



Rainbow Education Multi Academy Trust

Policy number: 14

**Behaviour and Relationships Policy
(including Anti Bullying Policy)**



OVERVIEW

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. Each school within The Rainbow Education Multi Academy Trust is committed to creating an environment where exemplary behaviour and strong relationships are at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. The school has a clear code of conduct for behaviour and follows the Equality Act of 2010, which means that we will not unlawfully discriminate against others because of their sex, race, disability, religion, beliefs or sexual orientation. This [video](#) explains our approaches to behaviour in more detail. We do not tolerate any form of bullying. We expect everyone to treat others with kindness and respect and to care well for each other so that everyone can come to school without fear and feel safe in school. We encourage everyone to be vigilant and we will intervene promptly if there are any signs or reports of bullying.

AIMS OF THE POLICY

1. To create a culture of exceptionally good behaviour: for learning, for community, for life
2. To ensure that all learners are treated fairly and shown respect
3. To promote good relationships
4. To help learners take control of their behaviour and be responsible for its consequences
5. To build a community which values kindness, care, good humour, good temper and empathy for others
6. To promote community cohesion through improved relationships
7. To ensure that excellent behaviour is a minimum expectation for all
8. To ensure that **each and every child** has the opportunity to reach their full potential
9. To ensure that all feel safe and free from any type of bullying and intimidation (including homophobic bullying).

PURPOSE OF THE POLICY

To provide simple, practical procedures that help both staff and learners in the following ways:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Develop strong, positive relationships between pupils and staff
- Promote self esteem and self regulation
- Teach appropriate behaviour through positive interventions



STRATEGIES

School Rules

1. Look after yourself
2. Look after each other
3. Look after our school

Behaviour for Excellent Teaching and Learning

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The school rules must be displayed in each learning space and referred to in conversations around conduct.

Expectations for Behaviour/Non Negotiables

We have high expectations of all of our pupils. Our expectations are made clear to children through our relentless routines and consistent approaches to behaviour management. We expect our pupils to:

- Try their best and engage in every lesson
- Follow instructions from any adult in school
- Remain seated in the classroom unless given permission by adult to leave their seat
- Be kind to one another
- Follow the school rules at all times to ensure that everyone is safe in school
- Refrain from using any inappropriate or offensive language in or around school

Be Consistent

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

- Apply Threshold and Strong Start at the start of every lesson
- Regularly remind children of our expectations
- Apply strategies that link to high behavioural expectations and the building of character and trust
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use positive recognition in classrooms throughout the lesson
- Refer to our school rules in all conversations about behaviour
- Be calm when going through the steps - prevent before sanctions
- Always 'follow up' to retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are not following the school rules
- Praise in Public (PIP) and Reprimand in Private (RIP)

It is important to remember that children bring to school a wide range of behaviour patterns based on



different home values, attitudes and parenting skills. At school, ALL staff must work together to ensure that our agreed rewards and sanctions are applied fairly and consistently. Our rules form the cornerstone of the rewards and consequences system and will be displayed throughout the school. If children follow the rules they are rewarded; if not, there are consequences.

ANTI-BULLYING

We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable. Learners will be encouraged to report bullying and when they do so they will be listened to and taken seriously. Every allegation of bullying will be investigated and followed up and any victim of bullying will be well-protected immediately and in the future.

PSHCE lessons will be used to discuss bullying and to ensure that all are aware that bullying is never acceptable and that the victim must always report it to parents, staff or friends. As part of our PSHCE curriculum we teach the No Outsiders which teaches children that we are all different and promotes community cohesion to prepare young people and adults for life as global citizens. In addition, we focus on inclusion and diversity across other subjects such as whole class reading, RE and through collective worship.

Homophobic bullying will not be tolerated in anyway. Where homophobic language is used children will be taught that these words are not acceptable. KS2 children will be told what the words mean and will be taught that using such words to tease, upset or put-down someone is not acceptable. This flowchart details how incidents of homophobic bullying will be dealt with.

Racist bullying will not be tolerated in any way. Where racist language is used children will be taught that these words are not acceptable. This flowchart details how incidents of racist bullying will be dealt with.

