



# **INSPIRING FUTURES PARTNERSHIP TRUST**

## **BEHAVIOUR POLICY**

Policy Type	Statutory
Updated by	Jon Mason
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Additional policy information effective 1st June 2020 can be found in the appendix

## **INSPIRING FUTURES PARTNERSHIP TRUST BEHAVIOUR POLICY**

The Inspiring Futures Partnership Trust (IFPT) Behaviour Policy is based upon the following aims:

### **AIMS OF IFPT BEHAVIOUR POLICY**

1. To provide a positive atmosphere which is safe, calm and caring, allowing effective learning can take place.
2. To provide a positive atmosphere where success is emphasized, encouraged and rewarded and support given to caring and co-operative behaviour.
3. To ensure consistency, fairness and clear expectations.
4. To ensure that pupils are listened to and treated with equal respect.
5. To enable pupils to develop social skills and moral values in the context of the Academy as a community.
6. To ensure positive motivational strategies are employed in the Trust Academies and anti-social behaviour discouraged.
7. To ensure rewards cover a wide range of academic as well as non-academic achievements, with both sanctions and rewards being clearly specified.
8. To ensure that bullying, sexual/racial harassment are brought to the attention of the staff and are firmly dealt with.
9. To ensure that non-teaching staff, parents and governors are aware of, and give support to, the standards of behaviour expected of the pupils.
10. To ensure rules are kept to a minimum and only include those which are meant to be enforced.
11. To ensure that sanctions are designed to signal the degree of disapproval.
12. To encourage de-escalation rather than confrontation.
13. To ensure that there is some flexibility in the punishment system so that staff can be sensitive to the needs of individuals.
14. To encourage and reward good behaviour, rather than simply sanction bad behaviour.
15. To ensure the inclusion of all pupils and, where appropriate, access additional or alternative support.

### **TRUST ACADEMY RULES**

#### **ASSERTIVE DISCIPLINE AT INSPIRING FUTURES PARTNERSHIP TRUST**

**AIMS:** “To create a positive learning environment for all members of the Trust’s Academy community and an even approach to dealing with behaviour issues as they arise.”

‘Assertive Discipline’ is a system of positive behaviour management which is designed to create a positive environment in which teachers can teach and children are able to learn more effectively. It provides both children and adults at the Trust

with a structure of how we wish them to behave, and the opportunity to make individual choices to fulfil those criteria.

The system is based on **‘five golden rules’**, which are designed to provide the children with a structure to their behaviour. Children will therefore be in no doubt how they are expected to behave, and have the opportunity to make informed choices in order to follow these rules. If a child chooses not to follow these rules their behaviour will not be accepted, and there are a series of consequences which they will face for choosing inappropriate behaviour. The system is designed to be appropriate to the ages of the children and prepares them for the next stage, as they move up the Academy.

### **KS2 Rules and Consequences**

<b>RULES</b>	<b>CONSEQUENCES</b>
1. Follow instructions given by all adults.	1. <b>Green Card- Formal warning.</b>
2. Keep hands, feet and objects to yourself.	2. <b>Orange card- Time out (3 mins to complete form straight after incident)</b>
3. Treat equipment sensibly.	3. <b>Red card – miss next playtime and parents informed</b>
4. Show respect to all members of the Academy community.	4. Report to Head of Year
5. Listen carefully and respond appropriately.	5. Report to Vice-Principal
	6. Inform Principal

If a child breaks one of the Trust Academy rules, staff will give a verbal warning if appropriate to the severity of the rule break. If they break another rule or the same rule again, they will face the first consequence of receiving a green card and their behaviour will be recorded. On the next occasion, the child will receive an orange card and fill out a time out form immediately after the incident. If, as a result, they do not complete their work, they may be asked to stay in at the next break to complete it. On the third occasion, the child will receive a red card and will stay in for their next available break. Parents will then be informed by phone call or letter. A copy of the letter or details of the phone call will go into the child’s personal profile. For a serious incident- a senior member of staff may approve a child being fast-tracked through the consequences directly to stage 2 or 3. After the point of a red card, or for a serious incident, the child will first be sent to discuss their behaviour with their Year Leader, then the Vice-Principal. These senior leaders also have the option to use additional sanctions such as removal of privileges for serious incidents or for a severe pattern of poor behaviour. The Principal will be informed of any serious

breach or persistent breaches of the Trust’s behaviour policy and where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in that Academy. At this point the Principal may decide to issue a fixed period or permanent exclusion.

