



# ESPRIT Positive Behaviour Policy

Including Anti Bullying and Physical Restraint

<b>Committee:</b>	<b>Trust Board</b>
<b>Approved on:</b>	July 2019
<b>Next review date:</b>	July 2021

## Introduction

At ESPRIT Multi Academy Trust we aim to create a positive, happy and caring environment so that all of our children are able to make the most of their education and realise their full potential. We have high expectations of the way in which all members of the Trust community conduct themselves and behave towards one another. We are a caring community, whose values are built on mutual trust and respect for all.

This policy is designed, with full regard and compliance to **section 89 of the Education and Inspections Act 2006**, to promote good behaviour rather than merely deter anti-social behaviour and to ensure that all members of the academies can live and work together in a supportive way. The academies reward good behaviour, as this will develop an ethos of kindness and co-operation.

## Our Aims

To teach and expect children to have MAGIC learning behaviours:

- Motivation – Can you get motivated for learning?
- Attitude – is everything. Positive people are happier and have more friends.
- Gumption – is about being brave and up for the challenge of learning
- Independence – is being confident on your own as well as being able to support others
- Communication – Can you work in teams and get on with friends?

and to understand and follow the Golden rules:

- Always be honest
- Always look after property
- Always be polite and respectful
- Always do your best
- Always be kind

All of our children have signed and agreed to our home school agreement:

- Respect other teachers and friends' culture, race, feelings, beliefs and values.
- Treat other people as I would like to be treated.
- Come to school every day, on time, with all the things I need.
- Follow my class rules and the academy Golden Rules.
- Always try my best and demonstrate MAGIC learning behaviours.
- Read at home with an adult.
- Always do my homework as well as I can.
- Tell a member of staff if I am worried or unhappy.
- Wear my school uniform with pride and be tidy in my appearance.

## Classroom rules

At the beginning of every half term the class teacher discusses the Golden Rules with his/her class and reinforces them when a new child enters the class and whenever necessary. Additional classroom rules, which are developed and agreed by the children, link closely to the Golden Rules and MAGIC learning behaviours.

## **Playtime and Lunchtime**

The playground is separated into zones and children are supervised to ensure that resources are used appropriately within the zones. Members of staff supervise playtime on a rota basis. Lunchtime supervisors and play leaders supervise at lunchtimes. There is a reflection area on each playground. Playtime and lunchtime are classed as 'separate sessions'. Incidents of level 2 and 3 (red) behaviour are recorded using the electronic system (CPOMS) and communicated to parents in line with classroom behaviour routines.

## **Play Leaders**

Children are selected, through a recruitment process (led by the lead adult play leader), to be play leaders at playtime and lunchtime. They work closely with the adult play leaders and are responsible for contributing to the selection of resources and for leading play activities with peers. The playground zones are also monitored by play leaders and adults on duty.

## **Rewards and Sanctions**

### **Rewards**

We praise and reward children for good behaviour in relation to our golden and classroom rules and other behaviours, including our MAGIC learning behaviours in a variety of ways which may include:

- verbal recognition, accreditation and celebration
- weekly certificates
- dojos
- stickers
- applause, thumbs up
- texts/letters home
- responsibilities
- additional playtime
- class treat box
- golden time

### **Rewards**

All staff within our trust give rewards to children for displaying MAGIC learning behaviours, positive behaviours, attitudes and exemplary behaviours. These rewards are cumulative and when children achieve a specific number they are invited to a celebration. If they do not meet the required number they will still access the reward but at a reduced length of time. In our academy we use golden time.

## Range of rewards

- **Assembly reward** - on entry to the hall, children who are awarded a reward by a staff member are invited to sit on chairs as role models to others.
- **Certificates** - class teachers nominate children weekly from their class to receive agreed school certificates. Staff must keep a record of these rewards and parents are invited by text to attend the celebration assembly where they are awarded.
- **Letters** – Letters will be sent to selected year groups from the Academy Principal to celebrate exemplary behaviour.
- **Lunchtime reward** - adult play leaders identify positive role models who are invited to sit and eat their lunch with a member of the leadership team on a Friday. These awards are also recorded, by adult play leaders, on and are monitored.

