



# POLICY DOCUMENT

For use by all member schools

## Behaviour Policy

	<b>Name</b>	<b>Date</b>
v2.0 Written By	Clive Lees, Chair of Directors	October 2016
Review v2.1	Clive Lees, Chair of Directors	December 2017
Review v2.2	Clive Lees, Chair of Directors	February 2019
Amendment v2.2	C19 Addendum added	May 2020

# Behaviour Policy

Behaviour in school is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning. It is key to all other aims and, therefore, crucial. (Tom Bennett, *Creating a Culture* 2018).

The Spring Partnership Trust (TSPT) strives for the highest standards of behaviour and wellbeing across all schools. Children and staff are valued as individuals and their efforts are respected and celebrated. Each school will have a clear vision and will implement a consistent, positive approach to procedures for promoting and maintaining good behaviour and discipline. Within a culture of high expectations, staff will work together to provide a happy, supportive and safe environment to ensure that everyone achieves his or her full potential.

Individual schools within TSPT will publish a Behaviour Procedure that sets out how this is to be achieved. Each Behaviour Procedure must take into account all relevant aspects of the government publication 'Behaviour and Discipline in Schools - Advice for Head Teachers and School Staff' (2016) and also have regard for the legal duties under the Equality Act 2010, in conjunction with 'SEND 0-25 years Code of Practice (2015)'. Schools will also recognise the non-statutory advice, 'Mental Health and behaviour in schools' (Nov 2018). This sets out the roles and responsibilities of staff in relation to mental health and behaviour and helps schools support pupils whose mental health problems manifest themselves in behaviour.

Local Committees will review the relevant school Behaviour procedure annually.

In particular, the procedures shall:

- set out the disciplinary sanctions to be adopted if a pupil misbehaves including provisions for permanent exclusion;
- reflect the principle that all behaviour is a form of communication and that persistent poor behaviour may be indicative of an unmet need that requires an appropriate response; expound the notion that good behaviour is not simply the absence of poor behaviour and describe how it will create the conditions to encourage positive behaviour;
- set out the disciplinary sanctions to be adopted if a pupil misbehaves including provisions for permanent exclusion;
- include an effective anti-bullying strategy;
- detail how the school will manage pupil behaviour outside of school premises;
- detail the circumstances when pupils may be searched and prohibited items confiscated;
- detail and explain when reasonable force may be used;
- reflect the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:-
  - 1) A consistent approach to behaviour management
  - 2) Strong school leadership
  - 3) Classroom management
  - 4) Rewards and sanctions
  - 5) Behaviour strategies and the teaching of good behaviour
  - 6) Staff development and support
  - 7) Pupil support systems
  - 8) Liaison with parents and other agencies

- 9) Managing pupil transition
- 10) Organisation and facilities.

Procedures must comply with the following documentation as updated from time to time

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>

### **C-19 Addendum**

This additional information has been pulled together with reference to the guidance below regarding arrangements for schools under the Coronavirus pandemic.

<https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#behaviour-and-exclusions>

The principles of the policy remain in place and in line with the guidance in the document above:

- Protective measures put into place will include guidance on ensuring a safe environment for pupils and staff. This will include the development of sanctions and rewards.
- A strong emphasis should be put on developing safe practices which reflects guidance on social distancing and management of the risk of cross infection. This should be taught and encouraged at all times in order to embed expectations for behaviour.
- Whilst staff and pupils will engage with the protective measure put into place throughout the schools in the Trust, pupils (especially the youngest pupils) will not be punished for inability to comply with social distancing expectations. There will be ongoing opportunities to educate the pupils around hygiene and safety within their 'bubble'.
- If pupils are consistently unable to maintain behavioural expectations or compromise the safety of themselves or others, a risk assessment will be completed in order to identify risk control factors.
- Reasonable adjustments to behavioural expectations and attendance will be made for children's individual needs. This will be accomplished through collaborative risk assessment. It may be necessary to re-integrate children on the basis of their ongoing needs in some cases. Additional services will be engaged to support children if this is indicated.
- Where children are unable to attend school as the risk to safety and wellbeing for the child, peers and staff is not able to be controlled, individual schools will work with families and/or outside agencies to provide learning and wellbeing support prior to a phased re-integration.
- Heads will retain the right to use a full range of behavioural and disciplinary sanctions up to and including exclusions to support safety and good order (related to Covid 19 protection rules) within their individual schools.