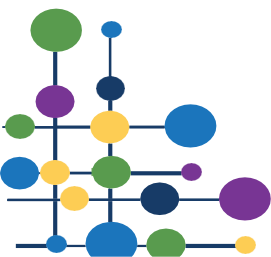
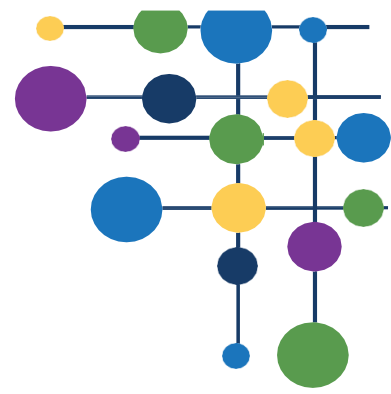


Cowlersley Primary School

Behaviour Policy

Version	1
Name of policy writer	SHARE MAT
Date written	September 2018
Last updated	September 2018
Approved by Local Governing Body	6-9-18
Approved by Directors	





Introduction & Purpose

As a Multi-Academy Trust, SHARE fundamentally believes that all pupils—despite their individual schools' contexts - need a safe, secure and orderly environment in which to achieve their full potential, both academically and socially. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. All members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

Equality Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

We aim to create this environment by having the following:

- A consistent approach in managing behaviour and clear communication
- Clear expectations in which pupils can learn and teachers can teach
- A simple and clear rewards system
- Clear sanctions which are immediate, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels
- Open dialogue with parents/carers

In essence, positive behaviour is behaviour that supports the learning of self and others. All stakeholders in all academies have their part to play in ensuring consistent and effective implementation of the Policy. By upholding and encouraging the principles of the Trust's Behaviour Policy, this will help each school live the values of 'Valuing People, Supporting Personal Best'. Individual schools' contexts will define the detail of behaviour policies, and these are listed in the appendix of this document, but this document aims to outline the key non-negotiables for all academies within the SHARE Multi-Academy Trust.

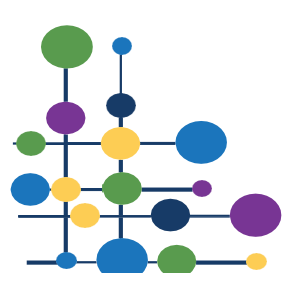
The policy applies to all school activities, both in school and out of school including breakfast club, after school clubs or activities, day educational visits and longer residential visits.

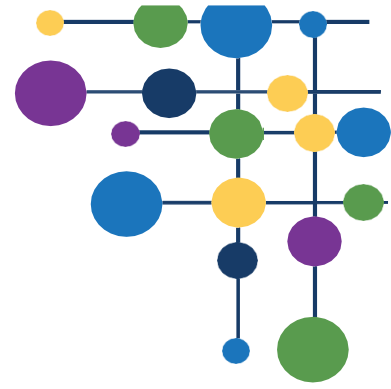
Philosophy

The SHARE Behaviour Policy revolves around the values of the Trust, namely:

Valuing People – Every child attending any school within the Trust is valued, respected and allowed to learn in a safe, well-ordered school. Children can learn, teachers can teach. Every member of every school values every other, regardless of background, ethnicity, religion, sexual or gender orientation.

Supporting Personal Best – Every member of the SHARE community tries their utmost to be the very best that they can be, at all times, in all activities. Pupils and staff support one another, encourage each other to strive to reach their potential, and celebrate and share successes.





SHARE recognises that the vast majority of pupils are well behaved, co-operative and responsible and the heart of our policy is based on recognising and rewarding good and responsible behaviour. Each school's individual rules, expectations and the bespoke sanction/reward systems are displayed in every room and provide a clear explanation of our expectations and how rewards can be gained and how sanctions will be applied.

Rules are few in number and are very clear. They are based on the principles of being ready to learn, respectful and keeping safe. Pupils have a clear choice as to whether they keep to the rules or not. Pupils who do follow the rules receive rewards. Pupils who do not follow the rules receive consequences. Pupils should see the policy as fair because it is consistent, and any consequences are known to them in advance of them choosing to break a rule.

