

**FRIARS MULTI ACADEMY TRUST**  
**RELATIONSHIP MANAGEMENT & BEHAVIOUR POLICY**

**STATUTORY POLICY**

Reviewed:	March 2018
Approved by LGB:	March 2018
Minor Changes made by DHT:	October 2020
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Policy Created by:	Deputy Headteacher

## **Glossary**

The term '**School**' is used as standard to mean the educational establishment that is adopting this policy.

The term '**Headteacher**' is used to refer to the person with overall day-to-day responsibility of the **School**.

**Directors** are the Trustees of the Board.

**LGB** is the Local Governing Body.

## **RATIONALE FOR THE FRIARS MULTI ACADEMY TRUST RELATIONSHIP & BEHAVIOUR POLICY**

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

### **FRIARS MULTI ACADEMY TRUST VALUES**

- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We are honest

### **A CONSISTENT APPROACH TOWARDS BULLYING ACROSS THE TRUST**

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

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

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

#### **Principles:**

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

4. Parents of bullies and victims will be kept informed of developments during the investigation of any reports of bullying.
5. In all subjects, and especially PSHE, Protective Behaviours and SEAL, the value of the individual will be raised, and the awareness of bullying from the viewpoint of both bully and victim will be heightened.
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7. Students from a range of classes are Anti-Bullying Representatives.

### **Types of bullying**

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

The Trust will make it clear that the responsibility for prevention of bullying belongs to everyone and that any unhappiness should be immediately reported. This information may be obtained from a variety of sources:

- Through the student telling a member of staff.
- From a student who is aware of another's suffering
- Parental reports.

All allegations or information regarding bullying will be taken seriously.

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

### **POOR BEHAVIOUR OFF SCHOOL SITE:**

A student can receive a school consequence for poor behaviour while not on the school premises, under the following circumstances:

- Taking part in any school organised or school related activity.
- Travelling to and from the school.
- When they are identifiable as a student of the school.

- Their behaviour could have repercussions for the orderly running of the school.
- They pose a threat to another student or a member of the public.
- Their behaviour could adversely affect the reputation of the school.

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

### **Empowering parents to support their child's learning**

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

### **Exclusions**

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

The exclusion procedure is clearly defined in Sept 2008 Guidance.

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

## **FRIARS ACADEMY SPECIFICS**

### **Restorative Approaches**

#### **The principles of a restorative approach: building and maintaining positive relationships:**

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

#### **Restorative approaches are based on four key features:-**

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

#### **Putting things right: how a restorative approach might work:**

The restorative approach requires all staff to be aware of the principles of the restorative process, and have the ability to apply them in resolving situations in their classes and around

the school. To be a restorative school we will endeavour to make affective statements and restorative statements part of our everyday language.

### **Friars Academy Standards and Expectations**

#### **All students have a responsibility to:**

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

#### **All staff have a responsibility to:**

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

### **A consistent approach to rewards and consequences**

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

#### **Consequences of 'good' behaviour:**

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

#### **Rewards:**

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

- David Ripley Award

## **Merits**

### **House Points**

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

### **School Values Certificates**

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

### **Consequences – Fair and Logical Consequences of 'poor' behaviour**

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

### **Consequences**

The consequences should be proportionate and appropriate, therefore, in discussion with the student we:

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

### **Consequences may include:**

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

### **The Line of Support:**

#### **1. In the first instance the class teacher should make every attempt to manage the behaviour.**

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

#### **2. The Key Stage Leader:**

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

#### **3. The Deputy Head:**

- Will deal with the issue further by involving parents / carers.
- If there remains cause for concern, the Headteacher will be informed.

#### **4. The Headteacher:**

- May contact outside agencies and parents, and/or issue warning of fixed/permanent exclusion.

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

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

**Card Call** In every room there are 5 cards:

- **Red** - immediate help required, possible pupil/staff danger
- **Yellow** - the class team has tried various strategies and can no longer manage the situation within the class
- **Green** - first aid required
- **Blue** - praise
- **Lilac** - information

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

## **Behaviour Management Procedure**

### **Problems with pupils in lesson time**

1. Follow the lines of support as indicated above.
2. Record unacceptable behaviour on Behaviour Watch.

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

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

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

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

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

### **Problems with students before school, break times and lunch times**

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

### **Other procedures regarding the managing of pupil's behaviour**

The mentoring scheme will continue to be worked with a closer review of certain students.

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

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

If we have a reasonable belief that a student has an article that may be used to commit an offence; or may be carrying a weapon, alcohol, illegal drugs or stolen property; or other items that the school rules prohibit, we may also search the student/bag without consent. (2007 Education Bill)

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

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

### **Monitoring**

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

### **Reasonable Force**

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

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

**Team Teach will be used by trained staff only.**

## **Appendix**

<b>Appendix 1</b>	Guidance on Positive Handling
Appendix 2	Behaviour management strategies
Appendix 3	Trigger point for students at risk
Appendix 4	Flow Chart for permanent exclusions

### **Associated policies:**

Physical Restraint Policy  
Exclusions

**Appendix 1**

**GUIDELINES FOR STAFF  
Positive Handling of Students**

Please see Team Teach Policy

## Appendix 2

### Possible Behaviour Management Strategies

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

- Starter activity/settling time
- Time away from group
- Positive reinforcement
- Reminder of consequences/boundaries
- Remove the audience
- 1-1 support from the TA
- Ask the peers about the problem
- Escort to lessons and pass information on
- Ignore (planned and safe)
- Discreet conversation
- Start the lesson and then return to the problem
- Low key and calm
- Know the pupils – one page profile ☒ Ask why – compromise.
- Give them a dignified get out
- Change of face – support
- Follow up when communicative. Explain the consequences and be consistent for all (seen)
- Be on time. Pre-empt any changes with the students and TA's
- TA to know what is happening
- Distract
- Give time out – TA to check up on student
- Check understanding of the work
- Card system for emotions
- Know any medical issues
- Give personal space and be aware of body language
- Track and discuss
- Engage, diffuse, distract
- Meet and greet and be friendly
- Quiet talk (1-1)
- Duty staff to make teacher aware of problem
- Buddy to support
- Choices
- Do not demand
- Teachers position in the room





