



**Matrix**  
**Academy Trust**  
EDUCATION WITHOUT EXCEPTION

# Behaviour Policy

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<b>Next review date:</b>		September 2026	
<b>Statutory Policy:</b>		Yes	
<b>Date</b>	<b>Version</b>	<b>Reason for change</b>	<b>Source</b>
06.01.2025	V4	Statutory Change (subject to Board approval)	Trust

*To be read alongside all relevant Matrix Academy Trust policies and procedures including Child Safeguarding, Anti-Bullying, E-Safety, Use of Control and Reasonable Force, Attendance, ICT Acceptable Use, Complaints and Equality and Diversity*

## 1. Purpose

- 1.1 The central principle of our behaviour policy is that we should all treat each other as we ourselves would wish to be treated. We actively encourage pupils to show good manners and respect for all, making sure our words and actions do not cause inconvenience or offence to anyone.
- 1.2 All Academies in the Matrix Academy Trust aim to provide the highest quality education, maintaining a disciplined, caring environment in which **teachers can teach and pupils can learn**. Our behaviour policy rests on a set of shared values:
  - The right of all members of the Academy and wider community to be treated with dignity and respect
  - The right of all members of the Academy and wider community to work in a clean, well-resourced, and well-cared for physical environment
  - The right of all members of the Academy and wider community to be always safe and secure from any threat to their personal well-being
- 1.3 On admission to each of the Academies, all parents/carers and pupils sign the “Home-Academy Agreement” which encompasses our shared values and agree to support the Academy in this regard. (Appendix A).
- 1.4 In order to safeguard their own rights and the rights of others, it is necessary for all members of the Academy community to accept responsibility for their actions and stand by a “**No-Excuses Culture**”.

## 2. Code of Behaviour/Conduct

- 2.1 The Trust’s behaviour policy sets out and clarifies the responsibilities within our Academies. All staff receive training with regards to behaviour systems and policy. On induction (including mid-year admissions) and throughout their time at the Academy, pupils receive clear instruction with regards to expectations, behaviour systems, rules and routines.

The policy relates specifically to the following areas of Academy life and pupil behaviour in the wider community:

- Respect for others through good manners, acceptance of differences, and the ability to work cooperatively with and alongside other pupils and staff and in the local community
- Respect for property, the Academy and the wider community, through care for the environment, personal possessions and Academy equipment
- Honesty and fairness in relationships with pupils and staff, and contributions to the community
- Pupil’s responsibility for their own learning, progress and behaviour
- Excellent attendance and punctuality
- Pride in appearance and personal hygiene
- Compliance with Academy in terms of uniform, appearance and expectations
- Good personal organisation
- Effort and commitment towards academic achievement, and constructive participation in all aspects of Academy life
- Effort and commitment towards the development of positive social and working

relationships with staff and pupils in Academy, and in the community

**2.2 In summary, the Academy Behaviour Policy aims to:**

- Promote self-discipline and proper regard for authority; encourage good behaviour and respect for others
- Help pupils develop confidence in their skills and abilities; foster in pupils the organisational skills they will need in order to apply their abilities effectively in support their lifelong learning
- Encourage pupils to work hard, show effort and persistence with work which is difficult
- Develop pupils social and interpersonal skills, and enable them to get along well with their peers and with adults
- Safeguard each pupil's happiness and emotional and physical well-being, and ensure the highest standards of personal achievement for all

2.3 Pupils may be disciplined for any misbehaviour where a child is:

- Taking part in any Academy organised or Academy related activity
- Travelling to and from Academy
- Wearing Academy uniform
- In some other way identifiable as a pupil at the Academy

2.4 Misbehaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the Academy

### **3. Expectations**

3.1 To support the positive conduct of behaviour in and around the Academy we have set out some key expectations for pupils and staff.

3.2 Classroom Expectations for Pupils:

- We enter our lessons calmly and on time, ready to learn.
- We do as we are asked first time.
- We try our best at all times.
- We are polite and considerate to all; we respect each other.

