



# The Consortium Trust

*Where together excellence and pupils thrive*

## Behaviour and Inclusion Policy

### Value statements:

- Inclusion: a voice for everyone and everyone is heard
- Focus: children and young people at the core of all we do
- Collaboration: together we are stronger
- Quality: excellence through innovation, creativity and continuous improvement
- Integrity: transparency and fairness in all we do

### 1. Aims and expectations

- 1.1 It is a primary aim of our schools and centres that every member of the community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has few rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 Every member of the community is expected to behave in a considerate way towards others.
- 1.4 We aim to treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the community.
- 1.6 The school promotes good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### 2. Responsibility

- 2.1 Behaviour is a whole Trust responsibility, all members of staff have a duty of care to ensure a safe learning environment.
- 2.2 Class teachers are responsible for informing and monitoring individual plans for pupils, these include plans for managing behaviour and or learning.
- 2.3 Class teachers should arrange review meetings with families and key staff ensuring all stakeholders are involved in target setting.

### 3. Curriculum Planning

- 3.1 All pupils have the right to access high quality education.
- 3.2 Some pupils with additional needs require fully personalised learning others need some aspects of the curriculum personalised. Class teachers are expected to plan for appropriate learning for these pupils for all learning. This includes pupils who are spending time out of the classroom with other adults.
- 3.3 Planning should be available in good time allowing for support staff to resource the sessions where necessary.



# The Consortium Trust

*Where together excellence and pupils thrive*

## 4. Rules

4.1 The school has three rules that are on display and are revisited regularly to support children's understanding:

- We are ready
- We are respectful
- We are safe

Staff and visitors are supported and encouraged to use the language Ready, Respectful, Safe when praising and supporting behaviour, to minimise confusion

## 5. Rewards

5.1 There is a culture of praise in school, staff and children are encouraged to share positive feelings and opinions with each other. We praise and reward children for their actions and their work in a variety of ways, these may include:

- Verbal feedback from staff to children;
- Giving of stickers or certificates ;
- Peer feedback
- Positive touch

## 6. Supporting Behaviour

6.1 The ethos at the school is to establish trust with the children. It is recognised that there will be incidents where children are unable to regulate their emotions. It is the aim of the school to teach and support children to regulate their feelings and behaviours, so that they move from behaving their emotion to reflecting on them. To this end the school is committed to promoting practices which promote Protect, Relate, Regulate and Reflect.

### **Protect:**

The staff meet and greet to support safety cues. Staff commit to avoiding the use of harsh voices, shouting, criticism and shaming. Staff will remove children from a situation when they feel the child is not coping, this may be to a designated safe place or an open space to allow for release of emotion.

### **Relate:**

Staff support children to move from blocked trust to help seeking behaviours. use empathy and attunement to build trust and relationships.

### **Regulate:**

Children will be supported to use interventions to reduce stress levels enabling them to develop their own strategies for managing their emotions.

### **Reflect:**

Staff effectively listen to children. Children will be provided with a range of resources to enable them to symbolise their emotions.

6.2 Where a child is unable to make progress in regulating their emotions and there is a continued and escalating risk of harm to other children and staff, the Academy Head has ultimate responsibility for



# The Consortium Trust

*Where together excellence and pupils thrive*

ensuring the health, safety and welfare of all children on site. It is the responsibility of the Academy head, under the School Standards and Framework Act 1998, to implement the behaviour policy consistently throughout the school, and to report to the Trustees when required on the effectiveness of the policy.

- 6.3 The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others and the child is unable to regulate their emotions the other children may be moved to a safe environment to continue their learning
- 6.4 Where a pupil is deemed likely to harm themselves or others they may be safely moved by trained staff to an area where they pose no risk to others. All members of staff are aware of the regulations regarding the use of reasonable force (see Positive Handling Policy), as set out in Section 93 of the Education and Inspections Act 2006. Use of Reasonable Force (July 2013). Teachers and all other staff do not use physical force for any other reason than to ensure the safety of the child, or others, from physical harm, to prevent damage to property which may present a health and safety risk, or to take control in an extreme situation. All incidents of restraint are recorded on "My Concern" and reported to parents and the child's school before the end of the school day.
- 6.5 The centre may confiscate items deemed inappropriate in line with the guidelines recommended by the DfE. Staff at the centre retain the right to search pupils should the need arise, subject to guidelines in force at the time from the DfE.
- 6.6 The school and the Trust do not tolerate bullying 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Refer to the school anti Bullying Policy.

## **The role of the Academy Head**

- 7 It is the responsibility of the Manager to ensure the health, safety and welfare of all children in school. It is the responsibility of the Academy Head, under the School Standards and Framework Act 1998, to implement the behaviour policy consistently and to report to the CEO and Trustees, when requested, on the effectiveness of the policy.
  - 7.1 The Academy Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
  - 7.2 The Academy Head ensures that all serious incidents are accurately and promptly reported using "My Concern"
  - 7.3 The Academy Head has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Academy Head may permanently exclude a child. Both these actions are only taken after the issue has been discussed with the Principal/CEO and school Locality Committee Members have been notified.

## **8. The role of the class teacher**

- 8.1 It is the responsibility of the class teacher to ensure that the school rules are embedded in their class and that their class behaves in a responsible manner during lesson time.
- 8.2 Teachers and other staff that routinely supervise or work with pupils have a duty of care to all pupils, throughout the school, throughout the day and should support pupils to make the right choices in line with expected behaviours.
- 8.3 The class teachers in 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.
- 8.4 The class teacher treats each child fairly and reinforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.



# The Consortium Trust

*Where together excellence and pupils thrive*

- 8.5 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Leadership team.
- 8.6 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or behaviour support services.
- 8.7 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.

