

Hope SENTAMU LEARNING TRUST

BEHAVIOUR POLICY

THIS OVERARCHING TRUST-WIDE POLICY APPLIES TO ALL TRUST SCHOOLS/ACADEMIES WITHIN THE HOPE SENTAMU LEARNING TRUST. ALL SCHOOLS/ACADEMIES WILL MAINTAIN A LOCAL BEHAVIOUR PROCEDURE/POLICY RELEVANT TO THE SETTING

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Policy updates

Date	Page	Policy updates
October 2021		New policy
February 2022		New policy
June 2022		Updated

Signed by:

Chief Executive Officer

Date: _____

Chair of Distinctiveness and
Personal Development
Committee

Date: _____

Statement of Intent

The Hope Sentamu Learning Trust is committed to creating an outstanding learning environment. We believe that, in order to facilitate effective teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The Trust is committed to:

- Creating a culture where positive and acceptable behaviour is exceptional.
- Ensuring equality and fair treatment for all.
- Supporting students should their behaviour not be what is expected and enable them to reflect, accept responsibility, repair, and restore where possible
- Praising and rewarding positive and acceptable behaviour.
- Challenging unacceptable behaviours.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Promoting and fostering positive relationships with students and parents.
- Promoting a culture of praise and encouragement in which all pupils can succeed and thrive.

The Trust acknowledges that behaviour can sometimes be a result of educational needs, mental health concerns, or other needs and vulnerabilities and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the Trust aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The Trust aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** - the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** - the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** - the schools/academies in the Trust proactively engage with parents/carers, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The Trust's Student Mental Health and Wellbeing Policy and Special Educational Needs and Disability (SEND) Policy outline the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Legal framework

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- Education (Independent School Standards) Regulations 2014
- DfE (2016) 'Behaviour and Discipline in School'
- DfE (2021) 'Keeping Children Safe in Education'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0-25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'

1.2 This policy operates in conjunction with the following policies:

- Child Protection and Safeguarding Policy (*Trust-wide policy*)
- Student Mental Health and Wellbeing Policy (*Trust-wide policy*)
- Complaints Procedure and Policy (*Trust-wide policy*)
- Special Educational Needs and Disability (SEND) Policy (*Trust-wide policy*)
- Exclusion Policy (*Trust-wide policy*)
- Positive Handling Policy (*where applicable*)
- Peer-on-Peer Abuse Policy (*Trust-wide policy*)

2. Definitions

2.1 Low level unacceptable behaviour

For the purpose of this policy, 'low level unacceptable behaviour' is any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Refusing to complete homework, incomplete homework or arriving at school without homework
- Poor attitude
- Incorrect uniform
- Disruption on school provided and public transport
- Use of mobile phones without permission
- Graffiti

'Low level unacceptable behaviour' may be escalated to 'serious unacceptable behaviour' depending on the severity of the behaviour.

2.2 Serious unacceptable behaviour

For the purposes of this policy, 'serious unacceptable behaviour' is defined as any behaviour which may cause harm to oneself or others, damage the reputation of the school/academy within the wider community, and/or any illegal behaviour. This includes but is not limited to:

Serious misbehaviour is defined as:

- Discrimination - not giving equal respect to an individual based upon age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct, offensive behaviours of a sexual nature, or which affects the dignity of the individual or group of individuals such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Bullying - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- Cyber bullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Repeated breaches of the Behaviour Policy
- Vandalism
- Theft
- Fighting and aggression
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Smoking and vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger

- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member
- Verbal abuse, including swearing, racist remarks and threatening language
- Possession of any prohibited or banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, lighters and e- cigarettes. Any cigarettes or e-cigarettes confiscated in the school/academy may be destroyed.
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

2.3 Behaviour off site

Where pupils misbehave on the way to or from the school/academy, near the school/academy premises or in circumstances in which the school/academy considers it reasonable to impose sanctions for behaviour outside of school/academy, this policy will apply and the pupil will be disciplined by the school/academy. In deciding whether to apply sanctions and the appropriate level of sanction, the school/academy will take into consideration;

- the severity of the misbehaviour/ breach of this policy
- the extent to which the school/academy's reputation has been affected
- the effect that the behaviour has had or may have on other pupils or members of the school/academy's community
- the extent to which the behaviour has implications for the orderly running of the school/academy and its duty to uphold discipline; and
- whether the behaviour occurred when the pupil was identifiable as a pupil of the school/academy.

