

Behaviour Policy

September 2021

Reviewed December 2021	Next review deadline: September 2023	Statutory	Executive Lead at ATT: Education directors
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Associated documents:
Uniform Code Mobile Phone Procedure The 'TQEA Way' Inclusion Room Procedure
Links to:
<ul style="list-style-type: none"> • Safeguarding Policy • E-Safety Policy • Anti-Bullying Policy • Social Media Policy • Curriculum Policy • Reasonable Force Policy • Code of Conduct • Home-Academy Agreement • Data Protection Policy

Approved by the Standards and Outcomes Committee of the Trust Board, 3 June 2020

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

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Statement of Intent

We believe that in order for our pupils/learners to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life is essential. Each member of staff has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising pupils outside of our academies, as well as implementing this policy both fairly and consistently

We believe that children and young people's behaviour and attitudes is intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combine to lead to a rich climate for learning.

We believe that teachers manage pupil behaviour most effectively when they are **warm but strict**. They encourage pupils to be independent while maintaining limits and controls on their actions. Authoritative teachers do not invoke the 'because I said' rule; instead they are willing to listen to and take into account the pupil's viewpoint. Authoritative teachers engage in discussions and debates with the pupil although ultimate responsibility lies with the teacher. In this way, pupils learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a warm/strict philosophy to behaviour management that pupils are more likely to become socially competent, responsible and autonomous.

Our expected standards of behaviour are clearly communicated to pupils, staff and parents in the relevant sections of TQEA Way'.

1 Legal framework and definitions

1.1 This policy has due regard to statutory legislation, including, but not limited to

- the Education and Inspections Act 2006
- the Health Act 2006
- the Equality Act 2010
- the Education Act 2011
- the Education (Independent School Standards) Regulations 2014
- the Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- the Immigration Act 2016
- the General Data Protection Regulation (GDPR)
- the Data Protection Act 2018
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

This policy also has due regard to DfE guidance, including, but not limited to

- *Behaviour and discipline in schools 2016*
- *Exclusion from maintained schools, academies and pupil referral units (PRUs) in England 2017*

2 Scope of this policy

2.1 This policy applies to all academy leaders, academy staff (see 2.2 and 2.3) and academy pupils.

2.2 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy 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 with responsibility for pupils, such as teaching assistants.

2.3 For the purpose of this policy the reference to 'Teacher' includes all paid staff responsible for the supervision of pupils. The Principal can limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an academy trip.

2.4 For the purpose of this policy the reference to 'pupils' includes all learners in our academies.

3 Academy curriculum

- 3.1 The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.
- 3.2 Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are.
- 3.3 Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.
- 3.4 Teaching styles and approaches to managing behaviour reflect our commitment to the warm-strict philosophy. Pupils respond better to praise and encouragement than punishment.

4 Roles and responsibilities

4.1 Staff members will

- follow this behaviour policy at all times both inside and outside of the classroom
- maintain a positive and well-managed learning environment
- be positive ambassadors of our academies at all times, consistently role modelling high expectations through their professional behaviour and conduct
- use our reward system and hierarchy of sanctions to promote good behaviour
- use the rules and consequences outlined in this policy clearly and consistently
- develop a pupil's individual potential both inside and outside the classroom recognising and celebrating personal milestones
- treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential
- undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils
- intervene promptly when they encounter poor behaviour or unexplained absence
- record all behavioural events, both positive and negative, on our management information system, by following the correct reporting procedure and ensure that all records are kept up to date
- raise any concerns regarding pupils' behaviour with the relevant senior members of staff and liaise with them in order to implement effective behaviour management
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- contact parents/carers regarding their child's behaviour where necessary
- monitor the attitude, effort and quality of pupils' work
- provide specific support for SEN/disabled pupils and vulnerable pupils. Take language and cultural barriers into consideration where pupils have English as an additional language
- make referrals to external agencies where deemed appropriate/advised by other agencies
- consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

4.2 Pupils will

- abide by the Home-Academy Agreement and the Behaviour policy at all times
- act as positive ambassadors and representatives of our academies through their exemplary behaviour
- be polite and respectful of others in the surrounding community
- work to the best of their ability and effort at all times, completing all the work assigned to them
- cooperate with other pupils and members of staff in order to create a positive learning environment
- be ready to learn by ensuring regular attendance to all lessons and arriving with the correct equipment
- correctly present themselves in academy uniform
- respect and value the environment and their surroundings, as well as each other
- not act in a manner which is disruptive to the learning of others
- under no circumstances put the health and safety of others at risk.