3.3 Outside the Classroom Expectations for Pupils:

- We represent the Academy and behave accordingly.
- We respect the Academy environment.
- We move around the Academy with consideration for the safety of others.
- We are polite and considerate to everyone.
- We drink and eat only in designed areas.

3.4 Examples of these expectations are as follows:

- Arrive at Academy and at lessons on time;
- Enter the classrooms quietly;
- Wear full Academy uniform correctly, including on the way to and from the Academy;
- Sit where you are told to sit by the teacher or any other member of the Academy staff;

- Have all equipment and books required for lessons;
- Follow classroom rules and procedures and not disrupt the learning of other pupils;
- Follow instructions given by staff and other adults without arguing;
- Listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- Put up your hand to indicate you wish to speak unless directed otherwise;
- Use appropriate language;
- Listen and value others' ideas, contributions and work co-operatively;
- Care for the classroom and resources, respecting others' property;
- Lead by example, being a good role model for younger pupils in the Academy;
- Accept responsibility for your behaviour and our "No Excuses Culture";
- Considerate of the needs of all the other people in the classroom;
- Use ICT in accordance with the Academy policy;
- Be responsible when using online technologies and do not compromise the professional integrity of staff or other adults in the Academy community;
- Telling Academy - report to a teacher or other adult any child-on-child abuse behaviour by others including child on child abuse with the use of technology (cyber abuse);
- Behave appropriately when outside the Academy;
- Be an ambassador for the Academy.

3.5 Staff have a responsibility to model appropriate behaviour and attitudes. They can support effective learning in the classroom in the following ways:

- Expect the class to arrive on time and with correct equipment. Meet pupils outside the room and insist on an orderly line. Ask pupils to enter the classroom and sit down quickly and quietly.
- Be positive; welcoming.
- Respond to behaviour incidents in a way that is consistent, proportionate and fair
- Be clear about being ready to learn i.e. seating organisation, planners and equipment on desks, coats on chairs.
- Have a seating plan for every class. Teachers need to decide where pupils sit, to ensure maximum learning and minimum distraction.
- Teachers should take the register as close to the start of the lesson as possible and insist on silence whilst this is done.
- Teachers need to insist pupils work in a way that does not disturb others
- Hands up/teacher choice, but not shouting out.
- Pupils should stay in their seats unless the task they are working on requires movement.
- At the end of lessons, teachers should ask their class to pack away, stand behind chairs, dismiss them in an orderly fashion and supervise the movement into the corridor and around their classroom.

3.6 Staff in our Academies should follow the behaviour referral flowchart for each school (Appendix B) in order to seek further support should a pupil's behaviour not meet the expectations as outlined in the behaviour policy.

## **4. Pupil Referrals**

- 4.1 All referrals regarding a pupil's behaviour should contain the following information:
- Pupil name(s) and Form Group(s) of those involved in the incident
  - Date and time of the incident
  - Clear outline of the incident
  - Any actions taken so far
- 4.2 All referrals should be written in a formal manner and should be a factual record of the incident. They should not contain any personal opinions.
- 4.3 Following the referral, the relevant member of staff (Head of Department / Faculty Leader / Head of House / Leadership) should advise the referrer of the action taken and outline any sanctions awarded. They should also advise of any supportive measures offered.
- 4.4 Heads of House will copy the relevant members of Leadership into correspondence where they feel appropriate.
- 4.5 All information regarding sanctions imposed must be recorded on the school's internal systems.

## **5. Persistent Disruptive Behaviour**

- 5.1 Persistent disruptive behaviour that impacts upon the learning of other pupils within our Academies will not be tolerated and may result in permanent exclusion.

## **6. Children with Special Educational Needs and/or Disabilities (SEND)**

- 6.1 Academies with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn. Our Academies are fully aware of their legal duties with regards to children with SEND needs.
- 6.2 In applying the behaviour policy, staff will consider if a child's SEND need was a contributing factor to their behaviour although it does not follow that every incident of misbehaviour will be connected to a child's SEND need.

