



**ALL SAINTS  
MULTI ACADEMY TRUST**  
BIRMINGHAM  
GOD'S LOVE IN ACTION

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**Policy Name:**  
Behaviour Policy

**Policy Group:**  
Safeguarding

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Resources Committee

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## **Mission Statement**

All Saints Multi Academy Trust Birmingham

**God's Love in Action**

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self-belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

# Behaviour Policy

## Rationale

**Every interaction with every child matters every time.**

**We believe that relationships are at the heart of the educational process and, fundamentally, behavior is most effectively managed when there is a positive relationship between adults and children.**

**Learning the skills to maintain positive relationships is fundamental for children's development.**

A happy, productive and successful school rests on a clearly defined rewards and sanctions policy. At All Saints Multi Academy Trust, Birmingham we strongly believe in creating a positive environment for all members of the school community. Pupils are encouraged to be independent in taking responsibility for their choices and are sensitively guided when problems arise.

We also recognise that within a climate of inclusion there will be some children who need a personalised approach to their specific behavioural needs. The importance of taking a multi-agency approach to behavioural management is central to this. We follow the principles of Every Child Matters and recognise that we may need to take the lead in consulting and communicating with other agencies.

## Aims

- To have an agreed framework for a **consistent approach to behaviour** throughout the school, **with parental co-operation and involvement.**
- To build each child's self esteem by placing the emphasis on praise and reward.

## In our school this means....

***"Based on relationships" – a key principal of our behavior policy***

- Understanding our children by being mindful of the external factors that impact the children
- Having consistent high expectations of behavior
- Our children know we want what's best for them
- Personalised rewards and sanctions in place
- Listening to the children's voice
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- To provide a safe and nurturing environment where children feel that they are important and valued.
- To ensure that everyone acts with courtesy, kindness and consideration at all times.
- To promote independence and self discipline so that each child learns to accept responsibility for his/her behaviour.
- To ensure a calm, positive working atmosphere where the boundaries of accepted behaviour are clear to all.

#### **This is achieved through:**

- Giving pupils the opportunity at each stage to make amends and redeem themselves.
- A sliding scale/ behaviour ladder which children move through depending on their behaviour. All children are given a fresh start at the start of each day.
- Working with parents and getting them involved at an early stage.
- A shared understanding of what will happen if...
- Involvement of the children-encouraging them to take responsibility for their actions.
- A readiness to be flexible, and look for a variety of strategies in those cases where children cannot conform to the expected patterns of behaviour.
- The use of a multi-agency approach where necessary.

#### **Key procedures**

##### **Promoting Good behaviour**

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour, therefore we praise and reward children in a variety of ways, for example:

- Praise given by staff.
- Child sent to other adult to show them what they have achieved. Stickers and other rewards given by staff to children for good work and good behaviour, and to acknowledge outstanding efforts or acts of kindness in school.

#### **In our school this means....**

##### ***“Concept of the sliding scale” – a key principal of our behavior policy***

- When a child has to move their peg down we encourage them to get it moved back up
- Personalized behavior chart for each class
- Each stage of the behavior chart clearly shows the rewards and sanctions at that level
- In PE, yellow and red cards are going down the scale but team points are going up

##### ***“Positive behavior policy” – a key principal of our behavior policy***

- Photocopying good work so the children can take it home
- Raffle tickets used to build up to bigger prizes
- Sending children to show good work to other members of staff
- ‘Spin the wheel’ to find out their reward
- VIP for the day
- Star of the week

- Postcards sent home.
- ‘Star of the Week’ award.
- Informing parents of good behaviour and also inviting them to celebration assemblies.

### **Rules and sanctions**

The school has set rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school rules are displayed in all classrooms and around school.

We expect everyone in school to follow these rules – this includes children, staff, parents, visitors and stakeholders. The rules apply in the classroom, around school, on the playground and when we are out in the community as a school.

- **Respect everybody and everything.**
- **Use all opportunities to do your best.**
- **Look out for the safety of everyone.**
- **Each choice you make is your responsibility.**
- **Speak and listen politely.**

It is the responsibility of all members of staff, to monitor all children’s adherence to these rules at all times. There will be reminders through assemblies, and in class about rules, rewards and sanctions.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. Rewards and consequences are shown by moving across the sliding scale/behaviour ladder. This can include:

- A verbal warning
- Time out (separate desk, thinking area or separate desk within classroom )
- Loss of minutes from break times.
- Child sent to a member of the Pastoral Care Team
- Letters sent home if a child is sent out of class

- Personalised stickers
- Golden time

### **In our school this means....**

#### **“School RULES” – a key principal of our behavior policy**

- The rules provide a language which is consistent around school
- Focusing on the rules when talking to the children about the wrong choices that they make
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- Phone call to parent.
- Individual Behaviour Plans
- Parent invited into school to discuss child's behaviour.
- Reduced timetable.

We employ each sanction appropriately to each individual situation.