4.3 Parents/carers will

- abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their children, as well as reporting any absences
- encourage good behaviour and ensure that their children are ambassadors of our academies at all times by reinforcing our rules
- share any concerns they have regarding their children's education, welfare, behaviour and life with staff at our academies
- support their children's independent learning
- support our decisions in relation to behavioural issues, whilst having the right to scrutinise our decisions regarding their children's behaviour
- ensure that their children correctly present themselves as pupils of our academies, in accordance with the uniform code.

5 Classroom behaviour

- 5.1 Expectations and standards for behaviour are clearly displayed in all classrooms.
- 5.2 Teaching staff use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 5.3 Staff use a range of rewards to reinforce and praise good behaviour as set out in Appendix A - Procedure for Rewards.
- 5.4 When a pupil acts in a disruptive manner or ignores instructions given by a staff member, staff follow our procedures for administering sanctions as set out in Appendix B – Procedure for Sanctions.

6 Pupils' conduct outside of the classroom

- 6.1 Whilst using the corridors and surrounding area of our academy buildings, pupils must act in a responsible and respectful manner, as would be expected in a classroom.
- 6.2 We expect our pupils to show respect for their academy and for their community outside of the academy. Anti-social behaviour within the community is not tolerated and this behaviour policy will be followed when
- pupils are taking part in any academy- organised or academy related activity
 - pupils are travelling to or from our academies
 - pupils are wearing academy uniform
 - pupils are in some way identifiable as a pupil at one of our academies
 - pupils' behaviour could have repercussions on the orderly running of our academies
 - pupils' behaviour poses a threat to another pupil or member of the public
 - pupils' behaviour could adversely affect the reputation of our academies.

7 Sanctions for poor behaviour

- 7.1 Sanctions are given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.
- 7.2 Sanctions are issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below the expected standard, staff members will sanction the pupils in question.
- 7.3 In order for a punishment to be lawful, we ensure that the decision to issue a sanction to a pupil is
- made by a paid member of staff, or a member of staff authorised to do so by the Principal
 - made on the academy premises or whilst the pupil is under the charge of a member of staff
 - reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.

We recognise our legal duty to prevent pupils with a protected characteristic from being disadvantaged. Our special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have underlying needs which are currently not being met. Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others to identify and support special educational needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for the pupil. We will work with parents and carers throughout the process and co-create the plan and review it on a regular basis.

- 7.4 The issuing of sanctions is recorded, and the consistent use of sanctions is monitored by senior staff.
- 7.5 Sanctions
- relate to a specific task or action and will be applied clearly
 - are issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for

- reinforce **our** core values and ethos
 - do not focus repeatedly on the same issue without progress
 - do not have a negative effect upon others.
- 7.6 The aim of issuing sanctions is to correct the behaviour. Work follows to enhance progress, prevent recurring issues and ensure pupils understand what behaviour was poor and why and what good behaviour looks like in that scenario and why.
- 7.7 We always consider whether the behaviour under review gives cause to suspect that a pupil is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.
- 7.8 We take a graduated response to pupils whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the pupil and includes:
- a) an assessment to establish a clear analysis of the pupil's needs, which may include referrals to other agencies or specialists
 - b) a plan setting out how the pupil will be supported, which will include consultation with parents/carers
 - c) the required action to provide the support
 - d) regular reviews to assess the effectiveness of the provision and identify any necessary changes.
- 7.9 We consider a pupil's special educational needs when dealing with their behaviours.
- 7.10 Where points 7.7, 7.8 or 7.9 apply the need for multi-agency assessments will be considered where necessary.
- 7.11 There is an expectation that, following an incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the pupil and member of staff, encouraging tolerance, democracy and mutual respect. Training for this must be provided to ensure the needs of the pupils are met and de-escalation strategies are used appropriately.
- 7.12 The full set of sanctions that we use are set out in Appendix B – Procedure for Sanctions.

