

## 1 INTRODUCTION

This policy provides a framework to guide school staff and strengthen decision-making as they support pupils to behave well.

This policy is based on

- Keeping Children Safe in Education 2018
- Behaviour and discipline in schools, DfE 2016
- Equality Act 2010
- Education and Inspections Act 2006 (part 7)
- Use of reasonable force, DfE 2013
- The School Behaviour (Determination and publicising of Measures in Academies) Regulations 2012
- Exclusion from maintained schools, academies and pupil referral units in England, DfE 2017
- The Great Academies Education Trust (GAET) Vision and Values.

## 2 PURPOSE AND OBJECTIVES

### Purpose

This policy aims to ensure that The Trust and its academies work with pupils, parents/carers and other stakeholders to ensure the highest standards of pupil behaviour, to reward this and to deal swiftly and effectively with poor behaviour.

### Objectives

The objectives of this policy are to

- Support academy leaders in demonstrating strong leadership and modelling good practice in relation to behaviour
- Support staff in promoting good behaviour through a variety of methods as appropriate to the age and circumstances of the pupils
- Ensure robust procedures are in place to apply rewards and sanctions proportionately
- Enable staff to work in collaboration with parents/carers and other agencies to support pupils.

## 3 GUIDING PRINCIPLES

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This policy is guided by legislative duties, national guidance and the GAET Vision and Values

**Key legislative duties and national guidance**

- Keeping Children Safe in Education 2018 which sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.
- Behaviour and discipline in schools, DfE 2016 which provides guidance for school leaders and staff on developing a school behaviour policy, and a checklist of actions to take to encourage good behaviour.
- Equality Act 2010 which legally protects people from discrimination in the workplace and in wider society
- Education and Inspections Act 2006 (part 7) – these sections cover requirement to have a behaviour policy, enforcement of discipline, use of reasonable force, confiscation of property, parental responsibilities and excluded pupils
- Use of reasonable force, DfE 2013 – this guides schools about the use of physical restraint in schools
- The School Behaviour (Determination and publicising of Measures in Academies) Regulations 2012 which set out the processes that the principal of an Academy school must follow where they wish to identify items for which a pupil may be searched without the pupil’s consent.
- Exclusion from maintained schools, academies and pupil referral units in England, DfE 2017 which sets out what schools and local authorities must do in relation to exclusions, in order to comply with the law.

**GAET Vision and Values**

**Vision**

“Great Academies Education Trust will be a truly outstanding, outward facing multi-academy trust supporting its academies, from their starting points, to become outstanding.

All pupils will make exceptional academic progress in all subjects and regardless of age or stage will be work and college ready.”

Our academies will be places where pupils are valued as individuals, where they will have opportunities to achieve highly, lead strongly and develop into confident, responsible and successful young adults.”

We show all members of our academy community they are valued, in order that they can, and want to, behave exceptionally well. We work with pupils, families and other stakeholders to enable all of our pupils to develop as individuals, which in turn, supports them to make outstanding academic progress.

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### Values

“All individuals will embody our values

Genuine - mutually trusting, open, honest and reflective.

Respect(ful) to all.

Excellent at what they do, striving for excellence and intolerant of mediocrity.

Achievement focussed-understanding that academic excellence is the goal and high aspirations key to each child achieving their academic potential .

Together-believing that we can make the biggest difference when we work as a strong team.”

We are genuine in all of our conversations about pupil behaviour. In a context of honesty and respectfulness, we are able to discuss behaviour and how it can be improved. We do not tolerate mediocre or poor behaviour and all of our actions aim to inculcate excellent behaviour. We demonstrate to pupils how excellent behaviour can support their learning and progress, in order that they achieve their academic potential. We work together with our pupils, their families and other agencies to support this.

## 4 EQUALITY

The Great Academies Education Trust ensures that all pupils are supported to behave well. We recognise the protected characteristics under the Equality Act 2010. We do not discriminate against anyone on the grounds of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. This is line with the Equality Act 2010 and covers both direct and indirect discrimination.

