



TIMU ACADEMY TRUST

Policy Document for: Behaviour

Approved: November 2017

Due for Review: November 2020

Timu Trust Behaviour Principles:

Our behaviour policy intends to develop positive behaviours so that everyone sees themselves as part of a happy learning community.

We have very high expectations concerning behaviour and hope to develop children's understanding of the impact of choices they make, whether positive or negative.

Good behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised.

We aim to start each day on a positive note through being a welcoming face to children and parents/carers at the start of each day.

Our policy has been developed with reference to the following:-

- DfE Behaviour and discipline in schools – Advice for headteachers and school staff (Jan 2016)
- Public sector Equality Duty set out in section 149 of the Equality Act 2010

Timu Trust Behaviour Expectations:

Our Schools uses the system of 'Green Expectations'.

The expectations are designed to focus on positive action rather than what children should not do. The expectations are agreed actions so that there is consistency and fairness.

The 'Green Expectations' are displayed in all classrooms, around the school and in playgrounds. Everyone is responsible for behaviour of all children and adults should reinforce the rules whenever appropriate.

The class rules and routines will be established at the start of each academic year based on the green

expectations. All staff are responsible for establishing clear routines during this phase so that children know what is expected of them during each part of the school day.

Our Green Expectations:

Everyone in our school community has;

- the right to feel safe
- the right to learn
- the right to respect and fair treatment

The Timu Trust aims:

- To provide a safe and happy environment for learning.
 - To provide a challenging and engaging curriculum.
 - To ensure we value and celebrate children's learning and behaviour.
 - To understand the needs of all children and to respond appropriately.
- We will treat all children fairly and consistently.
 - We will communicate with each other (TA, teacher, SLT, parent) to help support children's learning and behavioural needs.
 - We will actively teach children to make positive choices.
 - We will give all children the chance of a new start throughout the day and everyday.
 - We will celebrate success.
 - We will maintain, support and promote the high expectations we have of children's behaviour and learning.
 - We will use language that supports positive behaviour (choices) rather than judgmental language.

The 'Stay on Green' System:

The system is designed so:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who regularly meet the school's 'Green Expectations' both in the classroom and at lunchtime are recognised and celebrated.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- Pupils are recognised for their good classroom and playground behaviour
- All staff develop effective behaviour management skills.

How it works:

- On the classroom door there is a prominent 'Stay on Green' display. This represents behaviour both in and out of the classroom
- On this display, all children have their name or photo on it.
- Children start the day on the green area both for class time and lunchtime
- If children make negative individual choices they are shown a blue card (rule reminder) to remind them of the school's expectations and to inform them if this behaviour continues they will be moved to yellow (shown a yellow card) and placed on the classroom 'yellow time-out'.
- After that time the child is invited back to the lesson/playground and encouraged to continue to

make positive choices. Should negative behaviour continue after the child has had a 'time out', the teacher will show a blue card (a further rule reminder) and encourage them to make the right choice. If the pupil continues to misbehave then they will be moved to red (shown a red card) and be sent to the red time out area which is outside the classroom for 10-15 minutes. A red reflection sheet will be completed during the time out period which is also sent home. Should negative behaviour still continue the warning/rule reminder will once again be repeated and if there is no change a purple level card will be issued by the teacher. Purple is the next sanction after red level and the child is sent to the school Principal for 30 minutes time out. A Purple reflection sheet is completed at this time which is discussed at the after-school detention.

There are a number of behaviours which are deemed severe enough for an **automatic red card**. These will be discussed in detail by teachers with their classes during the first few days of each school year.

These include:

- **Leaving a classroom without permission (unless there is an arrangement in place)**
- **Throwing objects with malicious intent to harm others or cause damage**
- **Absolute refusal to follow instructions**
- **Showing disrespect which undermines the authority of adults or is contrary to our school ethos**
- **Destroying work or resources deliberately or with intent**
- **Using language with the intent of causing offence to others**
- **Deliberately hurting someone (with intent but also reacting to a situation)**
- **Threatening physical violence**

Automatic Purple cards should only be issued by a member of the Senior Staff team. These will be discussed in detail by teachers with their classes during the establishment phase.

Purple card behaviour includes:

- **Behaviour that puts themselves or others in immediate danger, including inappropriate sexualised behaviour**
- **Using specific words or actions to use people's individual differences against them including racism, sexism, and homophobia**
- **Acts of vandalism to our school environment**
- **Stealing**
- **Harming another person with intent to cause harm, premeditated rather than reactive**

Behaviour Tracking

Teachers have a folder in which they record all incidents at yellow, red, purple level. Teachers will ensure that red or purple incident forms are sent home to parents informing them of the day's unacceptable behaviour.

Each class has a behaviour chart to record and celebrate children who "Stayed on Green" both in class and at lunchtime. Children who achieve Green all week in both areas receive a green sticker and are congratulated by the class teacher.

