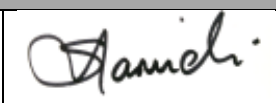
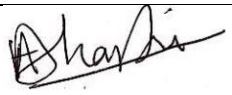
BEHAVIOUR POLICY

Date this policy takes effect:	Review frequency:	Date to review:	Date to be ratified:
17.10.23	Annual	Education & Safeguarding Autumn 2024	Board of Trustees Autumn 2024
How will Trustees be assured this has been implemented?		Ensure policy applied in the event of a Safeguarding or Child Protection of Allegation incident being made. Ensure protocol is followed.	
Signed:		Sash Hamidi (CEO)	
Signed:		Aliya Dhanji (CHAIR OF TRUSTEES)	
All policies are subject to change or review in light of Government guidance or when applied.			
This policy works alongside the following policies: *Safeguarding & Child Protection; Exclusions; Anti-Bullying; Inclusion; SEND; ICT & e-Safety; Care & Control; Low Level Concerns; Community Behaviour*			

The Pegasus Partnership Trust

"READY, RESPECTFUL, SAFE"

THE PEGASUS PARTNERSHIP TRUST

"Children First"

Our Vision Statement

Within The Pegasus Partnership Trust, our vision and aims of education are underpinned by the UNICEF United Nations Conventions on the Rights of the Child (UNCRC).

We believe:

- All learning should be purposeful and experiential
- In learning values and skills for whatever the future brings
- We can be world changers

We are a PRIMARY MAT for PRIMARY SCHOOLS so every child's PRIMARY EXPERIENCE enables lifelong learning

This means we are committed to providing an education, for all children, that should develop their personality, talents and abilities to the full (article 29). We encourage a sense of community spirit, where children pastoral care and well-being underpins academic, co-curricular and sporting excellence. We aim to achieve this through an inspiring curriculum, that is child-centred (article 3), and extends child learning beyond the constraints of the classroom. We want to instil a life-long love of learning and equip children with skills that develop their independence, critical thinking, self-awareness, resilience and self-confidence.

Statement of intent

The Pegasus Partnership Trust aims to ensure that all personal data collected about staff, children, parents, those in governance, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill. The academy may, from time to time, be required to share personal information about its staff or children with other organisations, mainly the LA, other schools and educational bodies, and potentially social services. This policy applies to all personal data, regardless of whether it is in paper or electronic format.

Safeguarding Statement

The Pegasus Partnership Trust respects and values all children and are committed to providing a caring, friendly and safe environment for all our children so they can learn, in a relaxed and secure atmosphere (article 31). We believe every child should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm (article 19). This is the responsibility of every adult employed by, or invited to deliver services to academies within the Trust. We recognise our responsibility to safeguard all who access school and promote the welfare of all our children by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality Statement

At The Pegasus Partnership Trust, we ensure equality of education and opportunity for all children, staff, parents and carers receiving services from the academy, irrespective of age, race, gender (re-assignment), disability (article 23), religion and belief (article 14), sexual orientation, marital/cohabiting status or socio-economic background (article 2). We develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in academy life.

The achievement of children is monitored by race, gender and disability and we use this data to support children, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This policy sets the expectation that all staff at The Pegasus Partnership Trust (the "Trust") see themselves as learners and therefore reflects their development as professionals.

"READY, RESPECTFUL, SAFE"

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"READY, RESPECTFUL, SAFE"

1.0 Aims

1.1 This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how children are expected to behave**
- Summarise the **roles and responsibilities** of different people in the academy community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2.0 Legislation and statutory requirements

2.1 This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

2.2 In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the academy to have a written behaviour policy and paragraph 10 requires the academy to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

2.3 The Trust may adapt this policy linked to exceptional circumstances such as COVID-19 – this will be agreed by the Executive Headteacher and Trustees and Local Stakeholder Group Associates will be informed at the earliest possible time.

3.0 Definitions

The Pegasus Partnership Trust is an inclusive Trust of academies, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all.

This policy is specifically on behaviour but also links into the DFE exclusions policy.
https://www.gov.uk/government/publications/school-exclusion

"READY, RESPECTFUL, SAFE"

3.1 Poor behaviour is defined as:

- Disruption to learning in lessons, in corridors between lessons, and at break and lunchtimes (Appendix 1)
- Non-completion of classwork
- Poor attitude
- Incorrect uniform

3.2 Serious poor behaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexual harassment, meaning unwanted conduct of a sexual nature such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Inappropriate use of mobile phones including upskirting
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)

4.0 Bullying

4.1 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.
Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

4.2 Bullying can include:

Emotional- persistently being unfriendly, excluding, tormenting
Physical- persistently pushing, kicking, hitting, punching or any use of violence
Racist- persistent racial taunts, graffiti, gestures
Sexual- persistent unwanted physical contact or sexually abusive comments
Homophobic- because of or persistently focussing on the issue of sexuality
Verbal - persistent name-calling, sarcasm, spreading rumours, teasing
Cyber - persistently misusing technology (internet or mobiles) to hurt or humiliate another person.

