PDET

Behaviour Policy

(incorporating PDET's Statement of Behaviour Principles)

This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in *Appendix 2*.

(*For a copy of the policy for a specific academy which includes Appendix 2 – see individual academy websites).*

Date	Revision & Amendment Details	By Whom
April 2023	Review and Approval	Education Committee
April 2024	Principles reviewed and agreed (review of full policy due August 2024) – review postponed due to Trust-wide developmental work following the introduction of Emotion Coaching.	Education Committee

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Peterborough Diocese Education Trust's Statement of Behaviour Principles

Peterborough Diocese Education Trust's (the Trust) vision is:

> ***'For every child, within our Trust, to experience an excellent education and to realise their God-given potential to flourish.'***

Good behaviour in each academy is central to a good education. By providing a calm, safe and supportive environment, pupils can learn and flourish. Therefore, underpinned by our Christian values, the Trust is committed to creating a culture where pupils and staff can learn and flourish in safety and with dignity.

Such a culture will ensure:

Our pupils:

- Understand what good behaviour looks like
- Understand how they should treat other people and how they should expect to be treated
- Understand that they have the right to feel safe; valued and respected; and learn free from the disruption of others
- Take on moral responsibilities; care for each other; demonstrate good manners; show consideration; take responsibility for their actions; are trustworthy young people who show respect and love for each other
- Develop positive attitudes to learning which include a commitment to learning, resilience and taking pride in achievements.

Our academy communities:

- Demonstrate Christian values at all times
- Are non-discriminatory
- Embrace positive relationships
- Have high expectations for behaviour
- Teach behaviour explicitly
- Use rewards, sanctions and, if necessary positive handling, effectively and consistently by staff, in line with this behaviour policy
- Respond to misbehaviour promptly, predictably and with confidence to maintain a calm, safe learning environment
- Provide additional support to those pupils who need it in order to reach the expected standard of behaviour
- Have a collective understanding of this behaviour policy.

This Statement of Behaviour Principles is reviewed and approved by the Trust every year.

1. Purpose

This policy sets out the Trust's expectations in relation to behaviour in line with the overarching behaviour principles above. The individual academy's approach to behaviour is set out in *Appendix 2*.

Culture

The policy aims to ensure that each academy in the Trust (the academy):

- Teaches good behaviour
- Has a positive and respectful culture which promotes self-esteem, self-discipline, dignity, kindness and positive relationships based on predictability, fairness and trust between all members of the academy community
- Sets clear, consistent routines and well communicated high expectations for good behaviour across all aspects of academy life, not just in the classroom
- Defines misbehaviour, including all types of bullying, child-on-child abuse (online and off line) and discriminatory behaviour and ensures such misbehaviour is dealt with quickly, consistently and effectively
- Provides a consistent, predictable and fair approach in response to good behaviour and misbehaviour with measures in place to ensure:
    - strategies and interventions are effective in improving behaviour
    - support is provided for individual pupils to help them to meet behaviour standards, making reasonable adjustments for pupils with a disability as required.

Environment

The policy aims to ensure that each academy in the Trust:

- Creates a calm, safe and supportive environment where pupils and staff can flourish and where:
    - bullying, verbal and physical threats or abuse and intimidation are not tolerated
    - everyone is treated respectfully; pupil misbehaviour does not disrupt teaching, learning or academy routines; and disruption is not tolerated.

Community

The policy aims to ensure that each academy in the Trust:

- Provides clarity regarding the roles and responsibilities in respect of behaviour of all members of the academy's community
- Encourages the involvement of the whole academy community in the implementation of this policy.

2. Legislation and Statutory Requirements

This policy is based on the following relevant legislation and advice from the Department for Education (DfE):

- Behaviour in Schools
- The Equality Act 2010: Advice for Schools
- Use of Reasonable Force in Schools

- Supporting Pupils with Medical Conditions at School
- Special Educational Needs and Disability (SEND) Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; (paragraph) outlines a school's / academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the school / academy to have a written behaviour policy and paragraph 10 requires the school / academy have an anti-bullying strategy (for details of the academy approach – see *Appendix A2*)
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with the Trust's funding agreement and articles of association.

3. Roles and Responsibilities

3.1 Academy Governance Committees (AGCs)

AGCs are responsible for reviewing and approving, *Appendix 2* to this policy.

