

Trust Policy



Secondary and Post-16 Behaviour and Conduct Policy

Contained within this document:

Trust behaviour policy including behaviour management

Search with/without consent

This policy is linked to the Safeguarding policy



Secondary and Post-16 Behaviour and Conduct Policy



Management log

Document name	Secondary and Post-16 Behaviour Policy
Author	Ryan Hawley, Executive Headteacher
Date approved	July 2022
Date issued	September 2022
Date of review	July 2023
Reviewer	Executive Team

Document history

Version	Date authored	Author	Date approved	Date issued
V1	January 2018	Alison Ingram – reviewer Dave Hooker	January 2018	April 2018
V2	March 2020	Dave Hooker	July 2020	July 2020
V3	May 2021	Alison Ingram	July 2021	July 2021
V4	July 2021	Dave Hooker	July 2021	July 2021
V5	May 2022	Ryan Hawley	July 2022	July 2022

A TRANSFORMATIVE BEHAVIOUR CULTURE

'Everyone in our Trust is a leader of behaviour'

As a Trust, our aspiration is to create schools that are truly transformational. Securing exceptional behaviour and attitudes is imperative. All our schools will be calm, safe, purposeful, and positive places to learn. We will strive to set the highest of standards; ambition and aspiration will underpin everything that we do. Teachers will teach highly effective lessons in disruption-free classrooms, children and young adults will engage in high quality learning that is free from disruptions and distractions — this is their entitlement.

Children and young adults will receive both recognition and rewards with our approach to positive framing being routed in our Attitudes to Learning structures. The balance between equality and equity will be harnessed in fairness for everyone associated with our Trust family — no one will be left behind as we strive to develop the whole person.

Our approach will be centred around partnership, with this supporting our drive for fairness and mutual respect. Our on-boarding will support all stakeholders to understand the value of exceptional behaviour and the responsibility that everyone has in securing this. Clear, concise, and timely communication supports our drive to listen more, as we positively and proactively work in harmony with children and young adults, their parents, staff, and other stakeholders to do what is best to support them. We strive to be truly inclusive.

Our approach is grounded in research with the pillars of our strategy being taken directly from the EEF research. Our Pillars are shown below.

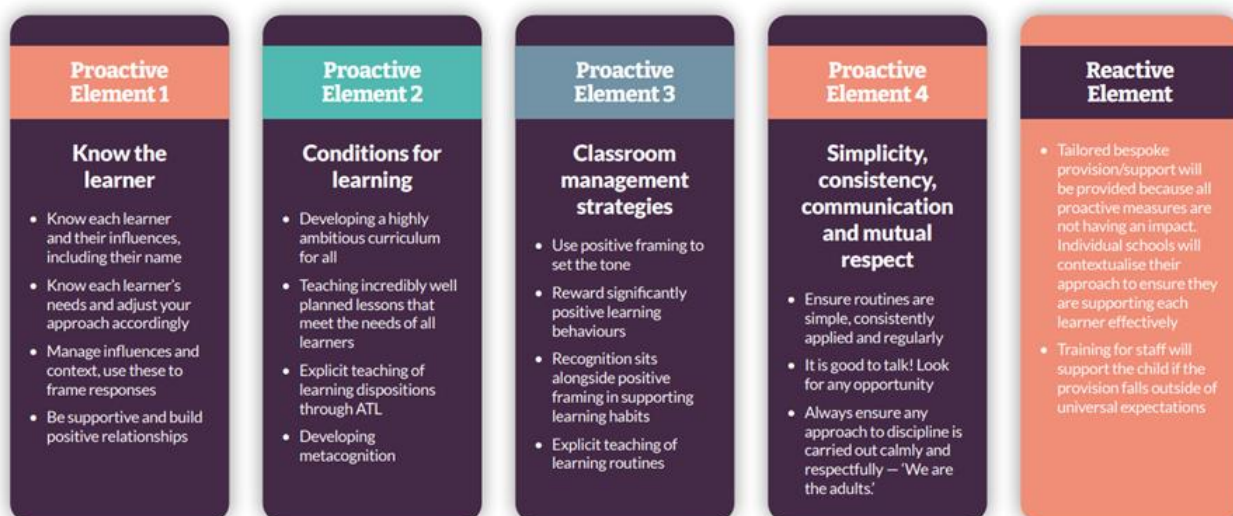
Behaviour and Attitudes



"Everyone is a leader of behaviour."

