Support
Tenacity
Responsibility
Innovation
Voice
Equity

Behaviour policy

Date or Review	January 2024
Next Review Date	January 2026
CEO	Sam Coy
Chair of the Trust	Graham Smith
Signed	
Date	

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1. Aims and scope

This policy, applicable in all schools across Scholars Academy Trust, aims to:

• Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe, and supportive environment.

• Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the schools and Trust.

• Outline the expectations and consequences of behaviour.

• Provide a consistent approach to behaviour management that is applied equally to all pupils.

• Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

> • Behaviour in schools: advice for headteachers and school staff 2022
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> • Searching, screening and confiscation at school 2018
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> • Searching, screening and confiscation: advice for schools 2022
>
> • The Equality Act 2010
>
> • Keeping Children Safe in Education

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• Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022 (Updated in 2023)

• Use of reasonable force in schools

• Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

• Schedule 1 of the Education (Independent School Standards) Regulations 2014; Paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, Paragraph 9 requires the school to have a written behaviour policy and Paragraph 10 requires the school to have an anti-bullying strategy.

• DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy. This policy also complies with our funding agreement and articles of association.

3. Definitions

Headteacher: In this policy the term Headteacher also includes any person formally appointed as Acting Headteacher.

Misbehaviour: We have four levels of misbehaviour, consistent across the Trust:

• Low-level misbehaviour

• Intermediate misbehaviour

• Serious misbehaviour

• Very serious misbehaviour

The table in Appendix 2 sets out examples of behaviour which may come under each of these categories together with examples of interventions which may be made by schools for each level.

Prohibited Items which all pupils are banned from taking into or possessing in school are:

• Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

• Abusive or inflammatory texts containing racist, sexist, homophobic or otherwise offensive language or images.

• Acids or toxins.

• Alcohol.

• Any item which may be being used, or have been used to coerce, groom, bribe or intimidate others.

• Mobile telephones/electronic devices when used in a way that contravenes the school rules.

• Fireworks.

• Imitation/replica/toy knives and weapons such as B.B guns.

• Illegal drugs and associated paraphernalia.

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- Knives and weapons.

- Laser pens or similar.

- Legal highs and associated paraphernalia.

- Literature or images considered to be purporting extremist views.

- Pornographic or otherwise offensive images.

- Stolen items.

- Tobacco and cigarette papers and associated paraphernalia.

- Vapes and e-cigarettes and associated equipment including liquid and devices.

We reserve the right to ban other items if their use or dissemination becomes disruptive or unsafe to stakeholders, or if they are considered offensive.

4.Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- deliberately hurtful

- repeated, often over a period of time

- difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting Physical Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	• Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect	verbal Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy, available on our school website.

5.Roles and responsibilities

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The Trustees ,Chief Executive Officer and LGB will approve the School Behaviour Policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for:

• Reviewing and approving this School Behaviour Policy.

• Ensuring that the school environment encourages positive behaviour.

• Ensuring that staff deal effectively with poor behaviour.

• Monitoring how staff implement this policy to ensure rewards, interventions and sanctions are applied consistently to all groups of pupils.

• Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.

• Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

• Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

• Ensuring this policy works alongside the Child Protection and Safeguarding Policy to offer pupils both sanctions and support when necessary.

• Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see Section 13.1).

Teachers and staff are responsible for:

• Creating a calm and safe environment for pupils.

• Establishing and maintaining clear boundaries of acceptable pupil behaviour.

• Implementing the behaviour policy consistently.

• Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils.

• Modelling expected behaviour and positive relationships.

• Providing a personalised approach to the specific behavioural needs of particular pupils.

• Considering their own behaviour on the school culture and how they can uphold school rules and expectations.

• Recording behaviour incidents promptly (see Appendix 3 for a behaviour log).

• Challenging pupils to meet the school's expectations.

The **Senior Leadership Team (SLT)** will support staff in responding to behaviour incidents. Parents and carers Parents and carers, where possible, should:

• Get to know the school's Behaviour Policy and reinforce it at home where appropriate.

• Support their child in adhering to the school's behaviour policy

. • Inform the school of any changes in circumstances that may affect their child's behaviour.

• Discuss any behavioural concerns with the class teacher promptly.

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• Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions and reintegration meetings).

• Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.

• Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour, and the school's policy, and working in collaboration with them to tackle behavioural issues. Pupils THROUGH AGE AP

• The expected standard of behaviour they should be displaying at school.

• That they have a duty to follow the School Behaviour Policy.

• The school's key rules and routines.