When warning a child about their behaviour or discussing their behaviour with them, the teacher will directly refer to the Trust’s Academy rules. “I am giving you a warning because you are talking when I am talking which breaks rule 5”. They may ask the child to explain to them which rule they are breaking. By Upper KS2, the children should know the Academy rules by heart.

Every child will start afresh the next day with a clean slate, and have the opportunity to choose more appropriate behaviour.

Assertive Discipline records are held on SIMS and updated weekly.

### **K.S. 1 Rules and Consequences**

<b>RULES</b>	<b>CONSEQUENCES</b>
1. Do what the grown-ups in our Academy tell you, straight away.	1. Move peg down to “Make Better Choices”
2. Be gentle with everyone.	2. Move peg down to “Cross off a smiley face”- smiley face crossed off.
3. Take care of Academy belongings.	3. Second smiley face crossed off, parents informed and some playtime missed.
4. Be kind and caring to all the people in our academy.	4. Report to Head of Year
5. Listen carefully to other people and give sensible answers	5. Report to Vice Principal
	6. Inform Principal

KS1 children follow a simplified version of the five Academy rules used at KS2 (see chart below). Each class has a peg chart. All children start each day on “Ready to Learn”. If they break an Academy rule, they will first receive a verbal warning. On the second occasion, they will be asked to move their peg down to “Make Better Choices”. On the third occasion they move their peg down to “Cross off a Smiley Face” and a smiley face is crossed off next to their name. If a second smiley face is crossed off, their parents will be informed and they will miss part of their next playtime. If a third smiley face is crossed off, they will report to their Head of Year or the Vice Principal as appropriate. The Principal will be informed of any serious breach or persistent breaches of the Trust’s Behaviour Policy and where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy. At this point the Principal may decide to issue a fixed period or permanent exclusion.

Every child will start afresh the next day with a clean slate, and have the opportunity to choose more appropriate behaviour.

When warning a child about their behaviour or discussing their behaviour with them, the teacher will directly refer to the Academy rules. "I am giving you a warning because you are talking when I am talking which breaks rule 5". They may ask the child to explain to them which rule they are breaking. By Upper KS2, the children should know the Academy rules by heart.

Assertive Discipline records are held on SIMS and updated weekly.

### **Foundation Stage**

In the Foundation Stage Department, the children follow the Foundation Stage guidance developing positive social attitudes and skills. Children are rewarded for kind and considerate behaviour. The children follow the same simplified Academy rules as KS1. Children are talked through their behaviour and guided as to how to make changes. The concept of a consequence for breaking a rule is introduced through the smiley face chart and time out away from play.

### **Celebrating Success**

The Assertive Discipline System is closely linked to a system of rewards. Achievements are recognised through awards which include certificates, stickers and star of the week. At KS2, children can earn golden cards and house points. Golden cards go towards a group reward for their whole class. At KS1, children can move up the peg chart to "Way to Go" and "Superstar". Children reaching superstar can participate in a group reward at the end of the week.

At KS1, children who have not crossed off any smiley faces are acknowledged through being allowed golden time.

A celebration of success assembly is held weekly at both key stages. At Key stage1/Foundation stage, children are selected by the classteacher to celebrate some work in front of the other children. At KS2 pupils are selected from a particular year group in recognition of a specific achievement.

### **Lunchtimes**

- Midday supervisors inform class teachers of inappropriate behaviour at lunchtime. It is the responsibility of each class teacher to follow up with appropriate action once back in the classroom.

