FRIARS MULTI ACADEMY TRUST

RELATIONSHIP MANAGEMENT & BEHAVIOUR POLICY

STATUTORY POLICY

Reviewed:	April 2021
Approved by LGB:	
Next Review date by Chair of LGB:	April 2023
Policy Created by:	Deputy Headteacher

> **Glossary**
>
> The term **'School'** is used as standard to mean the educational establishment that is adopting this policy.
>
> The term **'Headteacher'** is used to refer to the person with overall day-to-day responsibility of the **School.**
>
> **Directors** are the Trustees of the Board.
>
> **LGB** is the Local Governing Body.

RATIONALE FOR THE FRIARS MULTI ACADEMY TRUST RELATIONSHIP & BEHAVIOUR POLICY

At Friars Multi Academy Trust we promote positive behaviour and ensure that we create a stimulating and challenging learning environment in which students can achieve success both academically and socially. We do this through living our values and using a Restorative Approach.

FRIARS MULTI ACADEMY TRUST VALUES
- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We are honest

A CONSISTENT APPROACH TOWARDS BULLYING ACROSS THE TRUST

We are committed to providing a caring, supportive and safe environment that allows all of our students and staff to:

Flourish without fear in an environment where individuality is celebrated. Work in a secure and relaxed atmosphere.

We believe that bullying is repeated, unacceptable behaviour (verbal, emotional and physical) that causes any member of the school community to feel uncomfortable, threatened or distressed. Bullying can make those being bullied feel powerless to defend themselves.

Principles:
1. Everyone should be valued, appreciated and treated with respect and fairness, irrespective of their ethnicity and culture, colour, gender, religion, disability, physical appearance or learning needs.
2. The school will make it clear to all students, staff, parents and the wider community what bullying consists of and that any form of bullying is totally unacceptable.
3. A system of support and/or sanctions will be provided to the victim and bully and where appropriate outside agencies will be used.
4. Parents of bullies and victims will be kept informed of developments during the investigation of any reports of bullying.

5. In all subjects, and especially PSHE, Protective Behaviours and SEAL, the value of the individual will be raised, and the awareness of bullying from the viewpoint of both bully and victim will be heightened.
6. Students from a range of classes are Anti-Bullying Representatives.

Types of bullying
- Emotional (being unfriendly, excluding, tormenting, threatening behaviour).
- Verbal (name calling, sarcasm, spreading rumours, teasing).
- Physical (pushing, kicking, hitting, punching or any use of violence).
- Extortion (demanding money/goods with threats).
- Cyber (all areas of internet, email and internet chatroom misuse).
- Mobile threats by text messaging and calls.
- Misuse of associated technology e.g., camera, video, mobile phone.
- Racist (racial taunts, graffiti, gestures).
- Sexual (unwanted physical contact, sexually abusive comments).
- Homophobic (because of, or focussing on the issue of sexuality).

The Trust will make it clear that the responsibility for prevention of bullying belongs to everyone and that any unhappiness should be immediately reported. This information may be obtained from a variety of sources:
- Through the student telling a member of staff.
- From a student who is aware of another's suffering
- Parental reports.

All allegations or information regarding bullying will be taken seriously.
- In the first instance, a 'no-blame' approach will be taken in all but the most serious incidents in order to maintain the confidence of both bully and victim.
- The information on an incident will be recorded together with any action taken.
- Follow-up support will be offered to the victim and to the bully, if that is considered appropriate. (RA)
- Details of incidents will be recorded in the anti-bullying log.
- Support will be offered to all those involved using a restorative approach: it may also necessary to implement fair a logical consequence.

POOR BEHAVIOUR OFF SCHOOL SITE:
A student can receive a school consequence for poor behaviour while not on the school premises, under the following circumstances:
- Taking part in any school organised or school related activity.
- Travelling to and from the school.
- When they are identifiable as a student of the school.
- Their behaviour could have repercussions for the orderly running of the school.
- They pose a threat to another student or a member of the public.
- Their behaviour could adversely affect the reputation of the school.

After a thorough investigation of any serious incident it may be necessary to exclude a student either internally or externally.

Empowering parents to support their child's learning
Parental involvement in their child's learning has a significant impact upon improving their academic attainment, progress, behaviour and attendance. It is the responsibility of all staff to make contact with parents when appropriate. Where inappropriate behaviour is repeated, it is more effective to meet with the parent, child and another member of the school staff. It is the responsibility of the class teacher to arrange the meeting.

