



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 age, race, gender, sexual orientation, disability, 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 ROLE OF TRUST BOARD AND COMMITTEES

- 2.1 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.

3 ROLE OF PRINCIPAL AND SENIOR LEADERSHIP TEAM

- 3.1 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.

4 AIMS OF THE POLICY

- To define what we consider to be unacceptable behaviour.
- To outline how pupils are expected to behave.
- To outline our systems of rewards and sanctions.
- To outline how we will work with parents / carers.

5 CALM

5.1 The Trust uses CALM to underpin our expectations around behaviour, recognising those students who demonstrate and embody these expectations with reasonable adjustments being made where appropriate in line with our SEND offer. We believe in recognising students who demonstrate these behaviours and, as such, each student is automatically awarded an Engagement Point at the start of each lesson that they are present as part of our '5 A Day' programme. The '5 A Day' programme reflects our expectation that each student should be able to achieve 5 Engagement Points each day by modelling our CALM expectation around behaviour in lessons. Should a student not demonstrate the CALM principles, a member of staff can remove this Engagement Point leading to a negative behaviour point being allocated. A calm, orderly environment will benefit all pupils (including those with SEND) enabling all to learn and feel confident asking for help and support.

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

5.2 At the start of each lesson, the expectation is that:

- Students sit in their chair as determined by the seating plan.
- Coats are off, bags are on the floor, books, and equipment out on desk.
- The students complete the set task whilst the register is completed in silence.

5.3 Students need to accept that teachers may change seating arrangements for sound educational reasons as well as to manage behaviour.

5.4 Dismissal at the end of registration or a lesson is also important in helping to maintain an orderly atmosphere in class and around the site. Students stand behind their chair in silence, until dismissed by the member of staff. They may be directed to tidy and order the area that they are working in.

5.5 Students' who do not behave in the manner expected will be warned and then sanctioned or escalated according to the Trust's sanction hierarchy.

5.6 Staff must read and adhere to the procedure BEHAV-P01-1-Behaviour - STAFF GUIDELINES.

5.7 We have a dedicated and experienced pastoral and academic system and SEND team that work to support each year group with the support where appropriate of key external professionals.

6 MISBEHAVIOUR

6.1 General misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude (including not following staff instruction).
- Incorrect uniform.

6.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules, this includes, but is not limited to repeated failure to follow instructions and repeatedly disrupting/harming the education of others.
- Threatening a member of staff.
- Any form of bullying.
- Sexual assault, which is defined as any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation.
- Vandalism/damage to property.
- Possession of stolen items,
- Theft.
- Fighting.
- Smoking or vaping.
- Behaviour which is abusive in discriminatory, prejudicial, or racist ways; against another student or adult, whether physical, verbal, written or transmitted electronically. This includes, but is not limited to, abuse relating to sexual orientation, gender reassignment and disability.
- Any behaviour which is deemed to be dangerous by staff, or that staff feel is likely to lead to harm to the student concerned or to other students or staff.

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

- Knives or weapons
- Alcohol.
- Illegal drugs, Psychoactive Substances (“Legal Highs”) and/or any equipment associated with their use.
- Stolen items.
- Tobacco, cigarette papers and vapes.
- 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, psychological harm or damage to the property of, any person (including the student who has been found with it/them).



6.4 There are two sets of legal provisions 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.

6.5 The possession of any prohibited item is likely to result in permanent exclusion.

6.6 Possession of any object, including knives and weapons, with the intent of inflicting harm or to act as a threat to another person will lead to a permanent exclusion.

6.7 The possession of any illegal item, including knives, weapons and drugs/psychoactive substances will be referred to the Police.

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

6.9 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.

6.10 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.

7 BULLYING

7.1 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.

7.2 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).

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

7.4 Any bullying 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.

8 REWARDS

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

8.2 These include:

- Verbal Praise.
- Behaviour and Engagement Points.
- Contact home.
- Praise Notes.
- Merit Certificates.
- Year Team Certificates.
- Celebration Events.
- Reward Vouchers.

