 4

- Other avenues of specialist support will be sought to strengthen the EHCP application.
- Enhanced outside agency interventions
- Reduced timetable
- Fixed term exclusion
- Permanent exclusion

Once an EHCP has been granted

Responsible Adults- Teacher / Child Champion

1. Continue to use SEAC's reward systems in addition to any rewards outlined in the Pupil Passport.
2. The Behaviour team will continue to support the class teacher with all aspects of the APDR process.
3. 1 Annual review is to be attended by the Behaviour Lead, the rest will be led by the class teacher.

At any stage of behaviour management,

Children can receive the following **rewards**,

- Verbal praise and recognition (The Principal, SLT or the Local Academy Council member (LAC) can be invited in for this purpose)
- Receive one Class Dojo point linked directly to each value **Wisdom, Respect, Compassion, Responsibility, Courage, Perseverance and Honesty**

- Golden time (linked to Class Dojo points earned or lost)
- School Values Certificates (celebration)
- Class Dojo Certificates for reaching Bronze (50 points), Silver (100 points), Gold (150 points) and platinum (200 points)
- Class Animal of the Day (points given for this on Class Dojo)
- Trophy / Certificate for the class with the highest attendance (Celebration)
- Achievements outside of school (Celebration)
- Proud Piece displayed on Mrs Machin's display and in Key Stage corridor displays
- Positive behaviour notes sent home
- Stickers
- 'Meet, Greet and Make Contact' with all children every day.

Children may receive the following **sanctions and support**,

- Verbal warnings (Remember stay calm, be precise)
- Loss of privileges
- [ABC, Star or Coding method](#) to monitor behaviour
- Behaviour charts
- Home school behaviour diaries
- Loss of privileges – responsibilities, golden time
- Internal isolation within the Key Stage (de-escalation work will be provided)
- Focused support with a child champion
- Focused support with the Phase leader or Behaviour lead
- Remind children of expectations
- Listen to them
- Speak to them privately at their level
- Give the student time and space
- Move the student
- Reminded them of previous good behaviour

Response to significant incidents

Following significant incidents e.g. deliberately hurting others, verbal abuse, destruction of property, children will receive an immediate period of isolation during playtime or dinner time. At these times, they will receive appropriate teaching about good behaviour through the form of restorative discussions around the 'Fantastic Four' values. They may also receive extra work or repeat unsatisfactory work until it meets the required standard. The period of isolation will depend upon the incident however, parents will be informed prior to it occurring. The incident will also be recorded on SIMS. (Following Principal feedback)

Additional Notes

From stage 2 onwards,

- All sanctions are to be outlined in the child's pupil passport for behaviour.
- ALL negative behaviours are to be recorded daily on SIMS.
- ALL electronic copies of child-friendly Pupil Passports should be saved in SharePoint.
- Team Around the Child meetings will take place every 6 weeks with the responsible adults, parents and other agencies as appropriate.

Playtimes and Dinnertimes

At playtimes and dinnertimes behaviour expectations remain the same. Children can receive and lose Class Dojo points in relation to our Academy values once two verbal warnings have been given. Any significant behavioural incidents must be communicated verbally to teachers in a discrete manner.

To aid reflections, there is a reflection area (Action for Change) 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.

Outside school and the wider community

Pupils at the school agree to represent the school in a positive manner by demonstrating our school values when out in the wider community, particularly if the pupil is dressed in school uniform.

Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

Investigating incidents

All behavioural incidents will be investigated thoroughly by staff. Investigations between children should take place in a central location or in a room with the doors open and all viewpoints considered.

Whenever possible, staff will check that the child is comfortable and ask the child if they would like a friend to sit with them. If the incident involves a group of children, staff will speak to each child individually before speaking to the group as a whole. A member of staff will check in on the children involved for an agreed period after the event. If a child is directly involved in an incident that needs to be investigated by staff, parents will be informed by telephone. During all investigations, the focus will be upon the use of restorative discussions using the 'Fantastic Four' – Respect, Responsivity, Compassion and Honesty. The outcomes of investigation will be based upon the Christian practice of Reconciliation (making up), Forgiveness (Saying Sorry) and transformation (making positive change).