Exclusions
The exclusion of a student will be taken as a last resort and the main benefit should be for the student and/or other students and the teachers who remain in the school.

The exclusion procedure is clearly defined in Sept 2008 Guidance.

Only the Headteacher may exclude a pupil and the Deputy in the absence of the Head.

Restorative Approaches
The principles of a restorative approach: building and maintaining positive relationships:
A restorative approach is an effective alternative to the traditional belief that punishment will change behaviour and achieve compliance. It is an educative approach, helping those involved to learn how to change. Using these opportunities for personal development is one of the most powerful means of self-improvement.

Restorative approaches are based on four key features:-
- **Respect** – for everyone by listening to other opinions and learning to value them.
- **Responsibility** – taking responsibility for your own actions and learning to make the right choice.
- **Repair** – developing the skills to identify solutions to repair harm.
- **Re-integration** – using a structured, supportive process that resolves the issues and ensures behaviours are not repeated, allowing students to remain in mainstream classes.

Putting things right: how a restorative approach might work:
The restorative approach requires all staff to be aware of the principles of the restorative process, and have the ability to apply them in resolving situations in their classes and around the school. To be a restorative school we will endeavour to make affective statements and restorative statements part of our everyday language.

Standards and Expectations

All students have a responsibility to:
- Be respectful, courteous and helpful to others. Bullying or racial harassment will not be tolerated at Friars Academy
- Behave in an orderly, responsible manner. Everyone has a right to learn. Respect this right.
- Ensure the expectations are adhered to at all times.
- Be punctual and attend school every day.
- Respect and care for the school environment and the property of others.
- Ensure a high standard of dress is adhered to at all times. Students must wear the correct school uniform.
- Use a restorative approach.

All staff have a responsibility to:
- Use a restorative approach.
- Establish a relationship with students and parents.
- Demonstrate a high level of care and respect for students.
- Ensure the expectations are adhered to at all times.
- Respond promptly and personally in matters which affect the quality of teaching and learning and the personal development of the students.
- Issue consequences and rewards fairly and appropriately.
- Ensure a high standard of dress is adhered to at all times
- Be punctual.

A consistent approach to rewards and consequences
It is important that systems are used rigorously and expectations are consistently adhered to. Expectations that are taught, modelled, and practised are fair to all students.

Consequences of 'good' behaviour:
It is our responsibility to reward good behaviour. Positive rewards offer a significant motivation for all students. It is the staff's responsibility to reward positive behaviour consistently.

Rewards:
- Verbal realistic praise
- Stickers on work or on clothing
- Points for whole school award system
- Display pupil work
- Inform parents - use of home school book or by letter/post card
- Mention in assembly
- Class Student of the week certificate
- Subject student of the week certificate
- David Ripley Award

Merits
House Points
Each class carries a House Point book to every lesson. The member of staff allocates 1 House Point for acceptable behaviour and another for completion of work. House Points and being positive will form the basis for changing the behaviour of students at Friars. Positive rewards for positive behaviour. House Point scores are collated by the class teacher and can be saved for 'spending' through the House Point catalogue.

School Values Certificates
Staff should make every effort to spot and reward positive behaviour. Certificates may be awarded for students who follow the school values. These should then be presented to the students in Key Stage assemblies.

Consequences – Fair and Logical Consequences of 'poor' behaviour
Logical consequences teach students to accept responsibility for their actions. When students choose to adopt poor behaviour staff will act restoratively to deescalate the situation to ensure effective learning is resumed. If the student continues to make the wrong choice they will receive a fair and logical consequence.

Consequences
The consequences should be proportionate and appropriate, therefore, in discussion with the student we:
- check the student understands what she/he is in trouble for by asking;
- establish she/he knows the behaviour was unacceptable;
- explore the effect that behaviour has on others;
- encourage students to think of or offer alternative strategies
- examine strategies for avoiding the same situation in the future to encourage students
- Pupils will be invited to take part in a Restorative Approach meeting with trained
- facilitators

Consequences may include:
- A reprimand
- A letter to parents or carers
- Removal from the class or group
- Loss of privileges or Detention (Receiving only one merit in a lesson should lead to work being made up in the students own time i.e. break/lunchtime)
- Confiscation of something belonging to the student if it is inappropriate for school (for example, a mobile phone or music player)
- Teachers may also physically restrain a child if necessary to stop a student injuring him or herself or someone else, damaging property or causing serious disruption. (see also appendix)

The Line of Support:

1. **In the first instance the class teacher should make every attempt to manage the behaviour.**
   - In the first instance, the class teacher and teaching assistant should manage the behaviour. The student could be given 1-1 time with the TA either within or outside of the classroom as appropriate (See appendix for example behaviour strategies). If the situation cannot be managed, a yellow card should be sent to the office.
   - A Yellow card will be sent if a student requires support from the on-call member of staff. The incident will be recorded on Behaviour Watch. These will then be reviewed by the Key Stage Leader and Deputy Head at end of each week.
   - If there is no progress then the matter should be taken to the Key Stage Leader.