8.3 At the end of each half term, students in each year group who have attained the minimum necessary number of Behaviour Points for that half term based upon the '5 a day' programme will be entered into a prize draw for a £15 voucher. For example, in a 6 week half term, a student has the potential to amass a minimum of 150 Engagement Points and each student in each year group who does so will be entered into the prize draw. In order to encourage students with this reward initiative, they are also able to earn additional positive Behaviour Points (for example for consistent hard work, representing the school, demonstrating the school's core values or exceptional work etc.) that will ensure they are eligible for the prize draw.



9 SANCTIONS

9.1 When poor behaviour is identified, sanctions will be implemented with appropriate escalation:

- A clear warning.
- Negative Behaviour Point recorded (in line with the Sanction Hierarchy).
- Redirection to another room.
- Contact with home.

9.2 Behaviour Points (positive and negative) are allocated based upon behaviour demonstrated and is clearly documented in the Sanction Hierarchy.

9.3 In the event of repeated instances of poor or disruptive behaviour, further sanctions may follow:

- Curriculum Detention.
- Departmental report.
- Senior Detention (After School, 1 hour).
- Internal Exclusion.

10 DETENTIONS

10.1 Should a student be issued with an after-school detention, parents/carers will be informed. Parental consent is not required for detentions.

10.2 An after-school detention may place a child or family at risk. Examples include, but are not limited to:

- Suitable travel arrangements cannot be made for a safe return home.
- The child is formally registered as a carer.

Under these circumstances, as long as the school has been informed of the difficulties by the parent/carer, different arrangements will be made for the sanction.

10.3 Detentions follow a hierarchy of severity.

DETENTION TYPE	DURATION
Breaktime Detention	Breaktime, 10 minutes
Lunchtime Detention	Lunchtime, 15 minutes
Senior Lunchtime Detention	Lunchtime, 20 minutes
Senior Detention	Friday After School, 1 hour



11 INTERNAL EXCLUSION

- 11.1 Internal Exclusion is the most significant sanction prior to any suspension or permanent exclusion.
- 11.2 Internal Exclusion is used when a student's behaviour is escalating or there has been a significant event that challenges the orderly running of the school.
- 11.3 Internal exclusion is completed in silence. When a student arrives, they will be allocated a seat that they will be expected to remain in during their time in Internal Exclusion. Students will be expected to hand in their phone and collect this from the office at the end of the day.
- 11.4 Students will be presented with the rules and expectations of Internal Exclusion. They are required to sign to indicate that they have understood these.
- 11.5 The student is expected to complete work that is provided during each period and will be monitored on both their work completion and their behaviour, attitude, and co-operation.
- 11.6 Students in Internal Exclusion will be supervised going to the toilets and when collecting any food from the canteen at 11:10 and 13:35. All students will accompany the member of staff so that there is a suitable movement break as part of their day.
- 11.7 Disruptive or uncooperative behaviour in Internal Exclusion would be a serious breach of expectations with further sanctions being likely.

12 PUPIL INTERVENTION PLAN

- 12.1 Should it prove necessary to suspend a student, part of the reintegration process will involve a Pupil Intervention Plan (PIP) being created.
- 12.2 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.
- 12.3 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.
- 12.4 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 and a member of the Trust Board invited to attend. If the student has made sufficient and sustained progress, the formal plan will end.
- 12.5 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.



13 MANAGED MOVE

13.1 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.

13.2 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.

14 EXCLUSIONS

14.1 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.

14.2 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.

- 14.3 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.
- 14.4 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.
- 14.5 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.
- 14.6 If a student is returning from suspension, the Trust will arrange a reintegration meeting with the parent/carer and student.
- 14.7 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.
- 14.8 A student returning from a suspension will be subject to a Pupil Intervention Plan (PIP).

