BEHAVIOUR MANAGEMENT POLICY

This document is based on guidance from the Department for Education (January 2016)

The Southmoor Multi Academy Trust Behaviour Policy aims to:

• promote good behaviour, self-discipline and respect;
• prevent bullying;
• ensure that pupils complete assigned work;
 • regulate the conduct of pupils.

It is vital that the Behaviour Policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. The standard of behaviour expected of all pupils will be communicated via the home school agreement.

Last review date:	29.06.21
Responsible Person:	Mr S Wright (Deputy Headteacher - Southmoor) Mrs A Johnston (Deputy Headteacher – Sandhill View)
Associated Policies:	Equality Information & Objectives Health & Safety Inclusion & Achievement Teaching & Learning Positive Handling PSHE Child Protection Safer Working Practices Code of Conduct (Staff) Whistle Blowing
APPENDIX 1:	Suspension and Expulsion Policy

POLICY STATEMENT

The Trust is committed to creating an environment where exemplary behaviour is at the heart of learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Behaviour Policy guides staff to help students build self-discipline, self-reflection, and an awareness of the moral and practical consequences of their actions. It echoes our core values of "Aspire, Achieve and Enjoy" by:

- promoting positive engagement in learning from all pupils so they can "Aspire" to a bright future;

- creating a secure, consistent environment that allows all pupils to "Achieve";

- building positive relationships to boost the confidence and self-belief of all pupils so they "Enjoy" school.

Above all, the Trust is committed to ensuring that all children clearly understand the behaviours expected from them which are fundamental to British values and will enable them to contribute fully to life and society.

The purpose of this policy is:

- to inform pupils, parents, staff and all stakeholders of their roles and responsibilities in the creation and maintenance of good behaviour within the academies;
- to demonstrate how the Trust keeps each academy community safe and well ordered;
- to advise what to do to create and maintain positive working conditions in all aspects of the academy's work;
- to inform how good behaviour is rewarded;
- to inform how poor behaviour is sanctioned.

Ethos

Staff are positive role models who take collective responsibility for the Academy's ethos and values, whether in the way they talk, the way they present themselves, and the way they express care and ownership in responding to daily life in the school.

Core Principles: We communicate a simple set of expectations which can be summarised in three key words: **READY – RESPECTFUL – SAFE**. These are communicated to all students and are displayed prominently around the academy. The following points act es exemplification, but are not an exhaustive list.

READY:
- wear full uniform
- bring all required equipment
- Be punctual
- Begin tasks promptly
- Keep mobile devices turned off and out of sight
- Bring homework on tine, every time

RESPECTFUL:
- To all adults
- To all students
- To the school environment
- Be kind, friendly
- Accept one another's differences
- Follow instructions from staff first time

SAFE:
- Behave safely at all times in all areas
- Stay safe online
- Accept responsibility for your own actions
- Report concerns to adults in school

Teachers' have:
- a statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or fail to follow reasonable instruction (section 90 and 91 of the Education and Inspectors Act 2006);
- The power to discipline applies to all appointed staff with responsibility for pupils.
- the power to discipline pupils at any time that;
  - could have repercussions for the orderly running of the Trust;
  - poses a threat to another pupil, member of staff or member of the public;
  - could adversely affect the reputation of the school;
- Teachers have the power to discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. For instance:
  - taking part in any organised visit or;
  - travelling to and from the academy or;
  - wearing academy uniform or;
  - in some other way identifiable as a pupil at the academy;
- the power to impose detention outside of school hours;
- the power to confiscate pupils' property.

STATEMENT OF VALUES AND PRINCIPLES

The Trust is committed to maintaining a positive learning atmosphere based on positive relationships, the following of agreed rules, with good behaviour being rewarded and poor behaviour being met with proportionate sanctions:

- The Trust recognises the power of creating a culture of mutual support and will constantly strive to do so;
- The Trust strives for consistency of treatment across the whole Multi Academy Trust;
- The Trust will be proactive in promoting good behaviour across the Multi Academy Trust;
- The Trust is committed to promoting good relations between all staff and pupils;
- The Trust recognises the influence and responsibilities it has externally with many providers and organisations with whom it interacts and it intends that this influence shall be used to promote good behaviour;
- The Trust will take positive action to create a supportive and relevant learning and working environment in which all have the opportunity to achieve their potential;
- In order to meet these objectives, the Trust will take positive action including seeking and delivering adequate resources to implement this policy;
- The Trust will review the equality implications of our policies and procedures and monitor its outcomes;
- The promotion of good behaviour requires monitoring, target setting and the development of programmes of positive action. Such programmes need to be regularly reviewed and revised when needed.