## 5 IMPLEMENTATION GUIDANCE

### 5.1 Academy Expectations

The Academy Trust has high expectations of behaviour and conduct in all its academies. These expectations are outlined here and are actively promoted in each academy.

#### Attendance

In accordance with the GAET Attendance Policy, pupils are expected to attend the Academy and all timetabled lessons and registrations on time.

#### Rules

Each academy has a set of academy rules or a code of conduct devised and reviewed regularly in collaboration with students. Pupils are expected to follow these rules or

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codes and any contravention of them may constitute unacceptable behaviour. Additionally, any behaviour which is illegal will also be considered unacceptable.

Conduct

Pupils are expected to move around the Academy buildings sensibly and quietly, being ready to help and treating others with respect. All members of the GAET community are expected to speak in a polite and courteous manner at all times. Pupils and staff should be aware that their behaviour may have an impact on the reputation of the Trust and each academy, whether in school, on trips or visits or out of school hours.

Uniform

Each academy has a uniform policy which pupils are expected to adhere to at all times, and a dress code for staff.

Property

Pupils and staff have a shared responsibility to ensure each other’s property is kept and used safely. GAET academies’ equipment, furnishings, buildings and grounds are used sensibly with care and respect so that they are welcoming places of which we can all be proud.

**5.2 Positive behaviour and pupil welfare**

Each academy within the trust will provide a proactive programme to promote good behaviour. Methods may include taught aspects of the curriculum including through PSHE (including promoting positive relationships and healthy lifestyles, in relation to smoking, alcohol and drugs), ‘behaviour for learning’ programmes, circle time, activities, which help to develop self-esteem, positive self-image and confidence, assemblies etc.

Poor behaviour, including repeated poor behaviour, may be indicative of safeguarding concerns or an unmet educational or other need. Due consideration will be given to underlying causes of poor behaviour, and the relevant policies and support mechanisms will be implemented in such cases.

Each academy will also offer a variety of methods to support pupils who have exhibited or been the victims of poor behaviour, which may include:

- Peer mentoring;
- Mediation;
- Restorative Justice;
- Behavioural counselling;
- Family counselling;
- Work with external agencies such as child and family services as appropriate.

Pupils engaging in particular behaviours such as smoking, alcohol or drug use will be supported through signposting to appropriate support programmes.

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### 5.3 Rewards

The Academy Trust believes it is important to reward pupils for good behaviour and positive achievements and does this in a variety of ways. Rewards may include:

- GREAT rewards;
- Merits;
- Points such as 'dojos';
- Treats for individuals or groups of pupils.

Each academy has its own rewards system, which is described in the academy appendices.

### 5.4 Discipline and Sanctions

It is important that prompt intervention is taken when pupils show signs of inappropriate behaviour. Depending on the severity of the offence, and in conjunction with offering support, a range of actions may be implemented. These must be proportionate to the behaviour, and must take into account the age and circumstances of the pupil, for example any Special Educational Need or disability. The final decision is a matter for the Principal who may determine that other intervention actions are more appropriate than the commonly used sanctions. Sanctions will always be taken in cases where a pupil is found to have made malicious allegations against academy staff.

Sanctions may include:

- Verbal reprimand;
- Use of a 'consequences' system such as the P Points system;
- Extra work including written tasks;
- Repeating unsatisfactory work until it meets the required standard;
- School based tasks;
- Loss of privileges;
- Loss of break time;
- Detention in school time (in line with DfE guidance and with appropriate time for pupils to eat, drink, and use the toilet);
- Detention out of school time (in line with DfE guidance e.g. with due consideration to safeguarding and pupils who have caring responsibilities);
- Confiscation of property;
- 'Report' system;
- Lunchtime exclusion;
- Internal fixed term exclusion;
- External fixed term exclusion;
- Managed move;
- Permanent exclusion.

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Each academy has its own sanctions system, which is described in the academy appendices.