## **7. Rewarding Positive Behaviour**

- 7.1 Here at Matrix Academy Trust, we believe that the most effective approach to creating a positive ethos is to treat pupils positively, by praising them, offering them encouragement and acknowledging their achievements. The Academy aims to develop a culture of respect, both personal and to others. Through this we expect pupils to aspire to their personal best in all aspects of their Academy career.
- 7.2 Our Academies will ensure pupils know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards, and acknowledgement of good behavior and work.
- 7.3 As part of our reward system, effort, achievement and good behaviour at our Academies are recognised by a variety of means, including the following:
- Positive praise – in lessons and in the Academy and wider community for positive contributions and academic progress

- Positive text messages and postcards – sent home to recognise continual achievements or individual outstanding pieces of work and to allow work to be celebrated with parents/carers
- Positions of responsibility – within Academy for pupils who show themselves to be positive role models
- Progress Praise Certificates and Prizes – awarded for academic achievement and attendance in line with our progress report cycle (three times per year)
- Year 11 Prom – where invitation to attend is based on good behaviour, attendance to Academy and positive progress made in lessons
- Faculty trips and offsite visits – across the Academy year in support of curriculum learning.

## 8. Sanctions

8.1 Our Academies will use a range of sanctions in response to misbehaviour and encourage good behaviour.

These may include:

- Verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks
- Loss of privileges
- Detention (see below)
- School based community service
- Regular reporting for behaviour monitoring including early morning reporting; scheduled uniform checks
- Internal removal from classrooms (isolations)
- Satellite Centre
- Suspension
- Permanent exclusion

Staff will determine the appropriate sanction to be given

**This list is not exhaustive**

## 9. Detentions

9.1 Our Academies operate a 20-minute, no-notice, detention policy.

9.2 Parents/Carers will be notified by text message, phone call or pupil planners if a detention set will be longer than the 20-minute period. Attendance to detentions will be monitored by House offices. A text message will be sent to Parents/Carers if a detention has not been attended. The detention will be reset for the next school day.

## 10. Isolations, Suspensions and Permanent Exclusions

10.1 Matrix Academy Trust follows the DfE guidance on suspensions and permanent exclusions:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1162401/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_May\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf)

- 10.2 The Headteacher alone has the right to suspend and permanently exclude a pupil. In the absence of the Headteacher, this responsibility will be undertaken by the Deputy Headteacher.
- 10.3 The Academy will endeavour to put support strategies in place to ensure that a pupil is not in danger of being permanently excluded.
- 10.4 Through consultation with teaching and support staff, the pastoral team will implement targeted intervention for pupils. This is to support pupils who may be identified as having specific behavioural difficulties and may include time receiving positive intervention.
- 10.5 Suspensions and Isolations are used:
- As a sanction for inappropriate behaviour
  - To remove a child from Academy to protect other children and or/staff
  - To ensure learning continues for other pupils
  - To reinforce the high standards of the Academy
  - To improve a pupil's behaviour
- 10.6 Suspension is a serious sanction and should have a salutary effect on other pupils as well as the offender. An alternative to suspension is isolation, where pupils are placed with a member of staff to complete their work for a period of time. Where appropriate, external agencies may be involved to support a pupil and pupils are expected to serve their full time in isolation successfully.
- 10.7 Suspension from the Academy is most effective when:
- Pupils are excluded to work at home (work will be provided)
  - Parents/Carers support the suspension with other sanctions at home, for example the withdrawal of privileges or grounding during the suspension period. Parents/Carers are also expected to ensure that their child is not in a public place during Academy hours as this may incur a referral to Police and/or a penalty notice from the Local Authority.
- 10.8 It is not always possible to follow a range of sanctions and in serious situation, albeit a first-time offence for a pupil, it may not be possible to avoid permanent exclusions.