The highest of expectations and standards

This behaviour strategy is owned by our trust family, but led strategically at both trust and whole school level to support our approach to developing inclusive schools. It will be applied proactively using a partnership approach that embodies the principles of mutual respect. Systems will be used consistently but the aim is for these to become largely invisible.



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1. Aims

The NOVA Education Trusts behaviour and attitudes policy is central to ensuring that our school communities are safe, positive, and purposeful where teachers can teach in disruption free classrooms and that children can learn free from disruption.

This policy aims to:

- Provide a consistent approach to behaviour management across all our secondary schools
- Define what we consider to be unacceptable behaviour
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

This policy should be read in conjunction with the exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion

2. 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](#)
- [Keeping Children Safe in Education](#)
- [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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- 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.
- This policy is based on statutory guidance from the Department of Education: [Exclusion from maintained schools, academies, and pupil referral units \(PRUs\) in England](#).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
- [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

3. Definitions

As a Trust, misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

When misbehaviour occurs, it should be dealt with consistently using the sanctions that schools have in place, restorative work should be undertaken to ensure that misbehaviour does not escalate.

As a Trust, serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking and Vaping
- Racist, sexist, homophobic or discriminatory behaviour (all protected characteristics)
- Sexual harassment or violence
- Serious malicious allegation

Possession of any prohibited items. These are but not limited to:

- Knives or weapons
- Alcohol
- Drugs to include over the counter, prescribed and illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Vapes and vape paraphernalia
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

If serious misbehaviour occurs schools will investigate the incident fully, they will treat each case individually using a balanced and proportionate approach. Schools have a range of sanctions available to them, the Individual Head Teachers will decide the best course of action. Sanctions available are detailed in section 4.1b.

Schools are free to use internal seclusion external seclusion (based at another school) managed moves, alternative provision, Fixed Term Exclusion, Permanent Exclusion

4. Behaviour and Attitudes

The Nova Classroom supports transformative behaviour and attitudes

Strong behaviour systems and structures are pivotal to achieving what we expect to see in our classrooms. Our aim is for all lessons to be free from disruption. For behaviour in lessons we expect:

- teachers to know their students and their learning needs well
- students to be happy and secure, they are able to experience a sense of achievement every day
- that there is a culture of high expectation
- that everyone is included and all needs are met
- that the environment is well organised, inviting and stimulating
- behaviour standards to be high, with any inappropriate behaviour being dealt with effectively, all students' self-esteem and needs taken into consideration

It is not however not just about behaviour in our classrooms, we expect positive behaviour at all points of the school day. For behaviour outside of lesson we expect all learners to:

- Be proud to be part of their school community and treat everyone with respect
- Be courteous and respectful
- Engage positively with everyone within the school community
- Walk calmly but purposefully around the school following the movement structures that schools have implemented. Other people's physical space will be respected
- Talk politely using developed language and will not shout out

- Actively engage with staff and visitors, good morning and good afternoon is the standard response that should be expected

4.1 Systems used to manage Behaviour

Behaviour incidents and sanctions are logged and monitored through our MIS system - Bromcom system. Bromcom is used to track behaviour patterns and incidents to support strategic intervention and reporting.

Behaviour systems in lesson

We expect all lessons to be calm and extremely purposeful. Children and young adults will be highly engaged and have a thirst for learning. There will be true partnership working and collaboration. Our aim is for all lessons to be free from disruption. To support this notion all schools within the trust use a consequence system which is a sequential system of defined consequences to behavioural actions within the classroom.

The consequences system is designed to provide a consistency of approach across all lessons and to prevent persistent low-level disruption. Teachers will at all points aim to use positive framing to support their approach, but our ambitious standards must be adhered to. In this system children and young adults will get one chance to correct their misbehaviour (C1). The teacher at this point will intervene to support the correction point. If the misbehaviour continues or escalates this will lead to a C2 which will result in removal from lesson. Serious misbehaviour will result in an immediate C2 and a removal from lesson.