A basic set of expectations are in place for all pupils within all SHARE schools:

- Arrive on time and to lessons punctually
- Be prepared and ready to learn
- Wear uniform correctly
- Be polite, courteous and friendly to all members of the school
- Follow the school rules and comply with reasonable requests or instructions made by staff on the first time of asking
- Have regard for their own health and safety and that of others
- Show respect to the school's environment and building
- Do not leave the school site without prior permission

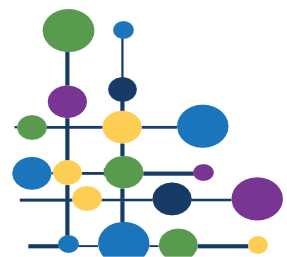
Expected Behaviour

Expectations of behaviour are high and are consistently applied across school. Good behaviour is not automatically learned but needs to be taught and supported by parents/carers. Classroom behaviour can change and we as staff can assist children to manage their behaviour more effectively. It is a shared responsibility to ensure there is a positive climate for learning. A child with behaviour problems is the school's problem not just an individual teacher's problem.

Rewards

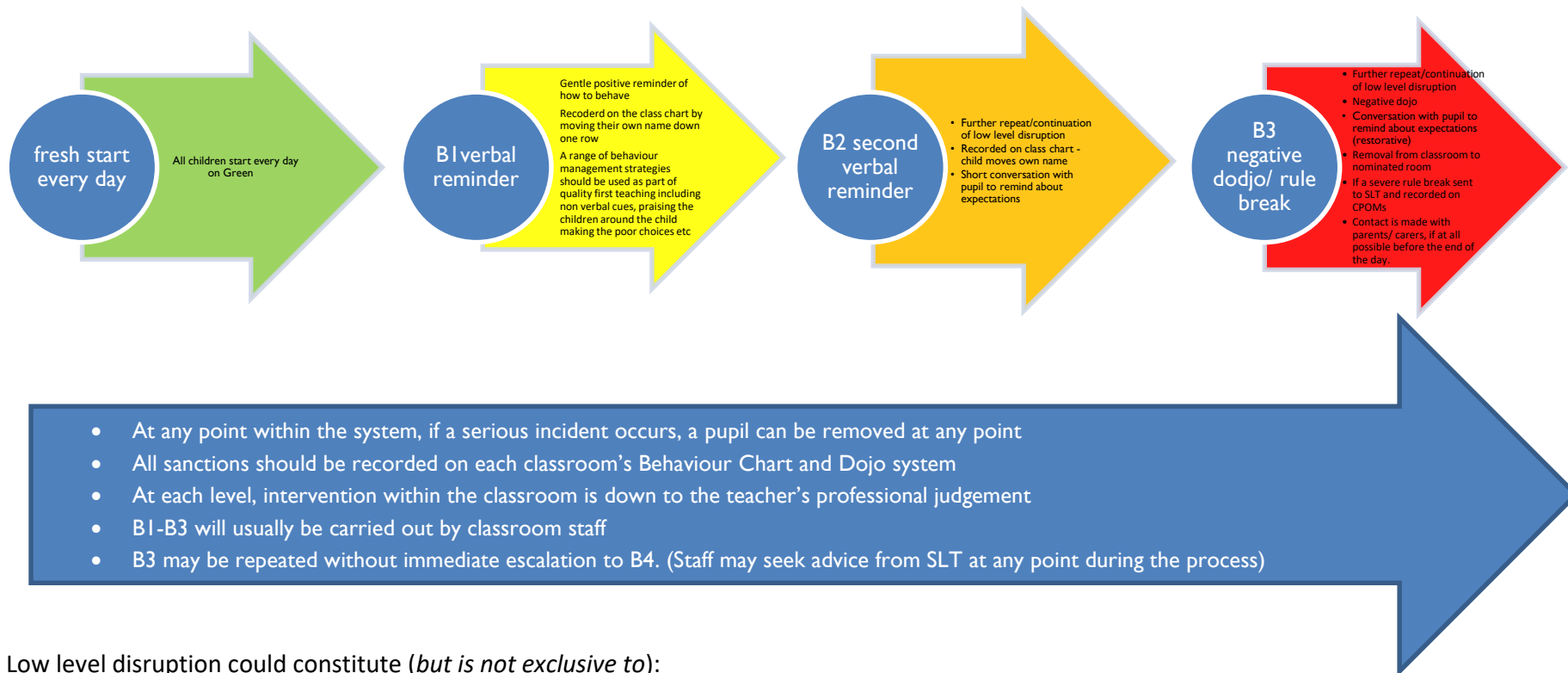
SHARE believes that recognising pupils' achievements is very important in encouraging positive behaviour and rewards are essential in every academy within the Trust. Whilst individual academies may celebrate different achievements at different times within the academic year, SHARE believes in rewards for meeting, exceeding or excelling when demonstrating the Trust or individual schools' values. These rewards can include (but are not exclusive to):