2. **The Key Stage Leader:**
   - On receiving the written information from teachers/Behaviour Watch logs, will act accordingly in dealing with the pupil in a more formal manner (e.g. detention, report cards).
   - If there is no evidence of improvement the KS Leader will refer to the <u>Deputy Head</u>.

3. **The Deputy Head**:
   - Will deal with the issue further by involving parents / carers.
   - If there remains cause for concern, the <u>Headteacher</u> will be informed.

4. **The Headteacher:**
   - May contact outside agencies and parents, and/or issue warning of fixed/permanent exclusion.

In extreme circumstances where immediate help is required then staff should activate support and assistance from another member of staff or initiate a **<u>red</u>** card ensuring the safety of all concerned is maintained. All major incidents must be logged and a record given to the Head Teacher.

The school accepts and adopts the *Exclusion*: *Improving Behaviour and Attendance Guidance 2008*. A copy of which can be found in the Headteacher's office.

<u>Card Call</u>   In every room there are 5 cards:
- **Red** - immediate help required, possible pupil/staff danger
- **Yellow** - the class team has tried various strategies and can no longer manage the situation within the class
- **Green** - first aid required
- **Blue** - praise
- **Lilac** - information

A timetable of staff on call is available on What's On via the Friars Academy Sharepoint. The card is sent to the office and the member of staff there messages the on call person. The 'on call' person takes appropriate action.

Behaviour Management Procedure

Problems with pupils in lesson time
1. Follow the lines of support as indicated above.
2. Record unacceptable behaviour on Behaviour Watch.

Repeated unacceptable behaviour could involve the pupil being put on a yellow report card, (taken to all lessons, breaks, registration and marked A or U by the member of staff working with them). A is acceptable behaviour. U is unacceptable behaviour. This should be shown to the Key Stage Leader on a daily basis.

At the end of the first week if there has been no marked improvement they could be referred to the Deputy head who could action a **white** report card (as above, but with the involvement of the parents, who would review the card).

After this stage if there was still no improvement the Deputy Head would be shown the evidence of staff and pupil action. They would proceed with the appropriate action.

If there is still no improvement, the Headteacher will become involved.

Students can also ask to self-monitor their own behaviour. In this instance a green (student request) or blue (positive behaviour) card is selected.

Problems with students before school, break times and lunch times
- Class teachers will be informed of a problem after the member of staff on duty or witnessing the misbehaviour, has firstly tried to resolve the problem.
- The class teacher will follow up the problem and therefore may later decide that no further action is necessary, or that it needs discussion with the key Stage Leader.
- All incidents will be recorded on behaviour watch.

Other procedures regarding the managing of pupil's behaviour
The mentoring scheme will continue to be worked with a closer review of certain students.

Where the unacceptable behaviour of a student is considered to be of very serious nature (eg an unprovoked attack on another student, etc) then students will be taken directly to the head or deputy who will deal with the incident. Staff witnessing this behaviour will forward a written account written as soon as is possible after the incident, to the head or deputy.

We reserve the right to confiscate electrical items which may compromise the learning of any student. We may also check a phone/electrical device for inappropriate messages or photographs and delete them if necessary. (The Education Act 2011)

If we have a reasonable belief that a student has an article that may be used to commit an offence; or may be carrying a weapon, alcohol, illegal drugs or stolen property; or other items that the school rules prohibit, we may also search the student/bag without consent. (The Education Act 2011)

We will endeavour to work with students and parents regarding managing the behaviour of students but are no longer required to give 24hours notice for detentions.

All staff will only contact parents following direct instructions from the Headteacher or deputy head.

Monitoring

Incident Report Sheets, together with a computer recording system enable us to monitor individual student behaviour, identifying specific incidents and triggers. Specific incidents will be reported at staff meetings where specific pupil management strategies will be discussed.

Reasonable Force

It may be necessary on rare occasions for staff that are authorised by the Headteacher to use reasonable force for the following reasons:

- To prevent a student from committing an offence.
- To prevent a student from absconding.
- If there is a risk that they will injure themselves or others.
- To prevent them from seriously damaging school property.