## Consequences

A clear distinction is always made between the behaviour and the person. It is the behaviour we disapprove of, not the child. All Level 2 and 3 (red) behaviours and resulting consequences (see Triggers and Consequences document) are recorded electronically (CPOMS) and are monitored closely by Senior Leaders.

Where required, behaviour charts and plans, involving parents, will be implemented to support a child in making appropriate choices. Letters to parents and behaviour panels are also used (See Behaviour stages flowchart).

Our Multi Academy Trust, with full regard for the DfE's (Department for Education) guidance: **Behaviour and discipline in schools Advice for headteachers and school staff (January 2016)**, implements a staged approach to behaviour management (see Behaviour stages flow chart). All Level 2 and 3 behaviours will be recorded electronically and will be discussed sensitively with parents/carers, at the end of the day.

All incidents related to racism/discrimination/bullying will be recorded and reported to the school office for inclusion and the academy Principal will report to Governors.

Attendance at events/trips etc. is always at the Academy Principal's discretion.

## Physical restraint

All staff are aware of the DCSF's guidance to schools in England entitled **'Use of Reasonable Force'**. We know that use of restraint and restrictive intervention can have long-term consequences on the health and well-being of children and young people, and that it can have a negative impact on staff who carry out such intervention. Using positive behaviour support and other alternatives which can de-escalate challenging behaviour, and tackle the reasons for it at source, should be the preferred approach. There will, however, be times when the only realistic response to a situation will be restraint or restrictive intervention. Staff will intervene where it is deemed necessary to prevent injury to a child or adult, or if a child is in danger of hurting themselves using Pivotal Management of Actual or Potential Aggression (MAPA). All incidents where MAPA intervention has been used will be recorded electronically.

## Screening and Searching

- Where the need for searching or screening is identified within the academy, full regard will be held for the guidance outlined in **"Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies" (January 2018)**.

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item:
  - knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

### **Beyond the academy gate**

In accordance with *Behaviour and discipline in schools Advice for headteachers and school staff*, where an incident outside of the academy property is witnessed by a member of staff or is reported to the academy, a full and detailed record will be made of the incident or report and this will be logged with the Senior Leadership Team and the Governing Body. Further actions will be discussed and where appropriate a multi-agency approach may be considered. Where criminal activity is included, involvement from Police and/or PCSOs will be considered.

### **Escalation and/or Seclusion and Exclusion**

In extreme circumstances, for example where there is violence, either physical or verbal, towards children and adults that violates human rights, the Academy Principal or member of the Senior Leadership Team may decide, due to the duty of care and the need to safeguard others, to escalate through the stages more quickly.

Where it is deemed appropriate (see Triggers and Consequences), internal seclusions or external Seclusions will be considered (see Seclusion/Exclusion flow charts).

An exclusion, either fixed term or permanent, from the academy will only be considered in the most extreme circumstances (e.g. significant risk to self/others, physical, verbal abuse, significant damage to property) and the DfE (Department for Education) document ***Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion*** (September 2017) will be followed, ensuring that all contributing factors have been considered and alternative educational provision will always be sought where possible for longer term exclusions.

### **Special Educational Needs**

Where a child has been identified as having Social, Emotional, Mental Health challenges/needs that impact on behaviours and communication (in and out of the classroom), and for Looked After (LAC) and Previously Looked After Children (PLAC), decisions will be made regarding removal from the generic policy/stages. Inclusion and/or withdrawal will be discussed, agreed and be explicit to all involved (staff,

parents/carers, child, senior leaders). Decisions will be agreed by SLT and all positive behaviour strategies will be uploaded electronically for whole staff awareness..

### **Registers**

A record of all Stage 2 and 3 behaviour charts/plans will be kept on CPOMS.