## 9 The role of parents and carers

- 9.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 9.2 We explain the school rules within this policy, and we expect parents to read these and support them.
- 9.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the homework policy. 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.
- 9.4 If the school has to use reasonable sanctions to sanction a child, parents are expected to 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 the Assistant Academy Head responsible for parent liaison. If the concern persists they should contact the Academy Head. Only after these steps have been taken should concerns be escalated to Locality Committee Members or the Principal. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## 10. Fixed-term and permanent exclusions

In the event of an exclusion permanent or fixed term, procedures follow DfE Guidance for maintained schools, academies and pupil referral units.

- 10.1 Exclusion is seen as the last resort in the school's system of sanctions.
- 10.2 The aim of the school is to keep children in school unless cases of indiscipline or breach of school rules are such that exclusion can be seen as the only way to maintain the safety of individuals, good order, behaviour and discipline.
- 10.3 Exclusions are illegal if they occur for non-disciplinary reasons, such as:
- additional needs or a disability that the school feels it is unable to meet;
  - lack of academic attainment/ability;
  - the actions of a pupil's parent(s); or
  - failure of a pupil to meet specific conditions before reinstatement.
- 10.4 Exclusions can be either of two types:

1. **Fixed term:** where the pupil is excluded between 1 and 5 days in a single occurrence, up to a maximum



# The Consortium Trust

*Where together excellence and pupils thrive*

of 45 days within a school year. Including fixed period lunch time exclusion.

Fixed-term exclusions totalling five or fewer school days (or 10 or fewer lunch-times or half days) in any one term must be reported to local committee members at each meeting and recorded on Pupil Asset. The School's Locality Committee must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

2. **Permanent:** where an excluded pupil has Special Educational Needs (SEN) or is on the SEN register, it must be demonstrated that the Trust has regard for the SEN Code of Practice and has provided extensive means of support to help meet the pupil's needs. Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Any intervention strategies should be discussed with and involve the pupil's parents.
- 10.5 Only the Academy Head has the power to exclude a pupil from school. The Academy Head may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Academy Head may also exclude a pupil permanently.
- 10.6 If the Academy Head excludes a pupil, s/he informs the parents immediately by telephone in the first instance, giving reasons for the exclusion. At the same time, the Academy Head makes it clear to the parents that they can, if they wish, appeal against the decision to the Locality Committee. The school informs the parents how to make any such appeal. The Academy Head informs the Principal/CEO of the Trust and the Locality Committee about any exclusion.
- 10.7 In the case of a fixed-period exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the Locality Committee must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.
- 9.7 Parents, the Trust CEO and the Local Authority will receive a copy of the formal exclusion letter.
- 9.8 The Locality Committee itself cannot either exclude a pupil or extend the exclusion period made by the Academy Head.
- 9.9 The Academy Head maintains a serious incident file, which records all the details of every exclusion and is responsible for the paperwork. A report on the number, type and nature of exclusions is given to the CEO and the Locality Committee on a half-termly basis.
- 9.10 Work is set for the excluded pupil for the period of the exclusion and is marked and fed back to the pupil following the existing Marking Policy.
- 9.11 Following a fixed term exclusion, the pupil and their parent/carer are seen by the Academy Head at a 'Return to School' meeting prior to being re-admitted to school.
- 9.12 In some cases, a pupil has one or more fixed term exclusions coupled with a poor behaviour record, the placement at the school may be deemed inappropriate for the child. If the child is at risk of permanent exclusion, the parent/carer will be asked to attend an interview and an Inclusion Action Plan will be drawn up. The aim being to support the child to avoid a permanent exclusion, the school recognises the importance of partnership with parents particularly at this stage to ensure the child is sufficiently supported to succeed.



# The Consortium Trust

*Where together excellence and pupils thrive*

- 9.13 The Trust Board will convene a discipline committee, which is made up of between three and five members. These members may be drawn from the Members, Trustees or any Locality Committee within the Trust. This committee considers any exclusion appeals on behalf of the Locality Committee.
- 9.14 When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, the Local Authority and the Trust, and consider whether the pupil should be reinstated.
- 9.15 If the Locality Committee Members' appeals panel decides that a pupil should be reinstated, the Academy Head of the school must comply with this ruling.
- 10. Wellbeing**  
Wellbeing of staff is important and the Trust recognises that, at times, staff may have to deal with extreme behaviours. It is important that staff have an opportunity to take some 'time out' to reflect on any serious incident. A template reflection log is available to support staff in this professional process.

## Document Control

### Changes History:

Version date	Amended by	Details of change
V2 26.04.2017	Principal/CEO	To clarify protocols around exclusion.
V3 08.09.2017	Principal/CEO	To clarify protocols around the appeals process for parents, in line with National Guidance.
V4 01.08.2018	Principal/CEO	To remove the reference to converting a fixed term exclusion to a permanent exclusion
V5 26.04.2019	Nigel Shaddick - WISA	Addition information regarding permissible exclusion reasons; addition of value statements and updating references to Governing Body
V6 02.04.2020	Tamsin Little Director Primary Education	Re-numbering of paragraphs after adding: 2) Responsibility 3) Curriculum Planning 10) Wellbeing

### Approval

Name	Title	Signed	Date
Andrew Aalders-Dunthorne	CEO & Principal	Electronic signature	01.08.2016
Dawn Carman-Jones	On behalf of Trust Board	Electronic signature	01.08.2016



# The Consortium Trust

*Where together excellence and pupils thrive*

## Equality Impact Assessment

Date	Name	Details of Impact

**END OF DOCUMENT**