- Verbal praise, stickers,
- House points, dojos
- Informing parents/ carers about individual achievements
- Weekly celebration awards
- Attendance certificates/ awards
- Half termly/ termly celebrating children's good behaviour choices
- Postcards and texts home



Classroom based sanctions

In all schools, consistency of behavioural systems is important in ensuring the climate for learning is positive and allows progress to be made. Each SHARE academy follows the basic principles outlined below:

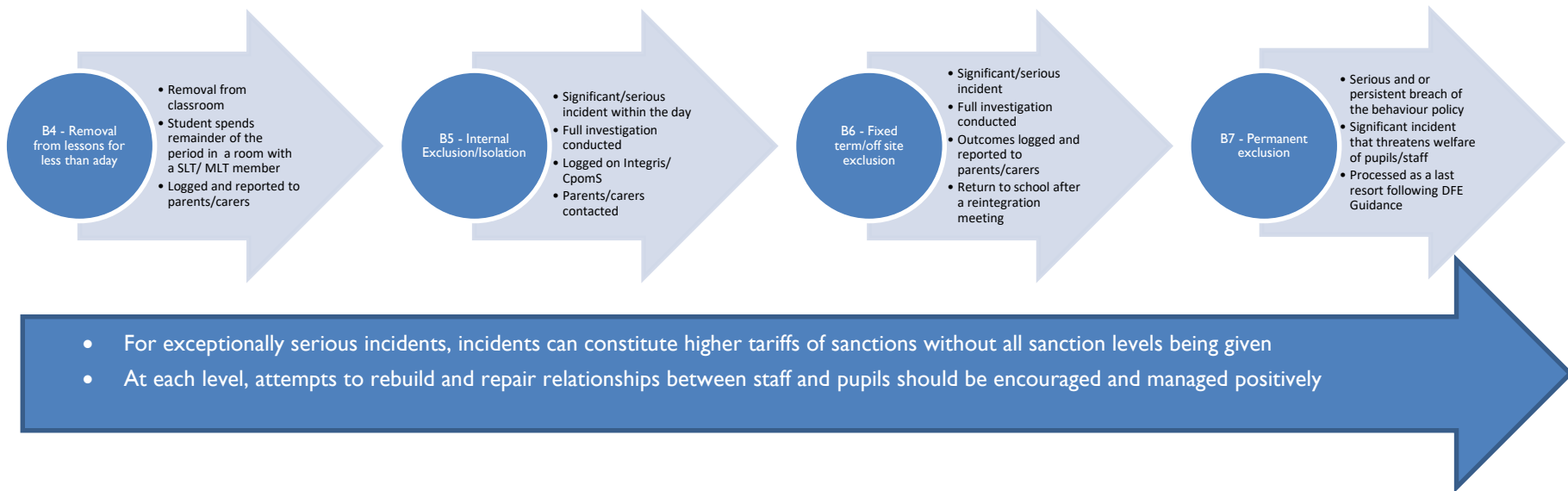


Low level disruption could constitute (*but is not exclusive to*):

