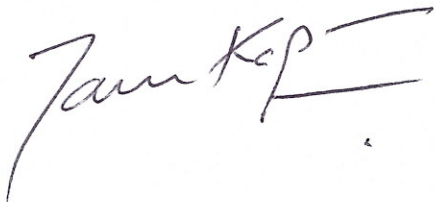





BEHAVIOUR POLICY

STATUTORY CENTRAL POLICY – REQUIRED ON THE WEBSITE

Version and Date		Action/Notes
1.0	November 2015	Policy reviewed by Suzanne Finlay (SUF)
2.0	March 2016	Policy reviewed and updated
3.0	September 2016	Policy updated and re-formatted
4.0	April 2017	Updated by CEO
5.0	March 2018	Policy reviewed and updated by Trust Lead (SUF)

Reviewed:	July 2018
Review Frequency:	Annually
Next Review:	July 2019
Signature of CEO:	Signature of Chairman of Trustees:
	

AIM

The aim of the policy is to ensure that all Trust schools offer pupils a happy, safe and caring environment in which they all have the opportunity to achieve their full potential. To this end, the policy sets out measures, which, in accordance with section 89 of the Education and Inspections Act 2006, aim to:

- Promote good behaviour, self- discipline and respect
- Promote a proper regard for authority
- Prevent bullying
- Secure an acceptable standard of behaviour of pupils
- Ensure pupils complete assigned work
- Regulate the conduct of pupils

THE PRINCIPLES

The Trustees, Local Governing Bodies and all Trust schools believe that good behaviour is essential to children's educational prospects, and that good behaviour is encouraged through high expectations, a clear policy and an ethos in all Trust schools which fosters discipline and mutual respect between pupils, and staff and pupils.

The Trust believes pupils should behave well, with a proper regard for authority, and learn to take personal responsibility for their behaviour in order to maximise their educational opportunities both academically and in all other aspects of school life.

All Trust schools seek to create a safe, caring and orderly environment where pupils can learn free from disruption and from any form of prejudiced or unwanted behaviour, and where mutual respect is evident amongst the members of the school community and the community beyond the school gates.

All Trust schools promote British Values and therefore are committed to show respect for each other, fairness, equality, and tolerance for all types of diversity, including consideration for pupils with SEND.

All Trust schools aim to show consistency when responding to behaviour, and provide early prevention through strong pastoral care whilst fostering mutually supportive relationships with parents and carers.

All Trust schools believe that praise, encouragement and reward helps pupils to achieve well ensuring that every opportunity is sought to find the positive in pupils' work and efforts.

All Trust schools review and update their own behaviour policies annually in order to befit the needs of each school at the time.

ROLES AND RESPONSIBILITIES

The Trustees

The Trustees are responsible for ensuring that the Trust policy communicates the desired principles which all schools should adopt in their approach to behaviour in their schools, whilst recognising the need for each of the Trust schools to manage day to day behaviour with appropriate and effective systems that meet the needs and climate of their own particular school at any time.

The Local Governing Bodies

The Local Governing Bodies are responsible for ensuring that the behaviour policy is effectively pursued at the school and the principles stated above are reviewed periodically. They will support their schools in maintaining high standards of behaviour and ensure that the behaviour policy has reasonable expectations and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010.

Headteachers

The Headteachers at each of the Trust schools will ensure that effective measures are taken to support the principles laid out by the Trust policy, and will determine an acceptable standard of behaviour of all pupils. The Headteacher is responsible for the implementation and application of the policy and procedures, the provision of support for vulnerable pupils, and support for staff when faced with challenging behaviour.



Staff

All staff, whatever their role in school, including volunteers, are responsible for following the school's policy and procedures in a fair and consistent way and without discrimination, and providing a positive learning environment that promotes self-discipline. Mutual support for colleagues is important to ensure consistency and high standards are maintained throughout the school. Staff contributions to the review and development of the behaviour policy and procedures are essential for maximum effectiveness.

Staff have a responsibility to ensure that all pupils are listened to and supported, and that their views are taken into account. Reasonable adjustments must and will be dependent upon an individual's specific learning needs in regards to SEND issues and social or emotional issues.

The Trustees, Local Governing Bodies, Headteachers and staff ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability and sexuality.

Parents and carers

The Trust believes that parents and carers are expected to take responsibility for the behaviour of their children both inside and outside school. The Trust regards the relationship with parents and carers to be very important, and seeks to foster those relationships positively in order to maximise support for their child.