The school does not tolerate bullying or racism of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

### **Children who present constant inappropriate behaviour**

In most cases difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in a minority of cases the normal procedures used may have little or no effect upon the child. This may be because of other circumstances at home or due to medical conditions. In some cases children have low self-esteem, and find it difficult to find a place for themselves, within normal school routines and the reward/sanctions process. For some children the schools behaviour expectations are different to those at home. In these cases different approaches will be necessary and "personalised" according to the needs of the child.

Some options for supporting these children who fall into this category include:

- Support from Pastoral Care Team.
- Adapting the curriculum.
- Mentoring on behaviour management.
- Time to be alone/not to go outside at playtime
- Following recommendations from outside agencies.
- Internal exclusion.

### **In our school this means....**

**"Recognising that all our children are unique and the policy is personalized to individuals" – a key principal of our behavior policy**

- Adding additional steps into the scale for some children
- Busy boxes used as rewards for some children
- Next steps and visual timetables used for some children
- SEL interventions in place
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**What happens if none of these sanctions are effective?**

As a last resort, if none of these sanctions are effective and the child continues to disturb their own education or that of others within the school then the Executive Headteacher will begin the process of:

1. Fixed term exclusion
2. Permanent exclusion

Exclusion is serious. If their own safety and education, or that of other pupils is consistently threatened, then the governing body will be asked to support the use of the exclusion policy.

This would follow the department for education Guidance on Exclusion from School document (2017)

**Roles**

**Behaviour and the role of the classroom staff:**

Behaviour is fundamentally the responsibility of the child's teacher.

It is the role of the class teacher to ensure that the school rules are enforced in their classrooms, and their classes behave in a responsible manner during lesson times and throughout the school day. We have high expectations of everyone in our school, and strive to ensure that all children work to the best of their ability.

**We will achieve this by:**

- Treating each child fairly, with respect and understanding by enforcing the school rules consistently. This does not mean that we treat each child the same.
- Maintaining a friendly, professional and secure environment.
- Being a good role model i.e. not shouting, and modelling polite and appropriate behaviour.
- Ensuring parents are informed on a regular basis if their child has displayed inappropriate behaviour repeatedly.
- Seeking advice or help if misbehaviour continues or the teacher has concerns about the behaviour or welfare of a child.

**In our school this means....**

- Recording if the child has repeatedly behaved inappropriately or a serious incident has occurred.

**The role of the Executive Headteacher:**

It is the responsibility of the Executive Headteacher, under the school standards and framework

Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

They do this by:

- Establishing school rules and agree policy and procedures.
- The Executive Headteacher has the responsibility for permanent exclusion of a child.
- Delegating the day to day running of behavioural issues, and responsibility of strategy decisions on behaviour to the Head of Pastoral Care.

**The role of the Head of Pastoral Care:**

- Promoting and monitoring the behaviour in and around school to enable all pupils to feel safe and secure at school.
- Liaising with outside agencies in order to seek support and guidance if a child's behaviour is causing concern.
- Day to day management of behavioural issues.
- Responsibility for strategy decisions on behaviour management.
- Liaising with parents to support their child in school
- Provide support and guidance in behavioural management to all members of staff.

**The role of Higher Level Teaching Assistants:**

- Promoting and monitoring the behaviour in and around school to enable all pupils in their phase to feel safe and secure at school.
- Day to day management of behavioural issues in the classrooms.
- Day to day management of behavioural issues at lunchtimes.

**In our school this means....**

**“The role of the Higher Level Teaching Assistant” – a key principal of our behavior policy**

- The HLTA being the point of contact between home and school
- Identifying vulnerable children and putting strategies in place e.g. greeting the child into school each morning

- Liaising with parents to support their child in school.
- Provide support and guidance in behavioural management to members of staff in their phase.
- Plan and deliver individual and small group pastoral interventions for pupils in the phase.

**The role of the Class Teacher:**

- The behaviour of pupils in their phase is fundamentally the responsibility of the class teacher.
- Promoting and monitoring behaviour in and around school to enable all pupils to feel safe and secure at school.
- Day to day management of behavioural issues in the classrooms and around school.
- Liaising with parents to support their child in school.

**The role of parents and carers:**

- To collaborate actively with school, so that children receive consistent messages about how to behave at home and at school.
- To read and share the school rules with children and support their implementation.
- To support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

**The role of governors:**

The governing body has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

- Having a high profile on the playground at the end of the day
- Targeting specific children at lunchtime and on the playground

<b>Monitor and review</b>	<b>In our school this means....</b>
<p>The Leadership Team monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.</p> <p>The Executive Headteacher keeps a record of any child who is suspended for a fixed term, or is permanently excluded.</p> <p>It is the responsibility of the governing body to monitor the rate of fixed and permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance <i>The Duty To Promote Race Equality: A Guide For Schools</i>, and that no child is treated unfairly because of race or ethnic background.</p> <p>The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.</p>	

Signed:

Name:

Date: