

Hope SENTAMU

LEARNING TRUST

BEHAVIOUR POLICY

THIS OVERARCHING TRUST-WIDE POLICY APPLIES TO ALL TRUST SCHOOLS/ACADEMIES WITHIN THE HOPE SENTAMU LEARNING TRUST. ALL SCHOOLS/ACADEMIES WILL MAINTAIN A LOCAL BEHAVIOUR PROCEDURE RELEVANT TO THE SETTING

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Policy Updates

Date	Page	Policy Updates
November 2022	Whole policy	'Guidance on sexual violence and sexual harassment between children in schools and colleges'. This publication was withdrawn on 1 September 2022 , therefore reference to this withdrawn policy has been removed from this updated policy
November 2022	Whole policy	Policy has been updated to reflect DfE (2022) Keeping Children Safe in Education
November 2022	Whole policy	Policy has been updated to reflect DfE (2022) 'Behaviour and Discipline in Schools'
November 2022	11	Ash Guidance for Schools - Vaping (2022)
November 2022	12	Searching, screening and confiscation guidelines
November 2022	15	Structured appendix A for localised use
December 2023	Whole policy	Reformatted inline with other Trust policies
December 2023	5	1 - Legal framework updated to reflect current legislation and applicable Trust policies
December 2023	11	8 - New section added re: SEMH needs of pupils
December 2023	11	9 - Section renamed and updated to reflect current guidance/legislation on sexual abuse, harassment and discrimination in schools
April 2024	Whole policy	Policy renamed from 'Behaviour' to 'behaviour' Policy
April 2024	12	11 - Section on Mobile Phones added
April 2024	5	Hope Sentamu Learning Trust Vision and Values added

This policy has been approved by:			
Signed		Date	
	<i>Chief Executive Officer</i>		
Signed		Date	
	<i>Chair of Distinctiveness and Personal Development Committee</i>		

Statement of Intent

The Hope Sentamu Learning Trust believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The Trust is committed to:

- Promoting positive behaviour through recognition and reward.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Promote early intervention.
- Praising and rewarding positive behaviour.
- Challenging unacceptable behaviours.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Developing positive relationships with parents/carers.
- Developing positive relationships with pupils.
- Promoting a culture of praise and encouragement in which all pupils can thrive.

The Trust acknowledges that behaviour can sometimes be a result of educational needs, mental health concerns, or other needs and vulnerabilities and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the Trust aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The Trust aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** - the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** - the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** - the schools/academies in the Trust proactively engage with parents/carers, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The Trust's Student Mental Health and Wellbeing Policy and Special Educational Needs and Disability (SEND) Policy outline the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Our Trust Vision

To provide environments where children and young people can thrive.
Life in all its fullness - a place to thrive

Our ambition as a fully inclusive Trust of Church of England schools/academies, including an ecumenical Anglican/Methodist school and community schools/academies, is for all our learners to flourish and to thrive in all aspects of their academic and personal development on their personal spiritual journey; to experience “life in all its fullness”, through our Trust values of Respect, Teamwork and Kindness.

Our Trust vision is closely aligned to the Church of England Vision for Education, of ‘life in all its fullness’ at its heart, for the common good of the whole community. We wish as a Trust to;

- Educate for wisdom, knowledge and skills: enabling our learners to build confidence and delight in seeking wisdom and knowledge and developing talents in all areas of life.
- Educate for hope and aspiration: to enable renewal, to support our learners to cope wisely when things go wrong, opening horizons and guiding learners to achieve their academic and personal goals.
- Educate for community and living well together: a core focus on positive respectful relationships in our schools, working in partnership in our communities and flourishing together.
- Educate for dignity and respect: for all our learners to respect the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our Trust vision is also aligned to the York Diocesan Board of Education (YDBE) vision of seeking to build flourishing communities in schools/academies, parishes and homes. We are part of the wider family of Diocesan schools/academies, churches and communities in the Diocese of York and enjoy working collaboratively together to further enhance the academic and personal development of young people.

Our Trust Values

Respect, Teamwork, Kindness



A respectful and inclusive community, with a culture of thankfulness and appreciation, where we celebrate equality and diversity.



High quality first teaching across all of our schools, in every learning session, without exception.



A broad and balanced educational offer which develops all pupils academically, practically, emotionally, socially and spiritually, leading to great outcomes.



Resilient, sustainable and ethical leadership at all levels of the organisation.