### **Pupils with SEND**

- Where a pupil has significant emotional or behavioural difficulties or additional needs which impact their behaviour, class teachers will work closely with the SENDCo

- A child may require a behaviour chart or behaviour book that is specific to them and their needs, as well as a more detailed record of their behaviour being kept by staff.
- This may result in a need for closer, more regular contact with parents.
- Where appropriate, a child may be referred to the Pupil Referral Unit or to the Educational Psychologist.
- If required, staff may carry out a risk assessment for a particular child in conjunction with the SENDCo.
- Records kept by staff will be uploaded to SIMs.

Please also refer to other relevant policies- SEN, Inclusion, Equal Opportunity, Disability Equality and Use of Force.

### **Monitoring**

Behaviour records are printed half termly and given to operational phase leaders. Year leaders fill in actions taken to modify the pupil's behaviour (contact with parents, behaviour chart, learning mentor support etc.) and grade behaviour for relevant pupils as mild, moderate or of concern.

### **Inclusion Strategy for Pupils who are Physically Aggressive**

**Please note: this strategy is not specifically aimed at pupils with ASD; it is to be used with ALL pupils who are consistently, physically aggressive. It is important we recognise the many pupils at IFPT who have ASD and are not aggressive. Equally, it is not unusual to encounter a pupil who is aggressive but does not have ASD.**

This inclusion strategy is intended to guide all parties involved in supporting the child, including: family members, Trust and Academy staff, senior leaders, trustees and outside agencies in providing the pupil with a full range of strategies to support their behaviour. It is also intended to provide a framework for the parents of physically aggressive pupils to highlight the severity of their child's behaviour and the importance of working collaboratively with the Trust and individual Academy. The system provides the pupil and family with an increasing amount of support and advice, culminating in permanent exclusion if sustained physical aggression continues.

### **Before Implementing the Inclusion Strategy for Pupils who are Physically Aggressive**

Prior to implementing the Inclusion Strategy for Pupils who are Physically Aggressive, class teachers need to follow the IFPT Behaviour Policy, then, if appropriate, make reasonable adjustments to support the pupil's behaviour using the graduated approach to attempt to meet the pupil's needs in accordance with the

SEN Code of Conduct. These reasonable adjustments, which must be agreed with the Year Leader and SENDCo, could include but are not exclusive to:

- Personalised behaviour incentives: sticker charts, opportunities to earn rewards with positive behaviour
- Regular communication with parents: parent teacher meetings, Home Academy communication books, regular informal discussions
- Increased supervision: moving pupil onto a table near the teacher, asking the pupil to line up at the front of the line, informing teachers on duty to pay particular attention
- Adapting classroom settings: avoiding busy transitions, adapted seating plans, using positive role models, time out cards, quiet space in classroom, individual workspace
- Access to specific focus groups/ support: social stories, learning mentor, structured opportunities to release energy
- Behaviour plan co-created with input from all adults that work with the pupil, including parents
- Referrals made to relevant agencies: SaLT, CAMHS, OT, Educational psychology, First Response
- Internal exclusions used to show the seriousness of the behaviour.

Once reasonable adjustments have been made and given time to embed, if the child continues to be physically aggressive, the family will be informed in writing and the Trust and the individual Academy will begin to implement the first steps of the Inclusion Strategy for Pupils who are Physically Aggressive.

#### Implementing the Inclusion Strategy for Pupils who are Physically Aggressive.

Pupils should not move up the list as a matter of formality. Pupils should be given credit for positive behaviour and the opportunity to be removed from the list or move down the list if the support provided is reducing the frequency or severity of physical aggression.

1. Parents advised in writing by the Principal that their child has exhausted the usual Trust Behaviour Policy and reasonable adjustments that have been made have not had the desired impact.
2. Formal meeting with class teacher, Year Leader and SENDCo to evaluate current strategies, discuss ongoing referrals or new referrals to be made. If not already completed, referrals should be made to PRU in reach/outreach, Specialist Teaching Service drop-in clinic, Community paediatrician, CAMHS (if applicable), and contact local ASD ARP to request they observe the pupil (if relevant to their need).