## **11. Return from Suspension Meetings**

- 11.1 When pupils return to the Academy following a fixed-term suspension, a return from suspension meeting will take place. In this meeting, the Head of House and a member of the Senior Leadership will represent the Trust Board and talk to the pupil and his/her parents/carers about the seriousness of the incident.
- 11.2 If the pupil does not accept the behaviour was unacceptable and make a commitment not to repeat the behaviour, the fixed term suspension may be extended.
- 11.3 The pupil will be expected to give an undertaking that this behaviour will not be repeated and may be asked to sign a behaviour contract, which will be individually tailored to the pupil's needs. (Appendix C) Strategies and support to help the pupil improve will also be discussed and agreed, in order that the pupil has the opportunity to ensure that such behaviour will not reoccur. Following the return from suspension meeting the pupil will also have a meeting to discuss the reasons for the suspension and how the targets set will be achieved.

## 12. Permanent Exclusion

12.1 A permanent exclusion of a pupil may be considered:

- In response to a serious breach or persistent breaches of the Academy's behaviour policy; and
- Where allowing the pupils to remain in the Academy would seriously harm the education or welfare of the pupils and/or others in Academy

## 13. Managed Transfers and Respite

13.1 Pupils who continue to experience behaviour issues, despite a range of interventions and pastoral support strategies being implemented may be discussed at the Local Area Behaviour Panel, of the Authority of which the Academy is based, to discuss a respite period at another educational provider, or indeed a managed transfer to another Academy. Managed transfers will be considered under the following circumstances:

- A pupil who persistently fails to follow the Academy's behaviour policy, despite intervention/support already outlined
- A pupil is involved in a serious breach of the Academy rules and their actions have put the safety of staff and/or other pupils at risk
- A pupil has incurred multiple fixed-term suspensions and/or isolations
- A pupil who is at risk of permanent exclusion.

## 14. Child on Child Abuse

14.1 The Academy wants to make sure that all pupils feel safe at Academy and accepted into our Academy community. All Academies within our Trust are **'Listening Schools'** and we encourage pupils to inform staff of any concerns they have in relation to poor behaviour towards others. Child on child abuse of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

14.2 Child on child abuse can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Academy practices a preventative strategy to reduce the occurrences of child-on-child abuse. It is made very clear to pupils what is expected of them in terms of respecting their peers, staff and members of the public, and any intentional breach of this will result in disciplinary action.

14.3 If an allegation of child-on-child abuse does occur, the Academy will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another child, either physically or emotionally, redress their actions, and the Academy will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider an internal or fixed term suspension in cases of repeated child on child abuse or a serious incident of child-on-child abuse.



14.4 All staff are aware of their safeguarding responsibilities as set out in the Trust's Safeguarding Policy and 'Keeping Children Safe in Education' 2022.

## 15. Allegations about a Member of Staff

15.1 Any allegation that a pupil may make about a member of staff is considered most serious and the investigation into such situations would be conducted by Leadership. If through investigation, it is found that a pupil has made a malicious allegation about his/her teacher the following action will be taken:

- A fixed term suspension for the pupil will be imposed.
- The pupil may be removed from the teacher's lessons to work with another member of staff. This decision will be made with the member of staff concerned.
- Staff will be reminded of procedures to keep themselves safe and not be alone in the company of or have conversations with the pupil on their own.
- If the pupil makes a second malicious allegation against a member of staff, permanent exclusion will be considered.

## 16. Power to search without consent

16.1 Matrix Academy Trust schools use the following document for advice: 'Searching, Screening and Confiscation, July 2022' by the Department for Education:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

16.2 Legislation allows Headteachers and staff they authorise to search pupils without consent if it is believed that a pupil has brought into Academy any prohibited item(s).

16.3 Any searches of pupils for prohibited items will be recorded.

16.4 Prohibited items could include such things as:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- An article specified in regulations i.e. tobacco and cigarette papers; fireworks and pornographic images
- E-cigarettes and Vape pens
- Energy drinks
- Stolen items.
- Mobile phones and other electronic devices (see section 17 below).

