



MULTI-ACADEMY TRUST

BEHAVIOUR POLICY

Responsible for Policy	CEO/Executive Principal
Date Last Reviewed	June 2018
Approved by Trust Board	15.11.18
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1. Principles

- 1.1 We believe that good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.
- 1.2 Knowing our students well so that we can meet their needs, develop positive relationships, and work with them to manage their own behaviour is at the heart of all our dealings with students.
- 1.3 When behaviour does not meet expectations, we use Restorative Practice so students can move forward positively.
- 1.4 We believe in the importance of:-
 - a. Developing **good caring relationships** in the school between teachers and students, relationships which are based on mutual respect for one another
 - b. Developing good relationships between **school and home**
 - c. Teachers having **high expectations** of their students' academic and social abilities
 - d. Developing appropriate curricular and teaching/learning **strategies/support** – ones that are relevant and appropriate to the needs and abilities of the student and enable students to meet our high expectations
 - e. Encouraging and promoting the self-esteem of students by positive achievement and by teachers being sensitive to the needs and problems of their students.

2. Associated Policies

- 2.1 This policy should be read in conjunction with associated policies such as:-
 - Anti-bullying policy
 - Drugs policy & non-smoking policy
 - Policy on the use of force to control or restrain students
 - Search and confiscation policy
 - Attendance and punctuality policy
 - Uniform and equipment policy
 - Inclusion/SEND policy
 - Safeguarding & e-safeguarding policies

3. General Guidance

- 3.1 Students are ambassadors for the Academy even when off school premises and we expect them to act accordingly. They are expected to meet school expectations, listen to and follow instructions from staff, work with staff to understand and change their own behaviour when it falls short of expectations, and accept and learn from any sanctions that they receive.
- 3.2 Our expectations are that students will:-
 - treat other young people and adults with respect and kindness
 - follow reasonable instructions given by members of staff
 - behave in a reasonable and polite manner to all staff and students
 - conduct themselves around the building in a safe, sensible, manner and show regard to others
 - show respect for the opinions and beliefs of others
 - attend all timetabled lessons and registration sessions

- aim for 100% attendance and punctuality
- wear correct school uniform and bring equipment appropriate for every lesson
- complete all class work to the standard required
- hand in homework at the time requested and to the standard required
- take care of all school equipment and buildings and keep the school environment tidy.

3.3 To encourage this, members of staff will:-

- model exemplary behaviour
- treat all students and other adults with respect
- speak politely to each other
- build students' confidence and self-esteem through positive reinforcement
- avoid using critical language
- recognise student effort and achievements on a regular basis and celebrate success using the school rewards
- keep parents/carers informed about success, efforts and achievements
- challenge unacceptable behaviour using restorative practice guidelines
- work in partnership with parents/carers through regular contact to help students to improve behaviour.

3.4 We expect parents/carers to:-

- work in partnership with staff to help students to understand how their behaviour has fallen short of expectations to work with them to ensure good behaviour
- inform staff of any special educational needs, personal factors or other concerns that may result in their child displaying unexpected behaviour
- respond to concerns raised by members of staff
- be prepared to attend meetings at the school with staff or the Principal to discuss their child's behaviour and to adhere to any resultant agreements
- ensure students come to school regularly and punctually, correctly equipped, appropriately dressed and prepared to work
- encourage students to strive to attain and to value school rewards.

4. Praise and Rewards

4.1 The use of praise and rewards has a key part to play in the encouragement of good behaviour and student learning by acknowledging and recognising the effort, commitment and success of a student. They provide an opportunity for a teacher and the school to make a clear and unequivocal statement to a student that his/her work and behaviour are valued.

4.2 The most frequently used and, perhaps, most valued and effective form of reward for a student is instant verbal praise.

4.3 Praise is used in the classroom at every opportunity taking the form of a comment or gesture in response to a student's contribution to the lesson. Similarly, positive and diagnostic comments are used when marking students' work.

4.4 Students will be rewarded e.g. 'Achieving Excellence' points, for outstanding engagement with learning. Students will also be rewarded for quality homework and full participation in extra-curricular activities.