3.2 The Headteacher

The Headteacher must act in accordance with the *Trust's Statement of Behaviour Principles*. This is a core responsibility of a headteacher which cannot be delegated.

The Headteacher is responsible for leading the creation and reinforcement of the behaviour culture set out in this policy, ensuring it permeates through every aspect of academy life. Staff should be trained to make sure that they collectively embody this culture, upholding the policy at all times and responding to misbehaviour consistently and fairly.

The Headteacher is responsible for implementing measures to secure acceptable standards of behaviour. These measures should aim to:

- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour of pupils
- Promote, amongst pupils, self-discipline and proper regard for authority
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- Otherwise regulate the conduct of pupils.

The Headteacher should also ensure the academy's approach to behaviour meets the following national minimum expectation:

- The academy has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment
- Leaders visibly and consistently support all staff in managing pupil behaviour through following this policy
- Measures are in place: both general and targeted interventions are used to improve pupil behaviour; and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required

- Pupil behaviour does not normally disrupt teaching, learning or academy routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards ofbehaviour
- All members of the academy community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
- Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

The Headteacher is responsible for reviewing *Appendix 2* of this policy to ensure it reflects their individual academy's approach to the behaviour curriculum, and for recommending approval of *Appendix 2* to the AGC.

3.3 Academy Leaders

Academy leaders should be highly visible, with leaders routinely engaging with pupils, parents / carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

Academy leaders are responsible for making sure all staff understand the behavioural expectations and the importance of maintaining them. They should make sure that all new staff are inducted clearly into the academy's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the academy.

Academy leaders should consider any appropriate training which is required for staff to meet their duties and functions within this policy. They should ensure that their staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

Academy leaders will support staff in responding to behaviour incidents.

3.4 Teachers and Staff

Staff are responsible for:

- Demonstrating the academy's and the Trust's values at all times
- Modelling positive behaviour
- Teaching good behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Implementing the behaviour policy consistently.

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-academy approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the academy expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the academy expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the academy culture and how they can uphold the academy rules and expectations. Staff should also receive clear guidance about academy expectations of their own conduct at the academy – *see Staff Code of Conduct*.

3.5 Parents / Carers – Communication and Parental Partnership

The role of parents / carers is crucial in helping academies develop and maintain good behaviour. To support the academy, parents / carers should be encouraged to get to know this behaviour policy and, where possible, take part in the life of the academy and its culture.

A positive partnership with parents / carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental / carer participation in many aspects of academy life is encouraged. This participation assists the development of positive relationships in which parents / carers are more likely to be responsive if academies require their support in dealing with difficult issues of misbehaviour.

High priority should be given to clear communication within each academy and to a positive partnership with parents / carers since these are crucial in promoting and maintaining high standards of behaviour. It is important that parents/carers and academies work together for the good of each child. Parents / carers are involved in celebrating the successes as well as being involved when a child's behaviour is unacceptable.

Academies will communicate policy and expectations to parents / carers. Where misbehaviour is causing concern parents / carers will be informed at an early stage and given an opportunity to discuss the situation. Parental / carer support will be sought in devising a plan of action. Parents / carers have an important role in supporting the academy's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.

Parents/carers are expected to:

- Support their child in adhering to the Pupil Code of Conduct
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Enter into a home / academy agreement.

Where a parent / carer has a concern about management of behaviour, they should raise this directly with the academy while continuing to work in partnership with them.

3.6 Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the academy behaviour standards, expectations, support, and consequence processes.

Pupils should be taught that they have a duty to follow the academy behaviour policy and uphold the academy rules, and should contribute to the academy culture. Pupils should be asked about their experience of behaviour and provide feedback on the academy's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.

Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the academy behaviour culture.

Provision should be made for all new pupils to ensure they understand the academy's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.

For an individual academy's Pupil Code of Conduct – see *Appendix 2*.

4. Behaviour Expectations and Pupils with Special Educational Needs and / or Disability (SEND)

The academy's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academy should consider how a whole-academy approach meets the needs of all pupils in the academy, including pupils with SEND, so that everyone can feel they belong in the academy community and high expectations are maintained for all pupils. A good behaviour culture will create a calm environment which will benefit pupils with SEND, enabling them to learn.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in the academy are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the headteacher / SENCo so that strategies can be discussed and agreed before more formal steps are required.