The Trust's behaviour policy seeks to embed these three core principles using ten aspects of academy practice that, when effective, contribute to the quality of pupil behaviour:

1. A consistent approach to behaviour management, teaching and learning;

2. Academy leadership;
3. Classroom management, learning and teaching;
4. Rewards and sanctions;
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Pupil support systems;
8. Liaison with parents and other agencies;
9. Managing pupil transition;
10. Organisation and facilities.

SECTION 1

A consistent approach to behaviour management, teaching and learning

Positive relationships are at the centre of our academies. Our behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, considering SEN needs and disabilities as well as the additional challenges that some vulnerable students may face.

Behaviour is managed by a staged process in the classroom and via the referral system (see Behaviour Management Steps and Sanctions).

We aim to identify pupils who are persistent offenders or are beginning to be noticed because of low-level disruption. Where this occurs we:

- ensure staff follow through issues with pupils indicating what must be done to improve;
- ensure that staff discuss with parents any concerns and agree a common way of working to help pupils make improvements to their behaviour;
- establish the best way of communicating with parents and provide regular feedback on the progress being made.

The Trust believes consistent experience of good teaching and learning engages pupils and this reduces instances of poor behaviour. The consistent application of good behaviour management strategies helps pupils understand the academy's expectations and allow staff to be mutually supportive.

The Trust will:

- assess staff needs and build into Continuing Professional Development (CPD) programmes specific opportunities to discuss and learn about behaviour;
- identify those pupils who have learning and behavioural difficulties and agree common ways of managing and meeting their needs;
- ensure that senior colleagues are highly visible at particular times of the day, to support staff and maintain a sense of calm and order. Critical times in an academy day are at the beginning of sessions, break and lunch times, change of lessons, and the end of the academy day;
- ensure that senior managers regularly circulate the buildings, going into classrooms and assessing how well staff are consistently applying the Trust's policies on behaviour improvement;
- senior staff to focus on monitoring a consistent approach to behaviour management in departmental reviews with Curriculum Leaders.

It is vital this occurs as consistent application is key if the policy is to be valued.

SECTION 2

Trust Leadership

Effective leadership is central when creating a climate of security and good order that supports pupils in managing their behaviour. The leadership team and Trustees have a critical role in identifying and developing values and expectations that are shared with and accepted by pupils, parents and staff on an annual basis. For the behaviour policy to be effective it needs to be understood and applied consistently by all staff. The leadership team have a responsibility to 'lead from the front,' however leadership to support positive behaviour must be shared across the whole staff, including senior and subject leaders, pastoral staff, classroom teachers and support staff.

Parents have a responsibility to support the high expectations of the Trust and the Trustees play a pivotal role in monitoring and supporting the policies adopted.

The Trust will:

- in partnership with parents, set high expectations for pupils and staff in all aspects of academy life and show how they are to be met.

For example:

- by clear codes of conduct;
- by guidance on how to improve their work;
- a dress code;
- ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day e.g. senior staff are on duty every lunchtime, changeover of lessons, break time and at the start and end of the academy day;
- ensure senior leaders model the behaviour and social skills they want pupils and staff to use;
- ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the academy's behaviour policy;
- recognise that leaders at all levels require training if they are to act as mentors to less experienced staff;
- clearly identify the responsibilities and roles of senior staff for behaviour improvement.

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.
- Meet and greet learners at the beginning and end of the day
- Be a daily visible presence around the corridors and the site, particularly at times of mass movement.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
Regularly review provision for learners who fall beyond the range of written policies

Middle leaders
Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.
- Be a visible presence in Curriculum Areas to encourage appropriate conduct
- Support staff in returning students to learning by sitting in on restorative meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive notes and positive phone calls

SECTION 3

Classroom management, learning and teaching

The Trust aims to ensure an appropriate curriculum is offered, which must be accessible to pupils of all abilities and reflects their individual needs and aspirations. The Trust's Teaching and Learning Policy identifies the teaching and classroom management strategies to be followed by all staff. It believes that this approach, when supported by high quality assessment, assists teaching and learning. By engaging pupils more effectively, standards of behaviour improve.