Details of The Pegasus Partnership Trust's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

5.0 Roles and responsibilities

5.1 Trustees and Local Stakeholder Groups
The Trustees are accountable with the Local Stakeholder Group (LSG) responsible for monitoring this behaviour policy's effectiveness and holding the Academy Lead to account for its implementation.

5.2 The Academy Lead
The Academy Lead is responsible for reviewing and approving this behaviour policy.

The Academy Lead will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff
Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents (Appendix 1)

The Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents/Carers
Parents/Carers are expected to:

- Support their child in adhering to the codes of conduct
- Inform the academy of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Work in partnership with the staff at the academy to address poor behaviour
- Model positive behaviour themselves whenever on site – inappropriate behaviour will lead to the adults being banned from entering the school grounds

6.0 Expectation with Regards to Children

Children will be expected to:

- conduct themselves around the building in a ready, respectful, safe manner and show regard to others
- arrive on time
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the adult leading the lesson
- **behave** in an orderly, self-controlled, reasonable and polite manner to all staff and children
- show respect for the opinions and beliefs of others
- complete all learning tasks in the manner required
- hand in *home learning* at the time requested
- show respect for the academy environment
- promote the academy vision and values
- in class, make it possible for all children to learn
- wear the correct uniform at all times
- refrain from behaving in a way that brings the academy into disrepute, including when outside academy

7.0 Rewards and sanctions

It is important that achievement and good behaviour are rewarded. The main ways of doing this are by using visible and measurable rewards. We believe that children should be encouraged to manage their behaviour and make right choices.

Positive behaviour choices will receive Points.

We may use a visual sanctions ladder that clearly outlines what sanctions we will use and how sanctions will escalate if a child does not use positive behaviour.

As children improve their behaviour, sanctions can be decreased.

Consistency is key to our approach. Children will be actively encouraged to improve their behaviour.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with for example:

- Praise

- Certificates or stickers
- Points
- Letters or phone calls home to parents

An academy may use one or more of the following sanctions in response to unacceptable behaviour:

7.2 Class/TLR Teacher sanctions include:

- loss of playtime/ lunch time
- logged on Arbor
- letter home
- meeting parents/carers

7.3 Sanctions available include:

- letter home
- meeting with parents/carers
- putting on report and a behaviour management plan
- internal isolation or suspension
- permanent exclusion
- The Academy Lead (or a leader deputising for the Head) is the only member of staff who can sanction a suspension or permanent exclusion. In the case of all suspensions and exclusions, parents/carers are informed in writing of the reasons for the exclusion and their right of appeal.
- Excluded children are provided with work for the duration of the exclusion.
- The CEO is involved at this stage.

7.4 Very Serious Incidents, links directly to the DFE Exclusions guidance

- These incidents are dealt with by Senior Leadership Team members. They include:
  - bullying (including cyberbullying) over a period of time
  - sexual contact
  - racism
  - persistent fighting
  - aggressive behaviour
  - physical aggression to a member of staff
  - bringing in dangerous or offensive items/weapons to academy (matches, laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)
  - bringing in drugs, solvents or controlled substances to academy

- extreme rudeness to staff
- refusal to comply with other sanctions
- theft

7.5 Zero-tolerance approach to sexual harassment and sexual violence

The Trust will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

An academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include those identified in 7.4

Each academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our Safeguarding & Child Protection policy for more information.

7.6 Off-site behaviour

Sanctions may be applied where a child has misbehaved off-site when representing the academy, such as on a school trip or on the coach or SEND transport on the way to or from the academy. Good practice from the academy will be shared with relevant companies and across the Trust.

7.7 Malicious allegations

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the Academy Lead will discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy.

Please refer to our Whistleblowing, Allegations Against Adults & Safeguarding and Child Protection Policy for more information on responding to allegations of abuse. The Academy Lead will also consider the well-being needs of staff accused of misconduct.

"READY, RESPECTFUL, SAFE"

8.0 Behaviour Management

Positive behavior management should be demonstrated throughout the academy and on trips. Poor behaviour choices should be consistently challenged using the Behaviour Consequences Chart (Appendix 4)

8.1 Classroom management
All staff and adults in the Academy and across the Trust are responsible for setting the tone and context for positive behaviour. We use the shared language of **READY, RESPECTFUL and SAFE.**

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display classroom expectations
- Develop a positive relationship with children, which may include:
    - Greeting children in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

8.2 Care & Control
In some circumstances, staff may use reasonable force to control or restrain a child to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

Refer to the Care & Control Policy.