1. Legal Framework

1.1. This policy has due regard to all relevant statutory legislation and guidance including, but not limited to, the following:

- Education Act 1996 and 2002 revision
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- Education (Independent School Standards) Regulations 2014
- DfE (2022) 'Behaviour and Discipline in School'
- DfE (2024) 'Behaviour in Schools: Advice for Headteachers and School Staff'
- DfE (2023) 'Keeping Children Safe in Education'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0-25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: Advice for schools'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'
- Ash Guidance for Schools (2022)
- Police and Criminal Evidence Act 1984 (PACE) Code A and Police and Criminal Evidence Act 1984 (PACE) Code C.
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

1.2. This policy operates in conjunction with the following **Trust** policies:

- Safeguarding and Child Protection Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Suspensions and Permanent Exclusions Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Complaints Policy and Procedure
- Child-on Child Abuse Policy
- Anti-Bullying Policy

1.3. For **faith based schools**, we incorporate the Church of England guidance including;

- Church of England Archbishops' Council Education Division and The National Society Valuing All God's Children (Archbishop's Council Education Division, May 2014).
- Church of England Archbishops' Council Education Division and The National Society A Diocesan Board of Education for the Future (Archbishops' Council Education Division, July 2013), p. 3.
- The Church of England Education Office Statutory Inspection of Anglican and Methodist Schools Evaluation Schedule (The National Society, September 2022).
- The Church of England Education Office Church of England Vision for Education: Deeply Christian, Serving the Common Good (Autumn 2016).
- The Church of England Education Office The Fruit of the Spirit: A Church of England Discussion Paper on Character Education (October 2015).

- The Church of England Foundation for Educational Leadership Leadership of Character Education: Developing Virtues and Celebrating Human Flourishing in Schools (September 2017).

2. Definitions

2.1. Low-level Unacceptable Behaviour

For the purpose of this policy, 'low level unacceptable behaviour' is any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Lack of equipment
- Refusing to complete homework, incomplete homework or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

'Low level unacceptable behaviour' may be escalated to 'serious unacceptable behaviour' depending on the severity of the behaviour. Please refer to Appendix A for further information.

2.2. Serious Unacceptable Behaviour

For the purposes of this policy, 'serious unacceptable behaviour' is defined as any behaviour which may cause harm to oneself or others, damage the reputation of the school/academy within the wider community, and/or any illegal behaviour. Serious misbehaviour includes, but is not limited to:

- Discrimination - not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct, offensive behaviours of a sexual nature, or which affects the dignity of the individual or group of individuals such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Bullying - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- Cyber bullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Repeated breaches of the Behaviour Policy in line with local procedures (please refer to Appendix A for further information)

- Vandalism
- Theft
- Fighting and aggression
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Smoking and vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member
- Repeated incidents of low-level unacceptable behaviour
- Verbal abuse, including swearing, racist remarks and threatening language
- Possession of any prohibited or banned items. Although this list is not exhaustive, examples of these are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Vapes
 - Drug of vape paraphernalia
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - 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)

3. Roles and Responsibilities

3.1. The Trust Board have overall responsibility for:

- Reviewing and approving the Trust wide Behavior Policy and Procedures, in conjunction with the Chief Executive Officer.
- Monitoring the policy's effectiveness in local settings via the Local Governing Committee.
- Supporting the promotion of a whole-Trust culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Complaints Procedure and Policy.

3.2. The Headteacher/Principal is responsible for:

- Monitoring and implementation of this policy and of the rewards and sanctions procedures in the school/academy. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor/unacceptable behaviour.
- Establishing the standard of behaviour expected by pupils within the school/academy.
- developing and implementing local procedures in line with policy and central Trust guidance

- The Headteacher/Principal will ensure that the school/academy environment encourages positive behaviour and that staff deal effectively with poor/unacceptable behaviour, and will monitor how staff implement this policy and the local procedures to ensure rewards and sanctions are applied consistently.
- Reporting to the LGC on the implementation of this policy and the local procedures, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

3.3. The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy and the local procedures, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school/academy manages pupils and parents/carers with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Student Mental Health and Wellbeing Policy.

3.4. The SENCo is responsible for:

- Collaborating with the LGC, Headteacher/Principal and the mental health lead, as part of the Senior Leadership Team (SLT), to determine the strategic development of behavioural and SEMH policies and provisions in the school/academy.
- Undertaking day to day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the Trust's Special Educational Needs and Disability (SEND) Policy.
- Supporting teachers in the further assessment of the pupil's strengths and areas for development and advising on effective implementation of support.