The Trust will define agreed consistencies for all Staff, including Senior and Middle Leaders:

- Meet and greet
- 'End and Send' – ensure pupils stay at their desks until you dismiss them
- Attention to 'Ready, Respecful, Safe'

In addition, all staff will aim to:
- Pay first attention to best conduct – always recognising what is good
- Praise in Public, Reprimand in Private
- Speak in a calm and consistent manner
- Model positive behaviours and build relationships
- Plan lessons that ENGAGE, CHALLENGE, BUILD RESILIENCE, and meet the needs of all learners
- Create routines, teach them and apply them relentlessly
- Use positive recognition in each classroom throughout the lesson
- Be calm and give 'take up time' (a few moments for the Learner to think about their actions) when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Don't ignore – show care and ownership about all aspects of school life

SECTION 4

Rewards and sanctions

The Trust's aim is to provide a range of opportunities in which pupils can excel and be rewarded and a practical set of sanctions that deal appropriately with poor behaviour. In schools with good standards of behaviour there is a balance between the use of rewards and sanctions.

Praise is used to motivate and encourage, whilst at the same time pupils are aware of sanctions that will be applied for poor behaviour.

Sanctions will be applied where the pupils' conduct falls below that which could reasonably be expected of them. Sanctions can only be applied by an appointed member of staff, while on the academy premises or in the care of the member of staff e.g. on a academy trip, and must be reasonable in accordance with safeguarding procedures, disability, Special Educational Needs, race and other equalities and human rights.

We will use the range of appropriate sanctions and ensure they are applied fairly and consistently by all staff (see Behaviour Management Ladder).

Detention
Teachers and support members of staff have the power to issue detentions to pupils. The use of detention within the Trust is a sanction and can be used:
- any school day where the pupil does not have permission to be absent;

- at lunchtime. If lunchtime detention is imposed, staff will ensure that pupils have a reasonable time for having their lunch and using the toilet.

The following should be considered before issuing a detention outside of school hours:
- Whether the detention is likely to put the child at risk;
- Whether the pupil has known caring responsibilities which mean that 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 circumstances. For instance, notice may not be necessary for a short after school 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 these arrangements are inconvenient for the parent.

Behaviour Support Unit

This is an on-site provision to support pupils whose behaviour is a cause for concern. Pupils may be referred to the BSU when all other behaviour interventions have failed or when a behaviour incident is deemed to be of a serious nature. Pupils who are referred to the BSU during the school day are required to stay until 4.30pm (NB times may vary across the Trust) with parents/carers informed.

The unit also support pupils who are in danger of a fixed term exclusion or on a phased return to lessons after exclusion.

Expulsion

A decision to expel will only take place in response to serious or persistent breaches of the Trust's behaviour policy (see Exclusion Policy – Appendix 1).

It is important that our system identifies matters that should be dealt with by classroom teachers and those which require referral to a more senior member of staff (see Behaviour Management Ladder / Behaviour for Learning).

Rewards

At a whole Trust level praise initiatives are used to reward pupils. The academies and curriculum areas within issue positive notes, electronic messaged to parents through the MyEd app and hold prize draws and further incentives to recognise and reward deserving pupils. The Principal / Headteacher also presents awards on a weekly basis.
We have annual celebration events for pupils through awards evenings. Achievements are also celebrated during assemblies.

Data

Software is used to log incidents of poor behaviour. Staff can enter directly onto the system for such things as lack of equipment, lateness, low-level disruption or more serious incidences of behaviour.

Data is analysed on a regular basis to ensure planning about whole academy and individual behaviour improvement is informed by statistical information.

As a Trust we will:

- have a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff;
- ensure that planning about behaviour improvement is informed by statistical information regarding the use of rewards and sanctions;
- ensure our systems identify which matters should be dealt with by classroom teachers and those which require referral to a more senior member of staff e.g. Assistant Principal / Headteacher with responsibility for managing behaviour.

SECTION 5

Behaviour strategies and the teaching of good behaviour

Understanding how to behave has to be taught. The Trust adopts procedures and practices that help pupils learn how to behave appropriately. Good behaviour must be modelled by adults in their interactions with pupils. We are aware that there are many policies and practices to develop good behaviour in the early years of education that are applicable to older pupils. It is important that we build on the skills pupils have developed. We recognise that children learn respect by receiving it. How staff speak to pupils and praise them helps motivate them to do well.