3 Roles and responsibilities

3.1 The Local Governing Committee (LGC) have overall responsibility for:

- Reviewing and approving the local, school/academy specific behaviour policies, systems and procedures, in conjunction with the Headteacher/Principal.
- Monitoring the policy's effectiveness, holding the Headteacher/Principal to account for its implementation.
- Supporting the promotion of a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Trust's Complaints Procedure and Policy.

3.2 The Headteacher/Principal is responsible for:

- Monitoring and implementation of this policy and of the behaviour procedures in the school/academy. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor/unacceptable behaviour.
- Establishing the standard of behaviour expected by pupils within the school/academy.
- The day-to-day implementation of this policy.
- The Headteacher/Principal will ensure that the school/academy environment encourages positive behaviour and staff consistently deal effectively with all behaviours poor/unacceptable behaviour.
- Will monitor how staff implement this policy and the local procedures to ensure rewards and sanctions are applied consistently.
- Reporting to the LGC on the implementation of this policy and the local procedures, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

3.3 The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy and the local procedures, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school manages pupils and parents/carers with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Student Mental Health and Wellbeing Policy.

3.4 The SENCo is responsible for:

- Collaborating with the LGC, Headteacher/Principal and the mental health lead, as part of the Senior Leadership Team (SLT), to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day to day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the Trust's Special Educational Needs and Disability (SEND) Policy.
- Supporting teachers in the further assessment of the pupil's strengths and areas for development and advising on effective implementation of support.

3.5 Teaching staff are responsible for:

- Implementing the Behaviour Policy and the local procedures consistently
- Positively meet and greet at the door.
- Modelling positive behaviours and build positive relationships
- Plan lessons that engage, challenge and meet the needs of all learners

- Praise the behaviours they wish to see throughout every lesson and reward for those that go above and beyond
- Role model positive choices to enable students to make choices regarding their behaviour by remaining calm and give 'take up time' should a student not be behaving as expected. Prevention before sanctions.
- Seek support from Middle Leaders and/or Senior Leaders in order to address more significant behaviour
- Have a consistent approach to implementation of the policy
- Log behaviours and record relevant actions, in line with our behaviour management procedure.
- Follow up every time. Retain ownership of the situation and engage in reflective dialogue with learners via the 4 step process of:
 - Clear outline of the behaviour which is not acceptable
 - Clear outline of the expected behaviour and reminder of when this last occurred
 - Opportunity to demonstrate the appropriate behaviour
 - Recognition when it is achieved or explanation of next steps if it is not.

3.6 All staff are responsible for:

- Implementing the Behaviour Policy and the local procedures consistently
- Modelling positive behaviours and build positive relationships
- Setting high expectations for every student.
- Have a consistent approach to implementation of the policy
- Role model positive choices to enable students to make choices regarding their behaviour by remaining calm and give 'take up time' should a student not be behaving as expected. Prevention before sanctions.
- Follow up every time. Retain ownership of the situation and engage in reflective dialogue with learners via the 4 step process of:
 - Clear outline of the behaviour which is not acceptable
 - Clear outline of the expected behaviour and reminder of when this last occurred
 - Opportunity to demonstrate the appropriate behaviour
 - Recognition when it is achieved or explanation of next steps if it is not.

3.7 Parents/carers are responsible for:

- Supporting their child to adhere to the behaviour policy and procedures set out in the school/academy.
- Informing the school/academy of any changes in circumstances that may affect their child's behaviour.
- Discussing any behavioural concerns with a member of staff.

3.8 Students are responsible for:

- Their own behaviour both inside and outside the school/academy.
- Reporting any unacceptable behaviour to a member of staff.
- Behaving in an orderly and self-controlled way.
- Showing respect to all members of staff and each other.
- Treat the school/academy buildings and school property with respect.
- Wearing the correct uniform.
- Accepting sanctions when given.
- Refraining from behaving in a way that brings the school/academy into disrepute, including when outside school.

Falling short of these expectations will require students to reflect and accept responsibility for their actions. Students should understand that there may be consequences for choices they make which do not allow themselves or others to

succeed and thrive. Students will be challenged and will be held to account for their behaviours. We also expect them to take steps to restore relationships which may have been affected. Students are expected to reflect on their behaviour and make the appropriate change towards meeting our expectations.