3.5. Teaching staff are responsible for:

- Implementing the Behaviour Policy and the local procedures consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Rewarding positive behaviour
- Aiming to teach all pupils the full curriculum, whatever their prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

3.6. All staff are responsible for:

- Implementing the Behaviour Policy and procedures consistently
- Promoting a supportive and high-quality learning environment
- Modelling high levels of behaviour
- Being aware of the signs of behavioural difficulties
- Setting high expectations for every pupil
- Being aware of the needs, outcomes sought and support provided to any pupils with specific behavioural needs.

3.7. Parents/carers are responsible for:

- Supporting their child to adhere to the Behaviour Policy and procedures set out in the school/academy.
- Informing the school/academy of any changes in circumstances that may affect their child's behaviour.
- Discussing any behavioural concerns with a member of staff.

3.8. Pupils are responsible for:

- Their own behaviour both inside and outside the school/academy.
- Reporting any unacceptable behaviour to a member of staff.
- Behaving in an orderly and self-controlled way.
- Showing respect to all members of staff and each other.
- Treat the school/academy buildings and school/academy property with respect.
- Wearing the correct uniform and having the correct equipment.
- Completion of work set both in and out of the school/academy.
- Accepting sanctions when given.
- Refraining from behaving in a way that brings the school/academy into disrepute, including when outside of the school/academy.

4. Behaviour Management*

All staff have the authority and responsibility to consistently apply the Trust's Behaviour Policy and the local procedures. This includes rewarding pupils, or where necessary putting sanctions in place for those who fail to adhere to the school/academy rules, this can be both inside and outside of the school/academy.

4.1. Promoting good behaviour

The Trust promotes positive behaviours through recognising, praising and rewarding positive behaviours. Each school/academy should ensure that:

- They build and maintain positive relationships with pupils, built on respect.
- Pupils' achievements are recognised within, but also beyond the classroom environment.
- Positive learning environments are provided, where children feel safe and confident and are able to flourish.

4.2. Rewards

As a Trust we promote positive behaviour by recognising and promoting good behaviours, attitudes and achievements that meet our values and expectations.

The Headteacher/Principal at each school/academy is responsible for setting the arrangements for recognising positive behaviours, attitudes and achievements, based on the principles outlined in this policy. This is done through considering the age, maturity and understanding of the pupils at the school/academy. These systems are shared with pupils, staff and parents/carers to ensure a consistent and collaborative approach.

4.3. Sanctions

Staff within the school/academy will apply the appropriate sanctions to incidences of unacceptable behaviour as is set out in the school/academy's behaviour management procedures. This will also be in line with the Trust guidance to schools/academies.

Sanctions will be proportionate to the behaviours displayed, in accordance with the school/academy systems and procedures, and taking into account the pupil's age, SEND needs or any religious requirements.

4.4. Detentions

Detentions are seen as a part of a range of sanctions intending to encourage positive behaviour in pupils. Detentions may be individual, departmental, pastoral or whole school. The appropriate level of detention will be issued in accordance with the school/academy's behaviour procedures.

- Teachers have a legal power to put pupils (under the age of 18) in detention, but will act reasonably and ensure the pupils' safety is not compromised.
- If a lunchtime detention is used, staff will allow reasonable time for the pupil to eat, drink and use the toilet.
- Consent from parents/carers is not required for detentions, but the school/academy will endeavour to inform parents/carers of the detention.
- There is no requirement for notice to be given to parents/carers.

**Please refer to Appendix A for further information.*

5. Classroom Management*

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

5.1. Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil code of conduct within the classroom.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour
 - Highlighting and promoting positive behaviour
 - Concluding the day positively and starting the next day afresh
 - Each lesson is a fresh start
 - Using positive reinforcement.

**Please refer to Appendix A for further information.*

6. Pupil Support

- 6.1. The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- 6.2. The school/academy's special educational needs co-ordinator will 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. Where appropriate a risk assessment will be put in place to support the staff and pupils in managing potential situations where foreseeable. 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/carers to create the plan and review it on a regular basis.

7. Safeguarding

- 7.1. The Trust 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, schools/academies will follow their Safeguarding and Child Protection policies and procedures.