8 Use of suspensions (fixed period exclusion) and permanent exclusions

- 8.1 Only the Principal or, in the absence of the Principal, the member of the Senior Leadership Team (SLT) who is acting in that role can exclude a pupil from our academy.
- 8.2 The Principal is able to rescind an exclusion up to the time it is put before the relevant committee. An example of where this would be appropriate is where a managed move is brokered after a permanent exclusion has been given.
- 8.3 We are aware that off-rolling is unlawful. Ofsted defines off-rolling as
 "the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."
- 8.4 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.
- 8.4 The decision to exclude a pupil is a serious one and will only be taken
- in response to serious or persistent breaches of this policy, **and**

- if allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.
- 8.5 Where a pupil breaches this policy, the Principal may decide that it is appropriate to exclude them for a fixed period of time. This is known as a 'fixed-term' exclusion. A fixed-term exclusion is a serious sanction.
- 8.6 With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the pupil and will only be used as a last resort.
- 8.7 A pupil may be permanently excluded for committing a single serious breach of this policy, even if they have never been in trouble before. Examples of behaviour that constitutes a single serious breach includes, but is not restricted to, assault on another pupil or a member of staff, threat of violence against a member of staff, bringing a knife or other weapon onto academy premises, bringing an illegal substance onto academy premises, whether for personal use or intended for distribution and being found in possession of "prohibited items" listed in 9.2 or banned items. Where a pupil is involved in breaking the law the Police will be informed.
- 8.8 Pupils can be excluded for a fixed period or permanently, for behaviour outside of the academy, where their behaviour brings our academy into disrepute or when there is a serious chance the incident may affect academy order and discipline.
- 8.9 Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal will
 - consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
 - allow the pupil to give their version of events
 - consider if the pupil has special educational needs (SEN) in accordance with the SEN Code of Practice.
- 8.10 All suspensions (fixed period exclusions and permanent exclusions are managed in line with the Department for Education's latest [statutory guidance](#) to the legislation that governs the exclusion of pupils from maintained schools, pupil referral units (PRUs), academy schools (including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.

9 Use of detention

- 9.1 Detention (including detention outside of academy hours) is used as a sanction in our academies.
- 9.2 In setting a detention outside normal academy hours we adhere to the following statutory legislation. A detention can be given on a) any academy day where the pupil does not have permission to be absent; b) weekends - except the weekend preceding or following the half term break; and c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'.
- 9.3 Whilst parental consent is not required for detentions we do endeavour to be reasonable and take in to account the need to allow for any family commitments which would be considered essential. We therefore aim to notify parents by a message via the ClassCharts App. Staff will not issue a detention outside of academy hours where they know that doing so would compromise a pupil's safety. When ensuring that a detention outside academy hours is reasonable, staff issuing the detention consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after academy detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

9.4 With lunchtime detentions, staff allow twenty minutes for the pupil to eat, drink and use the toilet.

10 Confiscation of Inappropriate Items

10.1 Members of staff are able to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In our academies any items which are confiscated will be held securely in a locked draw or cabinet.

10.2 Members of staff can exercise their power to search **without consent** for "prohibited items" including

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

10.3 Weapons and knives and child pornography are given to the police as soon as reasonably practical.

10.4 Other items which are confiscated are returned either to the student following appropriate sanctions or to a parent/carer/guardian.

10.5 A log is kept to record all confiscated items (see Appendix C).

11 Power to use reasonable force and right to search pupils

11.1 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.

11.2 Members of staff can seek pupil consent to search for mobile telephones, energy drinks or sharp items. Force cannot be used to search for these items.

11.3 The Principal and authorised academy staff may 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. Please refer to our Use of Reasonable Force Policy for further details.

- 11.4 Should a pupil refuse to be searched academy staff should first contact the pupil's parents to request their assistance and if that is not appropriate under the circumstances or the parent is unable to assist, they should call the police and isolate the pupil until such time that the police can carry out the search.
- 11.5 There must always be two members of staff present when a pupil is searched and we aim to ensure that at least one of these members of staff is the same gender as the pupil.
- 11.6 Staff are permitted to search electronic devices prohibited by academy rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so. This includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching or break academy rules.
- 11.7 Staff must give confiscated devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.
- 11.8 Staff are aware that behaviours linked to 'sexting' place a pupil in danger and must report any such suspicion immediately in line with our safeguarding policy.
- 11.9 We keep a log of any searches that take place, detailing the name of the pupil, the reason, what was or was not found, confirmation that parents have been contacted and that two members of staff were present during the search (See Appendix C).

