



Diocese of Norwich  
St Benet's  
Multi Academy Trust



*With friendship, trust and kindness, we fly!*



# Behaviour Policy

Policy Type:	Academy Policy
Date Issued by Federation Academies:	Dec 2022
Approved By:	Local Governance Committee
Approval Date:	Dec 2022
Review Date:	Dec 2024
Person Responsible:	Executive Head

## 1. Aims

We want every member of our federation to feel 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 schools' behaviour policy is therefore designed to support the way in which all members of each school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our Federation vision of 'With friendship, trust and kindness we fly!' underpins our policy. Pupils develop friendship skills, including recognising what makes a good friend. Members of the whole school community trust each another to follow our behaviour policy and support individuals when things aren't going well. We recognise that an effective behaviour policy is kind to everyone as it makes us feel safe.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our school specific systems of **rewards and consequences**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

### **3. Roles and responsibilities**

#### **3.1 The governing board**

The governing board is responsible for reviewing and approving the behaviour policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

#### **3.2 The Executive Headteacher**

The Executive Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board.

The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

#### **3.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

#### **3.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### **4. Positive Behaviour Management**

Annually, each class reviews together a set of class rules. The key to this is giving pupils 'ownership'. These focus on keeping each other safe and allowing all pupils to learn.

The class rules are displayed in each classroom and are used to support pupils with their understanding of the behaviour policy.

### **5. Unacceptable behaviour**

**This includes:**

- Disruption in lessons and at break and lunchtimes
- Repeated breaches of the class rules
- Being physically abusive towards pupils or staff
- Being verbally abusive towards pupils or staff
- Damage to property
- Demonstrating threatening behaviour
- Bullying

## **6. Bullying and Racial Harassment**

Incidents of racism, sexism and bullying are always unacceptable. The school sets out in its Anti-bullying and Racial Equality and Equal Opportunities policies how these incidents are will be dealt with in line with local and national guidelines. Incidents of racism must be reported to the governing body.

## **7. Rewards and Consequences**

We expect all pupils to follow our behaviour policy and therefore reward for the 'above and beyond'. Similarly, consequences are given for when children do not follow the behaviour policy.

We recognise that each of our schools in our Federation family is different, including the age range of pupils. Therefore, we have school specific plans for rewards and consequences which are reviewed annually as part of the preparations for a new school year.

## **8. Behaviour management**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their classroom rules
- Develop a positive relationship with pupils.

### **8.2 Positive Handling**

Staff may on very rare occasions need to physically intervene in order to restrain a child. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. All staff are aware of and act on the Department for Education advice in the use of reasonable force in order to ensure the safety of children and staff.

### **8.3 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, 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 the plan and review it on a regular basis.

### **9. Searching, Screening and Confiscation**

The DFE have created guidelines on screening, searching and confiscation powers a school has which can be read [here](#).

### **10. Exclusions**

In the case of extreme behaviours referred to the Executive Head teacher, appropriate sanctions in this instance could involve internal exclusion or if necessary the exclusion of a pupil for a fixed number of days in accordance with DCSF guidelines.

### **11. Training**

As part of their induction process, all new staff are trained in the school specific behaviour procedures.

Step On training is planned as part of a cycle of training we that staff access bi-annually.

### **12. Additions to School Behaviour Policy for Covid-19 Safety Precautions**

Children will be expected to follow the school safety procedures in relation to Covid19 as appropriate. It is really important that children follow the procedures that we share with them as we want everyone to be as safe as possible in school.

These include:

- Following altered routines for arrival or departure
- Following school instructions on hygiene
- Following instructions on who pupils can socialise with in school
- Moving around the school as per specific instructions
- Taking responsibility for using tissues to catch coughs and sneezes and disposing of them in the lidded bin provided.
- Following rules about sharing any equipment
- Following amended expectations about break and lunch times, including where children may or may not play
- Following the rules about access to toilets
- Following rules about coughing or spitting at or towards any other person