



TWHF Behaviour Policy

Key Document Details

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1. Aims and expectations

- 1.1 It is a primary aim of our trust that every member of the school community feels valued, respected, and safe. We are a caring community, whose values are built on mutual trust and respect for all.
- 1.2 Whilst each individual school within the Trust has its own statement of behaviour principles reflecting the context of the school, this over-arching policy sets out the Trust's core beliefs and expectations about pupil/student behaviour and the important role staff have to play in responding effectively.
- 1.3 Relationships are key. The trust expects every member of the school community to behave in a considerate, and respectful way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 We teach our pupils and students to care for one another and respect boundaries around their bodies and belongings.
- 1.7 Staff receive training to ensure they are trauma aware and also trauma responsive, so that they have the skill and tools to support pupils/students effectively.
- 1.8 The effectiveness of this policy can be measured by staff and pupil/student well-being.

2. Our understanding of behaviour

- 2.1 For pupils/students to engage with their learning they need to feel safe, secure and listened to.
- 2.2 Pupils/students need consistent expectations/rules in place which are clear, regularly revisited and adapted where needed.
- 2.3 Relationships are at the heart of our approach to behaviour across the Trust.
- 2.4 Staff recognise that behaviour is a form of communication and needs to be actively listened to.
- 2.5 Where pupils/students have suffered or are suffering from abuse or neglect, we recognise that they will need additional support when they are distressed and displaying challenging or disruptive behaviour.
- 2.6 For staff to respond effectively to challenging or disruptive behaviour they need to understand what the behaviour is telling them about the child and their needs

3. Positive re-inforcement

3.1 Praise and positive re-inforcement are used by staff to achieve the Trust's aims.

- teachers congratulate children;
- teachers give children success points;
- sharing good work with other classes/teachers
- acknowledgement of good behaviour during assembly times;
- sharing good news with parents

4. Anti-bullying

- 4.1 We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create barriers to learning and can have serious consequences for the mental health and well-being of our pupils and students.
- 4.2 We promote positive relationships to help prevent bullying in the first instance and require all members of our community to work with the school to prevent bullying.
- 4.3 The trust and each school within it does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

5. Use of reasonable force / physical intervention

- 5.1 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in **Use of reasonable force – advice for headteachers, staff and governing bodies. (Reference: DFE-00295-2013) and the Education Act 1996 (section 550A: The Use of Force to Control or Restrain Pupils)**. 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. The actions that we take are in line with government guidelines on the restraint of children. This policy should be read in conjunction with the trust policy on physical restraint of pupils.
- 5.2 Staff can use reasonable force to prevent pupils/students from hurting themselves or others, from damaging property or from causing disorder

6. The role of the teacher/tutor

- 6.1 It is the responsibility of the teacher/tutor to ensure that pupils/students know and understand the school rules and expectations about behaviour.
- 6.2 The teachers/tutors in our schools have high expectations of the children in terms of behaviour, and they strive to promote positive relationships
- 6.3 The teacher/tutor treats each child fairly and with respect and understanding.
- 6.4 The teacher/tutor will work alongside members of the school safeguarding team to ensure that where safeguarding or child protection concerns have been identified, this informs teaching and learning so that adaptations can be made, where required.
- 6.5 The teacher/tutor reports to parents about the progress of each child in their class, in line with the whole-school policy. The teacher/tutor may also contact a parent if there are concerns about the behaviour or welfare of a child.

7. The role of the safeguarding team

- 7.1 The Designated Safeguarding Lead will work in partnership with teachers and tutors to ensure headline information about safeguarding and child protection is shared, on a need to know basis.
- 7.2 The DSL will work collaboratively with teaching staff and tutors to ensure they have the knowledge and understanding to adapt teaching and learning in light of any complex trauma a pupil/student may have experienced/be experiencing.

8. The role of the senior leadership team of TWHF and School

- 8.1 It is the responsibility of the Executive Directors supported by the CEO, under the **School Standards and Framework Act 1998 and the behaviour and discipline in schools advice for headteachers and school staff (DFE-00023-2014)** to ensure that the principals and staff implement the school behaviour policy consistently throughout the school, 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 children in the school.
- 8.2 The principal of each setting supports the staff and the Executive Director by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 8.3 The principal of each setting keeps records of all reported serious incidents of ~~misbehaviour~~ **behaviour**
- 8.4 The principal of the school has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the CEO has the legal authority to permanently exclude a child. Both these actions are only taken after the school governors have been notified.

9. The role of parents

- 9.1 Each school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 9.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 9.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 9.4 If the school has to use reasonable sanctions with a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

10. The role of governors (Local Board of Governors)

- 10.1 The governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the CEO, Executive Directors and principal in carrying out these guidelines.
- 10.2 The principal in each setting has the day-to-day authority to implement the school behaviour and discipline policy and statement of procedures.

11. Fixed-term and permanent exclusions

(The School must follow the statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' DFE-00184-2017 when considering an exclusion)

- 11.1 Only the CEO has the legal authority to permanently exclude a pupil from school. The CEO delegates authority to the Principal to sign the letter of permanent exclusion. The principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.
- 11.2 If the principal excludes a pupil, s/he informs the parents without delay, giving reasons for the exclusion and the period of a fixed term exclusion or, for a permanent exclusion, the fact it is permanent. At the same time, the principal makes it clear parents' right to make representations about the exclusion to the governing board, how any representations should be made; and where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend the meeting.
- 11.3 The CEO/principal informs the LA and the governing board about any permanent exclusion, fixed-term exclusions beyond five days in any one term and any exclusion which would result in the pupil missing a public examination or national curriculum test.

- 11.4 The governing board itself cannot either exclude a pupil or extend the exclusion period made by the CEO or principal.
- 11.5 The governing board has a discipline committee which is made up of between three and five members. This committee considers the reinstatement of an excluded pupil on behalf of the governing board.
- 11.6 When the committee meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 11.7 If the committee decides that a pupil should be reinstated, the principal of that setting must comply with this ruling.

12. Monitoring

- 12.1 The principal and the Executive Directors monitor the effectiveness of this policy on a regular basis. The principal also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The effectiveness of the policy can be measured by staff and pupil/student well-being.
- 12.2 The teacher records minor classroom incidents. The principal records those incidents where a child is sent to him/her for additional support. We also keep a record of any incidents that occur at break or lunchtimes.
- 12.3 The principal keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 12.4 It is the responsibility of the governing board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

13. Review

- 13.1 The senior leadership team of the TWHF will review this policy every year. They may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

14. Further Guidance

14.1 This policy takes into account:

- a) Keeping Children Safe in Education 2020
- b) Equality Act 2010
- c) Education Act 1996, 2011
- d) Behaviour and discipline in schools 2016
- e) Use of Reasonable Force Guidance July 2013 (England)
- f) School Standards and Framework Act 1998