Behaviour Policy

Member of Staff Responsible	Chief Executive Officer
Relevant guidance/advice/legal reference	Behaviour and discipline in schools', January 2016, available from www.gov.uk). Education and inspections Act 2006 Education Regulations 2014 Trustee with primary/secondary experience
Approved by	Trust Board
Date of Policy	October 2021
Review Cycle	3 years
Date of Next Review	October 2024
Website	Yes (published annually)

This policy is divided into two sections.

Section 1 is common to all schools in The 3-18 Education Trust and reflects the over-arching principles of behaviour and discipline in our schools. It covers the remit of behaviour management and is written based on the guidance and statutory requirements referenced in the table above. These are approved by the Board of Trustees.

Section 2 refers to the detail of how the policy is implemented at insert name of school, specifically including sanctions and rewards (amongst other matters); this section is written by the school's Senior Leadership Team and conforms to the policy.

SECTION 1

Rationale

It is our aim that every member of the trust's community – students, staff, parents, governors, trustees, the wider community - feels valued and respected, and is treated fairly. Specifically this applies to the management of behaviour in every respect. We are a caring community, whose values are built on mutual trust and respect for all. We therefore expect **all** members of our community to set an example to others in order to establish, <u>by way of routine and instinct,</u> the highest standards of behaviour.

In so doing we aim to promote good behaviour, self-discipline and respect, prevent bullying and ensure our young people complete their work to the best of their ability. Thereby through enabling excellent learning and good choices, we wish to prepare our students for life after school.

The Statement from the Department of Education has a number of key points which indicate the remit of teaching staff in discharging their responsibility for good behaviour in schools. These are on page 6 of that document (Behaviour and discipline in schools, January 2016, available from www.gov.uk).

Our Behaviour Principles - in our family of schools, through an ethos of kindness and support for each other, we expect:

- everyone in our community to uphold high expectations and standards of behaviour, and to recognise good choices, value the importance of self-discipline, celebrate diversity and promote a culture of success.
- our young people to take responsibility for their own actions.
- our young people to consider the impact of their behaviour on others, through an ethos that fosters self-regulation of behaviour and mutual respect between students and between staff and students.
- our young people and staff to set a good example, through their conduct both within the school and in the wider communities of our schools.

Our schools will remind all members of the community, both regularly and frequently of our **Behaviour Principles**, and will do this by highlighting the expectations and standards of behaviour.

Impact on learning – the value of trust.

Excellent standards of behaviour lead to enjoyment of learning and celebration of the people, activity and purpose within our school communities. All our schools operate on trust, and implicitly we trust our students to make good choices. Frequently, the education

of the difference between right and wrong is explicitly delivered and wherever possible it is appropriately recognised.

Standards

Standards of behaviour will be assessed and monitored:
- through our students' engagement in the classroom and the manner by which they complete their work,
- in their order and conduct in the corridors,
- through the way they wear their uniform
- outside the classroom – at lunch-times, break times and at the margins of the day,
- whenever they represent the school beyond the school walls, for example: on school trips or sporting events
- on their journey to and from school (DfE guidance on behaviour states that school can reserve the right to challenge behaviour outside of school settings).

Evaluation

We will judge the impact of our policies and expectations through using:- behaviour records, Attendance records, Staff/student/parent voice, lesson observations/learning walks, anecdotal observations.

Anti-Bullying Statement

Our family of schools is defined by kindness and mutual support and we want all the people in our communities to understand the value of good choices in the way they support and help each other. Our schools and communities share this message both individually and collectively, on a regular basis. At the heart of our work on behaviour is a zero tolerance approach to any form of bullying and we take bullying seriously. All schools in the Trust believe that everyone has the right to feel welcome, safe and happy and are committed to ensuring that all members of the school communities are able to achieve their potential without the fear of being bullied. Bullying of any kind is never acceptable and will not be tolerated.

We will seek to educate any individual who acts against our expectation in order to develop more positive behaviour and we will support all those who are the victims of unkindness.

