BEHAV-01-BEHAVIOUR-00

1   INTRODUCTION

1.1   The Trust aims to create a CALM, purposeful environment which enables teachers to teach and students to learn. We value high quality and respectful relationships that enable all members of our community to achieve their best. These relationships are underpinned by mutual respect, regardless of race, gender, sexuality, socio-economic background or religious beliefs. All of this is built upon the school's core values of Honesty, Kindness, Humour, Courage and Determination as we collaborate in Creating Futures.

2   AIMS OF THE POLICY

- To provide a consistent approach to behaviour management
- To define what we consider to be unacceptable behaviour
- To outline how pupils are expected to behave
- To outline classroom management approaches
- To outline our systems of rewards and sanctions
- To outline how we will work with parents / carers

3   CALM

3.1   The Trust uses CALM to underpin our expectations around behaviour, recognising those students who demonstrate and embody these expectations.

C – Completing Work To The Best of Your Ability

A – Arriving at lessons on time with the correct equipment

L – Listening to and following instructions

M – Making the Correct Choice

3.2   Promoting good behaviour and preventing poor behaviour in a clear and consistent way is essential. All members of staff are expected to model excellent behaviours, working to provide excellent role models for students across the Trust. The Trust aims to ensure consistent approaches in dealing with students so that students develop self-discipline. We have a dedicated and experienced pastoral system that works to support each year group through both a Pastoral Manager and an Academic Manager.

3.3   All staff will seek to apply the Behaviour Policy consistently with all students, rewarding and recognising the achievement of students through merits and recording instances where students fall short of our expectations by using the demerit and referral system. All staff will pay due regard to the individual needs of the student, for example considering a student's SEND needs where applicable ensuring that appropriate professional judgement is exercised where necessary. The Trust will use Tutor Time, lessons and assemblies as a means of communicating our expectations with regards to behaviour and celebrating student success.

4   MISBEHAVIOUR

4.1   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.

4.2   Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Threatening a member of staff
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour

4.3   Possession of any prohibited items also constitutes misbehaviour. Such prohibited items include (but are not limited to):

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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.

4.4   There are two sets of legal provision that enable staff to confiscate items from students:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment;
- The power to search without consent and to confiscate "prohibited items."
- The following link outlines DFE guidance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

4.5   Any prohibited items listed above found in student's possession will be confiscated. These items may not be returned to the students. If the student is in possession of an illegal item this will be referred on to the police.

4.6 The possession of knives or weapons may lead to permanent exclusion, with the case being referred to the Police. If a knife or weapon has been brought in with the intent of inflicting harm or to act as a threat to another person, the school will proceed to a permanent exclusion.

4.7 The Trust will also liaise and co-operate with the Police when dealing with any disciplinary or behaviour matter that is deemed unlawful.

4.8 The high expectations of students applies both in and out of school. The Trust may discipline a student if they behave badly when:

- Taking part in any school organised or school related activity
- Travelling to and from school
- Wearing school uniform
- Identifiable as a student at the school

4.9 The Behaviour Policy and the sanctions outlined may also be used if:

- A student behaves in such a way that there are repercussions for the orderly running of the school or Trust
- There is a threat to another pupil or member of the public
- Actions are taken that could affect the reputation of the school or Trust

5 BULLYING

5.1 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

5.2 Bullying can take different forms, including (but not limited to):

- 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 Abuse (Name-calling, sarcasm, spreading rumours, teasing)
- Cyberbullying (Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites)

5.3 The Trust will take action against students who practise these behaviours including suspension or exclusion, particularly where serious breaches occur or misbehaviour is repeated.

5.4 Any allegation made against a member of staff is taken incredibly seriously and will be investigated at the direction of the Principal. If any investigation reveals that a student has made a malicious allegation about a member of staff, a proportionate sanction will be applied.

6 CLASSROOM MANAGEMENT

6.1 For a calm and orderly start to the lesson staff are encouraged to stand at the doorway as students enter the classroom in order to control the flow of students. This is when staff should check for any issues or concerns related to uniform and establish an appropriate tone for the lesson by speaking to students politely, directing them to any work that needs to be completed at the start of the lesson and using this as an opportunity to establish a purposeful and professional relationship with their students.

6.2 Classes should be seated according to a seating plan devised by the teacher. An aid to good classroom management is to have a seating plan decided by the teacher. This includes form period.