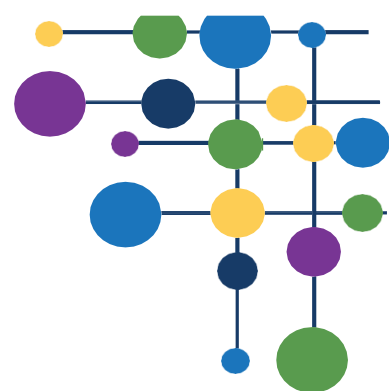
- Off task behaviour
 - Inappropriate conversation/language
 - Not paying attention
 - Attempting to disrupt their own/others' learning
- Talking when asked not to
Chewing
Lack of work/effort

Extra sanctions outside the classroom

In very serious and isolated incidents, a pupil may require further intervention. At all points within the system, parents/carers will be informed as to investigations and decisions made by staff.



Internal Exclusion/Isolation



Internal Exclusion/Isolation (B5) is an extremely serious sanction. The Internal Exclusion/Isolation Room has a functional and purposeful environment with a bank of work which covers every curriculum area for pupils.

This may be on the school's site or at another site within the trust or locality (must have same DFE number). Pupils will be 'isolated' in the fullest sense of the word. The room will be fully supervised by a member of staff at all times. All unstructured time will be spent in the Internal Exclusion room or with a member of staff. Pupils are expected to work hard in the Internal Exclusion/Isolation Room for the duration of their placement.

The duration of the day in the Internal Exclusion Room will differ between academies within the Trust, detailed in the individual academies' appendices. For all pupils who are placed in the Internal Exclusion Room teachers must supply appropriate work and resources to engage pupil throughout the time period.

If a pupil does not meet the behavioural expectations of a session in the Internal Exclusion Room, then he/she will receive a fixed term exclusion, and will then repeat his/her day in there.

The following lists the warning system in place in Internal Exclusion:

Verbal Warning	A minor misdemeanor – explicit expectations reissued to pupil
B1	Further poor behaviour – a reminder of the consequences for not meeting Internal Exclusion expectations is FTE
SLT Warning	Explicit reminder that one further issue will result in being excluded and restarting the day of Internal Exclusion the following day
Fixed term exclusion	completes the day on a fixed term exclusion and restarts day in Internal Exclusion the following day

Fixed Term Exclusions

A decision to exclude a pupil will be taken only:

- In response to constant or serious breaches of the SHARE behaviour policy
- If allowing the pupil to remain in the individual academy would seriously harm the education or welfare of others

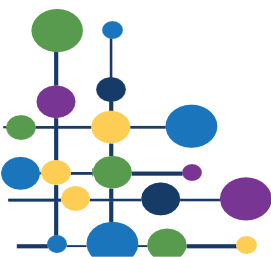
Each school within SHARE Multi-Academy Trust will follow the latest Department for Education guidance regarding exclusions from schools for both fixed term and permanent exclusions to ensure that pupils are treated fairly and not discriminated against.

Length of fixed term exclusions

We will always attempt to ensure that fixed term exclusions are for the shortest time necessary and will follow Department for Education guidelines which suggest that a period of 1 – 5 days is often long enough to secure the benefits of exclusion without adverse educational consequences.

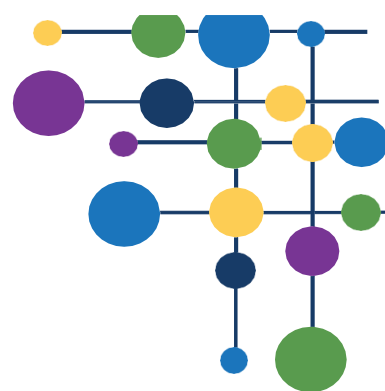
SHARE academies will:

- Inform parents/carers of their responsibility to ensure that their child is not present in a public place in Academy hours during the first five days of any fixed term exclusion
- Provide work to be completed at home and ensure that work completed while excluded



is marked and the pupil receives appropriate feedback

-
- Provide full-time education (off-site) from the 6th day of any period of fixed term exclusion of 6 days or longer where a permanent exclusion has not been processed
- Work in partnership to improve behaviour
- Arrange a reintegration interview following the expiry of a fixed term exclusion
- Liaise with and inform the police where any criminal offence has taken place, alongside contacting any other relevant agencies (including but not exclusive to):
 - Youth Offending Team
 - Anti-Social Behaviour Unit
 - Social worker



Actions following a fixed term exclusion

SHARE academies will offer support to pupils who are excluded in order to support them to improve their behaviour. The table below clarifies what measures will be taken at each step in order to support this process.