The Anti-Bullying alliance defines bullying as *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'* The trust supports this definition, whether it is physical or emotional. However, if there is a incident, by definition for the first (and hopefully only) time of '*intentional hurting of one person or group by another person or group, where the relationship involves an*

imbalance of power' our schools will refer to this as **bullying behaviour**. The outcomes of this incident will be treated according to the judgement of the severity of said incident. i.e. even though the definition of bullying means the behaviour is 'repetitive' we will still treat single incidents seriously; this reference provides a significant opportunity for an individual to reflect carefully on their choices, in order to make better ones in the future. This will involve investigation and careful evaluation of the incident in order to arrive at an appropriate response and judgment of the next steps.

It is the responsibility of all members of the school communities to implement the anti-bullying procedures (which are found in each school's web-site) and it is our aim to prevent bullying by establishing a positive environment and encouraging standards of behaviour that promote a sense of responsibility, for the welfare of others. Students, parents/carers and staff should understand that reporting instances of bullying is essential and be assured that they will be supported.

The use of technology to intimidate others is an increasing national trend and that such forms of bullying will also be dealt with robustly under each school's anti-bullying procedures.

Stakeholders

Although our Behaviour policy is primarily written for and about our young people (students and pupils), our schools have the highest expectations of its staff and governors (through their respective codes of conduct).

The role-model ethos, whilst an essential part of our development of students, must be reflected in all aspects of the work of staff and governors, as well as the manner by which parents/carers and the wider community engage with the school. The standards we set to each other are the standards which enable our values and expectations to be achieved; therefore, there will be consequences for any individual who fails to adhere to such standards.

Process

We expect the student and staff voice in all schools to be an essential dimension of developing a behaviour policy. All iterations of the individual school's processes and procedures, including rewards for positive behaviour include a role for the student body to shape those ; staff voice must also be included in this respect.

Each school is expected to have its own behaviour management system which will include its own rewards, sanctions and other relevant procedures and areas of support. Any procedures will be consistently based on the rationale above.

Autonomy with common ground

Each school has the autonomy to establish its own rewards and sanctions systems (which are stated in section 2) to reflect the various contextual influences on a school. Each school, has regard to the detail contained in Behaviour and discipline in schools (2016), to including:

- Screening and searching
- The use of reasonable force
- The power to discipline beyond the school gate
- Working with local agencies where required
- Support for staff accused of misconduct

Each school, through its procedures, will also recognise the requirements of the Disability Discrimination Act and issues covered in the Human Rights Act and Race Relations Act, is integrated with the school's SEND policy, and is delivered using our standard teaching and learning and pastoral systems. Whilst it is not always possible to do so, particular efforts will be made to avoid excluding students who are being supported under the SEND Code of Practice. We also acknowledge our legal duty under the Disability Discrimination Act not to discriminate against disabled students by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed term exclusions.

Due to the guidance making explicit reference to the law, the procedures will cover the guidance by referring to:-

- Rewards
- Sanctions
- Confiscation
- The use of reasonable force (including the power to search
- Seclusion/isolation rooms

Outside school

According to the Education and Inspections Act 2006, a school may impose a sanction:

if the student is not on site but where conduct falls below a standard that can be reasonably expected. The school will decide if it is 'reasonable' to impose a sanction in order to impact upon the student where misconduct prejudices the good order and welfare of the school, its staff and students and/or brings the school into disrepute.

if the student has failed to comply with a previous sanction imposed eg remain out of the the public eye during school hours when excluded.

If a students harasses another student, member of staff or member of the public.

This policy links with the Exclusion policy.

SECTION – ST MARTINS SCHOOL

Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Principles

Our approach to behaviour management is based on eight principles:

- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- Good relationships promote good behaviour
- Effective teaching promotes good behaviour
- Behaviour will improve if good behaviour is consistently and appropriately rewarded
- Behaviour will improve if bad behaviour is consistently and appropriately dealt with
- Students need to understand the expectations we have of their behaviour and to take responsibility for their own behaviour
- Parents are important partners in the promotion of good behaviour
- Actively promote British values

Responsibilities of pupils	Rights of pupils
- To treat others with consideration and respect - To listen when others are talking - To follow instructions from teachers and other staff - To sort out difficulties without making matters worse - To ask for help when it is needed - To do their best and let others learn	- To feel safe - To be treated fairly - To be able to learn to the best of their ability - To be treated with consideration and respect - To be listened to by adults in the school - To know what is expected of them

