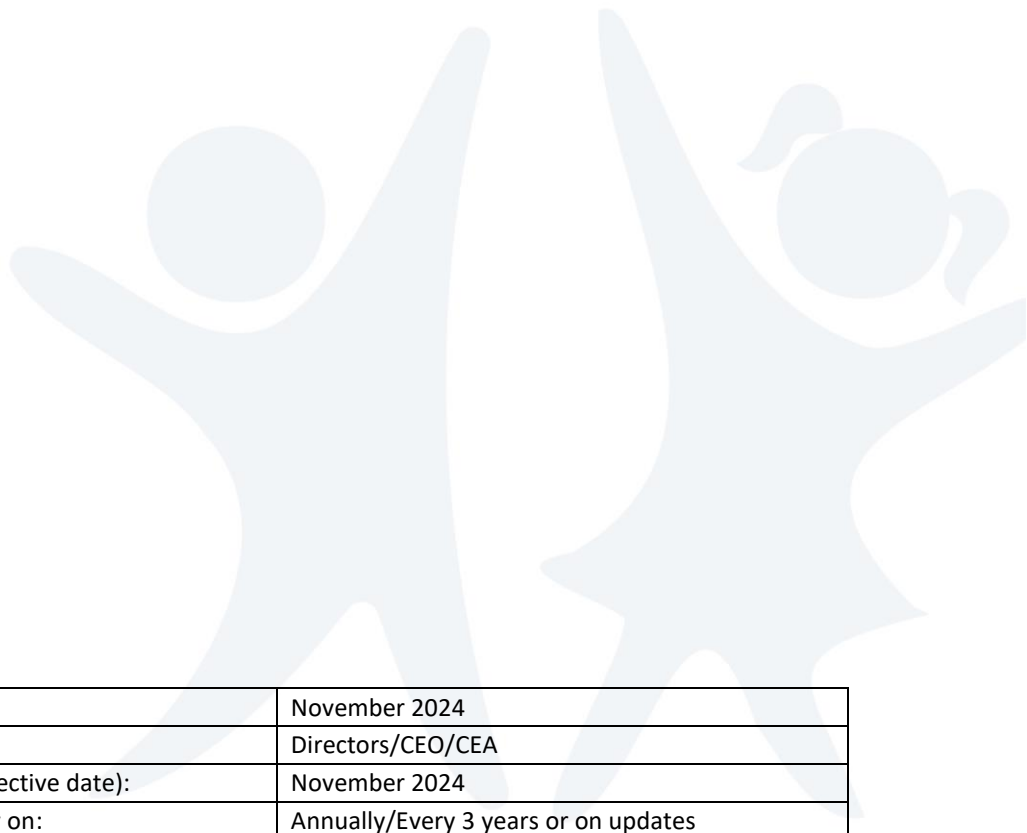


Behaviour Policy



Date approved:	November 2024
Approved by:	Directors/CEO/CEA
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This policy is scheduled for review on:	Annually/Every 3 years or on updates

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Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to behaviour expectations and providing the best behaviour strategies for our pupils.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with ICT Acceptable Use policies and Procedures, Staff Code of Conduct, Dignity at Work, Safeguarding and Child Protection policies and Procedures. Copies of all policies and procedures can be accessed via our website or on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date, As part of this monitoring and review this policy will be equality impact assessed.

Scope

This policy applies to employees, workers, agency workers, consultants, casual workers, contractors and volunteers, whether during working hours or otherwise.

This Policy provides information which underpins our Staff Code of Conduct, and Disciplinary Policy and Procedures. Copies of these policies and procedures can be accessed via the website or school office.

Aims & Principles

At East Park, we want all our children to be independent, confident learners, who are prepared for the wider world when they leave our school. We have a positive and inclusive approach to managing and supporting behaviour underpinned by emotion coaching strategies and restorative practice.

We aim to focus on good behaviour, and support children to make the right choices, through strong relationships, and individualised provision. We believe strongly in the importance of praising and promoting good behaviour.

We place a great deal of emphasis on our East Park 8 values of Kindness, Self-belief, Independence, Determination, Responsibility and leadership, Creativity, Voice, and Collaboration, and take every opportunity to always discuss and model these.

Our behaviour system aims to support children in making appropriate choices for their behaviour. We give children choices and make it clear as to the consequences of the choices they make.

We believe children have rights and responsibilities. Children have the right to be safe, be treated with respect and to learn without disruption. Children have the responsibility to care for themselves, and respect other people and their school.

Aims & Expectations

- To ensure children learn within a safe and secure environment where they are confident to discuss their feelings and emotions.
- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- To ensure rewards and consequences are used appropriately- good behaviour and positive attitudes to learning are rewarded and strategies are in place to deal with unacceptable behaviour.
- To help children take responsibility for their behaviour and understand the consequences of their actions.
- To ensure that the best behaviour is a minimum expectation and that it is recognised and rewarded.
- Value, take pride in and care for the school by looking after school property and equipment.