**The list is not exhaustive**

- 16.5 Academies have a **zero tolerance** to any dangerous items brought onto school site. Items that threaten the safety or well-being of any member of the Academy or wider community will be confiscated and the police may be involved. The permanent exclusion of a pupil will be considered.
- 16.6 It **MUST** be noted that any pupil bringing **illegal drugs, knives or weapons onto school site will be permanently excluded**. The Academy will automatically contact the Police in any drugs related incident.
- 16.7 A referral will be made to children's services if a child is suspected of taking any drugs. Parents/Carers will be contacted on the same day in any drugs related incident where practicable and safeguarding procedures will be invoked in drug related incidents where a child is at risk.
- 16.8 Our ability to discipline pupils and maintain an orderly and safe environment in Academy can on occasion rely on the confiscation of items from pupils. Any item that is confiscated (see above for Prohibited Items) is placed in the Academy safe. Parents/carers are contacted about such item(s) and depending on the circumstances of the confiscation, an arrangement is made for the pupils to either take the item home at the end of the Academy day, or for parents to collect the item(s) from Academy reception.
- 16.9 If a confiscated item is not collected within 4 weeks, the item(s) may be disposed of. **Any prohibited items that are confiscated may be disposed of at the Academy's discretion.**
- 16.10 The Headteacher and Designated Safeguarding Lead will be informed if there are reasonable grounds to suspect possession of a prohibited item.
- 16.11 If a pupil refuses to co-operate with a search, the Headteacher or authorised staff member will decide the appropriate course of action (e.g. whether the police should be contacted).
- 16.12 Please note that medicines which are prescribed by Doctors for illness are to be handed into reception if they are brought into Academy and a form completed by parents/carers. Thus, no child should carry any drugs on their person in Academy.

## 17. Mobile Devices

- 17.1 We inform parents and carers that Matrix Academy Trust Schools are **NO MOBILE PHONE SITES** for Years 7-11. This also includes any other mobile or electronic devices such as tablets, smart watches, and digital cameras. If a pupil's phone is seen or heard, before, during or after the Academy day, it will be confiscated immediately and will be stored in the Academy safe. Our procedures, should a pupil bring their mobile phone into Academy, are clearly outlined in our letter to parents which can be accessed on the Academy website. (Appendix D) Please also refer to our Mobile Phone Procedure flow chart (Appendix E). Members of the Sixth Form are permitted to carry mobile phones on their person; however, no Sixth Form pupil is allowed to have their mobile phone on show if they are on the Academy's main site or in the presence of younger pupils.
- Mobile Phones, or any other mobile devices with integrated cameras, could lead to a Safeguarding/Child Protection incident, child on child abuse and data protection issues with regard to inappropriate capture or distribution of images of pupils or staff.
  - Mobile phone use can render pupils or staff subject to cyber child on child abuse.
  - Internet access on mobile devices using cellular data cannot be filtered by the Academy.
  - They can undermine classroom discipline.

## 18. Social Media

- 18.1 The use of social media has become increasingly popular however its use should be age appropriate and safe for all.
- 18.2 As such the Academy asks that pupils
- Not join any social networking sites if they are below the permitted age (13 for most sites including Facebook and Instagram)
  - Tell their parents if they are using the sites, and when they are online
  - Be aware how to report abuse and inappropriate content
  - Not access social media on school devices, or on their own devices while they're at school
  - Not make inappropriate comments (including in private messages) about the school, teachers or other pupils
  - Must not set up fake social media accounts on staff or any other pupils at the school

## 19 Roles and Responsibilities

19.1 Creating a safe environment is essential for effective learning and ensures that all pupils' rights to a positive experience are met. Expectations of appropriate pupil behaviour must be made explicit. This requires a **'whole' school approach** in which all members of the school communities share the responsibility for maintaining a safe and disciplined environment.