12 Seclusion, isolation and calm rooms

- 12.1 Disruptive pupils can be placed in an area away from other pupils for a limited period, in our inclusion room. We will only ever use isolation that prevents a pupil from leaving a room of their own free will in exceptional circumstances and where the pupil's safety is at risk by leaving the room.
- 12.2 We consider pupil wellbeing before placing a pupil in isolation and have due regard for any safeguarding, pupil welfare and health and safety consideration for each individual.
- 12.3 Appendix B – Procedures for Sanctions specifies how long a pupil may be kept in seclusion or isolation following an **internal exclusion**. Pupils are not kept in isolation for more time than is necessary.
- 12.4 It is very important that pupils are given suitable academic work to undertake whilst spending time away from their peers but this time may also afford an opportunity for the pupil to receive counselling and guidance aimed at addressing the issues or changing the behaviours that have led to the seclusion. Pupils in isolation are given time to eat or use the toilet.
- 12.5 Pupils with SEND or who are being assessed for additional support or an EHCP need to be supported where they are accessing a different pathway of support, which could include the use of a calm room. A calm room **must not** be used for the purpose of a sanction. Please see Appendix D for approach and procedures to the setting up and establishment of a calm room or space.

13 Bullying

- 13.1 We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.
- 13.2 We expect our pupils to be involved in developing our anti-bullying policy. Pupils identified as having SEND and mental ill health must be given additional support should they be involved in a bullying situation.

- 13.3 Please refer to our Anti-Bullying Policy for further detail about how we endeavour to prevent and deal with bullying.

14 Drugs, tobacco, alcohol and illegal substances

- 14.1 Pupils are not allowed to bring tobacco, drugs, alcohol, illegal or 'legal high' substances (or any paraphernalia associated with or for the use of these) on to our academy sites.
- 14.2 Suspected or actual use of drugs, tobacco, alcohol, illegal or 'legal high' substances on the way to and/or from or whilst on our academy sites will result in a serious sanction and could lead to permanent exclusion. This also applies to academy trips and journeys.
- 14.3 Supplying drugs, alcohol or illegal substances is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion.
- 14.4 Confiscated drugs and illegal substances are given to the Police as soon as reasonably practicable.
- 14.5 Parents are informed of their child's involvement in any activity related to smoking, drugs, alcohol, illegal or 'legal high' substances.

15 Weapons

- 15.1 The law recognises three categories of offensive weapon:
- Those where objects are made for use for causing injury to the person. These items are legally classified as 'offensive weapons per se' and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks.
 - Those where objects are adapted for such a purpose, i.e. to cause injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid.
 - Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone's face to cause injury, sharpened nail scissors or a baseball bat.
- 15.2 We class weapons as anything that has been designed or adapted to inflict harm upon others.
- 15.3 Pupils are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites.
- 15.4 Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion. This policy applies to academy trips and journeys.
- 15.5 Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious sanction and could lead to permanent exclusion.
- 15.6 Confiscated weapons are given to the police as soon as reasonably practicable.
- 15.7 Parents are informed of their child's involvement in any activity related to weapons.

16 Mobile phones

- 16.1 Mobile phones are not allowed to be used by pupils for social activity during the academy day.
- 16.2 Whilst we accept that pupils may carry a mobile phone on journeys to and from the academy, they are not to be used on our academy sites at any time unless part of an agreed supervised teacher led activity.

17 Child protection and safeguarding

- 17.1 We take the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature, we have separate procedures in place for managing allegations of abuse against children (see Safeguarding Policy).

18 Outside agencies

- 18.1 Our academy is part of a wider community of support and we work with many outside agencies to support our pupils and help them to thrive and achieve. This additional support will be discussed with parents/carers as early as possible. All referrals will take into consideration the views of parents and where appropriate pupils.
- 18.2 The SENCO will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs of pupils, particularly when programmes are not deemed to be successful.

19 Staff training and support

- 19.1 Our commitment to professional development includes helping teachers and other staff to develop and refine their approaches and strategies for managing and improving pupil behaviour and attitudes.
- 19.2 Staff are trained to know that disruptive or unusual behaviour may have an underlying root cause such as a mental health issue or an undiagnosed or unmet educational need. They know who to refer the pupil to for further support.
- 19.3 Regular training is provided to newly qualified teachers, support staff and others who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.

