



The Arthur Terry Learning Partnership

Behaviour Policy

This policy was approved by the Trustees on

John Vickers..... Chair of Trustees in December 2021

This policy will be reviewed annually on or before December 2022

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1 Introduction

- 1.1 The Arthur Terry Learning Partnership's behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting engagement in education across its academies. Good behaviour and self-discipline lead to effective learning and helps prepare children and young people for life beyond the academy gate.
- 1.2 This policy outlines the high behavioural standards the Trust expects from all students and sets out the sanctions that will follow if this policy is not adhered to. This policy will be reviewed annually by the Board of Trustees.
- 1.3 A copy of each academy's localised Behaviour Policy can be found on individual websites.

2 Aims and Objectives

By setting high standards of expected behaviour, the Trust and its academies aim to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

- 3.1 This policy applies to all members of the Trust community. Each academy within the Trust will apply sanctions for behaviour that takes place outside of academy premises where it is reasonable to do so.
- 3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the academy, staff will consider:
- 3.2.1 whether the student is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing school uniform or is in some other way identifiable as a pupil at the academy at the time of the poor behaviour; and/or
- 3.2.2 the severity of the misbehaviour, whether the student's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another student

3.2.3 or member of the public or could adversely affect the reputation of the academy and/or Trust.

4 Roles and Responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

4.1 Board of Trustees

The Trustees will work with the central team and academy's senior leadership team to set the ethos and a set of core values that promote high standards of expected behaviour from students attending its academies. Trustees will monitor and evaluate the impact of the policy and will hold the CEO, Directors of Education and headteachers to account for its implementation. Trustees will ensure that they and local governors receive relevant training on exclusions, behaviour, and discipline.

4.2 The Chief Executive Officer

The CEO, supported by the Directors of Education, will ensure that this Behaviour Policy is applied consistently across all academies and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for students requiring additional support. They will ensure that senior staff receive regular continued professional development and training on behaviour management.

4.3 Local Governing Body

Local governors in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the academy headteacher on behavioural sanctions and support put in place for its students. Local governors will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the headteacher.

4.4 Headteacher

Each academy headteacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently. The headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.5 Staff

All staff will:

- apply this policy fairly, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- record incidents of poor behaviour on the school's behaviour platform and any given sanctions;
- provide praise, rewards and reinforce positive behaviour;

- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole Trust community and ensure that the majority of students' education is not jeopardised by the disruptive behaviour of a minority of students;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need;
- identify students who are experiencing difficulties in developing or sustaining appropriate behaviour and consider designing an individual plan with set targets and support strategies embedded within;
- contact parents/carers if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the academy if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.6 Parents and carers

Parents and carers play an important role in ensuring good behaviour from their children. They are expected to take responsibility for their children's behaviour both inside and outside of the academy.

Parents and careers are expected to support the academy as per the Home School Agreement

4.7 Students

Students are responsible for their behaviour both inside and outside of the academy. Expectations and school rules will be shared regularly with students and where appropriate, will be displayed in classrooms. All students will be supported to exhibit the highest standards of respect and courtesy towards each other and all adults whilst extending to the academies resources and physical environment.

5 Rewards

The Trust believes that it is important to encourage good conduct throughout its academies by celebrating and rewarding good behaviour. Students who have been ambassadors for their academy and themselves should be recognised and celebrated.

All staff have a responsibility to implement, monitor and evaluate the use of praise and must ensure there is equality of opportunity for students to achieve rewards regardless of age, ethnicity, gender, special educational needs, and disability.

6 Sanctions

- 6.1 Where a student's conduct falls below the standard which could reasonably be expected of them the academy will impose sanctions (also known as 'disciplinary penalties'). All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the student's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour. The academy uses a range of sanctions in response to incidents of poor behaviour. Whatever sanctions are used, they will be applied consistently and fairly.

Amongst other disciplinary sanctions, academies recognise that suspension/exclusion of students may be necessary where there is a serious breach, or consistent breaches of the academies' Behaviour Policy. This may be needed where allowing the student to remain in school would be damaging to the education of others; in all cases, suspending/excluding a student should be as a last resort.

6.3 Academy staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents regarding students' behaviour when necessary. When a sanction is imposed, parents will be informed as appropriate.

6.4 The academy encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

6.5 The academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the academy's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.

6.6 Under no circumstances will illegal or inappropriate items be tolerated in the academy, and all pupils will respect and look after the academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to students
- physical abuse to/attack on staff
- physical abuse to/attack on students
- any form of bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- gambling on academy property
- recording or taking images of pupils or staff without their express consent
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs"
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the student's behaviour
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy/lateness

- possession of items prohibited under the academy rules (see Annex)

6.7 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the student to remain in the academy would seriously harm the education or welfare of the student or others in the academy. The academy will follow the DfE statutory guidance on exclusions when taking a decision to exclude, either on a fixed-term or permanent basis.

7 Pupils with Special Educational Needs and/or Disabilities

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective academy will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability.

7.3 An individual plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's Special Educational Needs Policy for more information.