15 AUTHOR

15.1 The author of this policy is the Vice Principal: Behaviour. 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	06
Publication Method	External
Approved by	Full Trust Board
Date of Approval	November 2023
Key changes since previous version	<ol style="list-style-type: none"> 1. Point 6.1 improved to ensure clarity of dangerous behaviours 2. Point 6.2 Expansion of illegal drugs to include Psychoactive Substances and the paraphernalia associated with illegal substances. Addition of section which extends scope of injurious articles. 3. Point 6.4 Clarification of what is likely to happen after a student is found with prohibited items. 4. Point 6.5 Clarification of what will happen after a student is found in possession of illegal substances or injurious items. 5. Points 7.5 to 7.9 moved to become points 5.3 to 5.7. 6. Point 10.2 restructured to aid clarity.
Due for Review	October 2024

APPENDIX

BEHAV-A01-2-BEHAVIOUR – SANCTION HIERARCHY-00

1 INTRODUCTION

1.1 At the Trust we use a Behaviour Management approach that has different layers of sanctions and consequences as a means of responding to poor behavioural choices. As professionals we need to be aware that we have an obligation to use the school system **consistently** so that we are:

- Kind and supportive of our colleagues
- Clear and consistent with all our students

2 DETAILS

2.1 As class teachers we need to:

‘Manage behaviour effectively to ensure a good and safe learning environment’

- Have clear rules and routines for behaviour in our classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around school, in accordance with the school’s behaviour policy.
- Have high expectations of behaviour and establish a framework of discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.
- Maintain good relationships with pupils and exercise appropriate authority, and act decisively when necessary.

Teachers’ Standards

2.2 It is incredibly important that we use sanctions appropriately and proportionately; a sudden or disproportionate application of sanction undermines the sanction and its value. In all instances we give appropriate warnings to our students, allowing time for them to make better choices and improve their behaviour.

“The strongest of all warriors are these two — Time and Patience.” Leo Tolstoy

3 APPENDIX AUTHOR

3.1 The author of this appendix is Vice Principal: Behaviour. They should be contacted for any points of clarification or suggested future amendments.



APPENDIX

4 VERSION CONTROL

Appendix Number	BEHAV-A01-2
Appendix Name	Behaviour-Sanction Hierarchy
Version Number	00
Publication Method	External
Approved by	Welfare and Safeguarding
Date of Approval	October 2023
Key changes since previous version	This is a new document
Next Review Date	March 2024



APPENDIX

Sanction Hierarchy

	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
BEHAVIOUR	Violence / Abuse of staff (incl. swearing at staff)	Refusal to attend <u>redirect</u>	Redirected to another <u>classroom</u>	Unsatisfactory work / homework	Insufficient work /Homework produced	Poor Uniform	Good Work / Homework	Consistent Good work / Homework	Representing the school – Community	Honesty	Exceptional Performance
	Racist Incident	Deliberate damage to property	Verbal abuse of student (non-discriminatory)	Use of foul language	Out of bounds	Poor Bookwork		Consistent effort / participation	Representing the school – Performance	Humour	Exceptional Work
	Illegal / Banned Substance in School (including Vapes)		Left lesson without permission	Persistent disruption to learning	Use of electronic device			Participation in extra-curricular	Representing the school – Sport	Kindness	Exceptional Effort
	Homophobia / Transphobia								Sustained excellent work / effort	Determination	
	Fighting / Physical Assault on Student								Leading the learning of others	Courage	
	Bullying										
	Theft										
Staff Notified	Year Team; GB	Year Team	Curriculum Leader; Year Team	Tutor		Noted for Information	Tutor	Tutor; Curriculum Leader	Tutor; Curriculum Leader; Year Team	Tutor; Year Team	Tutor; Curriculum Leader; Year Team; GB
Escalation Point	NA	2+ in a day	2+ in a day	2+ in a day	3+ in a day		NA				
Automatic Sanction		Lunch (Senior)	Lunchtime Detention (15 Minutes)	Breaktime Detention (10 Minutes)			NA				



HEART OF ENGLAND
Creating Futures

APPENDIX

BEHAV-A01-2-Behaviour – Sanction Hierarchy
Version Number: 00
Date of Approval: December 2022

APPENDIX