• The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.

• The pastoral support that is available to them to help them meet the behavioural standards.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Pupils will be supported to develop an understanding of the school's Behaviour Policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the School Behaviour Policy. Extra support and induction will be provided for pupils who are mid-phase arrivals.

6: School behaviour curriculum

Pupils are expected to:

• Be kind.

• Behave in an orderly and self-controlled way.

• Show respect to members of staff and each other.

• In class, make it possible for all pupils to learn.

• Move appropriately around the school.

• Treat the school buildings and school property with respect.

• Wear the correct uniform at all times

. • Accept and engage with interventions and sanctions when given.

• Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

• Be familiar with this policy and how misbehaviour is defined (with particular reference to Appendix 2 which sets out examples of all levels of misbehaviour).

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile phones

Pupils are not allowed mobile phones in school. Mobile phones pupils use for there journey to and from school should be handed into the school office on arrival and collected at the end of the day. Where pupils don't follow

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this policy, mobile phones will be confiscated and parents informed. Pupils will take their phone hone at the end of day. Repeated disregard for the policy may result in sanctions.

7.Responding to behaviour

Classroom management Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

• Create and maintain a learning rich environment that encourages pupils to be engaged

. • Display the behaviour curriculum or their own classroom rules.

• Develop a positive relationship with pupils, which may include:

- o greeting pupils in the morning/at the start of lessons of establishing clear routines o communicating expectations of behaviour in ways other than verbally highlighting and promoting good behaviour
- o concluding the day positively and starting the next day afresh o having a plan for dealing with low-level disruption
- o using positive reinforcement.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding Policy for more information, available on the school website.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Positive behaviour will be rewarded with:

• Verbal praise.

 • Communicating praise to parents via a phone call or written correspondence.

• Certificates, rewards, prize ceremonies or special assemblies.

 • Positions of responsibility, such as prefect status or being entrusted with a particular decision or project. • Whole-class or year group rewards, such as a popular activity.

• Reward via Class dojo or similar.

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered. The table set out at

Appendix 2 sets out examples of all four levels of misbehaviour together with an indication of school responses which may be taken. Staff will consider both support to address underlying concerns and help improve future behaviour; assessment to identify any special educational needs or other support required; as well as appropriate sanctions. Personal circumstances of the pupil will be taken into account when planning appropriate school responses to misbehaviour and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. The pupil will always be allowed a voice and an opportunity to explain their misbehaviour. Staff will be aware of a pupil's SEND in considering behaviour responses and will take this into account – see Section 9 below.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

• Causing disorder.

• Hurting themselves or others.

 • Damaging property.

• Committing an offence.

Incidents of reasonable force must:

• Always be used as a last resort.

• Be applied using the minimum amount of force and for the minimum amount of time possible.

 • Be used in a way that maintains the safety and dignity of all concerned.

• Never be used as a form of punishment

 • Be recorded and reported to parents

 When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed above at Section 3) found in a pupil's possession may be confiscated, retained, disposed of or handed to the police. For example, alcohol, fireworks, tobacco, e-cigarettes, drugs, illegal highs, weapons, cigarette papers and other paraphernalia may be disposed of. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

 An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if

 • The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

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• in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or

• it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept. If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. An appropriate location for the search will be found. Where possible, this will be away from other pupils.

The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Before carrying out a search the authorised member of staff will:

• Assess whether there is an urgent need for a search.

• Assess whether not doing the search would put other pupils or staff at risk

. • Consider whether the search would pose a safeguarding risk to the pupil.

• Explain to the pupil why they are being searched.

• Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf.

• Explain how and where the search will be carried out.

• Give the pupil the opportunity to ask questions

. • Seek the pupil's co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Headteacher, Designated Safeguarding Lead (or deputy) or Pastoral Lead, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items identified in Section 3, but not to search for items that are only identified in the school rules An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

• Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt).

• Hats, scarves, gloves, shoes, boots. Searching pupils' possessions. Possessions means any items that the pupil has or appears to have control of, including:

• Desks

• Lockers

• Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in Section 3) and items identified in the school rules. An authorised member of staff can search a pupil's possessions when the pupil and another

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member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff. Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

• Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in Section 3.

 • If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in Section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in Section 3). A member of staff will tell the parents as soon as is reasonably practicable:

 • What happened.

 • What was found, if anything.

 • What has been confiscated, if anything.

 • What action the school has taken, including any sanctions that have been applied to their child.