"READY, RESPECTFUL, SAFE"

8.3 Confiscation

- Any prohibited items (listed in section 3) found in children's possession will be confiscated. These items will not be returned to children.
- We will also confiscate any item which is harmful or detrimental to academy discipline or being used inappropriately within academy grounds. These items will be returned to children after discussion with leaders and parents/carers, if appropriate.
- Searching and screening children is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Child support

The Pegasus Partnership Trust recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child. We may refer to this as reasonable adjustments.

The academy's special educational needs and disabilities co-ordinator (SENDCo) will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.0 Support Structures for Children Causing Concern

The following structures exist within the academy to support children whose behaviour is causing significant concern. Referral to these areas of support is via the Associate, Deputy or Assistant Headteachers, SENDCO, and in all cases parental/carer involvement is essential.

9.1 Child Behaviour Management Plans

These plans are for children who are in danger of exclusion. The plan outlines clearly where the child's strengths and areas of need lie. The plan will outline what the academy will do to support the child. The plan will be reviewed as needed but not less than once each half term.

9.2 Interventions

Social skills/ Anger management classes are offered by an experienced and trained Assistant Learning Mentor or in-school Counsellor.

9.3 Mentoring Scheme

A Learning Mentor works to support and encourage children who demonstrate behaviour causing concern.

9.4 Link to SEN under the SEN 2014 Code of Practice

Children on the register are monitored by the SENDCO, and Inclusion Lead and appropriate interventions are put in place. If the behaviour is recognised as a symptom of a SEND, they will receive SEND support and reasonable adjustments will be put in place.

9.5 Involvement of external services
The Inclusion Lead will refer children whose behaviour is causing significant concern to Child and Adolescent Mental Health (CAMHS) and Childrens' Services as required.

9.6 Monitoring
Children who demonstrate behaviour which is causing serious concerns will be added to the academy's Vulnerable Child list. Their behaviour will be tracked making it possible to see any changes over time.

