



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

BEHAVIOUR POLICY

Policy Date: September 2023

Reviewed: September 2024

Review Date: September 2025

This policy is to be adapted by each Academy

1. Introduction

The Diocese of Salisbury Academy Trust (DSAT) and its academies, have a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment. Each Academy recognises the importance of a behaviour policy, that sets out the behaviour expectations of all pupils in DSAT Academies and aims to explain to teachers the powers and duties they have in respect of pupil behaviour. A strong and clear policy on behaviour is essential when supporting staff who manage behaviour in our Academies on a regular basis, including rewarding and sanctioning pupils.

This policy is for all staff and volunteers in DSAT Academies and is compliant with statutory guidance on Keeping Children Safe in Education and Discipline and Behaviour in Schools.

2. Aims of the Policy

2.1 Our aim is:

- Develop high self-esteem and good self-control which enables each child to live our vision: Let your light shine;
- To create an environment that encourages and reinforces good behaviour in line with our Christian values;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the Academy's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and the Academy in the implementation of this policy;
- The adults encountered by the students at the Academy have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on the students.

2.2 As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group and that we are all special in God's eyes and have unique talents;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contributions of all.

3. Approach

We aim to proactively prevent bullying/prejudicial/unacceptable behaviour through a range of strategies:

- we ensure our high expectations are consistently reinforced at all times in a caring environment;
- we offer guidance and support to allow children to learn from their mistakes and move on;
- we develop and maintain positive, supportive relationships between all members of our school;
- we deliver a behaviour curriculum and PSHE curriculum which meets the needs of our community;

- children are taught about their role in society, which includes learning about the Protected Characteristics and the Fundamental British Values;
 - we involve all of the Academy community in making and celebrating the rules;
 - wherever possible, we try to pre-empt situations where poor behaviour is likely to occur by recognising and minimising likely triggers;
 - we use a range of strategies, e.g. learning in RE and PSHCE; peacemakers; and Merit Marks; to develop children's understanding of positive behaviour;
 - we ensure that everyone knows and practises the core values;
 - we regularly use a variety of strategies, such as Circle Time and directed teaching of our behaviour curriculum, to promote high standards of behaviour;
 - we use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement;
 - all staff are conscious of the need to set a good example the whole time;
 - we focus on the child's behaviour and not the child him/herself;
 - we build positive relationships with all children and use this alongside emotion coaching to support the promotion of positive behaviour;
 - we seek guidance from outside agencies when extra support is needed;
 - we teach children to take ownership of behaviour issues.
- 3.1 We believe it is important that the Academy provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the Academy community have the right to feel secure and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.
- 3.2 We aim to establish a caring ethos where the quality of all relationships is positive. We recognise the importance of training, so that children gradually develop self-discipline and we provide opportunities for them to make independent choices and become increasingly responsible for their own actions.

4. Rewards

- 4.1 Our emphasis is on rewards to reinforce good behaviour, rather than on punishment. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The most common reward is praise, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for students. *See appendix one for details of our rewards systems.*

5. Consequences

- 5.1 Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community. In an environment where respect is central, disapproval is a powerful sanction.
- 5.2 The use of consequences should be characterised by certain features:
- It must be clear why the consequence is being applied;
 - It must be made clear what changes in behaviour are required to avoid future consequences;
 - Group consequences should be avoided as they breed resentment;
 - There should be a clear distinction between minor and major offences;
 - It should be the behaviour rather than the person that is punished;
 - The emphasis is on changing behaviour, rather than applying overly heavy 'punishments'.

- 5.3 When discussing behaviour incidents with children, it is important that all adults talk to them with a quiet, calm and non-confrontational voice.
- Emotion coaching may be used to support a child when discussing their behaviour and to help them regulate, using the following 5 steps:
 1. *Calm self first – emotional awareness of yourself and the child*
 2. *Connection, regulation – recognise the child's feeling and soothe/comfort them*
 3. *Listen with empathy; validate the feelings and label them*
 4. *Setting limits on behaviour (if needed)*
 5. *Problem-solve with the child*
 - A restorative justice approach is used with children to help resolve conflicts, and adults follow a set script
Shall we get the other person to talk it through together?
With both children, each takes a turn to answer:
 1. *What has happened?*
 2. *What were you thinking or feeling at the time?*
 3. *What was happening / what were you doing before this? How were you feeling then?*
 4. *What do you think should happen next?*
 5. *Are you both happy that this has been resolved?*
- 5.4 The following are permitted for use in the Academy:
- Non-verbal warnings;
 - Informal verbal warning that is not recorded;
 - Formal verbal warning that is recorded;
 - Time out in the classroom;
 - Time out outside the classroom environment supervised by another member of staff;
 - Phone call to parents / meeting with parents;
 - Separate supervision during break or lunchtime;
 - Removal of privileges.
- 5.5 Where appropriate, a Pastoral Support Plan will be put in place to proactively plan for the re-engagement of vulnerable learners. The plan is written with a child-centred approach and details ways in which all staff can support the child so that their experiences in school are positive and their self-esteem increases.
- 5.6 In extreme circumstances, Fixed Term or Permanent exclusions will be considered in line with the Exclusions Policy.
- 5.7 It is important not to say, "Why did you do that?" We encourage adults to work through the following questions, alongside the emotion coaching and restorative justice strategies, where appropriate:
- What happened?
 - What were you thinking?
 - How were you feeling?
 - Who else has been affected by this?
 - What do you need to do now so that the harm can be repaired?
- See appendix one for details of our sanctions.*