The individual academy's SENCo will evaluate a pupil who exhibits unacceptable 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 high / complex needs are identified in a pupil, the academy will liaise with external agencies and plan support programmes for that child. They will work with parents / carers to create the plan and review it on a regular basis.

Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. The academy should manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

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

The law requires the academy to balance a number of duties where a pupil has SEND that at times affects their behaviour. In particular the academy has a duty to:

- Take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the academy's policies or practices (Equality Act 2010)

- Use their 'best endeavours' to meet the needs of those with SEND (Children and Families Act 2014); and
- If a pupil has an Education, Health and Care plan, ensure the provisions set out in that plan are secured and that the academy co-operates with the local authority and other bodies.

5. The Behaviour Curriculum: Teaching, Encouraging and Responding to Good Behaviour

Good behaviour needs to be taught. Being taught how to behave well and appropriately is vital for all pupils to succeed personally. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is unacceptable:

- First and foremost, good behaviour will be defined clearly and be explicitly modelled by all adults to pupils from the first day of entering the academy and consistently reinforced and developed throughout their primary years
- Expected behaviours will be defined and made explicit
- Routines (which are simple for everyone to follow and understand) will be used to teach and reinforce the behaviours expected of all pupils
- Positive reinforcement will be applied clearly and fairly when expectations are met, to reinforce the routines, expectations, and norms of the academy's behaviour culture. Acknowledging good behaviour encourages repetition and communicates the academy community's expectations and values to all pupils
- Sanctions will be implemented when rules are broken. These are important and necessary to support the whole academy culture
- Adjustments will be made to routines for pupils with additional needs where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

5.1 Rewards and incentives

It is important that pupils are not patronised by providing rewards and incentives that are neither necessary nor wanted. However, rewards and incentives have a powerful motivational role, particularly for pupils whose self-discipline is at an early stage. They also help pupils to see that good behaviour is valued.

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Examples of rewards may include:

- Verbal praise
- Communicating praise to parents / carers via phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect or house captain or being entrusted with a particular decision or project; and
- Whole-class or year group rewards, such as a popular activity.

For details of an individual academy's rewards – see *Appendix 2*.

5.2 High Quality Teaching and Learning

An appropriately structured curriculum and effective teaching and learning are needed for good behaviour as they help to avoid the alienation or disaffection which can lie at the root of poor behaviour. These should be achieved through:

- Planning for the needs of individual pupils
- Lessons with clear objectives and success steps understood by the pupils
- The active involvement of pupils in their own learning
- Teaching methods which encourage enthusiasm and active participation for all. Lessons should aim to develop the knowledge and understanding which will enable pupils to work and play in collaboration with others
- Structured feedback that will be used as a supportive activity, providing feedback to the pupils on their progress and achievements and that acts as a signal that the pupil's efforts are valued and that progress matters.

5.3 Effective Classroom Management

Effective classroom management encourages good behaviour. This is achieved through:

- A classroom which provides a welcoming environment
- An environment which gives clear messages to the pupils about the extent to which they and their efforts are valued
- Good relationships between teacher, support staff and pupils
- Classrooms organised to develop independence and personal initiative. Pupils should have increasing opportunities to take responsibility for tasks and roles in the classroom and around the academy as they get older
- Furniture arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption
- Classroom displays which help develop self-esteem through demonstrating the value of every individual's contribution.

5.4 Unstructured Times

Playtimes and lunchtimes are the most unstructured part of the academy day. By talking and playing with others, and participating in extra-curricular activities, pupil's social development is greatly enhanced. It is a time, too, when individual pupils who are less successful in forming constructive relationships with others can create difficulties for both themselves and others.

Good behaviour at unstructured times should be achieved through:

- Good relationships between teacher, support staff and pupils
- Clear routines that are understood by all
- Explicit expectations regarding what is good behaviour and what is misbehaviour
- The provision of structured tasks to engage the pupils.

For details of an individual academy's strategies for encouraging good behaviour during unstructured times – see *Appendix 2*.

6. The Behaviour Curriculum: Responding to Misbehaviour

When a member of the academy staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with this behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across the academy respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring.