The Trust will:

- ensure all staff understand, and use consistently, the behaviour management strategies agreed by the Trustees / Academy Council and community which are outlined in the Behaviour Management Ladder;
- use appropriate software to record and monitor behaviour. An effective policy and practice is based on accurate information. Pastoral staff regularly share information for action and intervention;
- ensure all staff joining the Trust (including supply teachers) are given clear guidance and use the Trust's systems and its expectations for behaviour;
- afford opportunities for pupils develop emotional, social and behavioural skills through activities in lessons and personal development time;
- arrange additional 1:1 support for identified pupils through a mentoring programme;
- work in partnership with parents on all matters concerning pupil progress and achievement, including personal, social and academic.

SECTION 6

Staff development and support

The Trust knows that all staff should be equipped with the skills necessary to understand and manage pupil behaviour effectively. Training and coaching are both vital elements of a high quality CPD programme.

The Trust will;

- provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour;
- monitor the effectiveness of the behaviour management techniques used by the Trust via data analysis, discussions with staff, pupils and review of a two-year cycle of the policy with governors and other stakeholders;
- ensure funds are allocated within training budgets to enable support staff e.g. mentors, to be involved in training programmes with teachers using a variety of expertise including specialist advisory teachers;
- ensure that all staff joining the Trust receive induction training. This need applies equally to newly qualified teachers, senior managers and experienced teachers from other schools whose needs are often neglected;
- create opportunities for staff to learn from the expertise of those with a particular responsibility for pupils whose behaviour is challenging;
- develop the specialist skills of staff who have particular leadership responsibilities for improving behaviour.

SECTION 7

Pupil Support Systems

The Trust believes it is important for academies to have effective pastoral support systems.

The Trust will:

- recognise that a good pastoral system involves teachers and support staff;
- ensure that staff allocated with pastoral responsibilities and have appropriate time to carry out their tasks;
- are appropriately trained;
- have adequate administration support;
- have access to specialist support;
- recognise that pupil support is not just about behaviour. We believe good pastoral support is concerned with monitoring academic attainment, attendance developing pupils' ability to become good citizens and reducing barriers to learning;
- ensure that pastoral staff understand and are responsive to the needs of particular groups within the academy and wider community e.g. SEN and disadvantaged pupils;
- ensure that pupils are helped to identify as belonging to a community by sharing a common dress code.

Pupils should feel safe, enjoy and achieve their potential at Southmoor Academy Trust. This cannot take place in a climate that allows bullying, harassment and oppressive behaviour.

As a result the Trust will:

- regularly make clear to pupils, parents and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated;
- ensure all such behaviour is logged and analysed;
- ensure any significant trends are identified and strategies are put in place to address issues raised;
- ensure sanctions are put in place to address any bullying, harassment and oppressive behaviour;
- involve the pupils in developing/reviewing anti-bullying/anti-hate policies via the School Council;
- have a number of support staff, e.g. Pastoral Manager, learning mentors, BSU manager, attendance manager and school nurse to ensure pupils have staff, other than teachers, to talk to if they have concerns about any issues that may be barriers to their learning. We hope this will allow for early intervention and avoid more complex problems developing.

SECTION 8

Liaison with parents and other agencies

The Trust firmly believes it must work in partnership with parent/carers on all aspects of a young person's education, including their behaviour. We accept that good liaison takes time, is demanding and requires resources. The Trust is highly active in establishing these links and forging positive relationships e.g. through curriculum parents' evenings and surveys. The academy ensures it evaluates its contact with parents to build upon good practice identified and amend as appropriate.

The Trust will:

- ensure that reception and other support staff and teachers are trained, so that they are welcoming, and have the skills to deal with difficult parental conversations;
- have clear and well understood procedures in place for dealing with distressed and angry parents;

- ensure key staff receive training appropriate to their needs with regard to dealing with conflict/difficult people situations;
- ensure parents and carers hear from the academy when their children are doing well so that the first contact is positive. There is a greater willingness to work with an academy when the parent or carer believes the academy has the pupil's best interest at heart;
- allocate sufficient resources to allow the academy to communicate effectively with parents and carers;
- be aware our parents too must behave appropriately towards academy staff. Although abusive and intimidating behaviour can come about through frustration, we will take legal advice as appropriate as such behaviour is not acceptable and cannot be tolerated;
- take advantage of technology such as emails and mobile applications to improve communications with parents and carers. However, this should not replace personal contact e.g. we send first day absence texts to parents who may be at work, to ensure information is passed on;
- work with other agencies via the Strengthening Families process and safeguarding procedures as it believes it is important to ensure pupils and their parents are supported appropriately.