### 19.2 **Headteachers will:**

- Disseminate the policy to the whole school community via a link on the school website.
- Implement the policy effectively.
- Train staff
- Ensure that all new staff are inducted clearly into the school's behaviour culture
- Ensure that the school leadership team is highly visible to all children
- Monitor, review and evaluate the effectiveness of the policy.
- Report to the Parent Advisory Forum on request.
- Liaise with the Local Authority and Matrix Trust to ensure that best practice is shared effectively.

### 19.3 **Members of the Parent Advisory Forum will:**

- Support the Headteachers.
- Help to build positive and supportive relationships with parents/carers through mutual understanding and trust.
- Liaise with the Local Authority to ensure that the best advice is available and that the school policy is in line with both National and Local guidelines.

### 19.4 **Pastoral team**

- Be proactive in promoting and maintaining high standards of behaviour within the Academy.
- Ensure that the school behaviour policy is followed.
- Lead on training of staff.
- Support staff in the management of behaviour and discipline.
- Head of House will investigate fully and decide on the action required. Head of

House will take appropriate action of any intervention/prevention strategies  
20 /programmes.

- Celebrate good behaviour.
- Communicate with and update parents about their child's behaviour.
- Log all incidents on pupil file.
- Liaise with external agencies, the Local Authority and Matrix Trust as appropriate.

#### 19.5 **Staff will:**

- Maintain a calm and safe environment for all pupils both in their own classrooms and around the Academy.
- Take a proactive approach to managing behaviour.
- Model expected behaviours and develop positive relationships with pupils.
- Adhere to the Academy's behaviour policy and escalate as appropriate.
- Take all reports of bullying seriously and respond to each incident accordingly.
- Inform the Head of House of any concerns/incidents and any actions taken.
- Comply with the Academy's recording systems.

#### 19.6 **Pupils will:**

- Take responsibility for their own behaviour and actions and treat one another with mutual respect and kindness.
- Follow Academy rules and expectations as outlined in the Behaviour Policy
- Report any incidents of poor behaviour to their Head of House / Form Tutor / Prefects / Parent / Carer.
- Report any incidents that have occurred over social media sites.
- Co-operate with any investigations.
- Pupils must recognise that being a "bystander" is not acceptable, and understand that our Academies are 'Telling Schools'.

#### 19.7 **Parents/Carers will:**

- Support the behaviour policy.
- Work in partnership with the school to encourage good behaviour.
- Maintain positive communication with the school and inform the school of concerns raised by their child.
- Support key messages being given to their child and where appropriate attend meetings and contribute in a positive way.
- Monitor their child's use of social media regularly if their child uses social media.

## **Appendix A**

# **Home-School Agreement**

### **School:**

We aim to provide a happy and safe environment in which all the children and staff are encouraged to develop to their full potential. To aid this we will:

- Provide a broad, balanced and well-taught curriculum to meet the needs of your child.
- Encourage your child to be polite, kind and considerate to others at all times.
- Set, mark and monitor appropriate homework based on our Homework Policy.
- Keep you informed about your child's progress and any concerns that affect your child's work or behaviour.
- Provide a progress report on your child.
- Be welcoming to parents/carers and offer you opportunities to become involved in school life.
- Let you know about school activities through regular communications.
- Use Rewards and Sanctions in order to maintain a caring and supportive environment and to commend high standards and achievements.

Signed (Headteacher) \_\_\_\_\_

### **Parental/Carer Agreement:**

As a part of the partnership with the school I/we will:

- Ensure my child does not bring their mobile phone into school.
- Ensure that my child wears correct uniform and brings the required equipment for school.
- Ensure that my child attends school regularly and on time.
- Let the school know the reasons for any absence.
- Not take holidays during term time.
- Ensure my child uses social media appropriately
- See that my child completes any homework that is set, on time and sign the pupil planner every week.
- Inform the school about any concerns or problems that might affect my child's work or behaviour.
- Attend Progress and any other meetings to discuss my child's progress and welfare.
- Communicate appropriately with school and avoid behaviour that undermines the reputation of the school.
- Encourage my child to follow the school's Reward Scheme and Code of Behaviour and support its policies.
- Ensure that my child adheres to the school's online learning policy and code of conduct.