Responsibilities of staff	Rights of staff
- To create a safe and stimulating environment in which pupils can learn - To treat pupils with consistency and respect - To communicate regularly with parents - Refer to Inclusion /SENd teams if required.	- To be treated fairly and with respect by pupils, parents and colleagues - To be able to teach without unacceptable behaviour
Responsibilities of parents	**Rights of parents**
- To get your children to school on time, ready to work - To treat other people's children with respect - To talk to your children about things they learn in school - To tell the teachers if your child is being bullied or is upset	- To be sure their children are treated fairly and with respect - To know that their children are safe - To be able to raise concerns with staff and to be told when there are difficulties

Out of lessons (including travelling to and from school) students are responsible for:

- Treating everybody they encounter with courtesy and respect
- Showing proper respect for their own and other people's property
- Following school rules including those on punctuality, uniform and smoking as published in the school prospectus
- Completing the work set for homework
- Behaving in a way that maintains the good reputation of the school

Parental Responsibilities

Parents are responsible for:-
- Ensuring that students attend school in school uniform and are ready to learn
- Ensuring that school has an up to date emergency contact telephone number
- Dealing with members of the school community calmly and with respect
- Encouraging their children to show respect and supporting the school's authority to discipline its pupils
- Attending a reintegration meeting if their child has been excluded
- Not sanctioning violent behaviour

School Responsibilities

All staff are responsible for putting these principles into practice and reinforcing these expectations at all times:

In particular:

All staff are responsible for:

- Creating a positive classroom ethos
- Consistently apply whole school expectations of classroom behaviour
- Implementing any rewards schemes
- Applying appropriate sanctions.
- Referring students to their head of department or phase manager as per the behaviour framework
- Use Sims and framework paperwork to record incidents of bad behaviour

Tutors / class teachers

- Ensuring a positive ethos within the tutor group/class
- Accurately completing a register so attendance can be monitored.
- Identifying any patterns in behaviour using reports from subject staff
- Providing guidance and support to enable students to improve behaviour
- Monitoring behaviour through individual or group reports
- If this is unsuccessful, referring students to phase managers
- Liasing with the inclusion team to initiate any external agency involvement

The School Leadership Team is responsible for:

- Ensuring a whole school ethos based on clear expectations which are fully understood by students and parents
- Modelling effective relationships
- Ensuring the curriculum meets the needs of all students
- Ensuring the effectiveness of the rewards system
- Ensuring that a range of sanctions is available and consistently applied
- Supporting all staff

Challenging and Complex behaviour.
All staff are responsible for supporting students in improving their behaviour through their Quality First Teaching. Where QFT interventions provided by class teachers fail to modify challenging or complex behaviours. Referrals can be made to inclusion team or SENd team for further assessment and support.

- Learning mentors - the role of inclusion is to work with students and their families in order to reduce the risk of exclusion.

- Inclusion Centre- the student follows their normal timetable and curriculum but with additional support in the Inclusion Centre. This will usually be a programme of withdrawal from one or more subjects for a fixed period.
- Personalized programmes to modify behaviour, build self-worth, learn social skills and personal development.
- Complex behaviour may be the result of ADHD, ASD, Attachment or other medically recognised issues. Further investigation, assessment and potential diagnosis may need to be undertaken, referral to an Educational phycologist, health professional (CAMHS) or GP may be made.
- Support from external agencies, referral through the EHAF assessment (Shropshire) and CAF (welsh).
- Education Access & Safeguarding Officer provides support from the local authority for families of students who are at risk of permanent exclusion.

Student with medical diagnosis may fall into the SEND category and will be jointly support by the inclusion and SEND teams.
Where a student has a diagnosed special educational need which may impact on their behaviour (eg. ASD or ADHD) staff will be made aware of the diagnosis and any recommendations given to support teaching strategies by the agency who have undertaken assessment and diagnosis.
As part of the regular professional development programme all teaching and support staff, will have training to develop QFT strategies in relation to the SENd categories Communication & Interaction (C&I) Social, Emotional & Mental Health (SEMH), promoting good behaviour and addressing behaviours which may negatively affect learning or the school's behaviour principals. However, the SENd Code of Practice (Jan. 2015) states, "persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN".