The aims of any response to misbehaviour should be to maintain the culture of the academy, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **Improvement:** to support pupils to understand and meet the behaviour expectations of the academy and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support
- **Deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the academy
- **Protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, suspension may be immediate or after assessment of risk.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred.

For details of misbehaviour / serious misbehaviour – *see Appendix 1.*

6.1 Sanctions

Most instances of misbehaviour are relatively minor / low level and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the misbehaviour. Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

Examples of sanctions which academies may impose are:

- A verbal reprimand and reminder of the expectations of behaviour
- The setting of written tasks such as an account of their behaviour
- The loss of unstructured time
- The loss of privileges e.g. the loss of a prized responsibility
- Academy based community service, such as tidying a classroom
- Suspension; and
- In the most serious of circumstances, permanent exclusion.

For details of an individual academy's sanctions – see *Appendix 1.*

In the case of suspensions and permanent exclusion – *see the Trust's Exclusions Policy.*

Academies should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case the academy should follow the Trust's *Safeguarding / Child Protection Policy* and speak to the Designated Safeguarding Lead (DSL) (or deputy DSL). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the academy believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The academy should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

What the law allows

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in the academy or elsewhere under the charge of a member of staff, including on academy visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of the academy - *see paragraph 6.2 below.*

A sanction will be lawful if it satisfies the following three conditions:

- The decision to sanction a pupil is made by a paid member of academy staff (but not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher
- The decision to sanction the pupil and the sanction itself are made on the academy premises or while the pupil is under the lawful charge of the member of staff; and
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Headteacher may limit the power to apply particular sanctions, or to sanction particular pupils, to certain staff and / or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an academy trip.

Corporal punishment by academy staff is illegal in all circumstances.

6.2 Misbehaviour Outside the Academy Premises

Academies have the power to sanction pupils for misbehaviour outside the academy premises to such an extent as is reasonable. Conduct outside the academy premises, including online conduct, that academies might sanction pupils for include misbehaviour:

- When taking part in any academy-organised or academy-related activity
- When travelling to or from the academy

- When wearing academy uniform
- When in some other way identifiable as a pupil at the academy
- That could have repercussions for the orderly running of the academy
- That poses a threat to another pupil; or
- That could adversely affect the reputation of the academy.

The decision to sanction a pupil will be lawful if it is made on the academy premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the academy.

Details of what an academy will do in response to poor behaviour and bullying which occurs off the academy premises or online and which is witnessed by a staff member or reported to the academy, including the sanctions that will be imposed on pupils are set out in *Appendix 2*.

6.3 Removal from Classrooms as a Serious Sanction

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This should be distinguished from the use of a minor sanction whereby a pupil is asked to work in another classroom, under the supervision of another class teacher for a short period of time, due to continued low level misbehaviour. Removal should also be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons for instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary for an individual pupil and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal should be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- To allow the pupil to regain calm in a safe space.

The Headteacher will:

- Maintain overall strategic oversight of the academy's arrangements for any removals, as set out in this policy
- Make sure the reasons that may lead to an individual pupil being removed are transparent and known to all staff and pupils
- Ensure that the removal location is in an appropriate area of the academy, is a suitable place to learn and refocus with the supporting member of staff; and
- Design a clear process for the reintegration of any pupil into the classroom when appropriate and safe to do so.

The academy should collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. The academy should make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches - *see the section on initial intervention in paragraph 7.2*.

Separately, the academy should analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and that the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

When dealing with individual removal cases, Headteachers and teachers should:

- Consider whether any assessment of underlying factors of disruptive behaviour is needed
- Facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future
- Ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this policy
- Ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with; and
- If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream academy community.

6.4 The Use of Reasonable Force and Positive Handling

In some circumstances, it may be necessary / appropriate for staff to use reasonable force to positively handle a pupil to safeguard children and prevent them being a risk to their own or others' safety. (See the Trust's *Physical Intervention Policy*.)

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of 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 at the academy or among pupils.

Incidents of positive handling must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents / carers.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Positive handling should only be undertaken by staff who have been appropriately trained. All incidents involving positive handling are recorded for safeguarding purposes on MyConcern.