CHILD ON CHILD ABUSE (including sexual violence and sexual harassment)

Through training, we ensure that all staff recognise that children are capable of abusing their peers. The senior leadership team and Local Academy Council are responsible for ensuring that procedures exist to minimise the risk of peer on peer abuse and consider how allegations of child on child abuse will be investigated and dealt with. There is a clear procedure on how victims of child on child abuse will be supported. All staff are aware of child on child abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based violence, sexual violence and sexual harassment, upskirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and initiating /instigating violence and rituals. These issues will be addressed through our school curriculum and assemblies throughout the year. All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advise for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. Staff members who are



concerned that a child might have been / being abused by another child should follow safeguarding and child protection procedures and report to the DSL. In respect of sexual violence and sexual harassment between children, the Rainbow Education Multi-Academy Trust takes a proactive approach to prevent such incidents from taking place. Throughout our schools, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our pupils in their understanding of particular issues, and what actions they can take to be safe. We incorporate healthy relationships, people who help us, British values etc. into our curriculum in an age appropriate way for the year groups in school. Also from September 2020 we have included Relationships Education, Relationships and Sex Education (RSE) and Health Education in the school timetable, in line with DfE guidance and the national curriculum. Pupils are taught to understand the issue and meaning of consent as delivered in the RSHE curriculum. Students will be made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult, it should never be dismissed as normal behaviour. Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidence. Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We will respond and manage any reports of sexual violence and/or sexual harassment in line with guidance added to KCSIE 2021.

REWARDS

Our aim is to develop intrinsic motivation in respect to pupils' behaviour. We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of precise praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including its use with those learners who are hardest to reach.

<p>Verbal recognition/ Praise</p>	<p>Specific verbal praise and encouragement for effort is given to children using age-appropriate language.</p>
<p>Visit the Leadership Team</p>	<p>Children are sent to the Leadership Office to show good work. This good work is uploaded onto the school's Twitter account. Children's names are then entered into a raffle with a chance to attend a tea party with the Leadership Team on a Friday.</p>



Friday Assembly	One child from each class is chosen to receive an award each week for displaying a growth mindset and a positive attitude to learning. These 'Mindset Hero' children will receive a certificate and attend Hot Chocolate Friday with a member of the SLT.
Awards	Children receive weekly awards for Book of the Week, Values and Mindset Hero.
Positive Phone call/ Postcards home	Children can receive a positive phone call or postcard home.
Behaviour Scores	Children are given a score each week for both 'behaviour' and 'attitude to learning': 1 - going above and beyond/exceeding expectations; 2 - meeting the expected standard for behaviour; 3 - not meeting the standard. Scores are shared with the children and are recorded and shared with the Leadership Team.
Prize Giving	At the end of the year, a selection of awards are given out to children who have gone above and beyond in a range of subject areas.

SANCTIONS

Steps	Actions
1) Redirection	Gentle encouragement, a 'verbal nudge' in the right direction, a small act of kindness (a Drive By)
2) Reminder	A reminder of the expectations/rules - delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage.
3) Warning and a minute	'Turn it around' Redirect the child to the right place giving them up to a minute of positive attention to help them back on track. Talk to the child privately where possible and give the opportunity to engage. Supportive actions to support behaviour may be put into place e.g. child moved within class
4)Take-up Time	Redirect the child and give them 2 minutes to regulate and get back on task. Return to the child focusing on something positive.
5) Triage	Triage is a no-blame environment. Triage addresses the question: 'How can this child return to their class, calm and ready to learn?' This is not the time to address the exit from the lesson. Children are supported to regulate their



	<p>emotions to support them returning to class.</p> <p>If there are behavioural incidents on the yard during lunch or play time, the child may be removed from the yard for a period of time to allow them to regulate their behaviour. If a child has been involved in a physical fight during lunch time or play time, they will miss some of their lunch break the following day to engage in restorative follow up activities.</p>
6) Restorative follow up meeting	This will take place between the adult and child before the end of the day.
7) Report (Self Monitoring Profile)	<p>If a child receives a behaviour score of 3 for two consecutive weeks, they will be placed on report initially for two weeks. During this period of time the child's behaviour will be closely monitored by the class teacher and the senior leadership team. The child will be given a self monitoring profile which will be filled in at the end of every lesson. During this time, the child must be collected daily in order to sign the report card. Individual consequences will be agreed between the teacher and SLT for each child on report. In some extreme cases, children may receive lunchtime exclusions for the period of time they are on report. If there is a significant improvement in the child's behaviour after two weeks, they will be taken off report, if not then they will remain on report.</p>

