

1 INTRODUCTION

GAET Academies Trust has clear expectations of excellent behaviour and has in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour when it arises.

All our Academies follow our GREAT values of Genuine, Respect, Excellence, Achieve and Together. These values are the founding principles that we base our behaviour expectations on across the Academy Trust.

We believe that behaviour is something that needs to be explicitly taught and developed in a proactive way. This means that we focus on the importance of norms, routines, and consequences. That is why we strongly believe that the emphasis should be on a proactive approach to teaching, modelling, and re-teaching what constitutes good behaviour in and out of the classroom.

Both staff and pupils will focus on spending the time and effort to regularly and deliberately practising ways of teaching and managing behaviour. This is one of our key drivers to ensure that there is greater consistency of approach.

We believe that acknowledging good behaviour encourages repetition and communicates the GREAT values to all of our pupils and staff. Using positive recognition and rewards across all of our schools provides an opportunity for all staff to reinforce the schools culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Examples of rewards may include:

- verbal praise;
- communicating praise to parents via phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and
- whole-class or year group rewards, such as a popular activity.

As a Trust, we believe in certainty of sanction rather than necessarily severity of sanction and that descriptive verbal praise is a powerful way of developing happy and purposeful schools. All our academies are values-driven with a great emphasis on students mastering the knowledge, understanding and skills to be academically and socially successful.

To secure success, our students learn to be self-disciplined and make the right choices. All our academies have consistently high expectations of behaviour for learning and overall conduct; firmly embedded practices and routines to establish a calm and purposeful environment; and a clear framework of learning habits. We work as leaders across the Trust to ensure we have broad agreement on the reasonableness and proportionately of sanctions.

As a Trust we are committed to further improving behaviour in our schools. We are part of the DfE Behaviour Hub programme and are working with several other schools and MAT to secure further improvements. Our key priorities include

Author:	Version:	Date Approved:	Review Date:	Page 1 of 5
P. Smith	1.4	July 22	July 24	

- a. Ensuring our behaviour policies and approaches align with our GREAT values
- b. Further developing a set of clear, consistently well implemented, and explicit scripted routines
- c. Ensure that all staff and pupils are held accountable and responsible for following the school’s behaviour policy and systems.

We want our academies to have the autonomy to address specific behavioural matters that arise. However, as a trust we expect that this will include a clear and explicit focus on making the following consistent

- (i) all pupils being on task
- (ii) all pupils having the correct equipment and be ready for learning
- (iii) pupils are all given positive recognition and rewards regularly and fairly
- (iv) all pupils are punctual to school and to all lessons
- (v) pupils learn the importance of respect and do not answer back
- (vi) pupils consistently wear their uniform

2 SCOPE AND PURPOSE

2.1 Academy aims

All our academies:

- have the highest expectations of student behaviour in order to maximise their opportunity to achieve
- ensure all students develop excellent learning habits that they need to be successful in school and in life
- realise and celebrate the potential of all students though promoting independence, high self-esteem and enabling students to reach their full potential
- create an environment in which students are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions
- have a no tolerance approach to bullying and work hard to create a positive and safe learning environment
- form an active partnership with parents and carers to support their children’s learning.

2.2 Achieving the aims

These aims are supported by regular and appropriate staff training; close parental and community links; student organisation which takes account of ethnic and gender balance; the boosting of students’ self-esteem through positive reinforcement and extra-curricular activities; and academy social events aimed at pulling together the different life experiences of groups within the community.

2.3 Links to other policies and procedures

This policy should be read in conjunction with the following policies:

- Anti-Bullying
- Child Protection and Safeguarding
- Equality
- SEND
- Exclusion and Suspension

Author:	Version:	Date Approved:	Review Date:	Page 2 of 5
P. Smith	1.4	July 22	July 24	

- Staff Code of Conduct
- Academy Home School Agreement

2.4 Guidance & legislation

This policy is underpinned by the following legislation and guidance:

- Behaviour and Discipline in Schools (Jan 2016)
- Education Act 2011
- Equality Act 2010 (revised 2018)
- Section 175 of the Education Act (2002)
- Section 90 and 91 of the Education and Inspections Act (2006)
- Schedule 1 Education Regulations (2010)
- Searching, Screening and Confiscation at Schools (Jan 2018)
- Schools (Specification and Disposal of Articles) Regulations (2012)
- Use of Reasonable Force in Schools 2013 (reviewed 2015)