Signed (Parent/Carer) \_\_\_\_\_

### **Pupil Agreement:**

Please read and discuss the below statement with your child. I agree to help my parents and the school. I will:

- Show respect for self, property and others.
- Attend regularly and on time.
- Wear uniform correctly, bring equipment and a school bag.
- Follow the school's Reward Scheme and Code of Behaviour.
- Complete homework that is set for me and hand it in on time.
- Uphold the reputation of the school when in my uniform.
- Be sensitive to others in and around school.
- Complete work to the best of my ability.
- Never bring a mobile phone into school.
- Use social media correctly including not making inappropriate comments the school, teachers or other pupils or set up fake social media accounts
- Never bring illegal drugs/items that may cause harm/threat to others into school.
- Follow the school's expectations when completing online learning and follow the code of conduct.

Signed (Pupil) \_\_\_\_\_

## Appendix B

### Behaviour Flowchart Bloxwich (Primary Phase)

**Class Teacher** to deal with the behaviour in class using the Good to be Green system and flow chart (Addendum B).



If the **Class Teacher** cannot deal with and deescalate the behaviour, then the Teacher should involve the **Year Leader**



If the **Year Leader** cannot deal with and de-escalate the behaviour, then they should involve the **Behaviour Lead**.



If the **Behaviour Lead** cannot deal with and de-escalate the behaviour, then they should involve the **DHT or HT**.

## Good to Be Green

To ensure consistency we all follow the Good to be Green Behaviour system. The Good to be Green rules are shared with the children and displayed across the school and in every classroom.

The Good to be Green rules we work and play within are:

- **We are kind, polite, helpful and aware of others feelings.**
- **We listen carefully to others without interrupting them.**
- **We look after our own and others belongings.**
- **We try our best, work hard and learn from our mistakes.**
- **We treat other people the way we would like to be treated.**
- **We always tell the truth.**

### Good to be Green System

- Children begin each day on green.
- If a child is demonstrating any negative behaviour, in the first instance a member of staff will have a quietword with them (encouraging them to stop and think about their behaviour)
- If the child is spoken to again they will be warned that if the behaviour continues, they will get a yellowcard.
- Persistence of the behaviour will then result in the child's green card being changed for a yellow one. This serves as a reminder to the child that they need to get their behaviour back on track.
- If the yellow card has no effect and the child continues demonstrating negative behaviour then the yellowcard will be swapped for a red.
- There will be a consequence to every yellow and red card given. (see sanctions)
- In some circumstances red cards will be given for one off incidences.

### **Rewards**

We emphasise rewards to reinforce good behaviour. We believe that rewards have a motivational role in helping children to see good behaviour is valued. The most common reward is praise, informal and formal, public and private; to individuals and groups. It is earned by maintaining the good standards of the school and also by noteworthy achievements.

At Bloxwich Academy we celebrate positive behaviour through:

- **Praise (*catching the good at every opportunity*)**
- **House Points - dojos**
- **Stickers**
- **Certificates**
- **Good to be Green time for being Green all week**  
(Depending on the reason(s) for issuing a red card, some G2BG time can be earned back)
- **Half Termly and Termly rewards**

# Sanctions

## Stage 1

- A yellow card is given to signal to a child that, despite being reminded twice, they are displaying unacceptable low level disruptive behaviour.
- Each yellow card a child gets during the week signals **5 minutes** lost from the *Good to be Green* time. Such behaviour may include but is not limited to:

*Mistreating equipment, shouting out, talking when an adult is talking, not listening, wasting time, disrupting others or being unwilling to co-operate.*

## Stage 2

- If the unacceptable behaviour continues whilst on a yellow, then a red card will be given.
- A red card signals a consequence such as loss of playtime or lunchtime. And loss of **all** of their Good to be Green time. The red card will be logged and parents may be informed depending on the severity of the incident or circumstances.