How to Achieve Expectations

- The behaviour strategies in this policy will be consistently implemented throughout our school.
- Positive behaviour will be consistently recognised and rewarded, while negative behaviour will be reflected upon, and consequences will be fair and just.
- Children and staff will be clear on their role within school in promoting and reflecting on our school values.
- All staff and children will actively promote every child's right to be safe, to be treated with respect and to learn without disruption.
- To consistently support others to behave as expected in all contexts within school life by being positive role models.
- We will teach our pupils that their actions have consequences.
- We will communicate to parents when pupils are behaving and working well and when there is a cause for concern.

Our School Rules and Values

The school talks about our East Park 8 values regularly and how these are reflected in children's behaviour. These are the values and qualities we aspire our children to embody during their years at our school: Our East Park 8 values are:

1. Responsibility and leadership
2. Creativity
3. Self-Belief
4. Collaboration
5. Voice
6. Determination
7. Kindness
8. Independence

We have a set of simple school rules that we expect our children to follow.

- Always try your best
- Look, listen and follow instructions.
- Respect everyone and everything.
- Kind words, kind hands and kind feet

The rules are worded positively and are an integral part of school.

Positive Reinforcement and Rewards

- Verbal praise – both private and public but being mindful of those children who feel uncomfortable with public praise.
- Visiting a member of the leadership team to share achievements.
- Roles of responsibility – Given to children who consistently behave as good role models. These roles include head boy, head girl, prefects, librarians, junior leadership team and health and safety officers.
- ‘Star of the Week’ - children are selected from each class on a weekly basis when they have demonstrated our East Park 8 values. They will be awarded a star badge of one of the 8 colours in the weekly praise assembly. Parents are also invited to celebrate this achievement. Children will aim to gain each of the coloured stars throughout their journey at East Park.
- ‘Learner of the week’ - awarded for a noteworthy piece of work shared in weekly praise assemblies. Parents are invited to celebrate this achievement.
- House points – are given out by adults for achievement in work or behaviour. Each week totals are collated and shared in Praise assemblies.
 - The class with the highest house points each week get an additional 10-minute playtime.
 - The child with the highest house points in each year group get awarded a certificate in the weekly praise assembly and are invited to “Tea with SLT”.
 - House points are also tracked termly, and the winning house get awarded an end of year trophy/celebration for our winning team.
 - Our four house teams are Manders (blue) Sunbeams (pink/purple), Wulfrunians (green) and Wanderers (yellow/orange).

Promoting Positive Behaviour

Staff have a number of strategies that they can use to support behaviour in their classroom or around school:

- Praise in Public (PIP)
- Reprimand in Private (RIP)
- Supporting children to self-regulating strategies
- Quiet spaces
- Zones of regulations
- Sensory boxes – where appropriate
- Consistent use of appropriate language
- Visible Consistencies/Active Ingredients
 - We are a ‘no shouting school.’
 - Staff will greet every child as they enter the classroom.

- All staff are responsible for all pupil behaviour – SEE IT, ADDRESS IT and MOVE ON
- Being ready for every lesson – books, resources out
- Being out on duty on time
- Praise before a command.
- No blame approach – ‘Tell me what has happened.’

Restorative Behaviour Approach

At East Park, we will not tolerate behaviour which impacts on other people’s learning and/or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved. When a child does not follow our East Park values and behaviour expectations, a member of staff will have a restorative conversation with them, when appropriate, to discuss what happened and why it happened. If behaviour continues, negative house points will be given (which get deducted from the child’s house point total). This could result in loss of free time or time away from their class, whereby the child will reflect on the incident and discuss with an adult what they may do differently next time.

Some behaviours (some examples listed below) may warrant escalation. This means that there will be a discussion with year group leader, phase leader or member of the senior leadership team and parents/carers will be informed.

- Physical or verbal aggression
- Biting
- Spitting
- Hitting and kicking
- Swearing
- Sexual language/behaviour
- Stealing
- Racist remarks
- Homophobic remarks
- Bullying and cyber bullying
- Using a mobile phone within school
- Bringing a weapon into school
- Intimidation of others
- Non-completion of school work
- Putting others at risk
- Damaging property

For serious unacceptable behaviour the child will meet with the Headteacher, Deputy Headteacher or Assistant Headteacher and next steps will be discussed. For children whose behaviour is persistently disruptive, consequences may need to be increased.

Some children may need additional support from the SEMH (social, emotional and mental health) lead in order to help with their behavioural needs and an Individual Behaviour Plan (IBP) may need to be put in place. Parents/carers will be invited into school to discuss their child's behaviour and work in partnership with the school so that appropriate strategies can be put in place to support their child further.