### 5.5 Reporting and recording of poor behaviour

All incidents of poor behaviour, which merit more than agreed stages of an academy's consequences system, will be recorded. Due consideration will be given to whether the behaviour might be judged to be bullying, and hence fall under the GAET Anti-Bullying policy and related academy recording systems. In addition, consideration will be given to whether poor behaviour, including repeated poor behaviour, may be indicative of safeguarding concerns or an unmet educational or other need, in which case, the relevant policies will be implemented.

Each academy has its own method for reporting and recording of poor behaviour. These are outlined in the academy appendices.

### 5.6 Searches and Use of Force

The Principal and staff authorised by the Principal have the power to search pupils or their possessions, without consent, where they suspect the pupil has a 'prohibited item'. Prohibited items are:

- 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; and
- any item banned by the academy's rules, or banned in lessons, which has been identified in the rules as an item which may be searched for. Which may include legal highs, matches and/or lighters; electronic cigarettes, mobile phones and other electronic devices, laser pens, items intended for sale to others.

#### Confiscation of Inappropriate Items

Great Academy Trust applies the following criteria for confiscation:

- An item which is illegal for a child to have: for example, pornographic material; or
- An item that poses a threat to others: for example, a laser pen which is being used to distract and possibly harm other pupils or staff;

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- An item which poses a threat to good order for learning: for example, a pupil using a mobile phone or listening to an MP3 device at a time or in a setting in which such use is not permitted;
- An item that poses a health or safety threat: for example, a pupil bringing a sharp implement into the Academy that could be used to inflict harm;
- An item that is against the Academy uniform rules: for example, a pupil wearing a coat, scarf or hat on entering a classroom;
- An item which is counter to the ethos of the Academy: for example, material which might cause tension between one community and another;
- An item which may be distracting to the pupil or pupils.

A record is kept of any item that is confiscated for more than a day, or a period as described in the academy appendices. The Academy has a duty to ensure that any confiscated item (especially those of monetary or emotional value) is stored until it can be returned. Where the confiscated item is of a nature that it would be inappropriate to return it to the pupil or where confiscation has been used repeatedly because of a refusal by the pupil to comply with the academy's expectations, an opportunity to reclaim the property will be given to a parent or carer. In the case of items of value or particular concern, parents may be asked to sign to confirm that the item has been returned.

Items of obvious value will be clearly labelled and stored securely. All reasonable steps will be taken to prevent the loss of confiscated items.

Any items held illegally will be referred to the Principal who will decide if it is necessary to refer the matter to the police. Weapons and knives and extreme or child pornography must always be handed over to the police.

#### Use of Reasonable Force

All Academy staff members 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. The use of force must be in line with DfE guidance, and appropriate training must be given to staff. Records of any physical restraint must be made and kept in line with DfE guidance.

The Principal and staff authorised by the Principal can use such force as is reasonable when searching a pupil without consent for prohibited items.

#### **5.7 Off-site behaviour**

GAET and each academy will review incidents of poor behaviour which take place outside of academy premises and/or hours and will consider using their powers when it is reasonable to do so, and particularly if incidents out of school directly affect behaviour, attitudes and pupils' well-being in school, then they will be dealt with in accordance with the relevant policy.

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Where possible the academy will take steps available to ensure that parents and/or external agencies, including the police if appropriate, are made aware.

The law allows for teachers to discipline pupils for:

Misbehaviour when the pupil is

- Taking part in any academy-organised or academy-related activity;
- Travelling to or from the academy;
- Wearing academy uniform; or
- In some other way identifiable as a pupil at the academy.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the academy;
- Poses a threat to another pupil or member of the public; or
- Could adversely affect the reputation of the academy or the trust.

In all cases of misbehaviour the teacher will only discipline the pupil on academy premises or elsewhere when the pupil is under the lawful control of the staff member. However, a member of staff may use their legal rights, as a citizen, when outside the school premises and would report back to the academy so reasonable action may be taken.

### 5.8 Home-school behaviour contracts

The Anti-Social Behaviour Act, 2003, permits such contracts (albeit non-binding, any failure can be recorded and used later in court) where a child has caused significant disruption to others; or there is significant detriment to the child or others; or the health and safety of staff, and/or pupils is at risk; or the pupil is at risk of exclusion.