Schools' Community leaders track the Behaviour sanctions being awarded in each class and monitor pupils who are receiving an increasing number of yellow level sanctions. If not improved as result of the intervention by the Community leaders Behaviour plans may be established.

Liaison with Parents or Carers

Parents will receive notification by email and by letter if their child's behaviour receives a red or purple level warning. Parents should take note that if no green sticker has been awarded but they have not received any red or purple letter then a yellow time out would have been given in that week.

Teachers may on occasions be happy to discuss reasons behind warnings and any levels of behaviour sanction in order to support the parent but only after the parent has had the opportunity to discuss it fully at home. Parents must be advised that interrogating other parents and/or children is not appropriate.

However the school will not, under any circumstances, change any sanction as a result of these discussions. Parents must understand that staff's decisions are final and have been taken in light of this policy and our high expectations for pupil behaviour.

Timu Trust Class Behaviours:

Behaviour	Action
Green	<ul style="list-style-type: none"> • Praise given in class. • At end of the day all children who have “stayed on green” to be awarded a green stamp on the class Behaviour charts and at the end of the week awarded a sticker for their individual sticker charts
Rule reminder	<i>If behaviour is not meeting the Green expectations then they are reminded of the Green Expectations. Appropriate time given for child to address behaviour. If they continue to make the wrong choices then the pupil will move to the yellow level</i>
Yellow Time Out 1	<ul style="list-style-type: none"> • Child must move away from main class group to time out area for five to ten minutes • Child is expected to listen to teacher and undertake tasks given during this time but not join in.
Rule reminder	<i>Child is reminded of Green Expectations. Appropriate time given for child to address behaviour. If they continue to make the wrong choices then the pupil will move to the red level</i>
Red Time Out 2	<ul style="list-style-type: none"> • Child is sent to the Red Time Out zone for 10 - 15 minutes. During this time the pupil will complete (with support) the red reflection sheet which will be discussed later (lunchtime or end of the day, in child’s own time) with the class teacher. • After this time, child returns. Staff welcome back positively and remind child of ‘Green Expectations’. • Parent is informed by letter and by email of red level behaviour.
Rule reminder	<i>Child is reminded of Green Expectations. Appropriate time given for child to address behaviour. If they continue to make the wrong choices after then the pupil will move to the purple level</i>
Purple	<ul style="list-style-type: none"> • Purple is the next sanction after red level and child is sent to the school Principal for 30 minutes supervision. Purple reflection sheet is completed to be discussed at the detention. No counselling to take place during the 30 mins of supervision • Parents are informed by letter and by telephone where possible • Sanction - All children who receive a purple card are to be given a 30 minute detention on the same day (if appropriate) and this must replace their attendance at any after school clubs. Teacher may be supported in the detention by member of SLT or by SEN team if required

Refusing to move to yellow/red table or purple exit when asked:

If a child refuses to attend another class or move away from the main learning group, tactically ignore, giving space and time to make appropriate choice, then if still refusing, give warning and move to next level.

Always keep children and adults safe. Should the child continue to ignore instructions or behave in a way that is potentially harmful to themselves or others then a child should be sent for a senior member of staff to attend.

Children with specific behavioural needs (SEN, BESN):

We recognise that some children have specific needs with regards to their behaviour. For those identified with SEN, BESN, or whose behaviour is as a direct result of a disability, the system may be altered in consultation between the class teacher and the SEN team and adapted to meet their needs. Their ILP/IBP or other plan will indicate the actions planned to address and support their needs.

Nurture and Individual Behaviour Management plans:

If a child's behaviour is giving staff cause for concern senior staff and/or Inclusion manager may decide whether to implement a Nurture programme or an IBM, depending on the individual child's circumstances and needs. Parents will always be informed.

Any child whose behaviour is giving cause for concern will not be able to take part in the following:

- Having special responsibilities
- Representing the school e.g. Football, netball,
- Attending after school activities or clubs

Exclusions:

We are an inclusive school and will work hard to develop strategies to include all children. However, on occasions, the school will make exclusions to maintain the good order and discipline of all our community. The trust has a separate Exclusions policy [which is available on our website](#).

Internal:

Internal exclusion will be at the discretion of Senior teachers and will be in response to a series of purple incidents or in response to the need to keep any child safe who is at risk of exclusion.

The Class teacher must liaise with the School Principal and set work for the day. Any pupil on internal exclusion will not be allowed out to play and must spend lunchtime in detention. Internal exclusion may take place in a senior teacher's classroom in the absence of the School Principal.

External:

Only the Executive Principal or the School Principal can take the decision to exclude children externally.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our Federation
- Poses a threat to another pupil or member of the public

- Could adversely affect the reputation of the schools

In the incidences above, The Executive Principal or School Principal may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The Trust is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools
- Good behaviour on the way to and from each school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of each school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion.