SECTION 9

Managing pupil transition

The Trust is aware that pupils find moves between schools and key stages unsettling and provide appropriate support and guidance whether they start at the beginning of an academy year or arrive part way through.

The Trust will:

- ensure that teachers receiving a new class are given appropriate information to help the teacher plan work and manage the class;
- ensure teachers receive information regarding and can build on the social, emotional and behavioural skills already developed by previous teachers, schools. We recognise that change causes anxiety and if not carefully managed can adversely affect pupils' motivation, attitude, attainment and behaviour;
- work closely with parents/carers at transition to reduce this stress;
- ensure in the event of a managed move that the managed move protocols are followed;
- provide primary feeder school transition days and events;
- receive early identification from feeder primary schools about pupil behavioural, learning, personal and social difficulties.

SECTION 10

Organisation and facilities

The Trust is aware that the academy's ethos is communicated in actions as well as words. Pupils' attitudes can be positively or negatively influenced by the academy's physical environment, as well as the personal interactions with staff.

The Trust will:

- recognise that good behaviour and learning are improved when pupils and staff enjoy an attractive, clean environment and therefore ensure we keep repairs and maintenance up to date;
- ensure that when graffiti/mess occurs it is cleaned up immediately;
- ensure the toilets are clean throughout the day, have soap/paper towels/hand dryers;
- ensure that social areas in the Trust are identified and seating provided to encourage pupils to interact;

- ensure timetabling arrangements are checked to see whether they cause difficulties for particular groups of pupils and teachers e.g. teachers roomed to specific areas so they can get to teaching areas quickly, have staff on duty to supervise at key points of movement;
- create a welcoming and comfortable area where parents can be received.

SECTION 11

Confiscation of inappropriate items

Pupils will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item as set out in the table below.

They can be searched on academy premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil e.g. on an academy trip.

If a member of staff suspects a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag and if the pupil refuses, the teacher shall apply an appropriate sanction in line with the referral system.

If the pupil refuses to be searched, the Headteacher / Deputy Headteacher/ Assistant Headteacher, Heads of House / and BSU Manager can still carry out a search in line with the following guidelines:

1. The item is a prohibited item. Prohibited items are knives or weapons, alcohol, illegal drugs and stolen items. They are also '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, or damage to the property of, any person';

2. Ensure the member of staff has reasonable ground for suspicion. For example, they might have heard other pupils talking about the item or they might have noticed a pupil behaving in a way that causes them to be suspicious;

3. The search should be carried out by a person of the same sex where possible and in the presence of the pupil and with another member of staff (preferably of the same sex where possible);

4. The person conducting the search may not require the pupil to remove any clothing other than outer clothing such as hats, shoes, boots, gloves, coats, scarves. Jumpers/sweatshirt may also be included where the pupil has a t-shirt or shirt beneath it;

5. The person conducting the search may search any of the pupil's possessions, this includes any goods over which the pupil has or appears to have control e.g. bags;

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully, are in line with the guidelines above and have dealt with the confiscated items in line with the procedures set out on the next page.

After the search, authorised staff will confiscate the item and dispose of it in the following way:

Items banned in the academy rules	Prohibited items	Procedure after confiscation
Mobile phones in inappropriate circumstances		At Southmoor - Held until the end of the day and then returned to the pupil At Sandhill View - Held by Head/Deputy

		Head/Pastoral manager's office and collected by pupil between 3.35 and 4pm the following Friday
Repeated mobile phones in inappropriate circumstances		Held until parent collects
Cigarettes, tobacco, skins, filters, matches, lighters, e-cigarettes, etc.		Disposed of and parents informed
Electronic devices/earphones		At Southmoor - Held until the end of the day and then returned to the pupil At Sandhill View - Held by Head/Deputy Head/Pastoral manager's office and collected by pupil between 3.35 and 4pm the following Friday
Electronic devices/earphones		Held until parent collects
Any item used in a way that is distracting in lessons or unsafe outside lessons		Held at the discretion of the teacher, depending on the nature of the item
	Knives and other weapons	Handed over to police Parents informed
	Alcohol	Poured down a sink Large quantity handed to the Police Parents informed
	Controlled drugs	Handed over to police Parents informed
	Other substances not believed to be controlled drugs	Handed over to police or disposed of as relevant Parents informed
	Stolen items	Handed to police if of high value Parents informed
	Stolen items	Returned to the owner where of small value Parents informed
	An article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person in an academy	Disposed of Handed to police if offence committed as relevant

Data on confiscated items

Should the Trust have concerns in line with the table below about any data or files on a confiscated device they may examine it and erase said data or files. Again this will be carried out with the pupil present and in the presence of another member of staff.

