



Tollbar MAT
Family of Academies

BEHAVIOUR POLICY

January 2021

1 Introduction

1.1 This policy addresses the promotion of positive behaviour, in accordance with Tollbar MAT's general aims and ethos, in relation to children and young people's personal, social and moral development, and also our general policy on rewards and sanctions with regard to student's behaviour.

1.2 DfE has issued advice to schools entitled 'Behaviour and Discipline in Schools'. This has been adopted and incorporated into the Academy behaviour policy.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

1.3 We regard behaviour and attitude as a highly important aspect of a young person's education and development. We believe that it is important that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children and young people need good personal and social skills in order to live fulfilling and rewarding lives as adults.

1.4 Behaviour which, in any way, disrupts learning, is unacceptable in our academies, and through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. We will endeavour to meet the needs of all children, including those with social, emotional and mental health difficulties.

1.5 This policy informs the specific procedures adopted in each constituent academy.

1.6 Following the recent coronavirus (Covid-19 outbreak) and in line with the newly released guidance around behaviour and discipline in schools we have made the following highlighted adjustments to our Behaviour Policy.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

2 Aims and Objectives

2.1 It is our primary aim that every member of each Academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values of which are built on mutual trust and respect for all. Tollbar MAT's Behaviour Policy is therefore intended to support all members of our Academies' community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels safe, secure and able to achieve.

2.2 Each constituent Academy has a number of rules which are clearly published on each Academy website. But our Behaviour Policy is not primarily concerned with rule enforcement: it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

2.3 Tollbar MAT expects every member of each Academy community to behave in a considerate way towards others.

2.4 We aim to treat all children fairly and to apply this Behaviour Policy consistently.

2.5 This policy aims to help young people grow in safe and secure environments, and to become positive, responsible and increasingly independent members of their academy and the wider community.

2.6 Each Academy aims to promote and reward good behaviour nurturing an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2.7 The aim is to support and successfully reintegrate students back in to the Academy. The changes will hope to re-set behaviour and attendance expectations.

3 Rewards and Sanctions

3.1 We praise and reward children and young people for good behaviour in a variety of ways:

- Teachers praise children and young people for considerate, positive behaviour in such a way as to underline its value to the academy.
- We award merits to children and young people, for consistently good work, a positive attitude to their studies, their behaviour in and around the academy and the community, outstanding effort or acts of kindness, good attendance and punctuality (see details in the student planner)
- We have introduced a 'Student of the Week' reward system that will enable teachers to commend individuals who work hard within their cluster groups and build students' confidence and social skills within the cluster group. Students will be rewarded with a weekly certificate (further details will be given to students when they return).
- In the primary Academies, a similar system is followed: bronze, silver and gold pins are rewarded for good behaviour every 10 weeks; certificates are awarded for excellent behaviour every 5 weeks, based on a hierarchical system, building towards the top certificate; house points are awarded for a collective reward afternoon at the end of each term; and weekly certificates are awarded to a member of each class through our Star of the Week system.

3.2 Each academy acknowledges all the efforts and achievements of young people, both within and beyond the academy.

Positive behaviour will be rewarded with:

- Praise
- Merits
- Letters or phone calls home to parents
- Special responsibilities
- End of Year Awards Assembly

3.3 Each academy uses a number of sanctions to enforce academy rules, and to ensure a safe and positive learning environment. Appropriate sanctions are imposed if students fail to meet the academy's high standards. (see details in the student planner)

4 Student Code of Conduct

4.1 Students should always be:

- Polite and Courteous
- Smartly dressed in our uniform
- Respectful of others including their health and wellbeing:
 - this includes not purposefully coughing/ sneezing on someone
 - following the 'Catch it, Bin it, Kill it' advice
 - washing their hands/sanitising their hands frequently and when possible
 - adhering to social distancing around the Academy site
- Hardworking in all they do
- Careful to look after their own and others' property
- Well behaved in and out of lessons, during transition between lessons and on the journey to and from the Academy.
- Supportive of the Academy's high standards and reputation
- Supportive of the Academy's Behaviour Policy
- Good ambassadors for the Academy

4.1 Remote Learning

Whenever students are accessing remote learning, they should continue to abide by the Student Code of Conduct. They should also:

- Log in to the online lesson on time
- Have books and stationary ready before class begins
- Mute their microphones and turn off cameras when instructed to do so by their teacher
- Use appropriate language when using the chat facility
- Students should not take screenshots or record any part of their lesson unless requested to do so by a teacher.

5 Disciplinary Procedures

5.1 Students who fail to meet the Academy's high standards should expect to be punished. This includes where behaviour outside the Academy premises affects the Academy or its staff or students. Punishments vary according to the offence but may include being given:

- ◆ a 'telling off' or warning about future conduct and remind them of the importance of respecting the education, safety, welfare of others
- ◆ a written task e.g. short essay/apology
- ◆ letters home to parents/carers
- ◆ a detention at the end of the Academy day
- ◆ a period of close supervision by means of the Daily Report procedure or a Pastoral Support Programme
- ◆ a day, or several days, in 'isolation'
- ◆ a period of exclusion to be served in the Social Inclusion Unit (your parents will be notified in writing of this punishment)
- ◆ a period of exclusion from the Academy (your parents will be notified in writing of this punishment)
- ◆ permanent exclusion

In the primary academies, punishments vary according to the offence but may include being given:

- ◆ a series of initial warnings, using our verbal warning; name on the board; x system
- ◆ a cooling off period in our Inclusion Room for 20 minutes, where two crosses have been achieved
- ◆ a longer period in our Inclusion Room, where three crosses have been achieved, including over a break or lunch period
- ◆ a period of close supervision by means of a Daily Report procedure
- ◆ letters home to parents/carers
- ◆ phone class and meetings arranged with parents
- ◆ a day, or several days, in the Inclusion Room
- ◆ a period of exclusion from the Academy (your parents will be notified in writing of this punishment)
- ◆ permanent exclusion

6 Permanent Exclusion

Any student engaging in severely inappropriate behaviour will be permanently excluded.

