



# Behaviour Policy

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# Behaviour Management in ETAT Schools

## Overarching Policy and Statement of Intent

### 1. Aim

The aim of this policy is to:

- Provide an overarching statement of intent for behaviour management to ensure all ETAT schools operate systems in line with agreed principles

All schools have their own policies which outline the specific systems and procedures for encouraging positive, (pro-social) and acceptable (expected)\* behaviour and dealing with unacceptable (or non-expected)\* behaviour.

\*These are terms used in the Zones of Regulation curriculum designed to support children's understanding of behaviour choices, particularly children with SEND. We also prefer to refer to 'consequences' rather than 'sanctions' but both may be used.

### 2. Legislation and guidance

All school behaviour policies will comply with the following:

**Guidance** from the Department for Education (DfE):

- [Behaviour and discipline in schools](#)
- Use of reasonable force in schools
- [The Equality Act 2010: advice for schools](#)

**Statutory guidance** from the DfE

- [Special educational needs and disability \(SEND\) code of practice 2014](#)
- [Supporting pupils with medical conditions at school](#)

### **The UN Convention on the Rights of the Child**

All ETAT schools are or aim to be **Rights Respecting** schools. We believe that children should be taught to show respect for the rights of others, and display courtesy and consideration towards all members of our community at all times.

References are made to specific rights (**articles- see Appendix A**) throughout this statement and all school policies.

### 3. Ethos and values

Good behaviour and discipline are essential to creating a successful teaching and learning environment in which all pupils feel safe, secure and ready to learn. Our vision statement of 'Learn Together to Live Together' drives the principles of all ETAT school behaviour policies, recognising that children may not always make positive behaviour choices, but these moments can be used as a tool for learning, personal growth and development.

In Educate Together Academy Trust, we believe it is essential to have **a positive behaviour management strategy**.

Each School is a community and it is recognised that each individual is important and has a valuable contribution to make towards the quality of life enjoyed by the people within it. We frequently and regularly stress the importance of honesty, trust, fairness, self-discipline, mutual respect and self-esteem. We endeavour to encourage and praise good, pro-social behaviour and help children to realise that this is the standard expectation. We expect all members of staff to take collective and individual responsibility in implementing their school's behaviour policy.

ETAT recognises its legal duties under the Equality Act 2010, Education Act 2011 including all sections relating to children with Special Educational Needs (**Article 23**).

### 4. Behaviour Management Principles

In order to live by our vision and mission statements, all schools aim to:

- Adopt a consistent approach to positive behaviour management, making boundaries of acceptable behaviour clear and prioritising safety (**Article 28**)
- Treat all children fairly, equitably and with unconditional positive regard

- Provide children with the opportunity to reflect on and improve their behaviour choices and how these affect other people
- Celebrate and recognise good behaviour and relationships, promoting the core values of each school and the Trust
- Ensure poor behaviour choices are dealt with effectively to prevent or minimise reoccurrence and enhance learning through positive behaviour
- Ensure that children understand that bullying and discrimination will not be tolerated in school and learn to understand and control their feelings
- Generate mutual respect amongst all members of the school community including parents/carers to ensure there is no unfair treatment on any grounds including cultures, ethnic origin, religion, age, sexual orientation, gender and disability (**Article 2**)
- Recognise that behaviour can be another form of communication and seek to identify, understand and support any individual needs which are not being met.

## 5. Behaviour Management Guidelines

- There should be shared responsibility between staff, parents and pupils for the promotion of good behaviour.
- Children should be praised for doing the right thing at every opportunity, using, where appropriate, language related to the UN Conventions of the Rights of the Child.
- All adults must model positive and appropriate behaviour at all times
- All children need to be involved in making and maintaining the rules. They have a right to say what they think should happen and to have their opinions taken into account (**Article 12**)
- All rules should be seen to be fair and applied consistently yet flexibly, taking into account individual circumstances. All rules must be justified in terms of being required to ensure safety, well-being or learning.
- Expectations should be phrased positively e.g. “walk slowly” rather than “don’t run”.

- Praise should be used frequently to reward expected behaviour and to remind children what this is. Praise should therefore be specific and refer to the behaviour rather than a generic 'you're being very good'.
- Staff need to use a quiet and calm manner when dealing with children
- Rewards/Consequences for school expectations should be clear, appropriate, fair and relevant and take into account individual circumstances (**Article 39**)
- Discipline should respect children's dignity (**Article 28**). Therefore, consequences should not humiliate but allow the child to learn from their mistakes
- Children should be given time to reflect and discuss their behaviour
- Parents/Carers should be involved at the earliest opportunity where a child's behaviour is causing concern and staff must work closely with them to bring about improvement.

## 6. Roles and responsibilities

### 6.1 Trustees / Trust Executive Team / Local Governing Body

Trustees and the Trust Executive Team have overarching responsibility for ensuring school policies comply with this statement and that the governing boards are fulfilling their role at School level.

The governing board is responsible for ensuring the school's behaviour policy's effectiveness and holding the headteacher to account for its implementation and application.