Rewards
We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children Good Behaviour certificates.
- We nominate children to have good work put on the 'Wall of Fame'.
- We distribute house points to children, either for good work behaviour, or effort or to acknowledge outstanding effort or acts of kindness in school.
- All students have an opportunity to take part in a house assembly where they can be recognised for their efforts.
- Rewards for outstanding effort in termly reports

Class teachers (primary phase), tutors (secondary phase) and Head of House will monitor the house points awarded. When students have reached target numbers of house points they will qualify for rewards. The rewards given will be appropriate to the age and interests students in different year groups.

Sanctions

- **Personal sanctions** by staff are the first course of action in the event of misbehaviour in class, failure to complete work or failure to meet other classroom expectations. These are appropriate to age of the student.

- All subject areas in the secondary phase and the primary phase have next steps actions for the students in their care if first sanctions fail to effect the behaviours of the child.

- Code 1 provides emergency support in lessons. It is used where, either a student poses a threat to the safety of others, or the student's repeated refusal to co-operate is making it impossible for the rest of the group to learn. Wherever possible students are given take up time before the code 1 is issued. The aim of the code 1system is to maintain the student in the lesson.   Where this is not possible, the student is removed. Incidents which have led to code 1 being used will be followed up by the subject teacher and a senior member of staff.

- **School detentions** (secondary only) are used where subject team sanctions have not resulted in improved behaviour or where misbehaviour has taken place out of lessons. Any request for a student to be placed in school detention must be made by the head of department or phase manager. School detentions may be used in cases including (but not limited to) those where students are guilty of one or more of the following offences:

  - ➢ failure to attend subject detentions
  - ➢ uncooperative behaviour to staff
  - ➢ unkind or disrespectful behaviour towards students
  - ➢ truanting a lesson
  - ➢ leaving the school site without permission at break or lunchtime
  - ➢ persistent lateness (three times in any fortnight)
  - ➢ damage to school property
  - ➢ poor behaviour at break or lunchtime
  - ➢ other offences of similar seriousness
  - ➢ failure to behave out of lessons
  - ➢ not completing work
  - ➢ not completing homework
  - ➢ not completing sufficient work
  - ➢ Disrupting the learning of other students

  School detentions may take place during afternoon break(lunch) or after school. 24 hours notice will be given for an after school detention. A late bus is available for most students at 4.45pm. For other students, the school will take reasonable steps to ensure that parents are able to collect them after the detention is over. However, parents do not have the right to veto detentions.

- Isolation provides an alternative to exclusion. Senior members of staff will, in conjunction with the head of pastoral/student services, place students in isolation for up to three days. Such students will follow a separate timetable, the mechanism for

isolation will be age appropriate. Isolation will be typically be used in cases where students are in breach of school rules examples include:

> - failure to attend or to respond to after school detentions
> - persistent disruption of lessons
> - truanting most or all of a school day
> - breach of school rules on smoking
> - Failure to comply with school rules on mobile phones or taking photos of or making video's of other students or staff.
> - Swearing at a member of staff
> - Violence
> - Vandalism
> - Bullying

- **Fixed term exclusions** are used in circumstances where isolation is deemed inappropriate. Such cases would include (but not limited to):

> - where isolation has not resulted in improved behaviour
> - where a student's continued presence in school may constitute a threat to others
> - swearing and abuse to a member of staff
> - Failure to comply with school rules on mobile phones by   taking photos of or making video's of other students or staff.
> - persistent breach of school rules on smoking
> - violence
> - serious vandalism
> - possession of alcohol or drugs, illegal or otherwise
> - continued persistent disruption of lessons
> - sexualized behaviour
> - Bullying
> - other offences of similar seriousness

Only the Head of School, or, in her absence, a member of the SLT , may exclude students from school. Any decision about fixed term exclusions will be taken having regard to the current DFE guidance on exclusions from school.
After any fixed term exclusion a Behaviour Support Agreement will be written.

- **Permanent Exclusion** will be used as a last resort. It will normally be used in cases where there is a history of poor behaviour and where the student is failing to respond to other sanctions and behaviour support. It may however also be used in exceptional cases where a first or "one-off" offence deliberately puts others at extreme risk. Such cases would include (but not be limited to):

> - serious actual or threatened violence
> - aggressive swearing and abuse to a member of staff
> - sexual abuse or assault
> - supplying a drug, illegal or otherwise
> - arson
> - carrying an offensive weapon
> - long term continual disruptive behaviour

Any decision about permanent exclusion will be taken in consultation with the local authority and having regard to the current DFE guidance on exclusion from school