The following are examples of the types of behaviour which have led to permanent exclusions in the past:

- bringing the Academy into serious disrepute
- possession of a dangerous weapon or use of an item as a weapon
- behaviour that presents a danger to the welfare of others
- possession or use of an illegal substance or alcohol
- possession of drug paraphernalia
- acts of violence/intimidation/bullying (including cyber bullying) harassment/sexual assault (of students or staff)
- damage to property
- theft
- arson
- persistent disruption to the learning of others
- persistent refusal to comply with the discipline procedures of the Academy
- deliberately setting off a fire alarm
- malicious accusations against staff

These are only examples and there may be serious incidents not covered above which may also lead to a permanent exclusion at the discretion of the Principal.

7 Bullying

7.1 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. The act of bullying, either in the academy or out of the academy, will not be tolerated. It is the responsibility of all (parents, staff - including non-teaching, and students) to report a bullying incident to any member of the teaching staff.

7.2 Bullying will be dealt with seriously. Senior and Pastoral staff are very experienced in dealing with bullying incidents and will advise/support any member of staff who has to deal with any such incident (see details in the student planner and our Anti Bullying Policy on our website).

7.3 In the primary academies, various systems are in place to support children. These include supporting and promoting the anti-bullying week; participation in national annual events such as the ‘odd-sock’ campaign; worry boxes in all classrooms for children to voice any concerns in confidence; regular promotion of the anti-bullying message and the celebration of diversity and tolerance through the curriculum.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

8 Care, Control and Restraint

8.1 The purpose of a Care Control and Restraint Policy and Guidelines is to support the educational and other aims of the Academy and to ensure that the conduct of all members of the Academy community is consistent with the values of the Academy. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document *The Use of Force to Control or Restrain Pupils – Guidance (DCSF 2010)*, and the recently amended non-statutory advice issued by the Department for Education in July 2011.

8.2 Physical control may be necessary on some occasions and the academy reserves the right to use reasonable force when necessary. The degree of force would be the minimum required to control the behaviour and it would be applied in a manner that attempts to reduce, rather than provoke aggressive action. Teachers may for example, physically separate students found fighting, or may physically remove a student who is refusing to leave a room.

8.3 Physical restraint is the positive use of force and may be used in order to protect a child from risk, harming others or seriously damaging property. It may also be used when serious disruption prevents others receiving their educational entitlement.

9 Searching of Students

9.1 The Academy Behaviour Policy takes full cognisance of the DfE advice regarding screening, searching and confiscation; use of reasonable force, behaviour and discipline in schools.

9.2 In the first instance staff who suspect students of having inappropriate or banned items should ask the student politely to hand over items that are not allowed in the Academy that they have in their possession.

9.3 The Principal of each Academy reserves the right to authorise a search of students or their possessions (including bags) without their consent if there are reasonable grounds for doing so (see details in student planner).

10 The role of staff

10.1 It is the responsibility of all staff to ensure that the behaviour policy is implemented consistently and that students behave in the correct manner in and around the Academy and in the community.

10.2 All staff have high expectations of learners with regard to behaviour, and they strive to ensure that all young people achieve to the best of their ability.

10.3 All staff will act in a professional manner at all times and be a model for positive behaviour

10.4 The class teacher treats each young person fairly, and enforces the classroom code consistently. Teachers treat all young people in their classes with respect and understanding.

10.5 Staff will contact a parent or carer if there are concerns about the behaviour or welfare of a young person.

10.6 The Senior Leadership and Pastoral teams will support staff in responding to behavioural issues.

11 The role of the Principal

11.1 It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the MAT's Behaviour Policy consistently throughout the Academy and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all young people in the Academy.

12 The Role of Parents and Carers

12.1 Each academy is required to have, and to ask parents to sign, a Home-Academy Agreement that outlines the responsibilities of the parent and the Academy; including behaviour and attendance (see student planner).

12.2 Each Academy collaborates actively with parents and carers, so that young people receive consistent messages about how to behave at home and at school.

12.3 We explain the Academy rules to students and we expect parents and carers to understand and support them (as detailed in the student planner).

12.4 We endeavour to build a supportive dialogue between the home and the Academy and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

12.5 If the Academy applies sanctions to punish a young person, we expect parents and carers to support the actions of the Academy. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the Academy. If parents or carers wish to pursue the complaint, they should contact the Academy in accordance with Tollbar MAT's Complaints Policy.

13 The Role of Directors/Governors

13.1 The Board has the responsibility for keeping this policy under review.

13.2 The Local Governing Body has the responsibility for adopting this policy and of agreeing a set of procedures for their Academy in line with the principles of the policy.

13.3 The Principal has the day-to-day authority to implement the MAT's policy and Academies' consequent procedures on behaviour and discipline.

14 Monitoring and Review

14.1 The Principals monitor the effectiveness of this policy and related procedures on a regular basis. S/he also reports to the local governing body on the effectiveness of the policy who, if necessary, makes recommendations for further improvements to the Board.