4. Behaviour management

All staff have the authority and responsibility to consistently apply the Trust's Behaviour Policy and the local procedures. This includes rewarding pupils, or where necessary putting sanctions in place for those who fail to adhere to the school/academy rules, this can be both inside and outside of the school.

4.1 Promoting good behaviour

The Trust promotes positive behaviours through recognising, praising and rewarding positive behaviours. Encouragement, praise and reward are an essential part of positive behaviour. The school will ensure that:

- They build and maintain positive relationships with pupils, built on respect.
- Pupils' achievements are recognised within, but also beyond the classroom environment.
- Positive learning environments are provided, where children feel safe and confident and are able to flourish.
- All staff will have high expectations in terms of work and behaviour of pupils.
- When pupils meet staff expectations this should be recognised and rewarded.
- Through the consistent application of rewards good behaviour is reinforced and inappropriate behaviour marginalised.
- Staff should approach each lesson in a positive frame of mind.

4.2 Rewards

As a Trust we promote positive behaviour by recognising and promoting good behaviours, attitudes and achievements that meet our values and expectations.

The Headteacher/Principal at each school/academy is responsible for setting the arrangements for recognising positive behaviours, attitudes and achievements, based on the principles outlined in this policy. This is done through considering the age, maturity and understanding of the pupils at the school/academy. These systems are shared with pupils, staff and parents/carers to ensure a consistent and collaborative approach.

Verbal praise and encouragement should be used often and, in every lesson, so that positive behaviour is constantly reinforced.

Criteria for awarding Positive Points

Positive Merits	Criteria
Praise Merit	Recognition of verbal praise in the classroom e.g. a great answer to a question asked etc., being helpful in or out of a lesson.
Tutor Merit	Additional merits for students who attend every day, arrive on time, are in correct uniform, demonstrate the school values.
Success Merit	Outstanding work over a period of time, Above Target on an assessment, consistently working hard, a one off piece of work which goes above and beyond usual achievement for that student.
Homework Merit	Excellent homework produced.
RESPECT Merit	Excellent attitude, showing honesty, trust, and respect above and beyond normal expectations

Leadership Merit	When a student is referred by their class teacher to the Faculty Leader or Head of House.
Senior Leadership Merit	Referred by Faculty Leader or Head of House
Diamond Ticket	Awarded by each teacher once per half term – This should be reserved for that real WOW moment.

All positive points should be recorded on Edulink with a clear description of why it was awarded.

Diamond Ticket

This is a one-off award. All staff in school are issued with one Diamond Ticket each half term which is awarded for something extra special. Once staff have decided that a student deserves a Diamond Ticket, the reason and student name is written on the back of the ticket and the student takes it to the Head of School. Awards for these are given during the term by the Head of School.

Certificates of Achievement:

These are awarded by subjects at the end of term for outstanding effort or standard of work. They will also be awarded for reaching the following number of merits:

Bronze certificate	75 merits
Silver certificate	150 merits
Gold certificate	225 merits
Bronze badge	300 merits
Silver badge	450 merits
Gold badge	600 merits

Values Certificates:

Head of Houses and Form Tutors award these at the end of term for demonstrating the school values.

4.3 Punctuality

Being on time to school and to lessons is an important part of positive behaviour. It represents a willingness to learn and respect for others.

Being late to lesson means that there is lost learning. Lost learning equates to reduced progress and does not allow our students to succeed and thrive. This applies to those students who are late but also means that those students in the class have their learning disrupted as someone else arrives once the lesson has begun. Poor attitude to punctuality affects everyone.

If students are not punctual the following consequences will occur:

- Students who are late for a total of 5-10 minutes will complete an after school loss of learning catch up session of 30 minutes.
- Students who are late for a total of 11 or more will complete an after school loss of learning catch up session of 60 minutes.

We will record this on Edulink and inform parents/carers, so they can discuss this with their child and ensure that they understand the importance of punctuality. If the issue persists, we will ask parents to meet with their child's Form Tutor or Head of House to discuss the situation further. A strong partnership between home and school is the most effective way of ensuring positive approaches to behaviour, conduct and learning in school.

