



Diocese of Salisbury  
Academy Trust

# **BEHAVIOUR POLICY**

## Diocese of Salisbury Academy Trust

## 1. Introduction

This policy sets the framework for all Academies in the Trust. Each Academy is required to publish its own local Academy behaviour policy in line with this framework must fit.

Each Academy will have a Home-School agreement which outlines to parents and pupils their responsibilities in respect of this policy.

## 2. Aims of the Policy

Our aim is:

- To create an environment that encourages and reinforces good behaviour in line with Christian values.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the School's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and School in this policy's implementation of this policy. The adults encountered by the students at School have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on the students.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.
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### 3. Approach

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- To involve all of the school community in making and celebrating the rules
- To ensure that everyone knows and practises the core values
- To regularly use a variety of strategies, such as Circle time, to promote high standards of behaviour
- To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- To ensure that all staff are conscious of the example they set the whole time
- To focus on the child's behaviour and not the child him/herself
- To seek guidance from outside agencies when extra support is needed
- To take ownership of behaviour issues

We believe it is important that the school provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the school community have the right to feel secure and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.

We aim to establish a caring school ethos where the quality of all relationships is positive. We recognise the importance of training, so that children gradually develop self-discipline and we provide opportunities for them to make independent choices and become increasingly responsible for their own actions.

### 4. Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for students.

### 5. Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

When discussing behaviour incidents with children it is important that all adults talk to them with a quiet, calm and non-confrontational voice.

The following sanctions are permitted for use in the Academy:

- Non verbal warnings.
- Informal verbal warning that is not recorded
- Formal verbal warning that is recorded and this will be recorded.
- Time out in the classroom
- Time out outside the classroom environment supervised by another member of staff
- Letter home to parents
- Separate supervision during break or lunchtime

In extreme circumstances Fixed or Permanent exclusions will be considered in line with the Exclusions Policy

It is important not to say "Why did you do that?". We encourage adults to work through the following questions:

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been affected by this?
- What do you need now so that the harm can be repaired?

## **6. Monitoring and Evaluation**

Rewards and all sanctions more serious than informal verbal warnings will be recorded and monitored to provide the academy with regular information on how effectively the behaviour policy is working. The academy will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by:-

- Gender
- Ethnicity
- SEN
- Age

This work forms part of our policy on Equal Opportunities.

#### Home/School agreement

Every parent is expected to sign the Home/School agreement when their child starts school as an indication of the partnership between home and school.

This agreement should be re-issued to parents annually to remind them and their children of its importance.