Senior Leaders will monitor, challenge and support all incidences of behaviour recorded electronically and ensure the correct policies and procedures are being applied.

### **Transition**

The following guidelines will be followed at the end of the academic year in preparation for the following academic year/transition:

- Stage 1 – all rewards are refreshed at the start of a new year
- Children at Stage 2, 3 and 4 will remain at their current stage with reviewed and amended provision developed as part of a discussion between the current and receiving class teachers.
- Where a child is moving to another school/academy or setting, all information will be shared with the new staff that will be working with the child.

### **Anti-bullying**

The DfE (Department for Education) defines bullying as:

**‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’**

This definition includes the key characteristics of bullying, ie: it is deliberately hurtful (including, but not solely, aggression) and is repeated often over a period of time.

Our Trust does not tolerate bullying of any kind and all staff act immediately to stop any further occurrences of such behaviour. We do our utmost to ensure that all children attend our academies free from fear where they can learn best.

Within the Multi Academy Trust the following persistent behaviours are classed as bullying:

1. Name calling
2. Using verbal insults or personal remarks to upset another child
3. Racist remarks
4. Physical assault
5. Deliberate damage to another’s belongings
6. Intimidating or threatening another child
7. Blackmail
8. Spreading unkind rumours about others
9. Excluding other children from groups
10. Cyber bullying

### **PREVENTION**

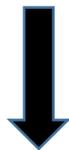
- Education: Our Personal Social and Health Education Policy, Circle Time lessons and assemblies teach children about how to recognise all forms of bullying (as above) and how to seek help for themselves and/or others.

- Our Golden Rules and MAGIC learning behaviours are promoted and expected at all times.
- Opportunities are provided to enable children to discuss bullying in role play situations to enable them to learn strategies for challenging bullying behaviours.



### **ACTION**

- All adults are expected to be mindful of early signs of distress - deterioration of work, illness, erratic attendance, withdrawal, over reliance on adults. The above may be symptomatic of other issues, but may also be an early sign of bullying.
- All incidents of significant physical and verbal unkindness are recorded in class reflection logs and are reported to parents. Children are supported in talking about these incidents through emotion coaching and conflict resolution.
- We monitor our reflection logs termly and identify persistent bullying behaviours (repeated, over time) and these are recorded and reported in line with Local Authority and Department for Education guidelines.
- If parents/carers or children allege bullying incidences, these are investigated immediately by the class teacher and the PDBW lead is involved and appropriate paperwork is completed to ensure transparency.
- If bullying is identified, immediate support will be offered to the victim.
- The unacceptable nature of the behaviour and consequences of any repetition are made clear to the bully and his/her parents/carers.



### **CONSEQUENCE**

- Our personal behaviour charts and clinics support children and their families in addressing identified issues.
- In line with our behaviour policy, where bullying is identified, the child will access personalised rewards and consequences at stage 2.
- Strategies including supported mediation and relationship building/mending will be implemented and impact monitored.
- The Senior Leadership Team have a duty of care to ensure that the Human Rights of all children and adults are not violated. Therefore, in extreme circumstances, either a fixed term or permanent exclusion would be initiated.

### **Monitoring**

The Inclusion lead is responsible for monitoring the consistent application and impact of this policy.

Monitoring will include:

- Observations in class and in the wider school environment (provision in line with stages)
- Behaviour book/chart record keeping (from stage 2)

- Personalised Behaviour Plans (from stage 3)

#### Parental involvement

We endeavour to communicate with parents as much as possible regarding their child's behaviour, so that strong, positive links are forged. Parents sign a home-school agreement when their child starts at our academy, and we expect parents to support our policies and processes to enable all our pupils to achieve their best outcomes. Through our Behaviour Panel process, we recognise those pupils whose behaviour is exemplary the majority of the time, and those pupils who do not follow our behaviour policy are identified. Their parents are invited to attend a panel with Senior Leaders and Governors so that actions can be agreed in order to avoid exclusions wherever possible. (see Behaviour stages, letters and panels flow chart)

#### **The Multi Academy Trustees**

The Trustees take an active role in reviewing and adopting the policy of the MAT, ensuring that full regard has been given to the document **"Behaviour and discipline in schools – Guidance for Headteachers and School Staff (January 2016)"**

#### **Review**

This policy was drawn up by the staff and Trustees of the ESPRIT Multi Academy Trust and will be reviewed at least annually.