3. Parents and pupil invited to a meeting with the appropriate member of SLT and SENDCo. Trustees also informed at this stage.
4. Multi agency Case Conference including all professionals that support the child, including parents and Principal. Also invite the child for part of the meeting if age-appropriate. Any additional strategies identified through this meeting are to be pursued, if reasonably practical.
5. Principal to inform Safeguarding Trustee of the outcome of the Case Conference and comments requested.
6. Exclusion Checklist for Headteachers to be used following the next serious event and possible fixed period exclusion issued.
7. Parents to be informed of the urgent need for alternative provision.
8. Bucks County Council's Exclusions and Reintegration Team consulted with to explore managed move, PRU placement potential.
9. If possible, alternative placement arranged. Examples could include:
  - Full time PRU placement arranged by Principal
  - Transfer to an ARP or Special School arranged by SENCo
  - Managed move arranged by the Principal
10. Permanent exclusion.

Throughout this process it is important for the welfare and education of the other children and well-being of staff to be considered with equal weighting.

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## **Appendix**

The Trust is following the Government's COVID-19 related reopening advice and guidance as detailed below and in response to the posed questions:

### **19.1 Will pupils be punished if they deliberately disobey rules on protective measures?**

It is important for schools to be calm and disciplined environments, where everyone follows the rules. Before they reopen, schools should update their behaviour policy to reflect the new protective measures and new rules and routines. It should also include appropriate consequences (such as sanctions and rewards), so that staff can ensure pupils understand them and can enforce them rigorously. The disciplinary powers that schools currently have, including exclusion, remain in place. Schools will be aware that the current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour. Our guidance on mental health and behaviour in schools sets out how mental health issues can bring about changes in a young person's behaviour or emotional state and how this can be reflected within the approach to behaviour set out in [Creating a Culture](https://www.gov.uk/government/publications/behaviour-in-schools).  
(<https://www.gov.uk/government/publications/behaviour-in-schools>)

### **19.2 How can schools make reasonable adjustments when they devise and implement new rules?**

Some children will return to school having been exposed to a range of adversity including bereavement and long term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) concerns. Additionally, where children have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour. Some children will need additional support and access to services such as Educational Psychologists, social workers, and counsellors. For children and young people with SEND, it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly.

### **19.3 Can head teachers exclude pupils?**

Head teachers retain the power to exclude pupils on disciplinary grounds. Any decision to exclude should be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate. Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

We expect schools who have permanently excluded a pupil to work with parents or carers and the local authority to arrange a place at an alternative educational setting as soon as possible so as to minimise any further breaks in education provision. Where the child in question is vulnerable, the school should notify the local authority/social worker immediately and should work with the local authority to ensure that the child is found a place in another educational setting quickly. During any gap in provision, education providers, social workers, local authorities and other professionals will need to work together to ensure adequate and appropriate

arrangements are in place to keep in touch with vulnerable children and young people.

**19.4 What is the effect of coronavirus on governing boards' duties to consider reinstatement of excluded pupils, and the process for independent review panels (IRPs)?**

The timeframes set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 remain in force. This applies to all exclusions, including those that were issued before 23 March.

The government appreciates that it may not be possible to meet the timeframes set out in regulations for review meetings and IRPs, due to the disruption caused by the coronavirus outbreak and the health risks of holding meetings. The Regulations themselves envisage that the timeframes may not always be met, which is why they specify that meetings and panel hearings must still go ahead even if the relevant deadline has been missed. It is for the governing board or arranging authority to assess the facts of the case and decide whether the statutory deadlines are achievable or whether, in the circumstances, the meeting has to be delayed.

Governing boards and arranging authorities should continue to take reasonable steps to ensure meetings are arranged for a time when all parties are able to attend.