Data or files which could be searched for	Procedure if found
Indecent pictures that may cause harm or offence to others in the school community	Files deleted and device returned to pupil at end of the day. If serious e.g. Child Protection issue – will be reported to the police or Social Care. Parents informed.
Information relating to illegal activity in an academy e.g. drugs issues	Device handed to police. Parents informed.
Photographs of staff members	Files deleted and device returned at end of day or reported to police if appropriate. Parents informed.

Unsolicited photographs of pupils whilst under an academy's jurisdiction	Files deleted and device returned at end of day or reported to police if appropriate. Parents informed.

If files are deleted, in all cases it will be done in the presence of the pupil and two members of staff.

SECTION 12

The Use of Reasonable Force

Southmoor Multi Academy Trust has a legal duty of care for all its pupils. As such, the Trust does not operate a 'no contact' policy.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual and be in line with Trust policy and reasonableness.

Where a pupil is creating a situation where they are threatening the wellbeing of other pupils, reasonable force may need to be used to control or restrain. It will only be used as a final option.

Staff will try to intervene verbally before using reasonable force.

Where staff fear for their own safety and the pupil is not responding to a verbal request, help should be sought before intervening if possible.

An emergency cover system is in place should staff need support.

Key staff have been trained in the use of reasonable force, and where a risk assessment is in place that might necessitate the use of reasonable force, we will use these staff where possible.

Reasonable force can be used to prevent pupils:

- from hurting themselves or others;
- causing damage to property;
- causing disorder within the class or academy grounds.

The Trust will use reasonable force to:

- remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so if appropriate and safe to do so;
- prevent a pupil behaving in a way that disrupts an academy event or an academy trip or visit if appropriate and safe to do so;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or pupil;
- to stop a fight in an academy grounds;
- restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable adjustments will be made for disabled children or children with SEN.

Where reasonable force has been used parents will be informed and a positive handling form completed.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the Trust's complaints policy.

The onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably.

Suspension is not an automatic response to a complaint being made.

Staff within the Trust have a legal power to use reasonable force in line with the agreed Trust policy.

Staff need to be trained in order to manage the use of reasonable force and carry out their responsibilities under the academy policy and procedure.

Sunderland provides advice and guidance to help schools to develop an appropriate training programme.

'Team Teach' is the recommended de-escalation techniques and holds.

Malicious Accusations against Trust Staff

Pupils who are found after investigation to have made malicious accusations against Trust staff by whatever means will be subject to appropriate sanctions which will be applied up to and including permanent exclusion. This will be determined from a risk assessment which will be undertaken to determine the extent of the damage caused and the likelihood of further future risk.

Hate Incidents

All staff are expected to deal promptly with racist, religious, homophobic, transphobic and disability hate incidents, which must be recorded by pastoral staff. Consideration must be given as to whether further support for the victim and/or community is required.

There is a need to monitor hate incidents in the Trust to get a full picture of the frequency and nature and measure the effectiveness of the methods used by the Trust in responding to such occurrences.

This behaviour policy acknowledges the Trust's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). Any measures and sanctions applied take into account individual needs of pupils and staff.

There can be no place for the use of sarcasm, humiliation, insults or threats as these destroy relationships, limit development, erode confidence, raise resentment and prevent progress.

Having openly declared our philosophy, we must do all we can to pursue and display it.

RESPONSIBILITIES AND DUTIES

The Board of Trustees
It is the responsibility of the Board of Trustees to:
- oversee the development, implementation and monitoring of the Behaviour Policy and regularly review the impact of the policy;
- ensure that each academy in the Trust complies with its statutory obligations regarding behaviour.

The School Council
It is the responsibility of the members of the School Council to:
- encourage representation from all pupils;
- ensure that the pupil voice is heard and addressed by Trust staff.