CONSEQUENCES FOR CHILDREN WHO DO NOT COMPLY WITH OUR NON-NEGOTIABLES

Non Negotiable	Consequence for not complying with the non-negotiable
<ul style="list-style-type: none"> Try their best and engage in every lesson 	Children will be expected to stay inside at playtime if they have not tried their best/engaged in learning
<ul style="list-style-type: none"> Follow instructions from any adult in school 	The teacher should follow the stepped sanctions in the table above. Children receiving a score of 3 for two weeks will be placed on report.
<ul style="list-style-type: none"> Remain seated in the classroom unless given permission by adult to leave their seat 	Children will be expected to stay inside for 5 minutes at playtime if they have left the classroom without permission
<ul style="list-style-type: none"> Be kind to one another 	Teachers should follow the flowcharts for dealing with bullying, racist and homophobic behaviours.
<ul style="list-style-type: none"> Follow the school rules at all times to ensure that everyone is safe in school 	The teacher should follow the stepped sanctions in the table above. Children receiving a score of 3 for two weeks will be placed on report.



<ul style="list-style-type: none">• Refrain from using any inappropriate or offensive language in or around school	The child will be expected to stay inside for 5 minutes at playtime for a restorative conversation about their use of language.
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A Serious Breach is an incident that may lead to a suspension or in extreme cases, a permanent exclusion.











LEADERSHIP AND MANAGEMENT

All headteachers should take responsibility for implementing measures to secure acceptable standards of behaviour. They should ensure the school's approach to behaviour meets the following national minimum expectation:

- the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

SCHOOL SYSTEMS AND NORMS

All schools have a clear set of expectations for behaviour which are shared with all pupils, staff and parents.

<p>Silent Starter All lessons start with a silent settling activity.</p> 	<p>Excellent Explanations Explanations are planned so that pupils learn new information successfully.</p> 	<p>Read to Succeed Pupils read and are read to often so that they can make progress in every subject.</p> 	<p>Modelling Teachers model learning so that pupils can see how to improve.</p> 	<p>My Turn, Your Turn Pupils practise new words so that they are easier to remember and learn.</p> 
<p>Cold Call/No Opt Out All pupils answer questions so that teachers can check their understanding.</p> 	<p>Empty Hands/Track the Speaker Pupils have empty hands and they track the speaker when someone is talking.</p> 	<p>Silent Solo Regular, silent, independent work happens so that pupils think hard about their learning.</p> 	<p>Perfect Presentation We take pride in our work - we don't accept anything less than our best.</p> 	<p>Feedback Loop We have regular feedback so that we know how to improve.</p> 

STAFF INDUCTION, DEVELOPMENT AND SUPPORT

All staff carry out a full induction programme which includes information and training on our approach to managing behaviour. In addition, updates and CPD sessions focused on behaviour management take place for all staff throughout the year. Where required, staff receive coaching in managing behaviour from senior leaders.

PUPIL TRANSITIONS

Pupils are reminded of our expectations for behaviour at regular intervals throughout the school year. Any new pupils are taught our expectations (see image above) when they join the school.

PUPIL SUPPORT

The senior leadership team, SENCO and Child Well Being Support Officer are all responsible for behaviour across school. They meet weekly to discuss any behaviour issues and put plans in place to ensure that these issues are resolved. This can include regular monitoring visits from one of the staff mentioned above. The SENCO works closely with class teachers and support staff to ensure that effective support and/or interventions are put into place for children who require additional support with behaviour.

BANNED ITEMS



Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a banned item. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping children safe in education). The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns. Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a banned item listed below that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

The list of banned items is:

- 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:
- tobacco and cigarette papers;
- fireworks;
- pornographic images.