Exclusion length	Action
½ day – 4 days	<ul style="list-style-type: none">• Parents contacted• Reintegration meeting with pupil by appropriate member of staff on return (with report card and relevant support)
5 days	<ul style="list-style-type: none">• Parents contacted• Reintegration meeting with pupil by appropriate member of staff on return (with relevant support)
6+ days	<ul style="list-style-type: none">• Parents contacted• Reintegration meeting with pupil by appropriate member of staff on return (with relevant support)• Educated off site from day 5 onwards and reintegration meeting on return (with relevant support)

When pupils reach either 15 days of fixed term exclusion in one term, and/or where there have been five separate fixed term exclusions within the same academic year, and/or the exclusion will result in the pupil missing a public examination, the individual academy's governing body must meet with the pupil and parent/carers in order to:

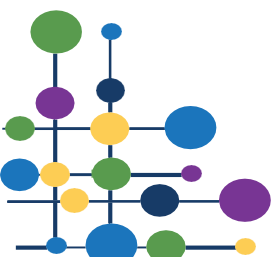
- Discuss the issues with the pupil and parent/carers having been given full information by the individual school
- Offer support and challenge

Following any Fixed Term Exclusion or at any point dictated by the SHARE Headteacher/Principal, additional support may be put in place

Academies' individual routines

Each SHARE academy has its own internal routines and structures in order to ensure that behaviour and conduct are conducive to a positive learning environment for pupils, a positive working environment for staff and to ensure that the high standards and expectations set are achieved and met by all stakeholders.

All staff and pupils are expected to uphold all systems.



Leaders should:

- Provide training and rationale for all processes and systems
-
- Ensure staff have sufficient time to amend plans to accommodate systems
- Model systems and procedures in their own work to the highest of standards
- Hold staff and pupils to account for upholding systems and procedures

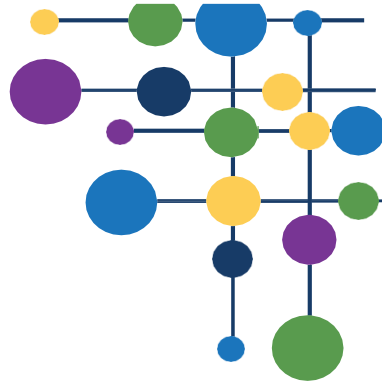
Staff should:

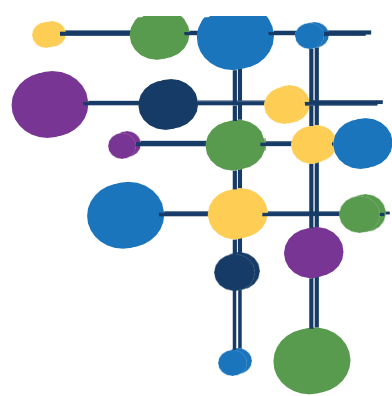
- Positively uphold all instructions pertaining to systems and procedures
- Hold pupils to account for failure to partake in any part of any system
- Sanction appropriately for failure to meet expectations and log sanctions centrally on SIMS/Integris/ CPOMS

Senior Leader Presence

SHARE believe that leaders in all academies should model all processes and expectations to the highest standard, and should hold stakeholders to account where standards are not in place. To aid staff embed and benefit from all systems and procedures, constant supportive monitoring of each academy by senior leaders through learning checks is in place. These checks are in place to:

- Identify excellent practice in working with pupils
- Celebrate and praise conduct which is deserving
- Provide holistic support for all classroom based staff, regardless of role or experience
- Identify pupils who may require follow up conversations from pastoral staff or other staff later in the day
- Hold pupils to account for their poor behaviour
- Identify pockets of poor behaviour within academies
- Support staff with pockets of poor behaviour





Cowlersley Primary Behaviour Policy Appendix

Our school rules are:

Ready, Respectful and Safe

All behaviour, positive and negative, should be related back to these three words.