<u>The Senior Leadership Team</u>
It is the responsibility of senior leaders to:

- ensure that the Trust complies with its statutory obligations with regard to behaviour;
- develop strategies and set targets for achieving effective behaviour practices;
- listen to and address matters presented through pupil voice;
- ensure that pupils have equal access to rewards and sanctions;
- ensure that staff have equal access to behaviour training and development opportunities;
- ensure that staff are appropriately trained in behaviour issues;
- ensure that all pupils are made aware of the Trust's Behaviour Policy;
- monitor data collected on behaviour at regular intervals;
- carry out the responsibilities of line managers with regard to behaviour.

<u>Curriculum Leaders & Pastoral Staff</u>
It is the responsibility of all to:

- ensure the Trust complies with its Behaviour Policy for staff and pupils;
- ensure that any behaviour referrals are properly investigated and that appropriate action is taken;
- ensure that individual records are kept to enable the effective monitoring of behaviour issues.

<u>Staff</u>
It is the responsibility of all Trust staff to:

- comply with the Trust's obligations with regard to behaviour;
- comply with the Trust's Behaviour Policy;
- undergo training on behaviour management;
- maintain, where applicable, sufficient records to enable the effective monitoring of behaviour issues;
- ensure that schemes of work, lesson content and teaching resources contribute to the maintenance of good behaviour;
- promote good behaviour in the classroom and around the academies.

<u>Pupils</u>
It is the responsibility of all pupils to:

- comply with the Trust's Behaviour Policy and code of conduct;
- respect and develop good relationships with staff and pupils.

<u>Parents</u>
It is the responsibility of all parents and carers to:

- ensure that their child attends regularly and punctually, dressed correctly in uniform.
- support their child's learning by attending meetings when required to consider progress or behaviour patterns and play their part in helping the pupil in attempting to change.

MONITORING

The implementation of this policy is monitored by the Board of Trustees. Behaviour data will be reviewed at all levels within the academies.

APPENDIX 1: Suspension and Expulsion Policy

Southmoor Multi Academy Trust is committed to being a fully accessible and inclusive organisation, welcoming and respecting the diversity of its students, staff, community and visitors to the academies.

Rationale

This policy is underpinned by the commitment of all staff to ensure the safety and well-being of the whole school community and to maintain an appropriate educational environment in which all can learn and achieve. We have an overall aim of reducing the need to use expulsion as a sanction.

Introduction

The decision to suspend or expel a student will be taken by the Headteacher in the following circumstances:

(a) In response to a serious breach of the Trust's Behaviour Management Policy;
(b) If allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

Suspension and expulsion are extreme sanctions and are only used by the Headteacher (or, in the absence of the Headteacher, the Deputy/Assistant Headteacher who is acting in that role).

Exclusion will be used when there is an immediate threat to the safety of others in the Trust or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period, the Headteacher will ensure appropriate investigations have been carried out, considering all the evidence available.

Suspension and expulsion may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the Trust's Behaviour Management Policy:

- Physical assault against a pupil (PP) · Fighting · Violent behaviour · Wounding · Obstruction and jostling
- Physical assault against an adult (PA) · Violent behaviour · Wounding · Obstruction and jostling
- Verbal abuse/threatening behaviour against a pupil (VP) · Threatened violence · Aggressive behaviour · Swearing · Verbal intimidation
- Verbal abuse/threatening behaviour against an adult (VA) · Threatened violence · Aggressive behaviour · Swearing · Verbal intimidation
- Use or threat of use of an offensive weapon or prohibited item (OW) · Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, · Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property · Use of an offensive weapon
- Bullying (BU) Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
- Racist abuse (RA) · Racist taunting and harassment · Derogatory racist statements · Verbal abuse that can be attributed to racist characteristics · Racist bullying · Racist graffiti
- Abuse against sexual orientation and gender identity (LG) · Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) · Homophobic, bi phobic and transphobic bullying · LGBT+ graffiti · LGBT+ taunting and harassment · Verbal abuse that can be attributed to LGBT+ characteristics
- Abuse relating to disability (DS) · Derogatory statements about a disability · Bullying related to disability · Disability related graffiti, · Disability related taunting and harassment
- Sexual misconduct (SM) · Sexual abuse · Sexual assault · Sexual harassment · Lewd behaviour· Sexual bullying · Sexual graffiti
- Drug and alcohol related (DA) · Possession of illegal drugs · Inappropriate use of prescribed drugs · Drug dealing · Smoking · Alcohol abuse · Substance abuse