Team Teach will be used by trained staff only.

Appendix

Appendix 1   Guidance on Positive Handling

Appendix 2   Behaviour management strategies

Appendix 3   Trigger point for students at risk

Appendix 4   Flow Chart for permanent exclusions

Associated policies:
Physical Restraint Policy
Exclusions

Appendix 1

GUIDELINES FOR STAFF

Positive Handling of Students

Please see Team Teach Policy

Appendix 2

Possible Behaviour Management Strategies

You will know and use many strategies not listed below, if possible use them and keep it positive.

- Starter activity/settling time
- Time away from group
- Positive reinforcement
- Reminder of consequences/boundaries
- Remove the audience
- 1-1 support from the TA
- Ask the peers about the problem
- Escort to lessons and pass information on
- Ignore (planned and safe)
- Discreet conversation
- Start the lesson and then return to the problem
- Low key and calm
- Know the pupils – one page profile ⬜ Ask why – compromise.
- Give them a dignified get out
- Change of face – support
- Follow up when communicative. Explain the consequences and be consistent for all

  (seen)
- Be on time. Pre-empt any changes with the students and TAs
- TA to know what is happening
- Distract
- Give time out – TA to check up on student
- Check understanding of the work
- Card system for emotions
- Know any medical issues
- Give personal space and be aware of body language
- Track and discuss
- Engage, diffuse, distract
- Meet and greet and be friendly
- Quiet talk (1-1)
- Duty staff to make teacher aware of problem
- Buddy to support
- Choices
- Do not demand
- Teachers position in the room

Trigger point for Pupil at risk is established

Has early intervention been put into place?

No → Early intervention

Yes ↓

Have alternatives to exclusions been considered?

No → Consider options such as: restorative justice, mediation, managed move, internal exclusion

Yes ↓

Head teacher will:

- have ensured that a thorough investigation has been carried out;
- consider all the evidence available to support the allegations, taking into account the school's various policies and where applicable, the race relation act and the disability discrimination act;
- allow and encourage the pupil to give his/ her version of the events;
- check whether the event might have been provoked, for example by bullying or sexual or racial harassment;
- keep a written record of the action taken (and copies of records made by other members of staff), including any interviews with the pupils concerned. The statements must be dated and signed whenever possible; and
- if necessary, consult others, but not anyone who might have a role in reviewing the decision.

Yes ↓

Head teacher or acting head teacher decides whether a permanent or a fixed term exclusion is appropriate

Head teacher or acting head decides to exclude permanently

Pupil excluded in a morning session and exclusion takes effect from that afternoon, notice must be given before the following afternoon session

Notify the parent immediately ideally by telephone, followed by a letter. Notice must be in writing and state all the required facts underlined in the guidance Part 3

Pupil excluded at the end of afternoon session and exclusion takes effect form the next school day, notice must be given before the start of the day

If pupil is provided with alternative provision meeting all regulations before the 6th day, they are marked on the school register under code B or Code D

Governing body and the LA must be informed within one day (and the 'home' LA if different)

If pupil is not provided with alternative provision until the 6th day, they should be marked absent on the school register using code E

If any exclusion would result in the pupil missing public examination, the governing body should try to meet before the date of the examination.

Provision must be made by the LA from the 6th school day of exclusion

On receiving notice of the exclusion, the governing body must convene a meeting between the 6th and the 15th school day after the date of receipt of the notice to consider the exclusion. They must invite the parent, the head teacher and an LA officer. They should circulate, at least 5 days before the meeting any written statements (including a witness statement) and a list of attendees.

The governing body might ask the LA officer for advice but must take its decision alone, asking the other parties to withdraw. Only the clerk may stay.

The governing body must inform the parent, the head teacher and the LA officer of its decision in writing within one school day of the hearing, stating the reasons. They must also state the last day for lodging an appeal and explain that the grounds for the appeal must be set out in writing. A copy of the letter should be placed on the pupil's school record with copies of relevant papers.

The LA should write to the parent with 3 working days of the meeting indicating the latest date by which an appeal may be lodged and how and whom to appeal to. Parents have the right to an appeal hearing even if they did not attend the meeting

If parent appeals within the time limit, an appeal panel should aim to meet no later than 15th school day after the day on which the appeal was lodged. For detail, see the appeal flowchart

If the appeal is upheld, delete pupil from the admission or the attendance register only after the appeal process has been completed