This system should not be used for uniform and equipment issues. As a Trust we recognise that all colleagues are professionals however to help with consistency we have provided some examples of misbehaviour which would warrant the issuing of a correction / consequence. This list is not exhaustive:

- Intentionally talking when the teacher is talking
- Intentionally disrupting others
- Shouting out
- Not engaging with work purposefully
- Being overtly negative
- Refusal to follow instructions
- Displaying a poor attitude
- School add specifics of other holistic behaviours they wish to capture

[School to delete and add their C-System poster / flow to the policy here include details of how the C system is operationalised including escalations and reset provision within your setting]

Consequences



	Student action	Staff action	Student restorative action
C1	You are not meeting our basic expectations and it is negatively affecting teaching and learning. You are not doing as your teacher has asked.	A C1 verbal warning will be given and logged on Bromcom. Help will be offered to engage you with the learning.	Listen and act on the advice offered. Be respectful, apologise and meet the expectations for the rest of the lesson. You may be asked to move seats to help you focus.
C2	You are still not complying with our basic expectations after a verbal C1 warning. Your attitude to learning has not improved.	A C2 warning will be given and logged on Bromcom. You will be collected from class and brought to the reflection room. Your parents/carers will be informed.	Wait respectfully for a member of staff to arrive. Leave quietly and immediately with the member of staff and walk sensibly to the reflection room. Complete your reflection task and sanction. Work with staff to prevent issues reoccurring.

Serious Incident

Student action	Staff action	Student restorative action
Repeated non co-operation Verbally or physically abusing students or staff Derogatory language towards staff or other students Inappropriate use of electronic device Dangerous conduct Vandalism	Immediate removal from lesson and brought to reflection whilst incident is investigated. A restorative action and/ or sanction will then be issued.	Complete reflective work, be honest and work with staff to resolve the situation.

Work hard, be kind

Outside of lesson

We expect all children / young adults to be proud to be part of their school community and treat everyone with respect. They will be always courteous and respectful. We expect them to engage positively with everyone within the school community. Students will walk calmly but purposefully around the school following the movement structures that schools have implemented. Other people's physical space will be respected. Students will talk politely using developed language and will not shout out. All children / young adults are expected to actively engage with staff and visitors, good morning and good afternoon is the standard response that should be expected.

[School to add their own detail here, delete the example and replace. They should also add detail about how they manage out of lesson behaviour, including non-negotiables, conduct cards, expectations cards etc]



4.1a Responsibilities

'A shared responsibility for all'

Promoting outstanding behaviour and attitudes in our children and young people is a shared partnership responsibility between home and school. Parents/carers are a major influence on their children's behaviour and we at school reinforce the attitudes, courtesies, and disciplined behaviour that children begin at home.

We expect all members of our school communities:

- To jointly share the responsibility for securing and maintaining a positive learning environment
- To be courteous and show consideration for others.
- To show respect and be respectful
- To care for their own and others' safety, property, and well-being always

We aim to ensure that:

- Positive behaviour is rewarded
- Misbehaviour and Serious Misbehaviour is dealt with promptly, firmly, fairly, and consistently
- Parents/carers are provided with feedback about their child's / young adults behaviour, communication should be highly effective

Behaviour Responsibilities 'Everyone is a leader of behaviour'

Working as a team

'The standard you walk past is the standard you accept' Lt General Morrison.

Learners are expected to:

- Be proud of their school community
- Behave in an orderly and self-controlled way
- Arrive on time, every time
- Ensure mobile phones are off, away and not used when on the school site
- Bring their own equipment and be ready to learn
- Be courteous and show consideration for others
- Show respect and be respectful
- Respect other people's physical space
- Care for their own and others' safety, property, and well-being always
- Move quickly and quietly around the school, treat the school buildings and school property with respect
- Maintain the physical environment of the school to the highest standard
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school
- Talk politely using developed language and not shout out. All learners are expected to actively engage with staff and visitors, good morning and good afternoon is the standard response that should be expected.

Parents / Carers are expected to:

- Actively assist and support the school to help their child grow, personally and socially
- Be responsible for their child's health, welfare and well-being
- Jointly share the responsibility for securing and maintaining a positive learning environment and show an interest in their child's development
- Engage with parents' evenings, review meetings, information meetings and other relevant meetings, seeking support where necessary
- Talk regularly to their child about school
- Let the school know of concerns, problems or changes of circumstance which may affect their child's work or behaviour
- Support the behaviour policy of the school

All Staff are expected to:

- Be friendly, open, fair but firm and communicate professionally at all times
- Challenge incidents of poor behaviour in a calm and professional manner – reporting incidents when necessary
- Undertake supervisory duties as and when required, whilst undertaking these pro-actively communicate with learners effectively
- Provide effective passive supervision for all learners at all times
- Ensure the building is clean and tidy
- Commit to their own professional development

Responsibilities of wider staff are referenced in appendix 2, (Responsibilities of Teachers & Middle Leaders) appendix 3, (Responsibilities of Leaders) appendix 4 (Responsibilities of the Trust and Governance)