### 6.2 Headteacher and School Leaders

The Headteacher and School Leaders are responsible for reviewing the school's behaviour policy. They will:

- Ensure that the school environment encourages positive behaviour
- Support staff to deal effectively with poor behaviour choices
- Monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

### **6.3 All staff**

Staff responsibilities are:

- To treat all children fairly and with respect
- To promote children's self-esteem and help them develop their potential
- To provide a challenging, accessible and interesting curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and consequences consistently
- To build positive relationships with children
- To model positive behaviour and relationships
- To try to form a good relationship with parents so that children can see the key adults in their lives share a common aim
- To recognise that each child is an individual and be aware of their individual needs, creating individual behaviour plans to ensure additional support, when appropriate.
- To teach children the rules and conventions of social interaction and provide opportunities for discussion and reflection on their behaviour and relationships

### **6.4 Parents/Carers**

Parents/carer responsibilities are:

- To ensure they have a clear understanding of this policy – copies are provided when children join their school and an electronic copy is available on the school's website.
- To make children aware of appropriate behaviour in the school and support the implementation of this policy
- To encourage independence and self-discipline
- To try to foster good relationships with the school
- To know the school rules and expectations

### **6.5 Pupils**

Pupil responsibilities are:

- To contribute to discussions at the start of the year when establishing the class charter
- To follow the School rules and the class charter to the best of their ability

- To treat other people, resources and their environment with respect
- To follow instructions from adults within the school, questioning politely if they don't understand them or believe them to be unfair

## 7. Setting clear expectations

### **School policies will include:**

- A summary of fundamental school rules
- How children are taught to understand and follow the rules
- How children are involved in setting class charters and agreeing rewards and sanctions
- Details of reward and positive reinforcement systems
- Procedures for early intervention – how extra support or interventions are used to divert low level behaviour and prevent escalation
- Details of sanctions and procedures for issuing them. All schools will have a clearly STAGED policy for consequences which will include warnings.
- Procedures for restorative and follow-up action

## 8. Pupil support

ETAT recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Our schools' behaviour policies and strategies will be clear and consistent but will be equitably applied. This means that additional support will be provided or adjustments will be made as required to ensure the consequences are fair and proportionate in relation to a child's understanding and cognitive ability. Sanctions and follow-up action will also take into account the intention behind and the context of the behaviour, with a focus on challenging and removing root causes.

Challenging and negative behaviour will always be assessed by school leaders and/or SEND specialists to determine any underlying issues or unmet need. Where necessary, support and advice will also be sought from specialist teachers, an

educational psychologist, a Speech and Language Therapist, Children and Adolescent Mental Health Services (CAMHS) medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create an individual support plan and review it on a regular basis using the graduated approach to SEND support: assess, plan, do, review.

## 9. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Unwanted and difficult to defend against

**Bullying can be:**

- Emotional / verbal
- Physical
- Sexual
- Online

Bullying and harassment may also include racist or other discriminatory abuse, often targeting particular areas of vulnerability.

ETAT schools teach children to understand, recognise, challenge and prevent bullying and understand the difference between bullying and other forms of social conflict (NB peer and friendship issues which are a normal part of children's development). This forms part of all ETAT school behaviour policies.



## 10. Positive Handling

The use of force to restrain or control children is only used when it is the only safe option and would always comply with 'The Use of Reasonable Force in School' guidance (DfE 2012).

All staff working directly with children receive training in de-escalation techniques and basic principles of safe positive handling. In all schools, the focus is on prevention and de-escalation in order to avoid the need for any kind of physical force, which is used only when there is immediate risk of serious harm.

ETAT recognises that many children who display dangerous or extreme behaviour have experienced some kind of trauma and that restraint and physical force can re-traumatise. In order to maintain a safe learning environment for all children (**article 28**), we do not tolerate dangerous and disruptive behaviour. However, we also seek to minimise the use of force and restraint. Therefore, schools will have prevention strategies in place and make alternative arrangements for children where the need for force is at risk of becoming regular or frequent.

## 11. Safeguarding and SEND

All ETAT schools respond to inappropriate behaviour by investigating and trying to understand the cause. Inappropriate behaviour can be an indication of issues relating to child protection or unmet special educational need (**Article 39**). As well as the immediate response as set out in school sanctions procedures, schools will act promptly to identify potential underlying issues and agree a prevention and support plan with parents/carers and/or external agencies where appropriate.

## 12. Exclusions

In all ETAT schools, suspensions and exclusions are part of the staged system of consequences and will be applied if necessary. 'Necessary' means exclusion is

required to ensure people are safe and able to learn and the school can function properly.

The staged system of consequences is designed to prevent exclusion as all other stages and strategies will have been exhausted before they are used (except in the case of extremely dangerous behaviour).

ETAT recognises that the following groups of children are more likely to be excluded from school:

- Black children (rates are highest for Black and Mixed White and Black Caribbean children)
- White Irish children
- Children from Irish Traveller communities
- Children from Gypsy, Roma communities
- Children from disadvantaged backgrounds

*Permanent exclusions (2023) GOV.UK Ethnicity facts and figures. Available [here](#).*

Our positive behaviour management policies are designed to ensure that at every stage of the process, underlying issues are identified and addressed to prevent any escalation to this stage.

## Appendix A - UNCRC Rights of the child

**Article 2** Every child has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 4** Governments must do all they can to make sure every child can enjoy their rights.

**Article 12** Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

**Article 13** Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

**Article 14** Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

**Article 19** Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

**Article 27** Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

**Article 28** Every child has a right to primary education, which should be free. Discipline in schools should respect children's human dignity;

**Article 29** Education must develop each child's personality, talents and abilities to the full. It must encourage children to respect their parents, and their own and other cultures.

**Article 30** Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

**Article 31** Children have the right to relax, play and to join in a wide range of leisure activities.

**Article 39** Children who have been neglected or abused should receive special help to restore their self-respect.