 Support after a search Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's Child Protection and Safeguarding Policy and speak to the DSL. The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

• Proportionate

 • Considered

• Supportive

 • Decided on a case-by-case basis

 The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

• Responding to a report.

 • Carrying out risk assessments, where appropriate, to help determine whether to:

> o   manage the incident internally
> o   refer to early help o refer to children's social care
> o   report to the police.

 Please refer to our Child Protection and Safeguarding Policy for more information.

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Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider an appropriate response in accordance with this policy. Malicious allegations are usually seen as a very serious Level 4 misbehaviour.

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Child Protection and Safeguarding Policy and our Allegations Against Staff Policy for more information on responding to allegations of abuse against staff or other pupils.

Serious interventions

Detention

pupils can be issued with detentions during break, at lunch, or after school. The school will decide whether it is necessary to inform the pupil's parents. When imposing a detention, the school will consider whether doing so would:

• Compromise the pupil's safety.

• Conflict with a medical appointment.

• Prevent the pupil from getting home safely.

• Interrupt the pupil's caring responsibilities.

Removal from classrooms (previously known as isolation) In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

• Restore order if the pupil is being unreasonably disruptive.

• Maintain the safety of all pupils.

• Allow the disruptive pupil to continue their learning in a managed environment.

• Allow the disruptive pupil to regain calm in a safe space. Pupils who have been removed from the classroom will be supervised and will be removed for a maximum of five school days.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from

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the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

• Meetings with learning coaches

• Use of teaching assistants

• Short term behaviour report cards

• Long term behaviour plans School Behaviour Policy

• Pupil support units

• Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log. Removal from the classroom as set out above is distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response. Pupil support unit A pupil support unit is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this unit can be two-fold:

• As a planned intervention for behavioural or pastoral reasons

• As a final preventative measure to support pupils at risk of exclusion.

In both circumstances, the underlying ambition will be to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. The approach in the unit will be aligned to the culture of the whole school and compatible with this policy.

Off-site direction

An off-site direction is when the Headteacher requires a pupil to attend another education setting to improve their behaviour. An off-site direction will only be used:

• As a way to improve future behaviour not as a sanction or punishment for past misconduct.

• As a temporary measure

• Where in-school interventions, support and/or outreach have been unsuccessful or are deemed inappropriate.

Parental agreement is not required but the Headteacher will work closely with parents/carers to ensure the pupil is as well supported as possible. The off-site direction may be made to another mainstream school or alternative provision and may be full time or a combination of part-time alternative provision and part time continued mainstream education. Pupils will be dual registered, and the arrangement will be kept under review for its duration with a reintegration strategy upon its conclusion. The Alternative Provision guidance will be referred to for guidance.

Managed move

A managed move is a permanent move to another mainstream school, as a preventative measure to permanent exclusion. A managed move will be:

• Voluntary and there must be agreement by parents/carers as well as both the current and the new school only suggested when it is the pupil's best interests.

• Offered as part of a planned intervention – appropriate initial intervention will already have been carried out including, where relevant, multi-agency assessment and any statutory assessments.

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• Preceded by information sharing between the current and new school, including data on prior and current attainment, academic potential, a risk assessment and advice on risk management strategies. School

• Supported by an effective integration strategy by the new school. If the pupil has an EHC Plan, contact will be made with the local authority to ensure all statutory duties can be met.

8.Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort. Our priority is to try to prevent pupils being suspended or excluded from school.

The table at Appendix 2 sets out examples whereby suspension or exclusion may be considered, although the lists included are not exhaustive and indicative only. This list is not exhaustive.

There may be other instances of poor behaviour or patterns of persistent lower-level behaviour which are considered to be sufficiently serious in nature to warrant a suspension. In addition, we consider the harm caused to the education and welfare of others in school.

Please refer to the school's Exclusions Policy for further details on suspensions and exclusions, including the school's approach, procedures, and reviews.

9.Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

• Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010).

• Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).

 • If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Our approach to anticipating and removing triggers of misbehaviour:

• Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.

 • Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

. • Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.

 • Training for staff in understanding conditions such as autism.

• Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload. For any pupil with SEND who is at risk of permanent exclusion, the Headteacher

will ensure there is an Scholars Avoiding Exclusion Toolkit in place. Adapting sanctions for pupils with SEND When considering a behavioural response for a pupil with SEND, the school will take into account:

• Whether the pupil was unable to understand the rule or instruction.

• Whether the pupil was unable to act differently at the time as a result of their SEND.

• Whether the pupil is likely to behave aggressively due to their particular SEND.