## Triggers and Consequences

### Levels of behaviour and consequences

*This is not an exhaustive list and all incidents of unacceptable behaviour will be managed at the discretion of the Senior Leadership Team.*

Level 1 (yellow)	Level 2 (Red)	Level 3 (Red)
Managed at class level	Managed collaboratively by Class teacher, Inclusion team and SLT	Managed collaboratively by Class teacher, Inclusion team and SLT
<b>Actions</b>	<b>Actions</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>• Interrupting the lesson i.e. calling out</li> <li>• Not on task</li> <li>• Distracting other children in lessons</li> <li>• Unsafe movement around the classroom</li> <li>• Minor deliberate damage to another child's or school property</li> <li>• Disrespectful attitude to another child or adult</li> <li>• Not following basic instructions</li> <li>• Fidgeting</li> <li>• Rocking on a chair</li> <li>• Time wasting, including frequent visits to the toilet</li> <li>• Calling out</li> <li>• Incorrect uniform</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Level 1 (yellow) behaviour</li> <li>• Leaving the learning environment without permission</li> <li>• Disrespectful language and attitude to another student or adult causing distress</li> <li>• Verbal abuse including racism/homophobic language (VA)</li> <li>• Physical violence (PA)</li> <li>• Racist Incident (R)</li> <li>• Loss of temper</li> <li>• Significant deliberate damage to another child's or school property</li> <li>• Caught with banned products</li> <li>• Bullying type behaviour (repeated instance reported) (B)</li> <li>• Stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Level 3 behaviour</li> <li>• Deliberate physical violence resulting in actual physical harm</li> <li>• Leaving the school premises without consent</li> <li>• Vandalism</li> <li>• Defiant behaviour from the onset</li> <li>• Putting others and themselves at risk in any way</li> <li>• Caught with weapons of any sort.</li> <li>• Persistent targeted bullying type behaviour</li> </ul>
<b>Strategies</b>	<b>Strategies</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>• Rule reminders</li> <li>• Redirection</li> <li>• Distraction</li> <li>• Limit-setting</li> <li>• Personalised strategies, e.g. fidget resources, carpet spots/space,</li> <li>• Praise and recognition</li> <li>• Move to another area to work, e.g. work station</li> <li>• Class teacher meets with parents.</li> <li>• 1:1 interview with teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention programme, support and strategies implemented to support positive choices (as a part of reward chart)</li> <li>• Teacher will meet with parents/carers weekly to discuss behavior (as per policy)</li> <li>• Staff member to be allocated as champion/advocate/key support/mentor</li> <li>• Set small step targets to support positive behavior</li> <li>• Progress against targets captured on the weekly behaviour chart (if on Stage 2 chart).</li> <li>• Incident forms to be completed on CPOMS</li> <li>• Teacher/Champion to interview pupil and wider pupils (Inclusion team to support as required)</li> <li>• Personalised support strategies, e.g. break out activities, 5-point anger scale, emotions charts, now and next, reward systems (pompom jars).</li> </ul> <p>WHERE DEEMED APPROPRIATE</p> <ul style="list-style-type: none"> <li>• Positive Behaviour Plan (PBP) to be implemented, followed and annotated when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Formal parents meeting with wider team to discuss pupil's actions and how best to support pupil's needs</li> <li>• Outside agency involvement</li> <li>• Alternative provision (e.g. OPUS/Inspire)</li> </ul>