4.4 Sanctions

Staff can apply and impose reasonable disciplinary sanctions in response to inappropriate behaviours, in line with the local school's Behaviour Procedures. Reasonable penalties may include: confiscation, retention or disposal of a pupil's property, in agreement with parents/carers (where appropriate), and/or detentions, during break, lunch or after school.

It is hoped that any low-level behaviour, when challenged, stops, as it is preventing others from succeeding and thriving; it disrupts learning and limits lesson delivery. Our expectations are clear: if there is a need to challenge behaviour, the student needs to modify their behaviour. Students may need support to do this, but should they not manage this, below is the overview of the escalation process.

The School/Academy has an escalation process, identified by the stages. This is in place to enable all students to be treated fairly and ensure that all learning is effective. Please appreciate that whilst this is a staged process, some behaviour issues may result in some 'stages' not being considered, depending on the nature of the incident. There may also be exacerbating and mitigating circumstances that need to be considered.

All lessons should start promptly, it is expected that all lessons will start on time. This is the formal start to the lessons and must be followed in all classrooms.

- Pupils should line up outside of the classroom and be greeted by the teacher.
- Pupils should sit in the seating plan drawn up by the teacher.
- Pupils must sit in silence while the register is taken.
- At the end of the lesson all pupils will pack away.
- When instructed by the teacher, all pupils will stand in silence behind their chairs and wait to be dismissed by the teacher.

Sanctions

Stage	Behaviour	Consequences available: <i>Academy/School will decide on the appropriate consequence relevant to the event but proportionate to the stage and/or level of seriousness within the stage</i>	Record of event on Red Slips/Edulink
C1 Verbal Warning	In class or out of lesson behaviour that negatively impacts on the student themselves, other students or staff being able to succeed and thrive. Examples: low level disruption, shouting out, distracting others, lack of focus, refusal to comply, inadequate classroom work	Use prompts and cues to allow students to make the right decision. If this does not change behaviour then: Discussion: Outline behaviour which is unacceptable Outline behaviour which is required. Praise when achieved or explain next steps	Log as C1 concern. Log actions taken following the poor behaviour
C2 30 minutes detention	In class or out of lesson behaviour that negatively impacts on the student	Use prompts and cues as outlined above first. If this does not change behaviour then:	Log as C2 concern.

issued	<p>themselves, other students or staff being able to succeed and thrive, and results in reflection time being required.</p> <p>Examples: Repeat C1 behaviours, non-completion of homework, Persistent low level disruption, less than 10 minutes late to lesson</p>	<p>Discussion: Outline behaviour which is unacceptable Outline behaviour which is required and reminder of when this happened previously. Praise when achieved Or explain next steps</p> <p>Teacher to phone home</p>	Log actions taken following the behaviour
C3 60 minutes detention issued.	<p>Escalation of in class or significant out of lesson behaviour</p> <p>Examples: Repeat C2 behaviours, poor language, more than 10 minutes late to lesson</p>	<p>Use prompts and cues as outlined above first. If this does not change behaviour then:</p> <p>Discussion: Outline behaviour which is unacceptable Outline behaviour which is required and reminder of when this happened previously. Praise when achieved Or explain next steps</p> <p>An alternative room may be sought for the student to be for the rest of the lesson, or longer if appropriate, with support from Faculty Leader or Head of House.</p> <p>Student may be removed from usual class for a fixed period of time (internal exclusion from lessons).</p> <p>Teacher to phone home</p> <p>Internal support systems: Referral to Student Support or Head of House if appropriate. Monitoring by the Faculty Leader with SMART targets for 2 weeks maximum</p> <p>Parents invited in for a meeting to discuss</p> <p>Reflection time after school detention to complete work, reflection task or repair relationship with a restorative conversation</p>	Log as C3 concern. Log actions taken following the behaviour
C4 Isolation Room or Suspension	<p>Significant escalation of in class or seriously concerning out of lesson behaviour</p> <p>Examples: verbal abuse, derogatory language, confrontational or aggressive behaviour (on more than one occasion or is a severe one off event).</p>	<p>Student may be removed from usual class for a fixed period of time (isolation from lessons)</p> <p>Parents invited in for a meeting to discuss with Head of House or a Senior Leader</p> <p>Students may be suspended from school for a fixed period of time. If this occurs a reintegration plan will be discussed and agreed prior to readmittance.</p>	Log as C4 concern. Log actions taken following the behaviour