4.5 Students who achieve excellent levels of attendance and who achieve "excellent" and "committed" in their Behaviour for Learning grades in their Assessment Points (APs) also receive additional rewards e.g. 'Achieving Excellence' points.

4.6 Each school will have additional privileges and rewards that are attached to their bespoke 'Achieving Excellence' challenges.

4.7 Many other, less formal, rewards systems are in use in school and vary from subject to subject and from year group to year group e.g. many teachers choose to use postcards/letters home as a reward; special mention in assemblies, rewards celebrations, buffet lunches etc.

5. Unacceptable Behaviour: Consequences

5.1 Unacceptable behaviour is any behaviour which harms or places any other member of the school community at risk of harm, negatively affects the well-being of any other member of the school community or has a negative effect on a teacher's ability to teach or the ability of other students to learn.

6. Sanctions

6.1 **Staff will use a range of restorative practice and positive behaviour management strategies to try to reduce/prevent the need to use sanctions.** However, if a student does not respond to such strategies, then we will use the full range of sanctions available to us to deal with unacceptable behaviour in school and out of school (bearing in mind the legal framework).

	CONSEQUENCE	
FOR USE BY CLASS TEACHERS	C1	Rule reminder
	C2	2 nd reminder
	C3	Lesson removal: On-call and On Call Resolution (OCR)
	C3	Other sanctions
FOR USE BY SLT AND DESIGNATED PASTORAL LEADS	C4	SLT detention
	C5	Isolation
	C6	Internal Exclusion Unit (IEU)
	C7	Fixed Term Exclusion
	C8	Permanent Exclusion

C1 and C2 Rule Reminders

6.2 We have high expectations of students and they are expected to respond to staff requests appropriately. Staff are encouraged to deploy a range of classroom management strategies to engage students in a purposeful manner and defuse any situations prior to the use of reminders.

6.3 A C1 warning can be given to an individual (s) about their specific behaviour (focus on the behaviour/action). We would discourage the use of blanket warnings as they are very often ineffective and very difficult to manage fairly.

6.4 If a member of staff needs to give a C2 – second reminder, then the student(s) name(s) can be written on the board/or be logged more privately by the teacher. If the student

fails to respond to this reminder and is disrupting the learning of others, then they move to C3 and should be removed from the lesson by sending them to the On-Call room (see C3 below).

- 6.5 Staff should make clear the reason for a C1 or C2 warning being given – often this will be done quietly on a one to one basis to avoid further disruption to the lesson/to reduce an escalation of the negative behaviour displayed.

C3: Lesson Removal On-Call and On-Call Resolution (OCR)

- 6.6 If a student's behaviour in a particular lesson is such that it seriously impedes the teacher's ability to teach and other students' ability to learn, the student may be sent out of the classroom and sent to the 'On-Call' room.
- 6.7 An On-Call Resolution (OCR) session will take place. This is a restorative conversation and an additional appropriate sanction will be set if necessary.
- 6.8 C3s will obviously have an impact on the Behaviour for Learning grade given at the next Assessment Point (AP).
- 6.9 Students who fail to attend an OCR session, will be issued with a sanction, which can be a detention. Again the expectation is that the teacher will have a restorative conversation with the student at this time.

C3: Other Sanctions

- 6.10 The law clearly gives teachers the power to issue detentions. The Trust seeks, where possible, to use restorative practice in the first instance and a range of sanctions, which may include the use of detention, when restorative practice does not work on the first attempt.
- 6.11 Where detentions are used we would always try to do so with the consent and understanding of parents/carers. However, in cases where that consent is not forthcoming, the school will continue, where appropriate, to exercise its right to impose the detention.
- 6.12 We will always try to inform parents/carers of a detention. This will be by way of 'student post', telephone contact or other messaging means, typically with 24 hours' notice. We also use texts to inform of detentions and OCR sessions.

C4: SLT Detentions

- 6.13 Students who fail to attend a detention set by a class teacher will receive a Senior Leadership Team (SLT) detention. Parents/carers are informed of such detentions by letter and text. A copy of the letter is given to the students as well. If a student fails, without good reason, to attend SLT detention, a further sanction, usually C6 (IEU), will follow.
- 6.14 A student who is absent on the day of an SLT detention will complete the detention on the first possible occasion thereafter.