To support this shared responsibility each school will have a 'Home School agreement' [School to include their agreement as appendix 1- Trust starting point provided]

4.1b Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class if this allows the situation to be diffused
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
 - Although schools do not have to provide parents / carers with notice of afterschool detentions or the reasons why, we expect schools to make every effort to try and contact parents to notify them of the same day / next day detention and the reason why.
- Referring the child / young adult to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- We may use the [isolation room/other name] in response to serious or persistent breaches of this policy. Referral may be made to the [isolation room/other name] during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. The [isolation room/other name] is managed by [name or job title].
- Children / young adults who do not attend a given detention can also be referred to the [isolation room/room/another name].
- Schools are also free to use internal seclusion, external seclusion (based at another school) managed moves, alternative provision, Fixed Term Exclusion and Permanent Exclusion although this should be an ultimate last resort and will require CEO (Chief Executive Officer) approval.

4.1c Rewards

Positive behaviour will be rewarded with:

- Praise (Verbal or Written)
- Letters or phone calls home to parents
- Special responsibilities/privileges being issued
- Awards ceremonies
- Success boards

School to add specific rewards used for example, merits, text messages home, postcards etc to reflect their individual circumstances

4.2 Exclusion and suspension detail and the decision to exclude

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will only be taken as an ultimate last resort. The summary guidance provided in this section should be read in conjunction with the DFE guide to exclusion from academies.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

For the purposes of exclusions, a school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

4.2a Informing parents

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a suspension (fixed-term exclusion) or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If an alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where an

alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

4.2b Informing the CEO, governing board, and local authority

The headteacher will immediately notify the Trust CEO, followed by the governing board and the local authority (LA) of:

- A permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

The headteacher will without delay notify the Governing Body (Chair or Sub Committee) of any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term.

For all other exclusions, the headteacher will notify the governing board of these through the Headteacher report.

4.2c Returning from a suspension (fixed-term exclusion)

Following a suspension, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a pupil returns from a fixed-term exclusion:

The points below are suggestions only and should be adapted to your school's specific circumstances.

- Agreeing a behaviour contract and associated targets
- Agreeing a follow-up review

4.3 Permanent Exclusion - Considering the reinstatement of a pupil

The governing body will consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term

If requested to do so by parents, the governing body will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination, the governing body along with the Headteacher will consider the reinstatement of the pupil before the date of the examination. If this is not practicable and/or not safe to do so, the governing body along with the Headteacher will consider the exclusion and an alternative solution to accessing the public examination in an appropriate alternative location.

In reaching a decision, the governing body will consider whether the exclusion was lawful, reasonable, and procedurally fair and whether the headteacher followed their legal duties. They will decide whether a fact is true 'on the balance of probabilities,' which differs from the

criminal standard of 'beyond reasonable doubt,' as well as any evidence that was presented in relation to the decision to exclude.

The governing body can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The governing body will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the governing body decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
 - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Academy Trust to appoint an SEN expert to attend the review
 - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
 - That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
 - Those parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review

That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

4.3a Permanent Exclusion - An independent review

If parents apply for an independent review, the Academy Trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the governing body of its decision not to reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor's category and 2 members will come from the headteacher category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer

- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

4.3b Permanent Exclusion - School registers

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

5. 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.

Details of our Trust's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

6. Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Any outcome decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Refer to CAMHs
- Report to the police

It is the school's legal responsibility under Keeping Children Safe in Education (2022) to support both the victim and perpetrator when investigating and managing a concern of this nature. Please refer to our child protection and safeguarding policy for more information.

7. Behaviour away from the school site

On a school day, every learner represents the school on their journeys to and from school and students are expected to observe the basic principles of the behaviour policy and the school's code of conduct. In situations where they have brought the school into disrepute, school sanctions will be applied.

This means when the learner is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a member of our school community

Sanctions may also be applied where a learner has misbehaved off-site at any time including being on-line, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school and damage the reputation of the school
- Poses a threat to another learner or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of the staff member (e.g., on a school-organised trip).

8. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will apply the necessary interventions in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

9. Use of reasonable force and positive handling

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing persistent disorder
- Hurting themselves or others
- Damaging property

For further information please refer to the use of reasonable force policy.

10. Right to search and confiscation

Any prohibited items (listed in section 3) found in a pupils' possession will be confiscated.