Our Behaviour Philosophy

We ensure that positive behaviour is recognised and praised first, rather than focusing on negative behaviour.

We understand that supporting pupils with their behaviour management is the responsibility of every adult in school.

We recognise and understand that all behaviour is communication. We use a nurturing approach to all pupils, ensuring that our responses to their behaviour are calm and reasonable.

We are the adults and are expected to act as such. We use calm voices and keep the tone neutral. We do not respond emotionally to situations. Therapeutic language is used, ensuring that children in distress are able to calm down and discuss matters calmly.

Where children are not following instructions, we use perceived choices to give the child a degree of control over the situation.

We always PIP and RIP - Praise in Public and Reprimand in Private.

We take a restorative approach with pupils, where their behaviour does not meet expectations.

We do not use visual systems for displaying sanctions.

Individual/class-based rewards

We follow the mantra of giving first attention to best conduct, meaning that positive behaviour should be focused on before negative.

Teachers will reward positive behaviour in the following ways:

- Class Dojos, linked to House Points, can be awarded for pupils following the school rules
- Phone-calls home can be made, either in the presence of the child or after school
- Postcards can be sent to acknowledge excellent behaviour or work

Whole school rewards

Community Points

Community point tokens can be awarded by all adults in school. These tokens are collected and exchanged for Class Dojos. Communities receive a reward once they reach a given total.



Hot Chocolate Friday

Pupils can be nominated by any member of staff or other pupil to receive hot chocolate Friday with a member of SLT. To be nominated, a pupil should demonstrate behaviour that goes over and above the normal expectations.

ALWAYS Award

Each term, pupils can be nominated to receive an ALWAYS badge. The criteria for achieving this award is as follows:

- Always ready to work
- Always respectful to adults and pupils alike
- Always keeps themselves safe and shows concern for the safety of others
- Making good progress
- Excellent attendance and punctuality (this can be an area for negotiation)

Pupils receive their ALWAYS badge in a special assembly, to which parents are invited.

Attendance

Attendance is recorded in communities. Each week, community captains will reveal attendance for their community in assembly. Community points will be awarded as per community tokens.

Sanctions

Time out will follow a red card. This will last a maximum of ten minutes and can happen in the classroom, an appropriate space in the shared areas or another classroom. Teachers receiving pupils on time out must not continue to reprimand their behaviour. All time outs for red cards must be followed up with a restorative conversation at break or lunch time. If this is not possible, it must happen as soon as possible following the time out.

Sometimes a pupil may need time out without first receiving a red card, for example if they are distressed following an incident at break time. It should be explained to the pupil that the time out is a chance for them to calm and be ready to talk.

For serious incidents, SLT members will discuss whether other sanctions are necessary. This could be a longer period of time out with an adult, inclusion or fixed-term exclusion. A range of factors will determine further action.

Cowlersley Primary Behaviour Policy Appendix

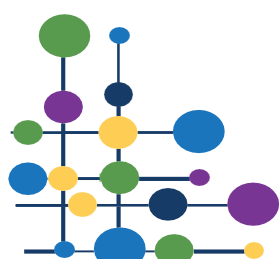
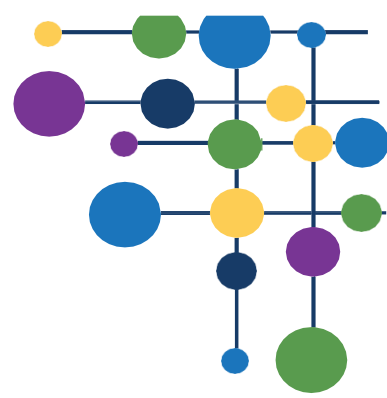
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