C5	<p>Significant issue</p> <p>Examples*: Bringing or using illicit substances on the school site (for example vapes, drugs, alcohol). Bringing or using offensive weapons or any item which could cause harm onto the school site.</p> <p>Extremely aggressive, violent or unsafe behaviour which causes threat or harm to others</p> <p>Or repeated offences at C4 level.</p>	<p>Permanent exclusion is a potential consequence however, it would be a last resort.</p> <p>Other consequences would be considered first:</p> <p>Managed Move Alternative Provision Local Governing Body Interview</p>	<p>Log as C5 issue</p> <p>Record relevant action taken</p>
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Mobile Phones:

Should a mobile phone be brought onto the school site it must be switched off (not just on silent) and remain in the student's bag. There may be times in the school day when a member of staff allows the student to use their phone during a lesson to support learning e.g. to photograph a piece of work. This is under the direction of a member of staff and would be the only time when it would be acceptable to use the mobile. Phones/electronic devices brought into school remain the sole responsibility of the student. If a mobile phone is seen or heard, then it will be confiscated and passed to Reception. For the first offence, the phone may be collected by the student at the end of the school day. For any further offences, a parent / carer will be contacted to arrange for them to collect the phone during school hours.

4.4 Internal Exclusion

Pupils can also be placed in IE for the following:

- Missing repeat detentions
- Fighting
- Bullying
- Racial or sexual harassment
- Grossly offensive language
- Failing Isolation

Parents will be informed before the sanction is put in place, by telephone and will be asked to come in for a meeting with a Head of House.

IE will be run in the following way:

- Coats/phones/belongings will be placed in the lockers provided.
- The pupils will not communicate with other pupils.
- Pupils will work in silence.
- Members of staff that teach the pupil, on that day will provide work for the pupil.
- Pupils will sit at allocated work desks.
- Pupils will have the opportunity to access food from the canteen, this will be brought to them.
- Pupils will be allowed 1 verbal warning per lesson.

- If there have been serious concerns regarding the pupil's behaviour in IE, a fixed term exclusion may be more appropriate.

4.5 Suspension

Fixed term exclusions will be used for pupils who have completed all of the other levels of sanctions and still continue to disrupt the learning of others.

Pupils who have been given a suspension must participate in a reintegration meeting. This will provide an opportunity to discuss what happened, why it happened and next steps, as well as providing the pupil with an opportunity to resolve the issue. The pupil will then return to the school as a fresh start.

It may be that a pupil, depending on the nature of the incident/behaviour displayed, may miss out on other sanctions and move straight to a suspension or permanent exclusion. These incidents may include:

- Threatening or intimidating behaviour towards staff
- Unprovoked serious assault on another pupil
- Possession of or being under the influence of illegal substances
- Possession of a weapon on school premises

The length of the suspension will depend on two factors:

1. The seriousness of the behaviour
2. The number of previous exclusions.

The Head of Houses and the SLT link member dealing with the incident should do all investigations. A decision about how to proceed will then be taken. The decision to suspend is with the Head teacher, or the member of staff to whom this role has been delegated.

Once this decision has been taken, parents should be contacted as soon as possible. Confirmation in writing should be provided, outlining the details of the incident and the length of the suspension. Work must be provided for all suspensions of more than one day.

A reintegration meeting should be organised as soon as possible, to take place before the pupil returns to the school. The meeting should be recorded (using the template in the Trust Exclusions Policy) reviewing the reasons for the suspension, set targets and/or support that will be put in place. This document then needs to be signed by all present.

Should a student reach a certain number of suspensions, the following actions may also be taken;

Number of suspension days	Action	Attended by
10	Head teacher Panel	Student Parent/Carer Senior Leadership
15	Local Governing Board Panel	Student Parent/Carer Senior Leadership School Governor

If, after a period of at least two weeks, the student has not responded positively to the above escalation, the school will escalate the student to be on a IBP (Individual Behaviour Plan). This is a 6-week (minimum) plan of monitoring with specific targets to try to enforce good habits. A meeting with parents will start the process and a Senior Leader will monitor the student on a daily basis. There is a clear expectation for the student to address their behaviour issues during this time. If the IBP is deemed to not be successful then there will be a discussion about a managed move to a different secondary school in the area, or a Local Governing Body panel interview will take place. A managed move may be considered at earlier stages should there be a decline in behaviour, if that was thought to be beneficial for the student, in order for them to have a 'fresh' start in a different school. Should the student still continue to not meet our expectations, there is likely to be a case for permanent exclusion.