The return / destruction of any item should be handled in line with the DfE (Department for Education) guidance on searching, screening, and confiscation. The police may be requested to dispose of the item or seize should it be deemed necessary.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Confiscated items will be kept in **[insert location, i.e.: school safe]** until an agreed date and time for return to a responsible and appropriate person. This is unless the item is unsafe, required as part of an ongoing investigation or prohibited, and will therefore be stored appropriately until such time a collection is made, and/or a means of disposal is agreed, where appropriate.

A Headteacher or a member of staff authorised by the Headteacher, **[insert named roles who have the authority to search]**, can carry out a search for prohibited items where there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item. There is no requirement for this authorisation to be provided in writing.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening, and confiscation](#).

11. Learner support

The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

For further information please refer to our SEND policy.

12. Safeguarding

The Trust recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy.

13. Training

Each school has their own school specific behaviour implementation guide. Our staff are provided with training on managing behaviour that links to this guide. Relevant staff will also have specific training on the proper use of restraint. As part of their induction process and as part of individual schools CPL offer, we will ensure that all staff understand their responsibility for leading behaviour standards across the school.

Schools to add specific details of training for that year.

14. Monitoring arrangements

Our schools are committed to ensuring that this policy has a positive impact of pupils' education, behaviour, and welfare. When reviewing the policy, the Trust and School will take into account:

- Feedback from parents and pupils
- Feedback from teachers
- Records of behaviour and safeguarding incidents across the trust
- Relevant advice from the Department for Education, the local authority, or other relevant organisations

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy (2022)
- Educational Trips and Visits (2022)
- Safeguarding Policy (2022)
- Mobile Phone Policy (2022)
- Uniform Policy (2022)
- Use of reasonable force Policy (2022)
- Acceptable use policy (2022)
- Attendance Policy (2022)
- Complaints Policy (2022)

List any other related policies that your school holds here, including their individual anti-bullying strategy if applicable

Appendix 1 Home School Agreement

[Schools to amend/adapt as necessary – this includes; changing format and layout if required]

[INSERT SCHOOL NAME]: Home School Agreement

[INSERT SCHOOL NAME] recognises that the successful development of its learners depends on an effective partnership between the school, learners, and parents/carers. All three parties share responsibility for the development and achievement of every learner.

We expect all members of our school communities:

1. To jointly share the responsibility for securing and maintaining a positive learning environment
2. To be courteous and show consideration for others
3. To show respect and be respectful
4. To care for their own and others' safety, property, and well-being always

As a school, I/we will:
<ul style="list-style-type: none">• Provide a secure, caring and clean environment for your child• Communicate effectively with parents, celebrating success and challenging problems• Provide a balanced curriculum which will meet the needs of your child• Offer support, guidance and advice as and when needed• Keep you regularly informed about your child's progress• Welcome your support, feedback and involvement in the life of the school

Signed by tutor:

Date:

As parent/carer, I/we will:
<ul style="list-style-type: none">• Actively assist and support the school to help my child grow, personally and socially• Be responsible for my child's health, welfare and well-being• Jointly share the responsibility for securing and maintaining a positive learning environment and show an interest in my child's development• Engage with parents' evenings, review meetings, information meetings and other relevant meetings, seeking support where necessary• Talk regularly to my child about school• Let the school know of concerns, problems or changes of circumstance which may affect their child's work or behaviour• Support the behaviour policy of the school

Signed by parent/carer:

Date:

As a learner, I will:
<ul style="list-style-type: none">• Be proud of my school community and value my education• Attend school every day and arrive on time every time• Ensure my mobile phone is off, away and not used when on the school site• Bring my own equipment and be ready to learn• Be courteous and show consideration for others• Show respect and be respectful• complete all my classwork and homework on time and to the best of my ability• Refuse to take part in bullying or antisocial behaviour• Respect the environment of the school and its neighbourhood

Signed by pupil:

Date:

Appendix 2 Responsibilities of Teachers & Middle Leaders

Teachers are expected to:

- Own your space. On entry stand at your door to meet and greet learners, be enthusiastic and fair. On exit stand at your door to control the exit and manage the flow of learners into the building, be pro-active and fair
- Know the names and roles of any other adult in the class
- Ensure the consequence system is displayed and that all learners know how it works
- Be clear and consistent with your rules, ensure everyone understands these
- Know the rewards system and ensure you use this when required
- Take responsibility for pro-actively managing the behaviour of learners and follow the behaviour policy consistently
- Ensure the classroom is a clean and tidy learning environment by managing student movement and activities effectively
- Use positive framing effectively to support classroom management practice
- Stay calm and not react to any form of antagonism
- Support other colleagues to pro-actively develop transformative behaviour and standards