C5: Isolation

- 6.15 A C5 (Isolation) can only be given by designated SLT. Isolation can be given at the discretion of a member of SLT for 2 On-Calls a day/3 in a week. SLT will also use their discretion to use isolation for repeated On-Calls over a period. Parents/carers will be informed.

C6: Internal Exclusion (IEU)

- 6.16 Only designated SLT can make the decision to place a student in IEU.
- 6.17 Internal exclusion may be used in response to:-
- a serious breach of the Trust's behaviour policy

OR

- persistent breaches of the Trust's behaviour policy such that, in the opinion of the SLT, the exclusion threshold has been passed but not to such a degree that a fixed-term exclusion is proportionate and reasonable.

6.18 Restorative work will be completed whilst a student is in IEU.

6.19 Parents/carers will be informed by letter of internal exclusions. The letter will detail the arrangements for a re-integration meeting, involving the student, the parent/carer and a designated member of staff. The purpose of the re-integration meeting is to discuss the reasons for the internal exclusion and to plan for the student's successful and sustainable re-introduction to mainstream lessons usually via a Pastoral Support Plan (PSP).

C7: Fixed-Term Exclusion

6.20 Only the Vice Principal/Associate Principal can make a decision with the Principal to issue a fixed term exclusion (FTE).

6.21 Fixed-term exclusion may be used in response to:-

- a serious breach of the Trust's behaviour policy

OR

- persistent breaches of the Trust's behaviour policy such that, in the opinion of the Principal, the exclusion threshold has been passed and to such a degree that internal exclusion alone is not a serious enough sanction.

6.22 Parents/carers will be informed by phone call in the first instance and in a follow up letter of fixed-term exclusions. The letter will detail the arrangements for a re-integration meeting, involving the student, the parent/carer and a designated member of staff. The purpose of the re-integration meeting is to discuss the reasons for the fixed-term exclusion and to plan for the student's successful and sustainable re-introduction to mainstream lessons, using restorative practice approaches.

6.23 A Pastoral Support Plan (PSP) will be put in place to support the return to school of students who have incurred a fixed-term exclusion. Fixed-term exclusions may be followed by a short period of internal exclusion to "re-settle" the student into school and complete restorative work.

6.24 In the case of serious incidents, and usually when additional information or evidence has come to light, a fixed-term exclusion (C7) may be converted to a permanent exclusion (C8).

6.25 For the first five days of an exclusion, the school will take reasonable steps to set and mark work for the student. If a fixed-term exclusion is for a period longer than five days, alternative educational provision will be made for the student.

6.26 In all cases of exclusion, the law and related Department of Education guidance will be observed.

C8: Permanent Exclusion

6.27 Permanent exclusion may be used in response to one serious incident, a breach of the Trust's behaviour policy of such a degree that the Principal forms a view that allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school. In such an instance, the support structures detailed in this policy may not have been exhaustively applied.

6.28 Permanent exclusion may also be used in response to persistent serious breaches of the Trust's behaviour policy. Such an exclusion is likely to occur when a student:-

- has received many or all of the support mechanisms available to the school, without lasting positive effect on his/her behaviour

AND

- has already incurred several C7 (fixed-term exclusions).

6.29 A permanent exclusion will also be imposed when a student has incurred 45 or more days of fixed-term exclusion in any academic year.

6.30 Single serious incidents which may lead to permanent exclusion include the following examples although this is by no means intended to be an exhaustive list:-

- threats of or actual violence or aggressive behaviour towards a member of staff
- a protracted incident involving the refusal to co-operate with and follow the instructions of a number of staff members
- violence towards (an)other student(s)
- racially motivated behaviour which threatens or is likely to threaten the peace of our cohesive community
- bringing a weapon onto the school site
- possession or supply of drugs or other substances on the school site
- arson or major acts of vandalism
- indecent exposure, sexual abuse or assault
- any incident which requires the assistance or intervention of police officers to bring to a conclusion.