20 Record keeping and data protection

- 20.1 We keep a record of incidents of misbehaviour and positive behaviour.
- 20.2 We keep a record of incidents of rewards and sanctions. We ensure that rewards and sanctions are distributed fairly and analyse this by
- Gender
 - Ethnicity
 - EAL
 - Pupil premium
 - SEND
 - Disability
 - Age
 - Religion
 - Sexuality
 - Children Looked After.
- 20.3 We monitor 20.1 and 20.2 above to provide regular information on how effectively this behaviour policy is working.
- 20.4 All records relating to behaviour and discipline are processed and stored in accordance with the requirements of our data protection policy.

Appendix A Procedure for Rewards

The majority of our students will work to the best of their ability every lesson, and we should expect nothing less than this. However, we firmly believe in motivating the students at TQEA by rewarding good behaviour and achievement. It is this practise that has the greatest impact on an individual's behaviour.

All staff at TQEA will be consistent in their approach to rewards and be careful not to overlook students who always perform well in favour of those whose behaviour is more erratic. Our Achievement Point system runs completely independently of the sanction system; a student could achieve an achievement point for excellent homework as well as a C2 for behaviour in the same lesson.

Students will be rewarded with achievement points on a regular basis for positive behaviours using the system below:

ACHIEVEMENT POINTS	Description of Attributes
Level 1 (1 Achievement Point)	<ul style="list-style-type: none"> • Positive participation in lessons • High standards of work in lessons or at home • High standards of effort • Contributions during tutor time • Positive member of the community • Attendance at Intervention sessions • Attendance at Extra-curricular activities • Significant improvement in behaviour/attitude • Demonstrating 'Respect' • Upholding our academy values of Kindness, Pride, Endeavour and Resilience
Level 2 (5 Achievement Points)	<ul style="list-style-type: none"> • Demonstrating excellent resilience • An outstanding piece of classwork/ homework • Outstanding effort throughout a series of lessons • Student of the Week • Achieving weekly attendance target • Improvement in effort or progress over time • Regularly attending Intervention sessions • Displaying a significant act of kindness • Supporting charitable events • Participation in an Academy Competition/ Activity/Event
Level 3 (10 Achievement Points)	<ul style="list-style-type: none"> • Impressive exam/ assessment performance • Consistent effort and positive attitudes to work across a range of subjects • No lates for the half term

	<ul style="list-style-type: none"> • No behaviour points for the half term • Achieving attendance target for the half term • Head of Year Award • Extraordinary or sustained examples of kindness, generosity and respect to others. • Representing the Academy at a Function, Performing Arts event or Sports Team • Local recognition • Service to the Academy community (e.g. a Student Leadership role)
Level 4 (20 Achievement Points)	<ul style="list-style-type: none"> • Principal's Award * • Effort and positive attitudes to work across a range of subjects and sustained over a period of time. • Leading an Academy or Fundraising activity • Significant involvement in academy life and the community • Involvement in a Student Leadership role over a significant period of time • Achieving attendance target for the academic year • No lates for the academic year • No behaviour points for the academic year • National or international recognition

* The Principal's Award is given to one student per year group per week. This is from nominations by teachers for a student who goes 'over and beyond' what is expected.

Rewards Recognition Ladder:

Number of Achievement Points	Action
50	Form Tutor phone call/ email home
100	Head of Year phone call/ email home
200	Bronze Certificate
300	Silver Certificate
500	Gold Certificate
700	Platinum Certificate
900+	Presentation at Awards Evening

There will also be significant reward opportunities for excellent attendance and improvements in attendance. Specific rewards are as follows:

- Chocolate prize for the best form attendance (monthly)
- 'Friday cake' prize for the best form group in each year group (each half term)

- 25-day challenge Prize Draw to attend a 'Pizza Party'
- 'Family incentive award' for students with low attendance to improve

Adults at TQEA will seek every opportunity to praise behaviour, achievement and improvement both in and out of school. Positive feedback is a great motivator and may be seen through a written comment in an exercise book, Student Planner, verbal feedback or phone call home. Excellent student work will be promoted and celebrated through displays, social media, newspaper reports and newsletters.