Learners

- Know the names of your learners
- Know the needs of all of your learners, especially those who have SEND needs

Teaching

- Plan and prepare highly engaging knowledge rich lessons that are ambitious and will make the learners think
- Praise the behaviour that you want to see more of
- Teach learners classroom routines
- Have clear routines for transitions and for stopping the lesson
- Differentiate the work effectively

Communication with Parents

- Give feedback to parents about behaviour, let them know about the good days as well as the bad

Middle Leaders are expected to:

- Take ownership for securing transformative behaviour and attitudes standards in their areas, outside of their classrooms
- Understand, lead and model the vision and expected high standards for behaviour and attitudes in their area and across the school
- Place Behaviour and Attitudes at the core of their work. Every day they will ask themselves how have I contributed to improving the behaviour culture in this school?
- Ensure that securing transformative behaviour and attitudes across their area is a high priority for them as a leader
- Commit to supporting others to grow and develop as excellent leaders of behaviour
- Model the behaviours you would expect to see from your staff
- Support supply teachers to teach in disruption free classrooms
- Are expert leaders of behaviour in their own classrooms and beyond, including keeping up to date wider reading to ensure they have a secure knowledge of behaviour theory, research and evidence-based approaches.
- Provide a high-quality CPL programme that enables their teams to develop their behaviour and attitudes expertise

Communication with Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.

Appendix 3 Responsibilities of Senior Leaders and Head Teachers

Head Teachers and Senior Leaders are expected to:

Policy

- Shape, lead and model the vision and expected high standards for the Behaviour and Attitudes culture in their school.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Ensure all staff and learners are clear on the sanction and reward systems within the school
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership

- Place Behaviour and Attitudes at the core of their work. Every day they will ask themselves how have I contributed to improving the behaviour culture in this school?
- Have a plan for the continual improvement of behaviour that is regularly evaluated
- Ensure that all staff have access to ongoing, relevant Behaviour focused CPL
- Model the behaviours you want to see from your staff.
- Reset behaviour expectations and celebrate successes at regular opportunities

Physical environment

- Be the face of their schools in the community. Every day you will ensure that you are outside the school at the start and end of the day
- Ensure that other Senior Leadership Team members are a visible presence around the school. Recognise hotspots and ensure that leaders are deployed at changeover points to alleviate any pressures
- Check that learners are moving around the school site in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

Staff

- Know the names of all staff.
- Praise the good performance of staff.
- Ensure that staff and students are supported to behave to the highest level. Underperformance should be challenged and work to improve behaviour practice instigated and led.

Children

- Praise good behaviour.
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils. Individual pupils
- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

Communication with Parents

- Build positive relationships with all parents but specifically those parents / carers whose children are experiencing behaviour difficulties.

Appendix 4 Responsibilities of the Trust and Governance

Executive Leaders are expected to:

- Ensure all of our schools are supported and challenged to deliver on our commitment to provide disruption free learning environments
- Commit to their own continued professional learning
- Ensure all schools provide a safe, secure, inclusive and inspiring learning environment that enables the development of all staff and students
- Prioritise and support the professional development of all staff to ensure outstanding practice and provision
- Work with Head Teachers to challenge any underperformance in Behaviour and Attitudes practice. Provide relevant support to ensure that work to improve is rapidly instigated and effectively led.
- Commit to sharing excellent practice across the trust and wider education sector

Governors are expected to:

- Support, challenge and hold to account the Head of School as part of their monitoring of school provision
- Scrutinise behaviour data as one measure of the impact and quality of a school's overall provision
- Ensure that the school makes the best use of its resources to ensure a quality of education for its students
- Scrutinise provision for all students, including key, identified groups such as SEND, Pupil Premium and LACs
- Visit the school in session in order to understand, support and challenge the quality of behaviour provision
- Are committed to their own learning to enable them to discharge their role effectively.

Directors are expected to:

- Support, challenge and hold to account the CEO as part of their monitoring of Trust provision, including behaviour and attitudes, for all students
- Scrutinise behaviour data as one measure of the impact and quality of the Trust's work
- Ensure that the Trust makes the best use of its resources to ensure a quality of education for its students
- Scrutinise provision for all students, including key, identified groups such as SEND, Pupil Premium and LACs
- Are committed to their own learning to enable them to discharge their role effectively