6.31 In all cases of exclusion, the law and related Department for Education guidance will be observed.

7. Sanctions – The Legal Framework

7.1 In imposing sanctions the school has in mind its statutory powers which include the following key points:-

- teachers have statutory authority to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- the power also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as teaching assistants
- teachers can discipline students at any time the student is in school
- or elsewhere under the charge of a teacher, including on school visits
- teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside the school
- teachers have a power to impose detention outside school hours
- teachers can confiscate students' property.

7.2 The law allows teachers to discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that, if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that student.

7.3 To be lawful, the punishment (including detentions) must satisfy the following three conditions:-

- the decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Principal
- the decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff
- it must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

7.4 A punishment must be proportionate. In determining whether a punishment is reasonable, Section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's

age, any special educational needs or disability they may have, and any religious requirements affecting them.

8. Students' Behaviour Outside the School Gates (off the school site)

8.1 Teachers have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable".

8.2 Teachers may discipline students for:-

(i) misbehaviour when the student is:-

- taking part in any school-organised or school-related activity, or
- travelling to or from school, or
- wearing school uniform, or
- in some other way identifiable as a student at the school.

(ii) misbehaviour at any time, whether or not the conditions above apply, that:-

- could have repercussions for the orderly running of the school, or
- poses a threat to another student/member of the public, or
- could adversely affect the reputation of the school.

9. Support Structures for Students Causing Concern

9.1 Students whose behaviour causes concern will be in receipt of some or all of the following support mechanisms:-

- restorative practice work
- contacts with parent/carer including from subject teachers, Heads of Year, Achievement Support staff, senior staff
- report forms
- change of class/form
- counselling and support from school staff (including Heads of Year, lead worker, SLT)
- mentoring/counselling
- pastoral support plan (PSP)
- placement on the SEND register & plan of support
- Education, Health and Care (EHC) Plan;
- information and guidance to members of staff to be considered when dealing with the student in question (often in the form of a 'Description of Needs' document)
- referral to the Educational Psychologist
- referral to Tier 2 counsellors
- alternative curriculum
- referral to Social, Emotional and Mental Health (SEMH) working group at Local Authority
- alternative provision at an alternative setting for some or all of a student's school day, including managed moves, use of specialist providers and the Pupil Referral Unit, more explicit about use of other Trust schools
- referral to support services (e.g. Visual Impairment, Hearing Impairment)
- school-based ABC (Acceptable Behaviour Contract) with police involvement.

9.2 It is important to note that the Trust reserves the right to move students to another setting within the Trust to help a student modify their behaviour and avoid repeated FTEs or a permanent exclusion.

10. Sixth Form Students

10.1 All of the above guidelines on unacceptable behaviour apply equally to 16+ students. Sanctions imposed on 16+ students may vary from those listed above following the additional consideration of 'age appropriateness'.

10.2 Additional sanctions used with 16+ students include the following:-

- ban from Common Room (temporary or permanent)
- requirement to spend all non-contact periods in the Study Area
- ban from Study Area (temporary or permanent)
- requirement to spend break/lunchtime in the Common Room
- requirement to attend after-school 'study support' sessions.

10.3 The expectations that students will:-

- achieve attendance of 96%+
- attend all timetabled lessons and registration sessions
- complete all class work to the standard required

AND

- hand in homework at the time requested and to the standard required
- are particularly important for 16+ students. Additionally 16+ students must be particularly aware of published plagiarism guidance and abide by it.

10.4 Persistent failure to meet these expectations may result in the imposition of a fixed-term exclusion (C7). However, it is recognised that exclusion may, although it serves as a warning, have the effect of exacerbating a work-related problem. In such a case, a written warning will be issued, superseding the exclusion. The written warning will be communicated to and discussed with the student and the parent/carer. The written warning will alert the student and the parent/carer to the fact that the need for a further written warning may trigger forfeiture of the student's place in the Sixth Form by way of permanent exclusion (C8).

11. Complaints

11.1 The Trust has a standard complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Principal, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our school complaints policy.