In addition, the achievements of students will also be celebrated through:

- Half termly prize draw awards
- End of Term Rewards Assemblies, including certificates
- End of Term Rewards celebrations
- Curriculum Leaders
- Sports' Day
- Year 7 – 10 annual Awards Evening
- Year 11 Awards Evening

Appendix B – Procedures for Sanctions

Our vision:

The Queen Elizabeth Academy has high expectations of Behaviours and Attitudes. This includes whilst at the academy, on trips/fixtures and when representing our Academy and/or Trust in any capacity, including walking to and from the academy and on the internet.

The quality of the learning experience at the Queen Elizabeth Academy is paramount. The opportunity to concentrate in the classroom and enjoy the learning experience must be the main aim of all involved at the academy.

We always expect our students to be:

Ready to attend the academy, in attitude and to learn.

Respectful to everybody and everything within the academy and the community.

Safe towards themselves, others and the academy environment.

Our vision is of a system which:

- Allows all learners to exercise their right to learn
- Provides a stimulating, supportive and safe learning environment for learners and staff
- Enables learners to maximise their learning opportunities and realise their high aspirations
- Provides a framework which clearly defines acceptable and unacceptable behaviour, rewards and sanctions
- Emphasises reward and encourages a positive praise system with rewards and celebrations
- Prepares students to be responsible individuals for life outside of the academy community

All students, without exception, are expected to be polite and well mannered. This includes being friendly, kind, smiling, saying 'Good Morning', opening doors and making a conscious effort to get along with others. We expect our students to:

- Be polite and respectful to everyone
- Show care and consideration for others
- Always show cooperation with all adults in the academy
- Always do their best
- Wear their uniform correctly to show pride in themselves and their academy
- Take care of their academy environment and help make it a pleasant place for all members of the community to work

The principles of our sanctions are:

- They are most effective when applied fairly and consistently by all staff.
- All staff must consistently use Behaviour for Learning language and procedures, focusing on the de-escalation of any potential situation.
- Based on reflection so that the student knows and understands the reason for the sanction and how to improve their behaviour.
- They must work alongside our rewards system which should become the dominant influence in the classroom or academy.
- The outcome of the sanction is to ultimately improve the relationship between teacher and student, using the principles of restorative justice, so that effective learning can continue to take place afterwards.
- The classroom teacher is responsible for maintaining high standards of behaviour and ensuring the behaviour policy is applied consistently.
- They will be applied by all staff (not just teaching) anywhere in the academy.
- The single main sanction is the same day half hour Student Reflection which must not be compromised.

Our Behaviour Steps:

The main principle behind our approach to low level disruption is that students have a choice how they behave. They also have the opportunity to make a choice to change their behaviour. However, if the learning is disrupted the student will be informed of the next step without discussion and the lesson moves on. If the student argues with the decision, they then move to the next step automatically. Each lesson should be treated as a fresh start, and behaviour steps should not be carried over from one lesson to the next.

When **arriving** at a lesson, students will:

- Be greeted positively at the door by their teacher
- Enter the classroom in silence
- Stand behind their chair maintaining silence
- Quietly place equipment for learning on their desk (pencil case, exercise book, student planner, reading book)
- Be welcomed and introduced to the lesson by the teacher
- Complete the retrieval practice quiz or “do now” task

At the end of each lesson, students will:

- Stand behind their desk and chair in silence
- Be thanked for their work by the teacher
- Thank the teacher for the lesson
- Be released row by row in silence
- Move quietly and calmly to their next lesson

We classify the following behaviours as low-level disruption:

<ul style="list-style-type: none"> – Distracted during the lesson – Distracting others during the lesson – Lack of work – Negative attitude towards learning – Poor concentration during learning – Not bring the correct equipment to the lesson, including homework 	<ul style="list-style-type: none"> – Swinging on the chair – Calling out in the lesson – Out of seat without permission – Talking over the teacher – Using inappropriate language – Failure to follow instructions given
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For one of the above behaviours, a single warning will be issued to the student by the member of staff. A warning may simply be stating the student's name and a positive reminder to encourage them to settle or desist from the behaviour. If a second reminder is needed, this will trigger a C1 sanction being given (see table below). If the student continues to disrupt the learning, the behaviour steps in the table below will be applied. Behaviours not categorised above as low-level disruption will need a sanction in their own right as a one-off instance. These are also outlined in the table below.