	<p>(reviewed and annotated)</p> <ul style="list-style-type: none"> <li>• Meeting with parent/carer to move to Stage 3 (Behaviour policy)</li> <li>• Increased support from Inclusion team</li> <li>• Outside agency referrals completed and involvement</li> <li>• Risk assessments undertaken where appropriate</li> </ul>	
<b>Consequences</b>	<b>Consequences</b>	<b>Consequences</b>
<p>AFTER VERBAL WARNINGS</p> <ul style="list-style-type: none"> <li>• Reflection time</li> <li>• Loss of rewards</li> <li>• Loss of playtimes (to complete learning time lost)</li> <li>• Behaviour logged on class tracker</li> <li>• Monitoring of behaviour and movement to Stage 2 (implementation of Behaviour chart) as per policy.</li> <li>• Behaviour Letter B</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour logged on class tracker</li> <li>• Positive Behaviour Plan (PBP) to be followed and annotated when needed in line with personalised consequences (reviewed and annotated)</li> <li>• Loss of lunchtimes (to complete learning time lost)</li> <li>• Removal to another class for a fixed period. TA/mentor to support</li> <li>• Child visits a member of SLT for reflection</li> <li>• Behaviour panel (Letter C/D) led by SLT</li> <li>• Internal/ESPRIT seclusion considered *</li> <li>• Fixed Term Exclusion considered (dependent on context) **</li> </ul>	<ul style="list-style-type: none"> <li>• Outside agency involvement including Educational Psychologist</li> <li>• Internal/ESPRIT seclusion considered *</li> <li>• Fixed term exclusion, which will increase gradually with each occurrence. **</li> <li>• Request for a COPE meeting</li> <li>• Permanent exclusion ***</li> </ul>

\* process for internal / ESPRIT seclusion \*\* process for FTE \*\*\* process for permanent exclusion

## Behaviour Stages, letters and panels

### Quality First Teaching

- Reward system to be applied to all children

### Stage 2

- Where a child does not consistently achieve golden time for 2 weeks a Stage 2 behaviour chart will be implemented (parents agree to this and weekly meetings are held to discuss progress - all discussions logged on CPOMS)

### Stage 3

- No progress on Stage 2 chart
- Parents meetings have taken place
- Offers of support e.g. referrals to outside agencies/ Early Help to be logged
- Behaviours and parental discussions logged on CPOMS
- A personalised Stage 3 behaviour plan will be developed with parents and the child