6. Monitoring and Evaluation

- 6.1 Rewards and all consequences more serious than informal verbal warnings will be recorded and monitored to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy will also monitor to ensure that rewards and consequences are distributed fairly. Data will be analysed by:
- Gender
 - Ethnicity
 - SEN
 - Age
- 6.2 This work forms part of our policy on Equal Opportunities.

7. Pupils' Conduct Outside the Academy Gates

- 7.1 Staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.
- 7.2 Non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for action to be taken by the school, and consequences applied.
- 7.3 Staff may discipline pupils for inappropriate behaviour in the following circumstances:
- Misbehaviour when the pupil is taking part in any school-organised or school-related activity;
 - When travelling to or from school;
 - When wearing school uniform;
 - When identifiable as a pupil at the school;
 - When behaviour at any time could have repercussions for the orderly running of the school;
 - When the student poses a threat to another pupil or member of the public;
 - When behaviour could adversely affect the reputation of the school.
- 7.4 In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

8. Detentions

These are not given in our school.

9. Confiscation of Inappropriate Items

- 9.1 There are two sets of legal provisions which enable school staff to confiscate items from pupils:
- 9.1.1 The **general power to discipline** - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
- 9.1.2 The **Power to search without consent** for 'prohibited items' including:
- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items

- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9.2 Statutory legislation sets out what must be done with prohibited items found as a result of a search.

9.2.1 Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

10. Reasonable Use of Force

10.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

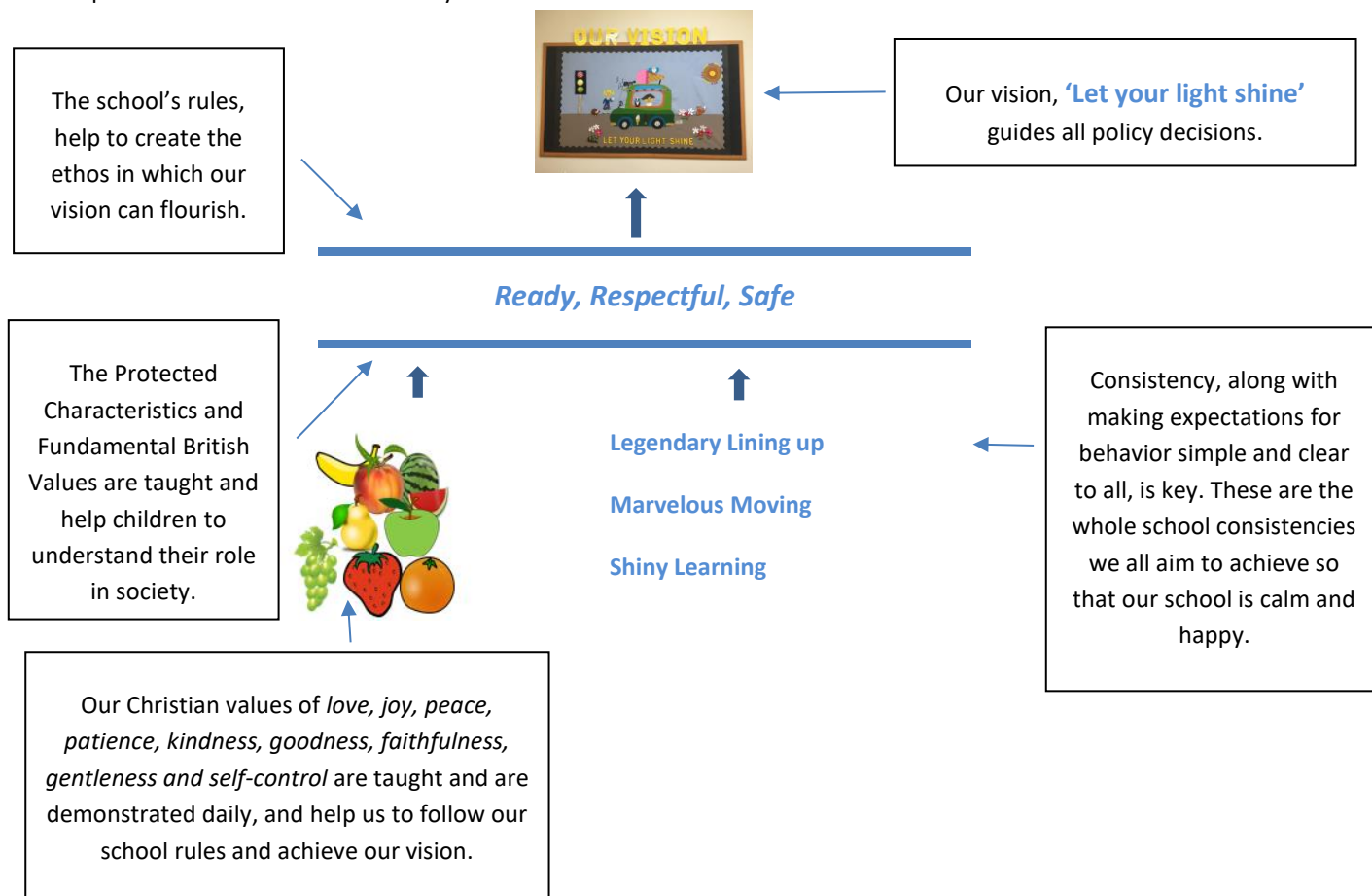
10.2 Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