Level 1 – Verbal warning		
Behaviour Step	Behaviours	Consequence
C1	A student demonstrates one of the low-level behaviours listed above.	A C1 verbal warning will clearly be given by the member of staff.
Level 2 – Low level behaviour		
Behaviour Step	Behaviours	Consequence
C2 (1 Behaviour Point)	<ul style="list-style-type: none"> – One of the low-level behaviours listed above has continued despite verbal warning given. – <u>A C2 to be issued immediately for:</u> – Being late to registration (after 8.45am) – Late to lesson without reason – Unacceptable classwork: incomplete, sub-standard or not done. – Failure to meet homework deadline – despite extension given – Uniform worn incorrectly – Lack of PE kit 	30-minute same day Reflection Time (R30) set for after the academy day: Mon – Thurs: 3:05 – 3:35pm Fri: 2.35 – 3.05pm The teacher giving the detention will visit the Reflection Room at the end of the academy day to

	<ul style="list-style-type: none"> – Throwing items – Eating or getting food out – Chewing gum – Refusal to comply to a reasonable request – ‘Hands on’ rough play or being unduly physical – Loud and disruptive behaviour in the corridor 	<p>discuss the behaviour in their lesson</p> <p>Parents/carers are informed of 30-minute Reflection time via Class Charts.*</p>
Level 3 – Persistent behaviour		
Behaviour Step	Behaviours	Consequence
C3 (2 Behaviour Points)	Persistent C2 Behaviours <u>A C3 to be issued immediately for:</u> <ul style="list-style-type: none"> – Disruptive behaviour in lesson – Disruptive behaviour outside lesson – Refusal to borrow PE kit – Confiscated mobile phone – Truancy of lesson – Refusal to follow instructions – Leaving the classroom without permission – Unkindness to students – Persistent incorrect uniform item – Continued incorrect uniform item – Failure to complete Reflection Time properly 	30-minute same day Reflection Time plus 30-minute Senior Leadership Team detention set for after the academy day. (R60) Mon – Thurs: 3:05 – 4:05pm Fri: 2.35 – 3.35pm Parents/carers are informed of R60 via Class Charts.*
Level 4 – Serious incident		
Behaviour Step	Behaviours	Consequence
C4 (3 Behaviour Points)	<ul style="list-style-type: none"> – Continuation of persistent disruption in classroom, despite R60 being issued – To be issued immediately for: – Unsafe behaviour at social/ transition times – Challenging and persistent defiance – Damage to property – Fighting – Foul/ offensive language – Harassment – Significant insolence/rudeness towards staff – Persistent unkindness towards another student(s) – Unacceptable conduct outside of the academy – Verbal abuse of student – Other serious incidents 	A member of the Pastoral Team or SLT will be called to collect the student either from lesson or social time. . The student will be placed in the Inclusion Room to work for a period of time. 30-minute same day Reflection Time plus 30-minute Senior Leadership Team detention set for after the academy day. (R60) Mon – Thurs: 3:05 – 4:05pm Fri: 2.35 – 3.35pm

		Parents/carers are informed of R60 via Class Charts.*
Level 5 – Critical incident		
Behaviour Step	Behaviours	Consequence
C5 (4 Behaviour Points)	To be issued immediately for: <ul style="list-style-type: none"> – Breach of our Acceptable Use Policy – Bringing the academy or Trust into disrepute – Damage to property/ vandalism/ graffiti – Dangerous behaviour which jeopardises safety – Discrimination of the grounds of membership of a protected group under the Equality Act – Drug or alcohol related incidents – Failure to comply with the expectations of the Inclusion Room – Harmful Sexual Behaviours – Malicious accusations – Peer on Peer Abuse – Physical assault – Refusal to attend Reflection Time or persistently not attending – Refusal to co-operate with the on-call member of staff – Serious physical incident – Sexual assault – Sexual misconduct – Smoking/ vaping or being in possession – Theft – Truancy of school – Wilful and dangerous throwing of objects 	<p>A member of the Pastoral Team or SLT will be called.</p> <p>The student will be taken to the Inclusion Room where they will write their account of events.</p> <p>The member(s) of staff will complete the incident form.</p> <p>The minimum consequence for a C5 incident is a Friday night Principal's detention (R90 – 90 minutes), although sanctions will be applied as per the table that follows.</p> <p>Parents/carers will be informed via telephone or in person.</p>

The list of incidents above is not exhaustive. The examples above give a range of scenarios, but it is expected that colleagues will use discretion, common sense and apply common practice.