- Persistent or general disruptive behaviour (DB) · Challenging behaviour · Disobedience · Persistent violation of school rules · Raising of fire alarms falsely
- Inappropriate use of social media or online technology (MT) · Sharing of inappropriate images (of adult or pupil) · Cyber bullying or threatening behaviour online · Organising or facilitating criminal behaviour using social media
- Wilful and repeated transgression of protective measures in place to protect public health (PH) Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.
- Damage to property (DM); · Damage · Vandalism · Arson · Graffiti
- Theft (TH); · Stealing school property · Stealing personal property (pupil or adult) · Stealing from local shops/venues on a school outing · Selling and dealing in stolen property
- A serious risk to the health and safety of others
- Unacceptable behaviour which has previously been reported and for which the Trust's sanctions and other interventions have not been successful in modifying the pupil's behaviour;
- Unacceptable/anti social behaviour outside of school can also be considered.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that suspension or expulsion is an appropriate sanction.

Suspension procedure
- Suspensions are of a fixed term nature and are of short duration (usually between one and five days);
- The DOE regulations allow the Headteacher to suspend a pupil for one or more fixed periods not exceeding 45 school days in any one single academic year;
- Following suspension, parents/carers are contacted immediately where possible. A letter will be sent by post or email giving details of the suspension and the date it ends;
- Parents / carers have a right to make representations to the local Academy Council of the Academy, as directed in the letter;
- A 'return to school' meeting will be held following the expiry of the suspension and this will involve the student, parent/carer, a member of the Senior Leadership Team, Pastoral Manager and other staff where appropriate;
- It is Trust practice to monitor behaviour and work of the student very closely for the period following exclusion. This may mean the use of a report or close support by staff;
- If the suspension is greater than five days or an accumulation of suspensions exceed five days, a behaviour support plan may be drawn up. This needs to be agreed with the Academy, student, parents/carers and any agencies involved;
- During the course of a suspension where the pupil is to be at home, parents/carers are advised that the student is not allowed near or on the school premises, and that daytime supervision is their responsibility, as parents/carers.

Suspensions over five days
According to DOE guidance, the Academy Trust is obliged to provide full time education from the sixth day of any period of fixed term exclusion of six days or longer. The Trust will consult with the LA officers for any exclusion of more than five days in order that appropriate full time education and transport is arranged.

The Trust will provide education by working with:
- A Pupil Referral Unit;
- The Local Authority.

The Trust will liaise with the outside education provider to ensure that the student continues with their programme of study. In most cases the Trust will set the work to be completed and ensure that it is completed appropriately.

Expulsion

The decision to expel a student permanently is a very serious one. There are two main types of situation in which expulsion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary issues following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour e.g. repeated bullying (which could include racist or homophobic bullying) or repeated possession and or use of an illegal drug on Academy premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to expel a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff;
- Sexual abuse or assault;
- Use or supply of an illegal drug;
- Carrying an offensive weapon;
- Arson.

The Trust will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the Trust community.

Exercise of discretion

In reaching a decision, the Headteacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether expulsion is the most appropriate sanction, the Headteacher will consider the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the Trust's Behaviour Policy and the effect that the pupil remaining in the Academy would have on the education and welfare of other pupils and staff.

In line with its statutory duty, these same tests of appropriateness will form the basis of the deliberations at a Pupil Discipline Committee when the Governing Body meets to consider the Headteacher's decision to exclude.

Alternatives to Expulsion

The Trust works closely with other local secondary schools to undertake managed moves where such a course of action would be of benefit both to the pupil and the two schools / academies concerned. However, the threat of expulsion will never be used as the means to persuade parents/carers to move their son/daughter to another school.

Lunchtime Exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the Academy premises for the duration of the lunchtime period. This will be treated as suspension and parents will have the same right to gain information and to appeal.

Behaviour Outside School

Pupil behaviour outside the Academy (e.g. educational visits and journeys, away school sports fixtures or a work experience placement) is subject to the Trust's Behaviour Management Policy. Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in school. If pupil behaviour in the immediate

vicinity of the Academy or on a journey to and from the Academy is inappropriate and meets the school criteria for suspension/expulsion then the Headteacher may decide to exclude.

Drug Related Exclusions
In making a decision on whether or not to exclude for a drug-related offence, the Headteacher will have regard to the Trust's published policy on drugs and will also seek advice from the Police.

For further guidance please see DfE publication Exclusions from Maintained Schools, Academies and Pupil Referral units in England.