 If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a particular intervention and if so, whether any reasonable adjustments need to be made. Considering whether a pupil displaying challenging behaviour may have unidentified SEND The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Pupils with an education, health and care (EHC) plan the provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. **Supporting pupils following a sanction**

Reintegration strategy

 Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. Following suspension or other time away from the school to improve behaviour, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education. Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs. The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

• Maintaining regular contact during the suspension or other time off site and welcoming the pupil back to school.

• Daily contact in school with a designated pastoral professional.

• Mentoring by a trusted adult or a local mentoring charity.

 • Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage.

 • Informing the pupil, parents and staff of potential external support.

• Reintegration meeting upon return to school. The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Reintegration meeting

The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community. The pupil, parents, a member of senior staff, and

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any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parents in the event that they cannot or do not attend. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent, and school.

11. Pupil transition Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the School Behaviour Policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process our staff are provided with regular training on managing behaviour, including training on:

• The proper use of restraint.

• The needs of the pupils at the school.

• How SEND and mental health needs impact behaviour. Behaviour management will also form part of continuing professional development.

A staff training log can be found in Appendix 3. 13.

Monitoring arrangements Monitoring and evaluating school behaviour

The school will collect data on the following:

• Behavioural incidents, including removal from the classroom.

• Attendance, permanent exclusion, and suspension.

• Use of pupil support units, off-site directions, and managed moves.

• Incidents of searching, screening, and confiscation. Behaviour incidents, suspensions and exclusions are monitored weekly by the Headteacher and Education Director.

All behaviour data above is included within the Headteacher's Termly Reports submitted to the Headteacher and is thus analysed at a school level by the Headteacher and CEO on a termly basis.

The data will be analysed from a variety of perspectives including:

• At school level.

• By age group.

• At the level of individual members of staff.

• By time of day/week/term.

• By protected characteristic.

Each school will also conduct regular anonymous surveys for staff, pupils, local governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture. The Trust has a Dashboard which monitors behaviour at a Trust level which is analysed on a termly basis by the Education Executive Team.

This policy applies to whole of Scholars Academy Trust

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

This School Behaviour Policy will be reviewed by the Trust and the Headteacher and at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per Section 13.1). At each review, the policy will be approved by the Education Committee.

13. Links with other policies

This School Behaviour Policy is linked to the following policies:

 • Exclusions Policy

• Child Protection and Safeguarding Policy and Low-Level Safeguarding Concerns Policy

• Anti-Bullying Policy

 • Whole-School Equality Policy

 • Mobile Phone Policy

12. Appendix 1:

written statement of behaviour principles

 • Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.

• All students, staff and visitors are free from any form of discrimination.

• Staff and volunteers set an excellent example to students at all times.

• Rewards, behaviour interventions and reasonable force are used consistently by staff, in line with the School Behaviour Policy.

 • The School Behaviour Policy is understood by students and staff.

 • The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.

 • Students are helped to take responsibility for their actions.

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• Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

• Violence or threatening behaviour will not be tolerated in any circumstances

13. Appendix 2: Conduct levels and school responses

Level 1 – Low-level misbehaviour	
Example behaviours	**Example school interventions**
• Chewing gum • Minor breach of the mobile phone policy or other inappropriate use of mobile phone or electronic device • Name calling • Unacceptable classroom conduct: calling out, off task, eating in class, silly behaviour	• Learning conversation outside the classroom. • Pastoral support • A verbal reprimand and reminder of the expectations of behaviour • First warning. • Setting of written tasks such as an account of their behaviour

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• Unacceptable classwork: incomplete, substandard or not done • Unacceptable conduct outside lesson • Unacceptable homework: incomplete, substandard or not done • Uniform/jewellery issues	• Expecting work to be completed at home, or at break or lunchtime • Loss of privileges – for instance, the loss of a prized responsibility • School-based community service, such as tidying a classroom or litter picking • Referring the student to a senior member of staff • Detention at break or lunchtime, or after school

Level 2 – Intermediate misbehaviour	
Example behaviours	**Example school interventions**
Repeated examples of level 1 misbehaviours despite intervention • Disruptive behaviour in lesson • Disruptive behaviour outside lesson • Insolence/rudeness towards staff • Minor physical incident (pushing, shoving) • Not following staff instructions	Learning conversation outside the classroom. • Pastoral support • Contact and engagement with parents/carers • Assessment for SEND – graduated response • Consider multi-agency assessment (incl. early help or statutory) • If EHCP – consider contacting LA, consider calling for a review