6.3 Students need to accept that teachers may change seating arrangements for sound educational reasons as well as to manage behaviour. A seating plan also helps teachers to check for vandalism, graffiti and chewing gum.

6.4 Dismissal at the end of a lesson is also important in helping to maintain an orderly atmosphere in class and around the site. Classes should wait to be dismissed row by row or table by table so that the teacher can appropriately supervise.

6.5 It is an important facet of behaviour management that behavioural expectations are taught and re-taught. All staff should be consistent in applying basic expectations; in being consistent we are being clear with all students and supporting all staff across the school.

6.6 In the event that a student is not behaving in the manner expected, the member of staff should first issue a clear warning. This is not an opportunity for discussion or debate but an opportunity for the member of staff to make clear what they expect of the student in terms of modifying their behaviour. In the event that a student's behaviour does not improve, the member of staff may issue a demerit or, for more serious concerns, they may issue a department detention. These steps reflect an appropriate sense of proportionate escalation.

6.7 In the event that the poor behaviour is repeated, or is more significantly disruptive or challenging, staff should use the referral system. In the first instance staff are expected to refer to the appropriate Curriculum Leader or relevant postholder within the department.

6.8 Where a student's behaviour is not improving, causes disruption or is of serious concern, staff will email On-Call to ask for assistance from the Leadership Team or Year Team staff.

7 REWARDS

7.1 The Trust recognises that good choices, hard work and excellent attendance deserve to be recognised. There are variety of ways that staff can recognise these positive choices by students. These include:

- Verbal Praise
- Merits
- Contact home (email, phone call or letter)
- Postcard home
- Certificates
- Commendations

- Letter
- Gold Book

8 SANCTIONS

8.1 When poor behaviour is identified, staff should make appropriate use of classroom management strategies. Any sanctions should be implemented consistently and fairly, with appropriate escalation:

- A clear warning
- Demerit
- Departmental Detention (15 minutes)

8.2 Where a student has demonstrated a lack of effort, or may benefit from additional support, a teacher may issue a Guided Study (1 hour after school).

8.3 In the event of repeated instances of poor or disruptive behaviour, teaching staff should escalate the concern via a referral to the appropriate Curriculum Leader. Curriculum Leaders are empowered to issue further sanctions / supports:

- Curriculum Detention (After School, 45 minutes)
- Guided Study (After School, 1 hour)
- Departmental report

8.4 For serious or repeated poor behaviour, Year Teams and the Leadership Team are able to issue further sanctions if deemed necessary:

- Key Stage Detention (After School, 1 hour)
- Senior Detention (Fridays, After School, 1 hour)
- Principal Detention (Tuesdays, After School, 1.5 hours)
- Internal Exclusion

9 DETENTIONS

9.1 Should a student be issued with an after school detention, parents/carers will be informed.

9.2 Parental consent is not required for detentions. However, staff will always take into consideration if setting a detention is likely to place the pupil at risk, if the pupil is known to be a carer, or if suitable travel arrangements are not in place.

9.3 Detentions follow a hierarchy of severity.

DETENTION TYPE	DURATION
Departmental Social Time	Lunchtime, 15 minutes
Curriculum Detention	After School, 45 minutes
Key Stage Detention	After School, 1 hour
Senior Detention	Fridays, After School, 1 hour
Principal Detention	Tuesdays, After School, 1 ½ hours

10 PUPIL INTERVENTION PLAN

10.1 Should it prove necessary to suspend a student, part of the reintegration process will involve a Pupil Intervention Plan (PIP) being created.

10.2 A PIP is the opportunity for all relevant stakeholders (student, school, parents / carers and external agencies where necessary) to identify targets for improvement and the interventions and approaches that will be put in place to bring about such improvements.

10.3 Any PIP should be reviewed after six weeks (Review 1). It may be, at this review, that the student has made enough progress for the plan to end. If this is the case, all parties will agree and the formal plan will end.

10.4 If the student has not made sufficient progress and concerns remain, the student will move to a PIP+. At this point the student will meet with a member of The Trust to discuss their behaviour and their plan. A subsequent review (Review 2) will take place no later than 4 weeks after the first review. If the student has made sufficient and sustained progress, the formal plan will end.