All Trust schools should encourage parents and carers to work in partnership with staff in maintaining high standards of behaviour, and to raise with the school any issues arising from the operation of the school's policy.

Pupils

All Trust schools have high standards of behaviour, expecting pupils to learn to manage their own behaviour quickly and take personal responsibility for it. Each school should ensure that their behaviour policy, procedures and expectations are clearly communicated to pupils and understood by all. Schools should have clear systems in place for pupils to support the zero tolerance approach the Trust holds on bullying, prejudice, harassment, disruptive and unsafe behaviour.

The Trustees, Local Governing Bodies, Headteachers and staff are committed to ensuring that the behaviour policy and procedures safeguard the rights of all pupils to be educated in an engaging learning environment in which they feel safe and supported, and free from discrimination. This means that in accordance with the Equality Act 2010, the application of the behaviour policy and procedures will not be prejudiced in any way, particularly on the grounds of nationality or ethnicity, culture, disability, religion or sexuality.

SCHOOL RULES

All Trust schools should make clear to pupils, staff and parents/ carers what the School Rules (or Code of Conduct) are. Pupils are expected to follow School Rules which should be displayed clearly for all to see. All schools should have clear procedures in place for breach of School Rules.

PROCEDURES

Through staff consultation and periodic review, each Trust school should have procedures in place which promote self-discipline and personal responsibility, promote safeguarding of pupils, and which are clearly communicated and followed consistently by all staff and understood by pupils and parents.

The school's procedures, whilst consistency is absolutely essential, require a level of professional judgement from staff, to ensure that procedures carried out are fair and proportionate to the behaviour, and take into consideration the needs of any pupils with SEND or any personal or safeguarding circumstances which could be exacerbated without appropriate consideration and correct professional judgement. Schools should refer to their safeguarding policies if there are behavioural concerns which could indicate a safeguarding issue.

REWARDS

In line with the principles of the Trust behaviour policy, all Trust schools should ensure they foster a strong culture of encouragement, praise and reward, seeking to praise more often than sanction.

Trust schools should consult with staff and pupils regarding their rewards systems to ensure that their systems motivate pupils at every age and stage, and give all pupils the opportunity to be praised and rewarded for hard work, effort and contribution to the school. Schools should consider pupils at every level of ability and seek not just to reward the highest attaining pupils, but also those showing improvement and good progress.

Schools should ensure they have a variety of rewards strategies in place, ranging from informal day to day praise and rewards to the more formal celebratory events.

SANCTIONS

At times it may be necessary to sanction pupils, when pupils fail to follow the School Rules and expectations of staff. It is the responsibility of each school to determine their sanction systems and what works best for the pupils at their schools, whilst following the common principles set out earlier in the policy.

In order to prevent disruptive behaviour, Headteachers should ensure they set the right tone and cultivate the kind of ethos in their schools which fosters discipline, where pupils can manage their own behaviour and wish to behave for the right reasons i.e. because they want to be the best they can be, not merely to avoid sanctions. Headteachers should establish a culture of mutual respect between pupils and between staff and pupils, and where disruptive behaviour is rare and regarded as undesirable amongst pupils.

Therefore schools should ensure that pupils experience engaging and purposeful lessons and are encouraged to participate in extra- curricular activities in school that are supported by praise and encouragement.

Schools should also strive to develop strong partnerships with parents and carers, ensuring that parents understand the school's stance and approach to behaviour, and are familiar with the school policy.

The Trust believes that teachers can overcome most behavioural problems, and that standards of behaviour in school are exactly those that are expected from parents/carers in their homes. Therefore we expect decisions in school to receive full parental support.

Schools should also ensure that staff provide clear explanations for the sanctions applied, together with guidance and discussion with the pupil on how to avoid future sanctions. Schools should ensure that appropriate adjustments are made for pupils with SEND, depending on their type and level of need, and recognise that staff responses to behaviour may vary according to the age of the pupil and any other special circumstances that may affect the pupil.

As a Trust we operate a range of sanctions when necessary and appropriate, including but not exhaustive of the following:

Detention, withdrawal from lessons or social time ('isolation'), community work, fixed term and permanent exclusions.

All Trust schools should outline their range of sanctions within their policies, making it clear to pupils and parents what they can expect if a pupils' behaviour fails to meet the expected standard. Headteachers should ensure that staff apply sanctions fairly and consistently and explain to pupils the reasons for applying a sanction.