### 5.9 Exclusions

GAET academies only use exclusions as a sanction for serious or persistent breaches of this policy and the academy’s rules. There are a number of types of exclusion which can be used which include internal fixed term exclusion, external fixed term exclusion and permanent exclusion. Exclusions are carried out in line with the DfE’s publication ‘Exclusion from maintained schools, academies and pupil referral units in England’ September 2017 and the Trust’s exclusion guidance (see appendix 1).

## 6 ROLES AND RESPONSIBILITIES

### Trust Board

The Trust Board

- Ensures a written policy to promote good behaviour is drawn up and implemented;
- Requires academies to publish the policy on their website;
- Requires the academies to comply with their legal duties, including under the Equality Act 2010 and in respect of pupils with Special Educational Needs.

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### Local governing body

Each local governing body

- Ensures the GAET policy is implemented;
- Ensures the policy is appropriately communicated to staff (including temporary, volunteer and supply staff), pupils and parents/carers;
- Ensures appropriate training is in place for all staff in the implementation of the behaviour and associated policies and guidance, including the use of reasonable force;
- Ensures there are named senior leaders within the academy with responsibility for behaviour;
- Monitors and reviews the implementation and effectiveness of this policy in their academy.

### Principal

Each principal

- Ensures the policy is available to parents;
- Ensures that all teaching and non-teaching staff are aware of this policy and implement it accordingly (including communicating roles clearly in order that staff understand what they are authorised to do, including in relation to the use of reasonable force);
- Plans and implement a programme of professional development for staff in relation to appropriate aspects of behaviour;
- Supports staff in the consistent application of the GAET policy and the academy's procedures;
- Reports on the implementation and effectiveness of the policy to the local governing body.

### All staff

- Understand and implement the policy;
- Undertake appropriate training as required;
- Comply with individual academy guidance including that outlined in the appendices to this policy.

### Pupils

- Behave in a way which is consistent with the aims and objectives of this policy;
- Report incidents of poor pupil behaviour to an adult, whenever it occurs;
- Never stand by and watch without referring any incident to an adult;
- Complete a record or give an account of an incident fully, honestly and quickly, when asked to do so, and in a way appropriate to their age and circumstances;
- Are involved in proactive positive behaviour initiatives and procedures as appropriate in each academy.

### Parents/Carers

- Support the academy in its implementation of all strategies to secure good behaviour and the creation of a climate in which learning can flourish;
- Enter into home-school behaviour contracts when appropriate.

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Parents and carers who have concerns about any aspect of this policy or pupil behaviour should make these known to the appropriate Head of Year or Key Stage Coordinator. Should the concern not be resolved satisfactorily at the initial stage there is a right to pursue the issue through the academy complaints procedure, which is available on request.

## **7 LINKS TO OTHER POLICIES**

This policy should be read in conjunction with national and local guidance and the following GAET/Academy policies:

- Anti-bullying policy
- Safeguarding and Child Protection policy
- Special Educational Needs policy/Local offer
- Attendance policy
- Complaints policy

## **8 SOURCES CONSULTED**

- Keeping Children Safe in Education 2018
- Behaviour and discipline in schools, DfE 2016
- Equality Act 2010
- Education and Inspections Act 2006 (part 7)
- Use of reasonable force, DfE 2013
- The School Behaviour (Determination and publicising of Measures in Academies) Regulations 2012
- Exclusion from maintained schools, academies and pupil referral units in England, DfE 2017
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## APPENDIX 1 GAET Guidance on exclusions

This guidance covers fixed term and permanent exclusions and must be followed in conjunction with DfE’s publication ‘Exclusion from maintained schools, academies and pupil referral units in England’ September 2017

### Who can make an exclusion:

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken only as a last resort.

### Illegal exclusions

#### 1. “Off-rolling”

This 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.”

GAET academies will not encourage parents to remove their child from school.