6.5 Searching, Screening and Confiscation

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to pupils. Headteachers and authorised academy staff may use reasonable force given the circumstances when conducting a search for prohibited items (knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm).

Any item which is harmful or detrimental to academy discipline will also be confiscated. These items will be returned to pupils / parents / carers after discussion with senior leaders and parents / carers, if appropriate. Force may not be used to search for non-prohibited items.

Detailed guidance for academies can be found in the government's publication 'Searching, screening and confiscation at school'.

6.6 Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school / academy permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the government's publication 'Suspension and Permanent Exclusion' guidance) should be used. Managed moves should only occur when it is in the pupil's best interests.

6.7 Alternative Provision

Some pupils with high and complex needs, relating to behaviour, will access alternative provision if this is deemed appropriate to meet such needs. This will take place following necessary support and advice from a range of professionals and in consultation with parents / carers. If alternative provision is accessed by a pupil, the academy will ensure that this provision is suitable and safe and whether the alternative provision is a registered provider. Where an academy is using an unregistered provider, the academy must have an adequate quality assurance process in place. The academy will continue to take responsibility for pupils who access alternative provision.

6.8 Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-academy sanctions and interventions.

See also the Trust's *Exclusions Policy*.

7. Preventing Recurrence of Misbehaviour

7.1 Supporting Pupils following a Sanction

Following a sanction, strategies will be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the academy. These might include:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate
- A phone call with parents / carers, and the Virtual School Head for looked after children
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in the academy
- Inquiries into circumstances outside of the academy, including at home, conducted by the DSL or a deputy DSL; or
- Considering whether the support for behaviour management being provided remains appropriate.

7.2 Initial Intervention following Behavioural Incidents

The academy should adopt a range of initial interventions or strategies to help pupils manage their behaviour. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.
Academies have a system in place to ensure relevant members of staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions academies can consider include:

- Frequent and open engagement with parents
- Targeted structured behaviour interventions / programmes
- Providing mentoring
- Behaviour plans
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' will be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where an academy has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working Together to Safeguard Children and the Trust's *Safeguarding / Child Protection Policy*).

8. Reintegration

The academy should have a strategy for reintegrating pupils following: removal from the classroom; return from another setting under off-site direction or suspension. This will involve a reintegration meeting between the academy, pupils, parents / carers and, if relevant, other agencies to discuss a reintegration plan. Academies should consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

9. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other academies / schools.

10. Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil.

(Refer to the Trust's *Safeguarding Concerns and Allegations regarding staff, including supply teachers, volunteers and contractors Policy* for the Trust's policy / statement of procedures for dealing with allegations of abuse against staff or for more information on responding to allegations of abuse.)

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

11. Monitoring and Evaluating Academy Behaviour

The academy should have a clear monitoring and evaluation cycle of their behaviour culture. It should also have strong and effective systems for data capture, enabling analysis of all components of the behaviour culture.

The academy is encouraged to collect data regarding:

- Perceptions and experiences of the academy / Trust behaviour culture by key stakeholders
- Attendance
- Behaviour incident, including on removal from the classroom
- Permanent exclusion and suspension
- Off-site directions and managed moves
- Incidents of searching, screening and confiscation.

The academy leaders and staff should analyse data with an objective lens and from multiple perspectives: at academy level, class / key stage level and individual staff and pupil level. The academy leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help the academy ensure that it is meeting its duties under the Equality Act 2010.

12. Monitoring Arrangements of the Policy

This Behaviour Policy will be reviewed by the Trust (and *Appendix 2* by the Headteacher and AGC) every year.

13. Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Physical Intervention Policy
- Safeguarding / Child Protection Policy
- Safeguarding Concerns and Allegations regarding staff, including supply teachers, volunteers and contractors Policy
- SEND Policy
- Equalities Statement.

Appendix 1 - Misbehaviour / Serious Misbehaviour

Definitions

Misbehaviour is defined as:

- Non-compliant behaviour (to adult requests)
- Low level disruption in lessons and at unstructured times
- Non-completion of classwork
- Rudeness to adults and other pupils
- Poor language.