3 ROLES AND RESPONSIBILITIES

The majority of our time in all our academies is spent reinforcing a culture of high expectations and positivity in order to maintain good order and discipline that allows students to maximise their potential. At times, students may make the wrong choices and, when this happens, we will take a proportionate response. The list below makes clear the power and responsibility of the governing committee, Principal and all staff to uphold a safe and secure environment in line with this policy:

- the Trust Board annually scrutinises and approves the Trust policy; they have a duty under the Education Regulations Act 2010 to ensure arrangements are made to safeguard and promote the welfare of students
- the Local Governing Committee annually scrutinises and approves the individual academy policy and practice
- the Principal is responsible for ensuring the academy aligns to the Trust's mission and values, follows Trust policy and that their individual academy has strong behaviour practices to support staff in managing behaviour, including the use of sanction and praise / reward
- the principal and staff have the power to use reasonable force and other physical contact in order to maintain and restore order, although corporate punishment is entirely illegal
- the Principal and delegated staff have the power to search students if it is necessary to maintain safety, discipline and good order and to recover prohibited items (see below)
- the Principal and delegated staff have the power to screen electronic devices if it is to investigate a serious matter; for example, bullying, safeguarding, upholding the reputation of the academy / Trust and its staff
- teachers have the right to confiscate any property that is not allowed in school and to search students if necessary
- the Principal and delegated staff have the power to discipline students outside of school hours if it is a school-related matter, or the student's actions undermine the safety of anyone from our community or the good reputation of the Trust
- all our academies have in place a home-academy agreement that sets out the duties and responsibilities of our three-way partnership
- all academies have the power to impose detentions outside of school hours, without parental consent

Author:	Version:	Date Approved:	Review Date:	Page 3 of 5
P. Smith	1.4	July 22	July 24	

- all GAET academies work actively within local partnerships (Local Authority Partnership, Behaviour and Attendance Collaboration, Fair Access Protocol: LAP, BAC, FAP) to improve the standard of behaviour across the city

4 PROHIBITED ITEMS (see specific school behaviour policy)

In all our academies the following items are prohibited, this is not an exhaustive or definitive list:

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

In the case of anything illegal, the items will be handed to the police. The Principal can authorise the use of reasonable force to conduct search without consent for illegal items or those which may be used to commit an offence or cause harm (e.g. pornography, knives).

5 REFLECTION/ISOLATION ROOMS

All our academies have the power to use reflection or isolation rooms as a short-term disciplinary sanction and often as a way of avoiding a fixed-term suspension. All academies will ensure that time spent in any such room is used as constructively as possible and that students retain their entitlement to the full intended curriculum as far as is practicable and at the normal permitted times are allowed to eat, drink, and use the toilet.

6 FIXED TERM SUSPENSION AND PERMANENT EXCLUSION (see Exclusion Policy)

All our academies work tremendously hard to avoid fixed term (short term) suspension and permanent exclusion. At times, however, it can be necessary to address a more serious matter. All our academies comply with the law and communicate with families as clearly as possible. At times, we may use short term placements in other schools to avoid a fixed term suspension. If this is to happen, the academy will make clear the arrangements. All our academies work with other local schools to facilitate managed moves as an alternative to permanent exclusion.

7 SPECIAL EDUCATIONAL NEEDS (SEND)

All our academies are highly inclusive and we take steps to ensure that our most vulnerable students are supported in order to meet our high expectations. We may, therefore, personalise the curriculum in order to avoid potential difficulties and consider ways of ensuring these children can be successful in correction / detention (e.g. in a separate room with trained staff). Ultimately, however, we have high expectations of all our students and we ensure that they all experience a fair system.

Author:	Version:	Date Approved:	Review Date:	Page 4 of 5
P. Smith	1.4	July 22	July 24	

8 SANCTIONS AND REWARDS

When a student disrupts learning or behaves inappropriately within the academy, there are consequences for those actions. The level of sanction relates very much to the specifics of the incident. It is essential, however, that all staff are consistent and follow through the sanctions and are fair to students. Details of the sanctions and rewards are available on each academy website.

Author:	Version:	Date Approved:	Review Date:	Page 5 of 5
P. Smith	1.4	July 22	July 24	