10.3 The Academy can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

Appendix one

Our aim

We want every one of our children to enjoy coming to school, to feel safe, valued, and an important and respected member of our community.



A positive approach

We aim for all staff to be empathetic, kind and keen to understand what's being communicated by each child's behaviour. Positive reinforcement and correction are used to support children to make good choices. Support is also given to help children to reflect on what has gone wrong and how they might manage similar situations differently in the future.

When working with children who are not displaying positive behaviour, we again believe that consistency is key. Staff remain calm and work through strategies outlined in the policy which aim to de-escalate and support children and teach them how to make positive choices in the future.

Unwanted behaviours dealt with in school are not routinely shared with parents. If a child has had some time out and repaired their wrong, there is no need for a further reminder or reprimand once they leave school. School will only contact parents about a child's behaviour in school if it is felt to be a serious incident; if we feel that the behavior may signal other concerns; or if we feel we need their support to address particular issues.

See also our behaviour curriculum for detailed steps of our approach to teaching children about behaviour.

Rewards

Merit Awards

The criteria to earn a Merit Award is 'Ready, Respectful, Safe'. At the end of each week, a child will be awarded a merit if they have consistently met these expectations. 'Ready' is 'ready to learn', and includes always doing your best work; completing and handing in homework on time; having the right equipment in school; and focusing during lessons. 'Respectful' includes being polite to everyone; listening when someone is talking; and looking after their own and the school's property. 'Safe' includes following the school's rules; treating each other kindly; and behaving sensibly during break times. These expectations are high, and are standards towards which we will all strive. The staff will support the children to attain this award, and also support them when the award is not earned.

Children who have earned a Merit Award will be celebrated in their classrooms. Merit badges are awarded during our weekly Celebration Assembly. Once a child has collected ten, they will be given a bronze badge; twenty will earn a silver badge; and thirty will earn a gold badge. Badge winners will also receive a treat at the end of the year.

Class Merits

We want to foster an ethos where all children work together to support and help each other, are aware of the needs of others and understand how they can help everyone's lights to shine. Where all children in a class are seen to be working as a team, adults may choose to award a class merit. Once a class has collected 50, they work together to plan their own afternoon of activities to reward and celebrate their achievement.

House Teams

Every child is in one of our house teams, and can earn points for their team through effort and / or achievement in all areas. Weekly updates regarding points collected by each team will be given in our Celebration Assembly, and the team with the most points at the end of each term will win a non-school uniform day.

Star Awards

Every week, each class teacher will award a certificate to a child or the children that have impressed them during the week. These will be presented during our Celebration Assembly.

Praise cards

If a member of staff sees a child who has gone 'over and above' expectations in any aspect of school life, then they may choose to send a 'praise card' home with that child, so that the child can share the success. This also allows parents to celebrate the achievement and reward them as they see fit and therefore further strengthening the links between home and school.