Managing pupil transition

The transition of ALL information in regards to a child's behaviour will be treated as if it were any other special educational need. In that,

- Transition meetings will be arranged between the Behaviour leads and SENCOs at each school.
- Team Around the Child Meetings will be arranged as necessary.
- Pupil Passports, referral documentation, EHCPs etc. will be handed to the next school in person or by a direct transfer through SIMS. The next school will sign a declaration to indicate that they have received the information.
- Staff from SEAC can support face to face transitions.
- Staff from the next school can support the child at SEAC.

Supporting Vulnerable Children

At SEAC, we strive to ensure the rounded development of the whole child, enabling those with needs to flourish. (Alex Wolvers addition) Therefore at all times during the process of behaviour management, the needs of vulnerable learners will be prioritised and addressed. Adaptations to the 'Staged Approach' will be made on a needs basis and in discussion with the Behaviour lead.

Sexualised Behaviour

Sometimes, children display behaviour that may appear to be 'sexualised.' In most cases, the behaviour is part of normal child development. However, the school looks at all incidents of Sexualised Behaviour very carefully. Each incident is evaluated using the NSPCC Traffic Light Tool. All incidents are categorised as Green, Amber or Red and are recorded and monitored. Parents are always informed and appropriate safeguarding procedures followed. If there are two or more incidents for an individual child the Safeguarding Team will meet to discuss the behaviours and advice from the Education Safeguarding Advice Service (ESAS) may be sought. Please refer to SEAC's Safeguarding policy for more information.

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 & LADO (0800 1313126)/ ESAS ([01785 895836](#)) 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 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.

Bullying

At St Edward's, we have a zero-tolerance approach to bullying but, importantly, believe that children learn how to treat others and that this is a fundamental part of their learning at school as they grow into kind and respectful adults of the future.

The DfE (Department for Education) defines bullying as: 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' At SEAC, we recognise the fact that bullying can occur both face to face and online. 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

Our Aims in relation to Bullying

At St Edward's we teach about bullying through our school values:

We give children the WISDOM to know what bullying is, why it is unacceptable and how to deal with it

We empower them to have the COURAGE to speak up for themselves and others

We teach them to be tolerant and to RESPECT all others, as unique individuals who have strengths, but who also make mistakes

We ask them to be HONEST and to take RESPONSIBILITY for their own words and actions and how they make others feel

We encourage them to PERSEVERE when things are hard, including re-building relationships and wanting them to work

We teach them to show COMPASSION when people are hurt.

SEAC's Response to Bullying

PREVENTION

- Our PSHE / RSE policy lessons and assemblies teach children about how to recognise all forms of bullying including online bullying 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 value based school rules are promoted and expected at all times. Positive rewards for demonstrating these values are given during Celebration.

ACTION

- All adults are expected to be mindful of early signs of distress - deterioration of work, illness, erratic attendance, withdrawal, over reliance on adults, parental concern. This may be symptomatic of other issues, but may also be an early indicator of bullying.
- All incidents of significant physical and verbal unkindness (please refer to our Stages of Behaviour as above) are recorded on SIMS and are reported to parents. Children are supported in talking about these incidents.

- We monitor behaviour half 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 (using methods outlined above). The Phase lead / Behaviour 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

- The sanctions for behaviour involving bullying will be the same as for any behavioural incident. This includes isolation and exclusions for significant examples. For more information, please refer to our Stages of Behaviour Management.
- In addition to these strategies, we will also endeavour to use strategies for mediation and relationship building.

For more information in regards to bullying please refer to SEAC's and SUAT's Anti-Bullying policy which is available on our website.

Monitoring and review

This policy will be reviewed by the Behaviour Lead and Local Academy Council on an annual basis, who will make any necessary changes and communicate this to all members of staff, parents and children.