#### 2. Managed move as a required alternative to permanent exclusion

A managed move is a trial period in another school intended to give a pupil a fresh start. If a pupil is experiencing difficulties which appear to be leading towards permanent exclusion, disaffection or self-exclusion from school and if all the school’s behaviour strategies have been tried and have failed, then a school and parents may think that a new start at another school might help. A Managed Move is defined as a formal agreement between two schools, a pupil and his/her parents/carers. The move requires the agreement of the pupil’s parent/carer, the Head Teacher of the pupil’s current school (the home school) and the Head Teacher of the host school. The threat of exclusion should never be used to influence parents to agree to a managed move.

#### 3. Sending a pupil home without making a fixed term exclusion

In general, sending a pupil home to “cool off” or until parent can attend a meeting in school is a fixed term exclusion and should be recorded as such. Unless a pupil is sent home after afternoon registration, and the parents attend a meeting before school the next day, an exclusion must be made. No pupils must be sent home without the parent/carer’s advance knowledge.

#### 4. Reduced or part-time timetable

A reduced or part-time timetable that is anything other than a very short-term measure is an unofficial exclusion. A reduced or part-time timetable should only be put in place in exceptional circumstances to meet the needs of an individual child.

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5. Converting a fixed term exclusion to a permanent exclusion  
 The DfE guidance states that fixed-period exclusions cannot be extended or ‘converted’ in to a permanent exclusion.  
 It may sometimes be appropriate to issue a further fixed-period exclusion or issue a permanent exclusion (both immediately after the original exclusion), though this is limited to exceptional circumstances, usually where new information or evidence has come to light. Parents must be informed without delay and a new exclusion notice issued.

### Permanent exclusions

Any permanent exclusion must only be made in line with the DfE’s publication ‘Exclusion from maintained schools, academies and pupil referral units in England’ September 2017.

A letter advising a parent/carer of a permanent exclusion must be sent immediately after the exclusion is made. The letter must follow the Trust’s template, available from the Trust’s Governance Officer, and it must make it clear whether the exclusion is for a single (one-off) incident or whether it is for persistent failure to follow the behaviour policy.

The Governing Body has a duty to consider each permanent exclusion to ensure it has been undertaken correctly. They must also take into account any representation about an exclusion and must consider the reinstatement of an excluded pupil within 15 schools days of receiving notice. Representations will be made by, or on behalf of, the Principal and the parents. Consideration should include the following evidence:

- the Principal’s statement
- a copy of the permanent exclusion letter stating whether the exclusion was for cumulative disruption or a one-off event
- a statement from the pupil taken by the Principal
- witness statements (if appropriate)
- School Behaviour Policy

Where the exclusion is the result of persistent failure to follow the behaviour policy, the following should also be provided

- attendance certificate
- any relevant correspondence including letters relating to any fixed term exclusions
- summary of interventions (including referrals to other agencies) & outcomes
- the pupil’s behaviour log
- Information from any governor behaviour panels which have occurred

### Drugs and exclusions

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Definitions

A drug is a substance that affects the way in which the body functions physically, emotionally or mentally. For purposes of this guidance, by 'drugs' we mean illegal substances and also legal substances such as: alcohol, tobacco, volatile substances, over the counter or prescription medicines and new psychoactive substances. By drugs paraphernalia we mean items such as cannabis grinders, rolling papers, filters, matches, lighters and pipes.

Response to drug-related incidents

Any response to drug-related incidents needs to balance the needs of the individual pupils concerned with the wider school community. Exclusion should not be the automatic response to a drug incident and permanent exclusion should only be used in serious cases. Drug use can be a symptom of other problems and each academy should be ready to involve or refer pupils to other services when needed.

A drug incident may be any of the following:

- Being in possession of drugs, or related paraphernalia, onto school premises
- Use of drugs on school premises
- Supply of drugs on school premises
- Hiding drugs in or around the school premises for later collection (by themselves or by third parties)
- Glamorising or encouraging the use of drugs and other substances

The school may also impose sanctions on a student for misusing drugs at any time such as en route to school, if the misuse:

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

In general, the only incident which, as a one-off incident, which could merit permanent exclusion, would be the supply of drugs to pupils, either on or off the school premises. However, as stated above, each case must be considered in relation to the needs of individual pupils concerned within the context of the wider school community.

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