• Truancy • Significant breach of the mobile phone policy or other significant inappropriate use of mobile phone or electronic device • Unacceptable conduct in supervised study	• Mentoring or counselling • Second warning. Logged on school system. • Loss of privileges – for instance, the loss of a prized responsibility • School-based community service, such as tidying a classroom or litter picking • Detention at break or lunchtime, or after school • Behaviour report card put in place • Behaviour plan put in place • Agreeing a behaviour contract • Removal of the student from the classroom

Level 3 – Serious misbehaviour	
Example behaviours	**Example school interventions**
• Repeated examples of level 2 misbehaviours despite intervention • Breach of Acceptable Use of Digital Technology Agreement • Damage to property/vandalism/graffiti • Defiance of staff • Fighting • Foul/offensive language • Reckless/dangerous behaviour • Serious physical incident (hitting, kicking) • Significant insolence/rudeness towards staff • Smoking/vaping • Theft • Significant unacceptable conduct outside school • Verbal abuse of another student • Selling/Buying items brought into the school site by students for the purpose of making a gain	• Learning conversation outside the classroom. • Pastoral support • Contact and engagement with parents/carers, potentially a home visit or meeting with Headteacher • Assessment for SEND – graduated response • Consider multi-agency assessment (incl. early help or statutory) • If EHCP – consider contacting LA, consider calling for a review • Mentoring or counselling • Engage with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills. • Liaise with Virtual School Head or social worker where applicable • Liaise with DSL if any safeguarding concerns, including low level concerns • Student Support Unit

This policy applies to whole of Scholars Academy Trust

	• Third warning. Logged on school system.
	• Detention at break, lunchtime, or after school
	• School-based community service, such as tidying a classroom or litter picking
	• Behaviour plan put in place
	• Agreeing a behaviour contract
	• Removal of the student from the classroom
	• Suspension
	• Off-site direction
	• Consider managed move
	• Permanent exclusion

Level 4 – Very serious misbehaviour	
Example behaviours	**Example school interventions**
Repeated examples of level 3 misbehaviours despite intervention	• Pastoral support
• Bringing a school or the Trust into disrepute	• Contact and engagement with parents/carers, potentially a home visit or meeting with Headteacher
• Bullying (of any member of the school community)	• Assessment for SEND – graduated response • Consider multi-agency assessment (incl. early help or statutory)
• Discrimination or harassment	
• Homophobic/biphobic/transphobic behaviour or language	• If EHCP – consider contacting LA, consider calling for a review • Mentoring or counselling
• Racist behaviour or language	• Engage with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
• Defiance of staff which puts the safety of another person in jeopardy	
• Grooming for any purpose including sexual or criminal exploitation and radicalisation	• Liaise with Virtual School Head or social worker where applicable
• Persistent and/or significant disruptive behaviour incompatible with the safe and efficient education of others	• Consider referral to social services
	• Liaise with DSL if any safeguarding concerns, including low level concerns
• Physical assault upon another person	• Student Support Unit

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• Possession/use of a dangerous weapon (or implement/substance which could be construed as a dangerous weapon including imitation weapons)	• Third warning. Logged on school system. • Detention at break or lunchtime, or after school
• Possession or use of illegal drugs, alcohol, cigarettes, vaping equipment or any other Prohibited Item in school or around the school grounds	• Behaviour plan put in place • Agreeing a behaviour contract
• Possession or use of illegal drugs, alcohol, vaping or any other Prohibited Item outside of school where there could be repercussions for the orderly running of the school, or where the action poses a threat to another student, member of staff or member of the school community or where the action could adversely affect the reputation of the school	• Removal of the student from the classroom • Suspension • Off-site direction • Consider managed move • Permanent exclusion • Report to police
• Posting abusive, threatening, misleading, offensive or illegal comments, images or	
• Serious damage to property/vandalism/ graffiti	
• Significant or persistent breach of the Acceptable Use Agreement	
• Sexual misconduct, sexual harassment, sexual assault or other inappropriate sexual behaviour	
• Theft with aggravating circumstances such as violence • Threatening or intimidating behaviour of any kind	
• Malicious accusations	
• Violent disorder	
• Persistent or deliberate reckless or dangerous behaviour	
• Any criminal behaviour	

These tables are indicative and are not a guarantee as to the intervention that will be used for particular misbehaviour. School responses are subjective and consider the individual's circumstances and mitigating factors. In some cases, reasonable adjustments may need to be made

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Appendix 3- For schools to add details of there specific approach.

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