Playtimes and Lunchtimes

It is important that our East Park values and standards of behaviour are continued during play and lunchtimes. Lunchtime Supervisors are encouraged to identify positive behaviour and actions of children relating to our values, as well as ensuring the safety and well-being of all children. In the case of unacceptable behaviour, wherever possible, it is the Lunchtime Supervisor's role to de-escalate any situations, talking to the child / children in question but they may call on Class Teachers, Phase Leaders, or members of SLT to support them with this.

Behaviour and Children with SEND

Behaviour of SEND children will follow the current policy wherever possible to maintain a consistent approach across all year groups and phases. However, when an individual child displays behaviour which indicates further support and strategies need to be implemented, these will be undertaken in unison with the SENDCo, class teacher and parents, along with the child, where appropriate. This differentiation will be dependent on the needs of each individual child. Additional support may also be sought from external agencies and local authority SEND teams. The school understands the importance for all children to be given the opportunity to learn in a safe, supportive environment in acknowledgement of the Equality Act 2010.

Bullying or Discriminatory Behaviours

Every child who attends East Park has the right to feel safe and free from discrimination/prejudice. Bullying or discriminatory behaviours will not be tolerated. We work on a values system of respect and care to all.

There is no legal definition of Bullying, however it is usually defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated often over a period of time
- Difficult to defend against

Any concerns regarding bullying of any description will be taken seriously and investigated immediately. If you have concerns, you should notify the school as soon as

possible. Early intervention is key to putting a stop to these types of behaviours and the child who is bullying will also receive support in this situation.

Sexism and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. It is important to consider the forms abuse may take and the subsequent actions required.

Procedure for Dealing with Allegations of Child-on-Child Abuse

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The Designated Safeguarding Lead should contact Wolverhampton or Dudley MASH to discuss the case. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.
- The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding Records.
- If the allegation highlights a potential risk to the school and the pupil, the school will follow the school’s behaviour policy and procedures and take appropriate action.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

Suspensions and Exclusions

At East Park Academy, prevention rather than punishment is always our starting point, and through the use of robust systems for managing behaviour, we ensure that our pupils are very seldom suspended or excluded. However, very serious incidents including violence or verbal abuse, behaviour that threatens the health and safety of others or damage to property are likely to result in a suspension or exclusion.

- Internal isolation - the child will be removed from their classroom and work with a member of the senior leadership team before they return.
- A suspension - the child will be suspended from school for a fixed amount of time. Work will be set by the class teacher for the period the child is at home. The parents/carers and the child will be expected to attend a “reintegration meeting” with the Headteacher or senior leader on their return to school date and targets will be set to support the child on their return. This meeting will be considered a fresh start, involving mutual trust and respect.

Please refer to the Manor MAT Suspension and Permanent Exclusion policy for further details on suspensions and permanent exclusions.

The Role of the Child

It is the responsibility of every child to ensure that they always follow the school values and behaviour expectations when they are in school and when representing the school in other contexts.

Children are expected to:

- Treat others as they would like to be treated.
- Show respect for the opinions and beliefs of others.
- Conduct themselves around the school premises in a safe, sensible, and respectful manner.
- Accept responsibility for their actions/choices.

The Role of the Class Teacher

All staff at our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

- All staff treat each child fairly and enforces the classroom expectations consistently. The teacher/teaching assistant treats all children in their class with respect and understanding.
- It is the responsibility of all staff to ensure that all children show good and courteous behaviour when they are moving around the school building.

- It is the responsibility of all staff at our school to feedback to class teachers if they see a negative or positive behaviour occur during playtime/lunchtime/assembly.
- Class teacher to keep a behaviour log, a record of unacceptable behaviour.
- The SENDCo liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher will discuss the needs of a child with the SENDCo or member of the Senior Leadership Team who will then make a referral to the education social worker or support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

It is the responsibility of the Head teacher, 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. It is also the responsibility of the Headteacher to ensure the health, safety, and welfare of all children in the school. The Headteacher 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 teacher keeps records of all reported serious incidents of misbehaviour.

The Role of the CEO

The CEO has the responsibility of setting down these general guidelines on standards of discipline and behaviour. and of reviewing their effectiveness and this is reported to the Board of Trustees termly. The Board of Directors support the Headteacher/Head of school or Associate Headteacher in carrying out these guidelines. The Headteacher/Head of school or Associate Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the CEO may give advice to the Head teacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Role of Parents and Carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school must use reasonable consequences to counsel 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. If the concern remains, they should contact a member of the Senior Leadership Team. If these discussions cannot resolve the problem, a formal complaints process can be implemented via the Manor MAT Complaints Policy for parents.

Review and Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the CEO on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The school keeps a log of incidents of behaviour on Bromcom where the class teacher or the adult reporting the incident, will record what happened, stating the facts. The Headteacher keeps a record of any pupil who is suspended or permanently excluded. It is the responsibility of the Headteacher and CEO to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

