ACE Learning



Behaviour Policy

Date of Ratification	**Spring 2024**
Date for Review	**Spring 2027**

Introduction:

DfE guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the SEND policy, Anti-bullying policy, Safeguarding policy and the policy for Teaching and Learning.

Good, sensible, quiet and well-mannered behaviour is to be encouraged and expected at all times.

Strong emphasis is based on good behaviour and the development of responsibility - responsibility to themselves, to each other, to their family and to the academy trust. Discipline is enforced in such a manner as to encourage an acceptable level of behaviour and attitude at all ages.

Rationale:

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the academy trust community to allow each one to understand the policy of the academy trust and to apply it consistently and fairly. It aims:

- To ensure appropriate behaviour and language throughout the academy trust
- To encourage and praise greater effort in both work and behaviour
- To ensure an academy trust approach to discipline which is used and approved by all the staff in the trust – teaching and non-teaching staff
- To ensure that parents are informed and are aware of the disciplinary procedures
- To provide a system to encourage good behaviour and to try and reverse continuous and habitual poor behaviour
- To ensure a safe, caring and happy environment
- To promote good citizenship
- To promote self-discipline
- To prevent bullying (see Anti-Bullying policy)

Principles:

Every child has the right to learn and no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work. The academy trust welcomes and encourages the involvement of trustees, parents and carers and others in the community.

Responsibilities:

All members of the academy trust's community – teaching and non-teaching staff, parents, pupils and trustees – work towards the academy trust aims by:

- Providing a well-ordered environment in which all are fully aware of behavior expectations,
- Treating all children and adults as individuals and respecting their rights, values and beliefs,
- Fostering and promoting good relationships and a sense of belonging to the academy trust community,
- Offering equal opportunities in all aspects of academy trust life and recognising the importance of different cultures,
- Encouraging, praising and positively reinforcing good relationships, behaviour and work,

- Rejecting all bullying or harassment in any form,
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently,
- Caring for, and taking pride in, the physical environment of the academy trust,
- Working as a team, supporting and encouraging each other.

Rules

Where rules are given to the children there must be opportunity to discuss them and ensure that they are fully understood and accepted. All rules will be displayed in the appropriate place. Each school may wish to add extra rules of their own.

Class Rules:

- We will keep our hands and feet to ourselves.
- We will listen to others and take turns.
- We will be helpful, kind and polite.
- We will work to the best of our ability.

Playground Rules:

- We will play carefully to make sure everyone is safe.
- We will take care of the playground equipment.
- We will stay outside.
- We will look after each other and make sure people are included.
- We will show respect for each other by what we do and say.

Lunch Time Rules:

- We will line up quietly.
- We will be well-mannered, use 'please' and 'thank you' and won't speak with our mouth full.
- We will talk quietly.
- We will put our hands up if we want something.
- We will keep the tables clean and tidy and use the cutlery provided.

Behaviour Management Strategies

Our ethos is based on praising and rewarding good behaviour. This may be simple encouraging gestures such as smiling or nodding or an encouraging word. Stickers, certificates or house points may be awarded to underline these strategies. Good work can be sent to the Head of School or another member of staff.

Sanctions will be applied in cases of unacceptable behaviour.

"No school however positive or imaginative can eliminate disciplinary difficulties entirely" (DfE: "Good Behaviour and Discipline")

Each school operates a behaviour management system which is to be followed by all staff when children do not follow the agreed rules. Details of these systems are available on request from each school and are published on each school's website.

Liaison with Parents:

Parents will be kept informed about their child's behaviour. In exceptional circumstances, if it appears that this has to be monitored on a very regular basis a 'home/school contact' book may be started. The book is written in by the teacher or learning support assistant at the end of each day and sent home.

The parent writes in it each evening and returns the book to school. This can be an onerous task for the class teacher and it may be that when the behaviour improves the contact book can be reduced to a weekly contribution.

A 'good behaviour' book is also effective. The teacher only records the good things that the child has done or achieved that day and makes no comments about the poor behaviour.

A n individual behaviour plan may be set up if a child is displaying poor behavior and is at risk of exclusion. Parents need to fully support the implementation of a behaviour plan where targets are set for the child, school and parent to work towards. These are reviewed on a regular basis.

Outside Agencies:

Any worries about any pupil should be discussed with the SENDCO. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENDCO and Head of School, or as the result of discussion at Parents' Evening, which take place three times a year. Any outside agency will need information. Therefore teachers need to document evidence of behaviour carefully so that it can be collated when required.

Outside agencies include:

- Learning Support Service
- Educational Psychology
- Behaviour Support Service
- Teacher for Hearing or Visually Impaired
- Speech Therapist
- Physiotherapist
- Pre-School Advisor
- School Doctor
- Social Services

Suspension:

If a child is in danger of being suspended a behaviour plan may be put into place and agreed between parent, child and school staff.

Parents will be notified of the reason for the suspension. Before the child is re-admitted to the academy school, a meeting between the parents and the Head of School will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to mitigate the risk of a repetition of the offending behaviour.

A written record of the discussion, may be made and shared with parents following the meeting.

Monitoring:

The senior leadership team of the trust will monitor the behaviour throughout the academy schools.

Agreed changes to this policy will then be incorporated as necessary.