Serious Misbehaviour is defined as, but not limited to:

- Persistent non-compliant behaviour (to adult requests)
- High level disruption in lessons and at unstructured times
- Repeated breach of the academy rules
- Threatening and / or intimidating behaviour
- Verbal aggression
- Swearing
- Any form of bullying*
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexting
- Physical aggression and / or violence
- Vandalism
- Theft
- Smoking
- Possession of any prohibited items. These are:
  - Knives or weapons;
  - Alcohol;
  - Illegal drugs;
  - Stolen items;
  - Tobacco and cigarette papers;
  - Fireworks;
  - Pornographic images.
- Having 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).

***Bullying**

Bullying is defined as:

"Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying." (Torfaen definition 2008)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Premeditated and usually forms a pattern of behaviour rather than an isolated incident
- Involves dominance of one pupil by another, or group of others.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, ridiculing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Psychological	Deliberate acts which cause fear or anxiety
Discriminatory and Prejudice-based (including racial)	Taunts, graffiti, gestures
Homophobic	Because of, or focussing on, the issue of sexuality
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Religious	Related to religious beliefs and practices
Cultural	Related to cultural beliefs and practices
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

As a Trust it is recognised that:

- Bullying can occur. However, our intention is to ensure pupils learn in a supportive, caring and safe environment without the fear of being bullied and that staff are free from the fear of being bullied by pupils
- Everyone has the right to feel welcome, secure and happy
- Bullying of any sort prevents equality of opportunity
- All forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing
- By effectively preventing and tackling bullying, the Trust can help to create a safe and disciplined environment where pupils are able to learn and to fulfil their potential.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the academy to end the bullying. It is the Trust's aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos across the Trust.

Details of an individual academy's anti-bullying strategy are set out in *Appendix 2* / *Anti-Bullying Policy*.

Appendix 2 - Individual Academy Information

Name of Academy:

Vision and Values
[*Insert details and include a positive statement about your academy's approach.*]

The Behaviour Curriculum: Teaching, Encouraging and Responding to Good Behaviour

- **The explicit teaching of good behaviour will be in relation to the following school rules:**
  - [*Insert rules*]

- **Rewards / incentives and sanctions:**

[*The points below are suggestions only and should be adapted to suit your academy's specific circumstances.*]

[Positive behaviour will be rewarded with:

- *Praise*
- *Merit marks*
- *Letters or phone calls home to parents*
- *Special responsibilities / privileges*

The academy may use one or more of the following sanctions in response to misbehaviour:

- *A verbal reprimand*
- *Move to another place in the classroom*
- *Sending the pupil out of the class*
- *Expecting work to be completed at home, or at break or lunchtime*
- *Loss of playtime / lunchtime*
- *Eating separately*
- *An apology letter*
- *Filling in a reflection sheet*
- *Referring the pupil to a senior member of staff*
- *Letters or phone calls home to parents*
- *Agreeing a behaviour contract*

We may [insert details] in response to serious or persistent breaches of this policy. Pupils may be sent to [insert details] during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.]

- **Encouraging good behaviour during unstructured times:**

[*Insert details of your strategies for encouraging good behaviour during unstructured times*]

- **Responding to misbehaviour outside the academy:**

[insert *details of what you will do in response to poor behaviour and bullying which occurs off the academy premises or online and which is witnessed by a staff member or reported to you, including the sanctions that will be imposed on pupils.*]

Bullying

[Our anti-bullying strategy is as follows:
Insert details and ensure, in particular, that cyberbullying, prejudice based bullying and discriminatory bullying are covered .
You may wish to consider the following points:

- *How pupils, parents and staff can report incidents of bullying*
- *How the academy investigates allegations of bullying*
- *Sanction procedures*
- *How the academy supports pupils who have been bullied, and those vulnerable to bullying*
- *Whole-academy proactive strategies to prevent bullying*
- *How the academy trains staff and governors in preventing and handling bullying] [Or] [*See the academy's Anti-Bullying Policy]

Pupil Code of Conduct

[*Explain your academy's approach here. The points below are suggestions only and should be adapted to suit your academy's specific circumstances.*]

[Pupils are expected to:

- *Behave in an orderly manner*
- *Show respect to members of staff and each other*
- *In class, make it possible for all pupils to learn*
- *Accept sanctions when given*
- *Treat the academy buildings and academy property with respect*
- *Refrain from behaving in a way that brings the academy into disrepute, including when outside the academy]*