10.5 If at Review 2 the student has not made sufficient or sustained progress, a final review meeting will be arranged approximately 2 weeks later. At this point (Review 3) the behaviour of the student is of significant concern and there is a risk that the student is at risk of permanent exclusion. Discussion will begin around the possibility of a Managed Move.

11 MANAGED MOVE

11.1 Where a PIP and the additional support this entails have not been successful in modifying a student's behaviour in line with the Trust's expectations, a managed move may be discussed as a means of avoiding permanent exclusion. A managed move gives the student an opportunity to 'start afresh' at a new school.

11.2 A managed move will be considered if:

- A student persistently fails to follow the School's Behaviour Policy despite the creation of a PIP or PIP+
- A student is involved in a serious breach of the school rules and the safety of staff and students is at risk
- Instances where a student has had multiple suspensions or internal isolations
- A student is at risk of permanent exclusion

12 EXCLUSIONS

12.1 Only the Principal can exclude a student from school. A decision to permanently exclude will only be taken as a last resort and only:

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

12.2 Prior to deciding whether to exclude a student, either for a suspension or permanently, the Principal will:

- Ensure that an appropriate, thorough investigation has been carried out.
- Give the student the opportunity to provide their version of events.
- Consider all the evidence available to support the allegations.
- Take into account the Behaviour Policy.
- Ensure that actions are lawful, reasonable and fair.
- Ensure that actions do not discriminate against students on the basis of protected characteristics such as disability or race.
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment.
- Consider if the student has special educational needs and if so, ensure that reasonable adjustments have been made, as appropriate.

12.3   Before deciding to permanently exclude a student the Principal will ensure a range of interventions have been employed, as outlined in the Behaviour Policy, including suspension. Only when such strategies have proved unsuccessful will permanent exclusion be considered. The only exception to this is in response to a one-off incident of sufficient gravity. On such occasions the severity of the offence may warrant a permanent exclusion even when there has been no previous history of poor behaviour.

12.4   The Principal may suspend a student for up to 45 school days in any academic year. Should it be necessary to exclude a student beyond 45 school days, then the exclusion will be permanent. However, before this point is reached the school will have considered a range of options, including engaging with external support agencies, and attempting to organise a Managed Move to another local school.

12.5   When a decision to exclude a student has been made, the Principal will provide the following information to parents/carers in writing:

- The reason for the exclusion
- The length of a fixed-term exclusion or, confirmation that it is permanent
- Information about the Parents'/Carers' right to make representations about the exclusion to The Trust Board and how the student may be involved in this.

12.6   If a student is returning from suspension, the Trust will arrange a re-integration meeting with the parent/carer and student.

12.7   In the first instance reintegration meetings will be led by the Year Team; in the event that any student who has received repeated suspensions, a member of the Leadership Team will lead and coordinate the reintegration meeting.

12.8   A student returning from a suspension will be subject to a Pupil Intervention Plan (PIP).

13   ROLE OF TRUST BOARD AND COMMITTEES

13.1   All schools are required to have a published behaviour policy that meets statutory guidance. The trustees should:

- Provide clear advice and guidance to the Principal regarding the Behaviour Policy
- Pay particular attention in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school. Although these powers

may look straightforward in legal terms, they are not always fully understood by staff, pupils and parents, and staff can feel particularly vulnerable to challenge if they use them.

- Give Clear advice and guidance from the governing body that will help members of staff better understand the extent of their powers and how to use them. It will also help ensure that staff can be confident of the governing body's support if they follow that guidance.
- Consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

14 ROLE OF PRINCIPAL AND SENIOR LEADERSHIP TEAM

14.1 The Principal and Leadership Team are responsible for applying, reviewing and amending the Behaviour Policy as necessary to ensure:

- Consistency and clarity for all staff, students and parents/carers
- All statutory guidance and obligations are met
- It complies with other relevant Trust policies

15 AUTHOR

15.1 The author of this policy is the Vice Principal: Behaviour and Attendance. They should be contacted for any points of clarification or suggested future amendments.

16   VERSION CONTROL

Policy Number	BEHAV-01
Policy Name	Behaviour
Version Number	00
Publication Method	External A copy must be made available in U:\Staff Information\Policies\BEHAViour Policies
Approved by	Full Trust Board
Date of Approval	April 2022
Key changes since previous version	1. Reformatting to current standards 2. Complete revision and rewrite
Next Review Date	March 2023