



Cornerstone Academy Trust

Behaviour Policy

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school communities with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9
- requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Introduction

At Cornerstone we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way we aim to enable all pupils to reach their full potential, emotionally, socially and intellectually.

The aims of our behaviour policy are to:

- Ensure the safety and wellbeing of every member of the school community
- Promote good behaviour
- Help children become responsible and increasingly independent members of the school community

There are clear expectations of pupils. Staff will always act on unacceptable behaviour. The emphasis in this policy is about promoting good behaviour rather than merely deterring anti-social behaviour. We believe that by having high expectations, being good role models and rewarding pupils where appropriate, we promote positive behaviour.

We also seek to ensure good behaviour by:

- Providing a balanced and varied curriculum that stimulates and motivates pupils
- Fully engaging all pupils in their learning
- Clarifying expectations for behaviour within class and being consistent in the application of these
- Responding to any breach of these expectations in a proportionate and rational way and providing the pupil with an opportunity to consider the impact of their own behaviour

We aim to deal with the great majority of lapses in good behaviour within class. Only exceptionally will the leadership team become involved and then in such a way as to support and reinforce the class teacher's approach. It should be noted that exclusions of any kind are extremely rare and would only be taken after the Chair of Trustees had been notified.

Rewards and Sanctions

As stated above, the over-riding expectations at Cornerstone is of good behaviour and mutual respect for all members of the school community. Wherever possible good behaviour will be reinforced, and praise given for exceptional examples. Most minor breaches of this expectation will be dealt with by the class teacher instantly and without fuss and in a caring and supportive and fair manner. Where there is a continuing pattern of behaviour that falls short of what is expected, or where misbehaviour is more serious, other teachers and members of the senior leadership team will be involved in reinforcing expectations of behaviour with the child.

More serious breaches of discipline, including physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour, are very rare at Cornerstone. However, should they occur the pupil or pupils involved will be dealt with severely by a member of the senior leadership team. Recurring patterns of such behaviour would lead to exclusion.

To see the Department for Education's advice "Exclusion from Maintained Schools, Academies and Pupil Referral Units in England" (updated September 2017), visit:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Prejudice-based bullying	Bullying behaviour motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Head of Schools will:

- Ensure the health, safety and welfare of all children in the school
- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Keep records of all reported serious incidents of misbehaviour
- Report to Trustees, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school
- Report to and/or meet with parents/carers when necessary
- In very exceptional cases, the Executive Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour and may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour

All Staff will:

- Ensure their pupils know about and understand the expectations for behaviour in their class

- Provide opportunities for pupils to develop interpersonal and social skills, including working in groups
- Offer a curriculum, personalised to the individual needs of all children, that enables them to engage successfully and achieve well
- Ensure that pupils listen and are listened to
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Be a positive role model
- Acknowledge positive behaviour
- Track unacceptable behaviour patterns and identify their possible causes when necessary
- Inform parents about issues relating to their child's welfare and behaviour and, where necessary, work with parents to address these
- Be aware of and understand their rights and responsibilities (see Appendix)

Pupils will:

- Respect and care for others
- Listen to others and value their point of view
- Learn and work co-operatively
- Respond positively to the school's expectations for behaviour
- Resolve disputes positively
- Value and take responsibility for the school environment
- When necessary carry out self-monitoring
- Be aware of their own emotions and actions and take responsibility for these
- Be aware of and understand their rights and responsibilities (see Appendix)

Parents, Carers and Families will:

- Promote positive behaviour at home in order to have continuity between home and school
- Cooperate with the school and support it when reasonable actions have been taken to ensure their child's good behaviour
- Contact the class teacher if they have concerns about the way their child has been treated
- If concerns remain, contact the Head of Schools then, if necessary, the school Trustees.
- Contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on their emotional well-being.
- Be aware of and understand their rights and responsibilities (see Appendix)

The Board of Trustees:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Head of Schools about disciplinary issues so that they can take this into account when making decisions about behaviour issues
- Review the effectiveness of the policy
- If necessary, be involved in any exclusions panels and hearing appeals

Use of reasonable force

- All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.
- The Head of Schools and staff authorised by the Head of Schools can use such force as is reasonable when searching a pupil without consent for prohibited items.

(For more information on the use of reasonable force, please refer to the DfE guidelines. See link below.)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Monitoring, Evaluation and Review

- It is all staff's responsibility to record and report incidents that warrant a record as a behavioural incident on CPOMS
- The Deputy Heads of School and Heads of Schools will use CPOMS to respond to, track, and report on behavioural incident/s
- Where needed the Deputies and Heads of School will support staff in responding to behavioural incidents
- It is the role of the Deputy Head in each school to collate and report all incidents and give the Local Advisory Board of each school a detailed summary of actions taken and subsequent feedback
- The effectiveness of this policy will be regularly monitored by the Senior Leadership Team and the Board of Trustees
- This policy will be reviewed in line with the Trust's review cycle. However, the Trustees may review the policy earlier if they receive recommendations on how it might be improved.

Equal Opportunities

We expect every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent non-judgemental way.

APPENDIX

Rights and Responsibilities Staff:

Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to and to share opinions	To listen to others To give opinions in a constructive manner
To be treated courteously by all others in the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's system/policies/expectations	To seek information, use lines of communication and apply expectations consistently
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour To acknowledge areas of their own behaviour management skills that could be developed To try out and to evaluate new approaches

Pupils:

Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and themselves safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To identify and own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

Parents/Carers:

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be safe	To behave in a way that keeps others and themselves safe
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's expectations for positive behaviour	To acknowledge/respond to information and share any concerns
To have concerns taken seriously	To share concerns constructively

Updated: May 2021