### Internal Behaviour Panel

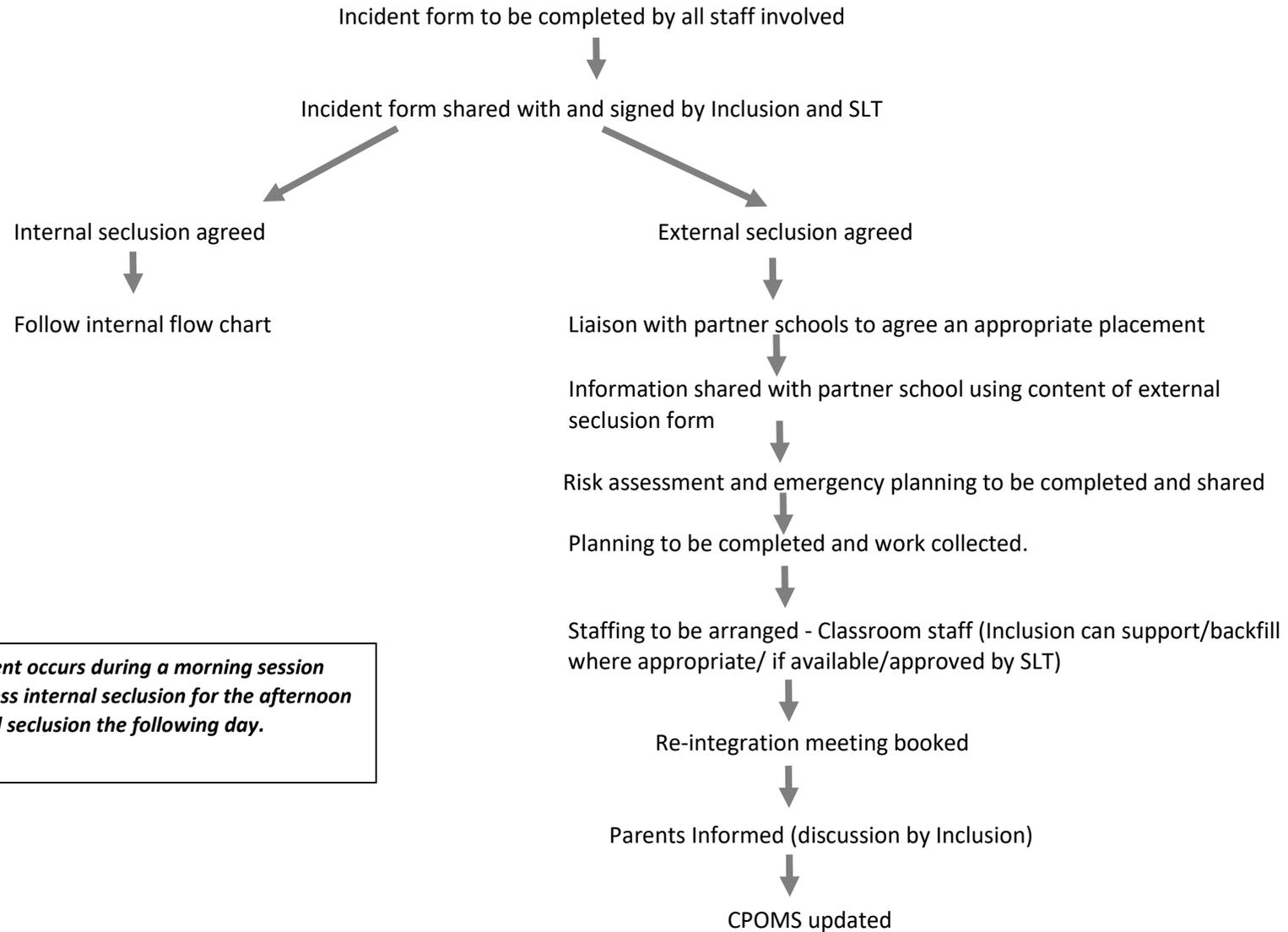
- Internal Behaviour panel for bottom 10% per year group (selected year groups)
- Class teacher to present cases at pre-panel

### BEHAVIOUR PANEL

- Bottom 5% from pre-panel receive Letter C- parents and Governor to be invited to panel
- Remaining 5% to be issued with Letter B- monitoring behaviour and if no improvement seen, invite to Behaviour Panel will be issued



## External Seclusion



***\* Where an incident occurs during a morning session the child will access internal seclusion for the afternoon and then external seclusion the following day.***

## ESPRIT MAT Seclusion

### During the seclusion

Liaison with partner schools to be held throughout the seclusion



Re-integration plan/timetable drafted



Re-integration meeting to be held with parents  
Plan to be shared, agreed and signed.



CPOMS updated

Any work not completed during the external seclusion must be taken home and completed that day and returned the following day.