In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of one of our schools
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Outside Class & Playground Positive Behaviour Management:

Playtime:

- At morning playtime, all duty staff are responsible for engaging with children through play and conversation.
- All duty staff must be vigilant to address 'tensions' before they result in incidents.
- All duty staff must deal with incidents appropriately following the principles discussed here.

If a child is not following the 'Green Expectations' the member of staff will give a warning to them, if the behaviour continues the pupil will be sent to the 'time-out' area in the playground for 5 minutes (yellow bench).

All significant incidents must be reported to class teacher as they are collected from the playground as these will be dealt with using the class time sanctions

Lunchtime:

MMS and play leaders have the ultimate responsibility for lunchtime.

- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidents.
- All adults must deal with incidents appropriately following the principles discussed here. All children will start their lunch on a green card.
- If a child is not following the 'Green Expectations' the staff member will give a warning to them, if the behaviour continues the child will be sent to the 'time-out' area on the playground (yellow bench) for 5 minutes. After a conversation with the member of staff, the child will return to the playground. The incident will be recorded by the staff member. Children must be listened to and incidents recorded properly
- Should negative behaviour continue after the child has had a 'time out', the staff member will give another warning – a blue Card (a further rule reminder) and encourage them to make the right choice. If the child continues to misbehave then they will move to red (shown a red card) and be sent to lunchtime time out area inside the school for '10- 15 minutes time-out' where a red reflection sheet will be completed (with support for KS1). The parents will be informed.

There are a number of behaviours which are deemed severe enough for an automatic red card. These include:

- **Deliberate dangerous behaviour**
- **absolute refusal to follow instructions**
- **answering back or being rude,**
- **damaging the school resources or environment**
- **acts of physical violence such as kicking, pushing, shoving**

- Purple cards should only be used for serious behaviour incidents or when a child is not able to make appropriate choices after a red time out card. Purple card behaviour includes:
 - **Acts of physical violence such as fighting**
 - **Swearing directed at a teacher or other responsible person,**
 - **Using words to use people's individual differences against them (racism, sexism, homophobia)**
 - **Causing a health and safety risk to themselves or others.**

If a child gets a purple card the staff member should send the child to the detention room inside the school to complete the purple time out sheet. The child will then spend 30 minutes in isolation in the time out

room (this may be necessary on the following day if incidents happen at the end of lunchtime)
 The parent will be informed.
 If a child refuses to come then a member of SLT will be sent for who will manage the situation.

When the lunchtime is over the supervisors go into class to inform the teacher by moving names on the board for any pupil who has not stayed on green so that their classroom records reflect the sanction awarded.

Playground Behaviours :

Behaviour Card	Action
Green	Praise given by staff
Blue Rule reminder	Child is reminded of Green Expectations. Appropriate time given for child to address behaviour.
Yellow Time Out 1 on the playground	Child must move away to time out area for five minutes Child is not join to in any playtime activity
Blue – Rule reminder	As above
Red Time Out 2 inside the school	Child is sent to lunchtime detention room for 10 - 15 minutes. During this time the pupil will complete (with support for KS1) the red reflection sheet which will be discussed later (lunchtime or end of the day, in pupil's own time) with the teacher. After this time, child returns to the playground. Staff welcome back positively and remind child of 'Green Expectations'. Parent is informed.
Blue – Rule Reminder	As above
Purple	Purple is the next sanction after red level and child is sent inside to the detention room. Purple reflection sheet is completed to be discussed at the detention. The child is not permitted to return to the playground. Parents are informed Children who receive a purple card are to be given a 30 minute detention during the lunchtime period that day or on the next lunchtime (if appropriate) Teacher may be supported in the detention by member of SLT or by SEN team if required

Allegations of Abuse Against Staff and Other Adults Working in the School

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Trustees of Timu Academy have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

Timu staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, this Trust has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

Action in the Event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Executive Principal or School Principal will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997. 16

The disciplinary action taken against a pupil may include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage

Red Time-Out Form

My name is _____

Today's date _____

Take some time to think about why you are at Red Time Out area. You will be here for 15-20 minutes to complete this form. This form will need to go with you back to class and handed to your teacher. Your teacher will discuss what you have written with you either at lunchtime or at the end of the day.

1. Why are you here? What happened? (give your side of the story)

2. What rule was broken?

3. What can you do to fix things and make it better?

Teacher's comments

Purple Time-Out Form

My name is _____
Today's date _____

Take some time to think about why you are at Purple Time Out area as you will now have an after school 30 minute detention. If you go back to class this form will need to be handed to your teacher. Your teacher will discuss what you have written with you at the end of the day during your detention. The headteacher or other senior teacher may also wish to speak with you during the detention.

1. What did you do? (give your side of the story)

2. What can you do to fix things and make it better?

3. What help do you need from your teacher to Stay on Green?

4. Teacher's comments