*Such behaviour may include but is not limited to:*

*Continuation of the above stated behaviour, Throwing or damaging equipment, lack of respect, bad language/verbal abuse, hurting others.*

## Stage 3

- If poor behaviour persists over time with yellow and red cards frequently given, then parents will be informed and invited into school to discuss their child's ongoing behaviour.
- A target success chart will be given by the class teacher to monitor the child's behaviour, session by session including playtimes and lunchtimes as necessary.
- The child will be referred to the Pastoral Manager for a mentoring programme.

## Stage 4

- If, there is no improvement in behaviour, the matter will be referred to the Deputy Head teacher, who will formulate a behaviour agreement with the child and his/her parents/carers. This is known as an IBP (Individual Behaviour Plan).
- The behaviour monitoring will then be carried out by the Deputy Head teacher whilst the IBP is in place.

## Stage 5

- If behaviour worsens or no improvements are made as a result of the previous stages, the Head teacher will become involved and parents will be invited in for a meeting to discuss matters further. At this point, a referral may be made to external agencies such as behaviour support.
- Head teacher involvement will be necessary for one off serious incidents or failure to comply with target on an Individual Behaviour Plan. This may result in exclusion, either fixed term or permanent. The necessity to act on such incidents quickly will result in parents or carers in the first instance, being informed by telephone. Parents will be invited in for discussion at a later time.

The flowchart of these sanctions (Addendum D) is displayed in every classroom, with the person responsible indicated. All this information is also shared with parents on the school website.

## One off serious misdemeanour

Such behaviour may include but is not limited to:

*Stealing, racism, bullying, serious aggression to others, aggressive/abusive behaviour including verbal, or swearing towards staff, attacking staff, smoking, throwing furniture.*

**This may include behaviour which takes place outside of school but could impact significantly on in-school relationships or the reputation of the school.**

A record will be kept of such incidents and follow up actions.

Continual serious breaches of behaviour or individual incidents including bringing knives or weapons, drugs or pornographic material will result in permanent exclusions from school.



Warning/s given BY ADULT/S IN THE CLASS		One off moderately serious incident  Actions: Recorded on CPOMS Alert Behaviour Lead/DHT Parents informed Appropriate consequence given	One off serious incident
Poor behaviour continues (turn of the yellow card) ↓			
Stage 1 – yellow card given ↓			
Poor behaviour continues ↓			
Stage 2 – red card Action: Recorded on CPOMS Consequence- missed playtime or part lunchtime /time in another class Red reflection Friday with Pastoral manager Parents informed ↓			
Several red cards in a short time period ↓		One off serious incident	
Action: Target Success Chart—Class teacher to meet with Behaviour Lead/Parents informed ↓			
Stage 3 – Action: Parents informed by class teacher or Behaviour Lead/verbally or by a letter; Mentoring Programme with Behaviour Lead Monitor weekly & keep charts and record behaviour over time (Review after 6 weeks) ↓			
Poor behaviour continues ↓	Behaviour improves – cease Stage 3		
Action: Meet with Class teacher & Behaviour Lead/to discuss implementation Individual Behaviour Plan (IBP) ↓			
Stage 4 – IBP Action: Behaviour Lead completes IBP with class teacher and parents; consider nurture/ Behaviour Lead involvement; consider involvement of outside agencies (IBP for 1-6 weeks thn review) ↓		One off serious incident	
Behaviour worsens ↓	Behaviour improves – Review IBP, possibly revert to Stage 3		
Poor behaviour continues – Review IBP ↓	Behaviour improves – Review IBP, possibly revert to Stage 3		
Stage 5 – Involvement of DHT / HT Action: Meet with parents; possible exclusion			