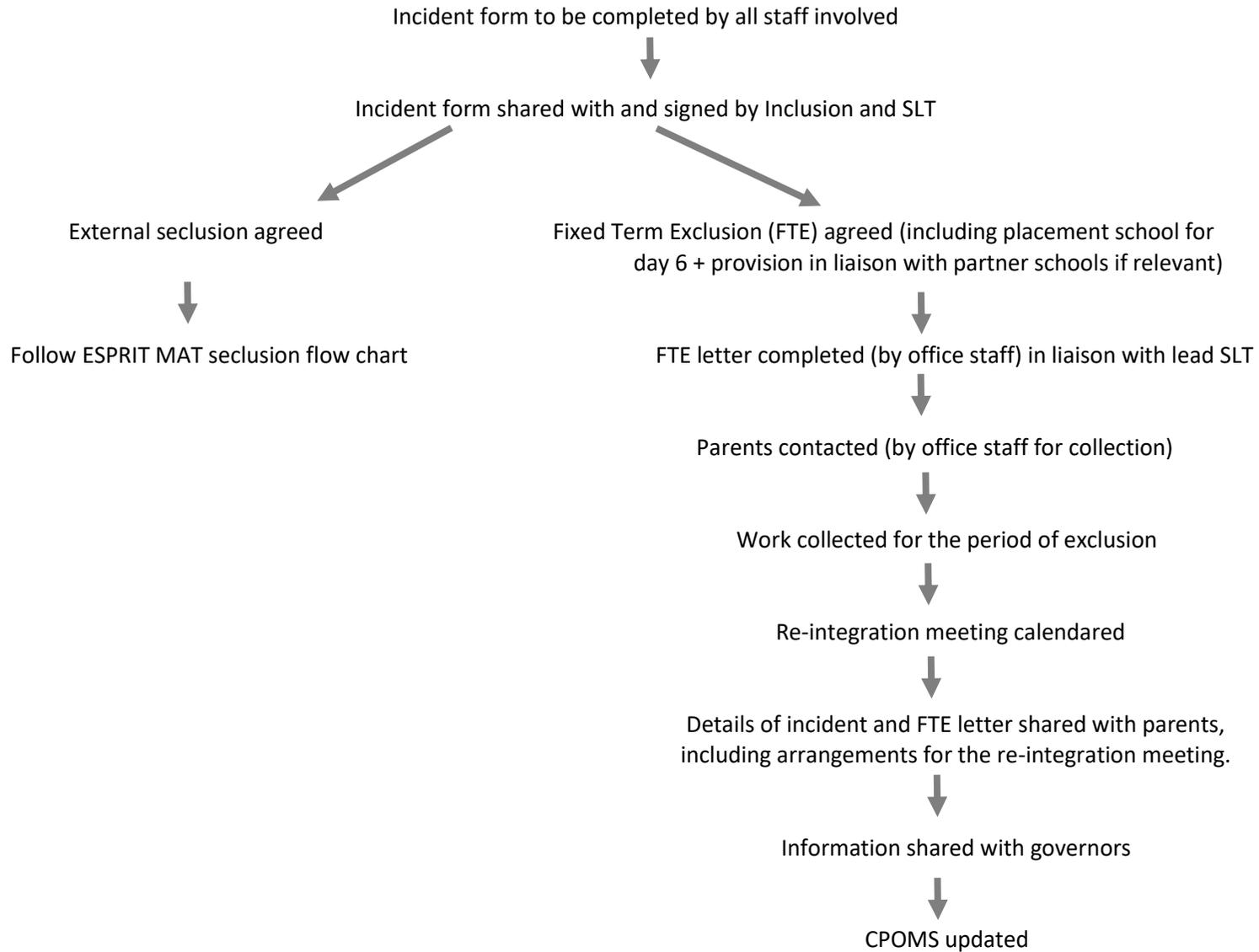
### After the seclusion

Re-integration plan/timetable to be implemented.



Seclusion to be reviewed collaboratively by base and seclusion placement schools

## Fixed Term Exclusion (FTE)



## Fixed Term Exclusion (FTE)

### During the FTE

FTE form completed, approved by Principal and submitted to LA



Re-integration plan/timetable to be drafted



Behavior plans (PBP), Risk assessments and flowcharts to be completed/updated



Planning for 6 day+ provision to be completed in liaison with placement schools (if relevant). Staffing to be arranged – Classroom staff (Inclusion can be used for support or backfill where appropriate/ if available/approved by SLT)



Re-integration provision to be planned, including meet and greet arrangements and additional support (if appropriate) (e.g. change of provision/adult support)



Re-integration meeting to be held with parents. All documents to be shared, agreed and signed.



CPOMS updated

### After the FTE

Reintegration plan/timetable to be implemented.



Regular review of re-integration plan/timetable and provision



CPOMS updated

***\* Where there are repeated FTE's complete the Conduct Report and Intervention Strategies documents.***