10.0 Child Transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

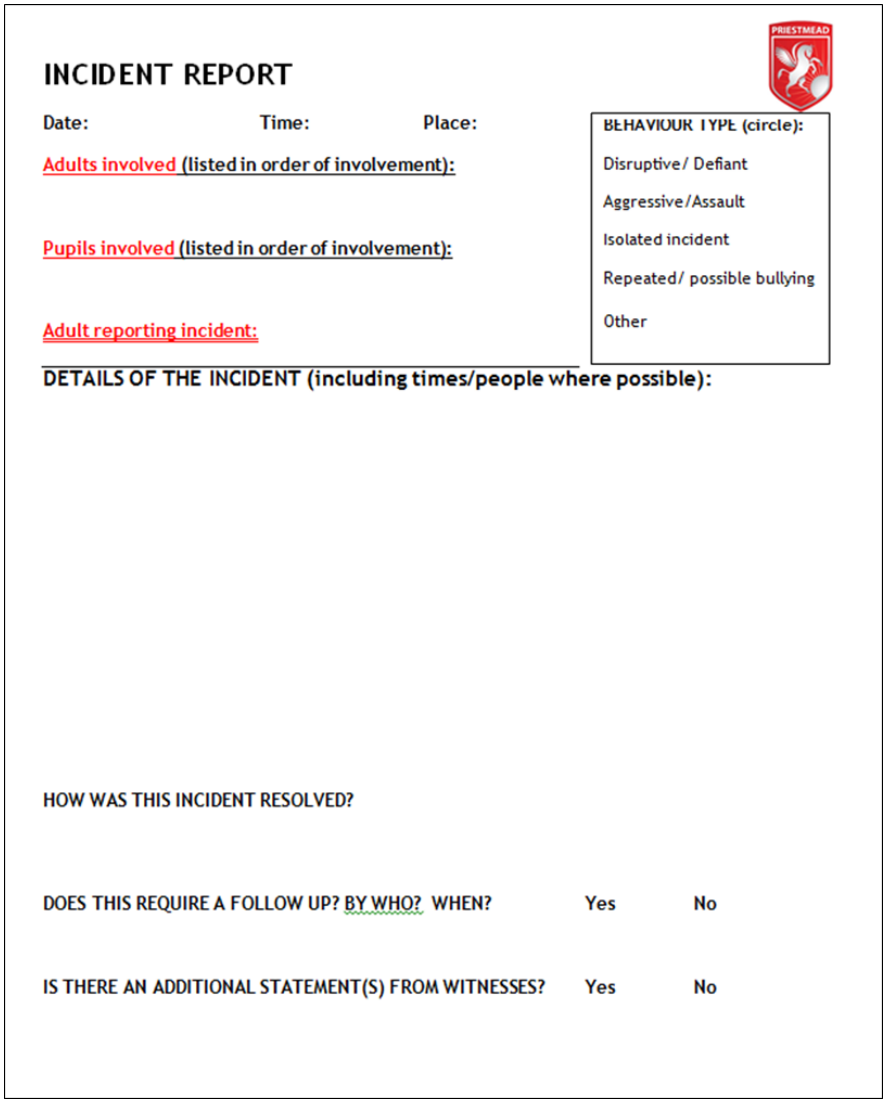
11.0 Training

Our staff are provided with training on managing behaviour, as part of their induction process and continuing professional development. Behaviour management also forms part of whole academy CPD.

12.0 Monitoring arrangements

This behaviour policy will be reviewed by the Executive Headteacher every two years. At each review, the policy will be approved by the Trustees with LSG representation.

Appendix 1: Example of an Incident Report



INCIDENT REPORT

Date: Time: Place:

Adults involved (listed in order of involvement):

Pupils involved (listed in order of involvement):

Adult reporting incident:

BEHAVIOUR TYPE (circle):
Disruptive/ Defiant
Aggressive/Assault
Isolated incident
Repeated/ possible bullying
Other

DETAILS OF THE INCIDENT (including times/people where possible):

HOW WAS THIS INCIDENT RESOLVED?

DOES THIS REQUIRE A FOLLOW UP? BY WHO? WHEN? Yes No

IS THERE AN ADDITIONAL STATEMENT(S) FROM WITNESSES? Yes No

"READY, RESPECTFUL, SAFE"

Appendix 2: Example of Behaviour Consequences Chart

Article 29 -
At Priestmead Primary we encourage children to show respect for human rights, the community and the environment.

Any Member of Staff	Class Teacher	Year Leader	Assistant Headteacher/Deputy Headteacher	Headteacher
Moving around school in an unsafe way or being in a place where they should not be; Warning and repeat movement in a safe manner Shouting out, Talking to peers at the wrong time, Interrupting an adult, Distracting others, Making silly noises, Not listening; Warning first, if persistent, incident report made logging examples, parents met, play time lost Out of seat, Distracting others; Warning Other low-level disruption; Warning	Spitting; Incident report made, parents met, play time lost Mild name calling; Incident report made, parents met, warning first Telling a lie or covering the truth; Incident report made, parents met, play time lost Refusing to do work; Warning, time out space to think, opportunity to respond positively. Log in Incident report. Leaving class without Permission; Warning, option to make right choice, send for a member of SLT Disrespect for others' belongings; Incident report made, parents met, playtime lost Throwing objects in the class (not hitting anyone); Incident report made, parents met, play time lost	Hurting someone intentionally including verbally or biting, Minor Fighting (push/one hit); Incident report made, parents met & apology letter from the child, play time lost Swearing/inappropriate language; Incident report made, parents met & apology letter from the child, play time lost Defiance/not obeying fair Instructions; Incident report made, parents met & sign an agreement with the child, play time lost Making up something to get someone in trouble; Incident report made, parents met & apology letter from the child, play time lost Storming out of class in anger; Call for SLT Support, Incident report made, parents met & apology letter from the child, playtime lost Deliberate damage to others'/school property; Incident report made, parents met & apology letter from the child, play time lost	Fighting (continued, several hits), Physically hurting others on purpose and/or persistent Bullying inc. Throwing objects with intent, Racist/serious verbal abuse (inc repeated) toward children or staff; Internal exclusion, letter on file, parents met, playground exclusions, refer to EP, Initial Concern Form Persistent serious defiance (after year leader meets parent for defiance); Internal exclusion and work in isolation- letter on file, refer to EP, Initial Concern Form Persistently making up something to get others into trouble (after year leader meets parent for defiance); Internal exclusion and work in isolation- letter on file, refer to EP, Initial Concern Form Persistently storming out of class in anger for defiance); Internal exclusion and work in isolation- letter on file, refer to EP, Initial Concern Form Stealing, Vandalism, Breaking school property intentionally or through dangerous behaviour; Internal exclusion and work in isolation- letter on file, parent to contribute to replacement cost, refer to EP, ICF	If any of the negative behaviour choices are repeated or more severe, including assault on staff or children resulting in serious medical injury, or using a weapon or refusing to respond to the Headteacher's (or designated person) instructions; Child will have between a 1-day external exclusion or be permanently excluded. If the Headteacher does not feel confident the child is safe to return to school, permanent exclusion or managed move will be considered. TAC Meeting, Exclusion, PCSO, Social Services, SAFE,

"READY, RESPECTFUL, SAFE"