8 Investigating Incidents

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In secondary academies students who have witnessed the behaviour will be asked to provide written, signed and dated statements. In primary academies pupils who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the academy will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

8.2 When more than one student is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

8.3 In exceptional circumstances, students may receive a fixed term exclusion pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy.

9 Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a student's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.
- 9.2 Staff may confiscate or seize items in the possession of students that are illegal or banned by the academy rules and may confiscate, retain or dispose of a student's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a student's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items.
- 9.3 A teacher or someone who has lawful control of the child can search a student **with their consent** to look for any item banned by the academy rules. Students must be first asked to empty pockets and bags themselves. If the student refuses to give permission the academy may impose a sanction for failing to follow a reasonable instruction.
- 9.4 Each academy headteacher and other members of staff authorised by them have the power to search a student **without their consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:
- knives or weapons
 - alcohol
 - illegal drugs
 - "legal highs"
 - stolen items
 - e-cigarettes, tobacco and cigarette papers
 - fireworks
 - pornographic images or
 - articles that have been or could be used to commit an offence or cause harm
- 9.5 Any search without consent must be conducted by a member of staff of the same sex as the student in the presence of another member of staff. A member of staff can only carry out a search of a student of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- 9.6 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. These should be logged on MyConcern.
- 9.7 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.
- 9.8 The academy may require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the student of having a weapon and without the student's consent. If the student does not agree to undergo the screening the academy has the right to stop them from entering the premises and will treat the student's absence as unauthorised.

10 Use of reasonable force

- 10.1 The Trust strives to provide a safe learning environment for all students. All members of staff (and anyone whom the headteacher has given the responsibility to be in charge or in control of the students) are lawfully permitted to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.
- 10.2 This power extends to times when staff are lawfully in charge of students but are off the academy premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- 10.3 Sometimes, students may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the student's own safety, the safety of other students and staff, or to ensure that property is not seriously damaged.
- 10.4 All incidents where students need to be held to help them to calm down will be recorded on MyConcern, any behaviour plans reviewed, and parents will be informed.

11 Bullying

- 11.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from 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. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 11.2 The Trust wants to make sure that all pupils feel safe in the academies and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line, or written means and can be directed at both staff and students. The Trust practices a preventative strategy to reduce the chances of bullying, and is instilled in the Trust's curriculum, through the active development of students' social, emotional, and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.
- 11.4 If an allegation of bullying does come up, the respective academy will:
- take it seriously
 - investigate as quickly as possible to establish the facts
 - record and report the incident; depending on how serious the case is, it may be reported to the headteacher
 - provide support and reassurance to the victim
 - make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions

- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider whether exclusion is appropriate in light of the circumstances.

11.5 The Trust believes students should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of students and staff at its academies. Where a member of staff has reasonable grounds to suspect that a student is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the academy's Senior Leadership Team or DSL. Following any such report an investigation will follow during which an authorised member of staff may ask that the student gives them access to their social media account. In the event that the student refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the student.

12 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the headteacher in accordance with the Trust's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions guidance will be followed.

Annex - Rights and Responsibilities of Pupils and Academy Rules

Outlined below are the overarching principles that all academies will adhere to. In addition, on each academy website, there will be an appendix that outlines in more detail how the policy is applied.

Rights	Responsibilities
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for academy equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the academy rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

Academy Rules

- 1 Attend the academy and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).
- 2 Bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day.
- 3 Keep your appearance smart and tidy, and wear specified uniform as set out in the Trust's uniform policy at all times to and from the academy.
- 4 Follow the academy's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.
- 5 Do not use rude, derogatory, racist or defamatory language.
- 6 Do not bully, belittle, or intentionally harm other pupils or staff.
- 7 Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
- 8 Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- 9 Complete academy work and homework on time and to the very best of your ability.
- 10 Take care of your environment, both on the academy site and outside. Do not litter or vandalise property in any way.
- 11 Take care of academy equipment.

- 12 Follow staff instructions (including, when imposed details of groups students can socialise within, moving around the school site in accordance to specific instructions).
- 13 Meeting expectations around sneezing and coughing including adhering to the “catch it, bin it, kill it” policy
- 14 Do not spit or cough in the vicinity of, or deliberately at another pupil, staff member or any other person within the academy.
- 15 Do not share equipment with any other pupils or staff, including drinking bottles unless expressly directed otherwise. Do not eat during lesson times.
- 16 Report to the academy office if you arrive late, feel unwell or need to leave for an appointment. Particularly by notifying your teacher or the academy office if you begin to experience symptoms of Covid-19 namely: a high temperature, a new continuous cough or loss or change to your sense of smell or taste.
- 17 Stay on the academy premises at break and lunch time, including adhering to instructions relating to the areas you can be in during break and lunch time.
- 18 Do not bring into the academy under any circumstances:
 - alcohol and drugs including “legal highs”
 - e-cigarettes, cigarettes, matches, and lighters
 - chewing gum
 - weapons of any kind or instruments/substances intended to be used as weapons
 - material that is inappropriate or illegal for children to have such as racist or pornographic material
 - mobile phones/other non-authorized electric devices
 - any article which 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)