Should a student be monitored on an IBP and be successful, they will return to a level of monitoring deemed appropriate for them as an individual. Once a student has been monitored at IBP level, should they later not meet the school's expectations, the school will not go back through this staged process, but instead have the right to consider a managed move or Local Governing Body panel interview or permanent exclusion. Such a decision will never be taken lightly.

4.6 Permanent Exclusion

Permanent exclusions from school are a last resort, when all attempts to modify a pupils' behaviour have failed, the pupil will not conform to school rules and expectations their behaviour is having a serious impact on the learning of others. Prior to this stage, the school should have involved a number of outside agencies.

Permanent exclusions could also be used for serious incidents including:

- Possession of or dealing illegal substances
- Assault on a member of staff
- Bringing a weapon onto school premises.

5. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

5.1 Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil code of conduct within the classroom.
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines

Pupils will line up outside of the classroom at the start of the lesson, the teacher will then invite them in, ensuring coats have been taken off and that pupils sit in the correct seating plan.

Once seated pupils will prepare for lessons and start on the Do Now activity provided by the teacher.

At the end of the lesson, pupils will pack everything away, when instructed to do so by the teacher, the pupils will stand in silence behind their chairs and wait to be dismissed a row at a time.

Staff will:

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting positive behaviour
- Concluding the day positively and starting the next day afresh
- Each lesson is a fresh start
- Having a plan for dealing with low-level disruption
- Using positive reinforcement.

6. Pupil support

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

- 6.2 The school's/academy's special educational needs co-ordinator will evaluate a pupil who exhibits challenging 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 acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

7. Safeguarding

- 7.1 The Trust recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, schools/academies will follow their Child Protection and Safeguarding policies and procedures.

8. Sexual abuse and discrimination

- 8.1 The Trust prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The Trust's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.
- 8.2 The Trust will work with all schools/academies to ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 8.3 The response to any incidents of sexual abuse and/or discrimination will be:
- Proportionate
 - Considered
 - Supportive
 - Decided on a case-by-case basis
- 8.4 The schools within the Trust have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
 - Carrying out risk assessments, where appropriate, to help determine whether to:
 - manage the incident internally
 - refer to early help
 - refer to children's social care
 - report to the Police

9. Smoking and controlled substances

- 9.1 In accordance with part 1 of the Health Act 2006, all schools/academies in the Trust are smoke-free environments. Parents/carers, visitors, staff and pupils are instructed not to smoke on school/academy grounds. Pupils are not permitted to bring smoking materials or nicotine products into the school/academy.
- 9.2 The Trust has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school/academy will follow the procedures outlined in the local Behaviour Policy/Procedures and Child Protection and Safeguarding Policy.

10. Prohibited items, searching pupils and confiscation

10.1 Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

The model list below was created using the DfE's '[Searching, screening and confiscation](#)' guidance. To search for any items not listed here, staff will require the consent of the pupil being searched.

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

10.2 All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in this policy and the local procedures when conducting searches and confiscating items.

10.3 The Headteacher/Principal and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's/academy's Positive Handling Policy (where applicable) and/or the local Behaviour Policy/Procedures.

11. Behaviour off school premises

11.1 Sanctions may be applied where a pupil has misbehaved off-site when representing the school/ academy. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school/academy
- Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
 - Could have repercussions for the orderly running of the school/academy
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school/academy
 - Sanctions will only be given out on school/academy premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

12. Power to use reasonable force

12.1 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.

12.2 The Headteacher/Principal and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

12.3 For further information regarding the use of reasonable force, please see the Care and Control Policy.

13. Malicious Allegations

13.1 Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the pupil in accordance with this policy.

13.2 Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the pupil in accordance with this policy.

13.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school/academy (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

13.4 The school/academy will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Child Protection and Safeguarding Policy, the Peer-on-Peer Abuse Policy and the Managing Allegations Against Staff Policy or more information on responding to allegations of abuse against staff or other pupils.

14. Monitoring and review

This policy is reviewed annually by the Distinctiveness and Personal Development Committee. Any changes made to this policy by the Trust will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy and the local procedures. The next scheduled review date for this policy is listed on the cover page of the policy.