RESPONSE TO BULLYING AND PREJUDICED RELATED BEHAVIOUR

The Trust does not tolerate bullying and discriminatory behaviour. All Trust schools should ensure they have systems in place where pupils can easily report any incidents or suspicions to staff; they should inform parents without delay and ensure support for both victim and perpetrators following the investigation.

All Trust schools are committed to British Values, which includes tolerance of others. All pupils, staff and parents should know the meaning of bullying, and Headteachers should build a culture of intolerance to prejudiced behaviour of any kind, encouraging pupils to have the confidence to report bullying or suspicion of bullying, name calling or any kind of discriminatory behaviour. Schools should have a range of communication options for pupils to report their concerns.

Schools should ensure that any incidents of bullying and prejudiced related behaviour are recorded and monitored.

Schools should also consider their safeguarding policies with reference to preventing and dealing with peer on peer abuse, online bullying and sexual harassment (*in line with Keeping Children Safe in Education 2016*).

USE OF REASONABLE FORCE

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 in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for 'prohibited items'

(*Searching, Screening and Confiscation- January 2018*) that have been or could be used to commit an offence or cause harm.

Some staff in Trust schools, such as key pastoral staff or Teaching Assistants may receive positive handling training, which they may need to use occasionally in situations requiring restraint of a pupil.

Trust schools should make clear in their policies and to staff the purpose of using reasonable force and when it may be necessary to do so.

BANNED ITEMS

The Trust follows the DfE guidance (*Searching, Screening and Confiscation- January 2018*). In the interests of the health and safety of pupils, staff, other members of the school community and visitors to the school, Headteachers should ensure that parents, pupils and staff know what the 'prohibited' items are, and should ask parents and pupils to ensure they are not brought in to school.

In the majority of cases the application of common sense will easily determine what should not be brought in to school. However Headteachers should make clear that the Trust will not tolerate 'prohibited items' in schools and that if this does happen, the matter will be taken very seriously by the school.

The Trust school behaviour policies should include a list of the 'prohibited' items in their policy together with any other school banned items (*as listed in DfE guidance January 2018 and s5 of Education Act 1996*) as clear guidance for parents and pupils. Schools may wish to display a list of these items elsewhere, such as pupil planner, parent handbook, for example.

SEARCHING WITH AND WITHOUT CONSENT

Pupils suspected of bringing in any item in the 'prohibited' list may be searched without consent, including their belongings, by the Headteacher or other staff whom the Headteacher authorises. Schools do not need parental permission to search, but parents or carers would be informed if a search has been made. Headteachers should follow the DfE guidance stated above regarding how to conduct a search and when it may be necessary to involve the police to conduct the search.

Pupils suspected of bringing in any 'school banned' item (those which are not included in the 'prohibited' list), may be searched but only with the pupil's consent, by a member of staff who is authorised to do so by the Headteacher. Refusal to cooperate with staff is likely to incur a sanction.

SEIZING AND CONFISCATION

A member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so (*s91 Education and Inspections Act 2006*). There is no need to gain parental consent if an item is seized within a lawful 'without consent' search, and is reasonably suspected of being, or likely to be, used to commit an offence or cause injury or damage to a person or property.



The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.

Headteachers should follow the DfE guidance on *Searching, Screening and Confiscation (January 2018)* which clearly states those items which must be seized and handed to the police.

MALICIOUS ACCUSATIONS AGAINST STAFF

We aim to build strong and positive relationships with pupils in all our Trust schools.

However, there may arise an exceptional circumstance where a pupil makes an allegation against a member of staff. If, after investigation, the accusation is deemed to be malicious, i.e. a deliberate act to deceive, then serious sanctions are likely to be applied to the pupil which could result in exclusion.

STAFF TRAINING

All Trust schools are committed to providing appropriate high quality training for staff on all aspects of behaviour management to ensure successful implementation of the policy, and to empower staff and pupils to continue without disruption, with the core purpose of all pupils being able to achieve their best and fulfil their potential.

LINKS WITH OTHER POLICIES

In order for the behaviour policy to be effective clear links with other Trust policies, such as Safeguarding, Anti-bullying, E-safety, Acceptable Use, SEND policies have been established.

REVIEW OF POLICY

In consultation with staff, the Trust policy and its procedures are regularly reviewed and updated annually in conjunction with statutory requirements and DfE guidance. The behaviour policy is published to parents annually.