Please note:

Students in 'Reflection Time' or in the Inclusion Room will not be able to represent the academy in extra-curricular events that evening.

If a student receives multiple C2 and/or C3 incidents within any one day, this may result in them being placed in the Inclusion Room.

The Principal's decision with regards to uniform decisions is final.

A typical C5 incident could be, but is not limited to:	At the discretion of the Principal and SLT the sanction could be:
Refusal to hand over their mobile phone	Inclusion Room
Truancing school	Inclusion Room
Smoking or vaping on the academy site or in uniform outside of academy	Inclusion Room and Suspension if repeated
Intentionally swearing in or outside a lesson	Inclusion Room
Abusive or aggressive language towards others	Inclusion Room/ Suspension
Repeated or severe uniform infringements	Inclusion Room
Refusal to follow instructions	Inclusion Room/ Suspension
Extreme rudeness to adults/ threatening behaviour to staff	Inclusion Room/ Suspension
Vandalism (including setting off a fire alarm/ fire extinguishers)	Inclusion Room/ Suspension
Threatening other students (physical/ verbal)	Inclusion Room/ Suspension
Bullying or prejudicial behaviour (including racism and homophobia)	Inclusion Room/ Suspension
Bringing the academy into disrepute	Inclusion Room/ Suspension
Harmful Sexual Behaviours	Inclusion Room, which could lead to Suspension
Sexual misconduct	Suspension
Deliberate involvement, instigation, filming or sharing of misconduct	Inclusion Room/ Suspension
Alcohol related incidents	Inclusion Room/ Suspension
Drug related incidents	Suspension which could lead to Permanent Exclusion at the discretion of the Principal (refer to Drugs Policy)
Theft	Inclusion Room, which could lead to Suspension
Fighting or physical aggression (peer to peer)	Inclusion Room/ Suspension
Continued persistent disruptive behaviour	Inclusion Room/ Suspension
Bringing onto school premises or being found in possession of an offensive weapon or banned item	Suspension/ Permanent Exclusion
Physical assault on a member of staff	Inclusion Room / Suspension/ Permanent Exclusion
Serious incident of misbehaviour	Inclusion Room/ Suspension/ Permanent Exclusion

As previously stated, the list is not exhaustive. These tables are indicative and are not a guarantee as to the sanction that will be imposed for a particular misbehaviour. Sanctions are subjective and take into account the individual's circumstances and mitigating factors. The academy also reserves the right to involve the police should evidence of a criminal act be discovered.

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership. We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage. We strive to significantly improve the quality of learning and life experiences of students in our academy, particularly those students who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their need or disability.

Definitions:

Conduct:

Poor conduct undermines the culture and climate of the academy, for example by damaging:

- the orderly running of the Academy
- the safety and well-being of others
- the working/learning environment for learners and staff
- the learning of others
- the welcome extended to visitors and new staff and learners

Behaviour for Learning:

Students who display good behaviour for learning display a positive attitude, for example they:

- listen and participate in lessons positively
- manage and organise their learning well (e.g. meet deadlines and are punctual)
- present and organise their work neatly
- welcome and respond positively to feedback
- support others in their work and learning
- make and maintain positive relationships with others
- take responsibility for their own behaviour and attitudes to learning

The term “**behaviour**” refers both to conduct and behaviour for learning.

Peer on Peer Abuse:

Bullying or Peer on Peer Abuse is any act carried out by an individual or group repeatedly over time that intentionally causes harm, either physically or emotionally.

Harassment:

Harassment is unwanted behaviour which you find offensive, or which makes you feel intimidated or humiliated. You do not need to have previously objected to something for it to be unwanted.

Harmful Sexual Behaviours (HSB):

Harmful Sexual Behaviour is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

Harmful sexual behaviour is characterised by a range of behaviours that can include:

- Sexual name-calling
- Sexual harassment
- Online sexual bullying
- Sexual image sharing
- Sexual assault
- Rape



BEHAVIOUR FLOW CHART