8. Social, Emotional and Mental Health (SEMH) Needs

- 8.1. To help reduce the likelihood of behavioural issues related to SEMH needs, the school/academy will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.
- 8.2. The school/academy will promote resilience as part of a whole-school approach using the following methods:
- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
 - Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
 - Community engagement – the school/academy proactively engages with parents/carers, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing
- 8.3. All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The Trust's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

9. Sexual Abuse, Harassment and Discrimination

- 9.1. The Trust does not accept any form of sexual abuse, harassment and discrimination, including sexual harassment, gender-based bullying and sexual violence. The Trust's procedures for handling child-on-child sexual abuse, harassment and discrimination are detailed in the Trust's Child-on-Child Abuse Policy.
- 9.2. The Trust will work with all schools/academies to ensure that all incidents of sexual harassment and/or violence is 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.
- 9.3. The school/academy will respond appropriately to any sexual harassment complaints inline with the Trust's Safeguarding and Child Protection Policy. Disciplinary sanctions for incidents of sexual harassment

will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

9.4. Where the school/academy is responding to a report of sexual violence, the school/academy will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the Police, and any other partner agencies as required, to ensure that any action the school/academy takes, e.g. disciplinary sanctions, will not jeopardise any ongoing Police investigation.

9.5. The response to any incidents of sexual abuse and/or discrimination will be:

- Prompt
- Proportionate
- Considered
- Supportive

9.6. The schools/academies within the Trust have procedures in place to respond to any concerns regarding children's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the Police

10. Smoking and Controlled Substances, including Vaping

10.1. In accordance with part 1 of the Health Act 2006, all schools/academies in the Trust are smoke-free and vape free environments. Parents/carers, visitors, staff and pupils are instructed not to smoke or vape on school/academy grounds. Pupils are not permitted to bring smoking materials, vaping materials, or nicotine products into the school/academy.

10.2. The Trust will not accept illegal drugs, legal highs and other controlled substances on any of its sites. Where incidents with pupils related to controlled substances occur, the school/academy will follow the procedures outlined in the Trust's Behaviour Policy and Safeguarding and Child Protection Policy.

11. Mobile Phones

11.1. The schools/academies within the Trust recognise that mobile phones, including smart phones, are an important part of everyday life for our pupils, parents/carers and staff, as well as our wider community. Whilst we are able to see the benefits provided by mobile phones, as a trust we are concerned by potential:

- Risks to child protection
- Impact on mental health
- Over reliance on mobile technology
- Impact on learning in the classroom
- Reduced physical socialisation
- Risk of theft, loss, or damage

- 11.2. Consequently, the Trust will not accept the sight or use of mobile phones on its school/academy sites. The appearance or use of mobile phones on the school/academy site will be sanctioned in line with the school/academy's behaviour procedures. *Please refer to Appendix A for further information.*

12. Prohibited Items, Searching Pupils and Confiscation

- 12.1. Headteachers/Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. This must be undertaken by two members of staff who have been trained and at least one colleague must be of the same gender as the pupil to be searched. Best practice is for both colleagues to be of the same gender as the pupil being searched. The prohibited items* are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers and vaping equipment
- Fireworks.
- Pornographic images.
- 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

***The model list above was created using the DfE's 'Searching, screening and confiscation' guidance. To search for any items not listed here, staff will require the consent of the pupil being searched.**

- 12.2. Pupils may refuse to participate due to some of the following reasons
- They are in possession of a prohibited item;
 - They do not understand the instruction;
 - They are unaware of what a search may involve; or
 - They have had a previous distressing experience of being searched.
- 12.3. Schools/academies must keep records of the search, including the reason for the search, who conducted the search and the outcome.
- 12.4. Schools/academies should reinforce the whole-school approach by building and maintaining positive relationships with parents/carers. Parents/carers should always be informed of any search for a prohibited item and the outcome of the search as soon as is practicable. A member of staff should inform the parents/carers of what, if anything, has been confiscated and the resulting action the school/academy has taken, including any sanctions applied.
- 12.5. Schools/academies must analyse the data generated by this record keeping and identify if "searching is falling disproportionately on any group or groups [and] should consider whether any actions should be taken to prevent this".

- 12.6. ***Searches that fall outside of the normal remit of the school/academy must be approved by the Trust Safeguarding Lead before any commencement begins.***

13. Behaviour Off School Site

- 13.1. Sanctions may be applied where a pupil has misbehaved off-site when representing the school/academy*. This means misbehaviour when the pupil is:
- Taking part in any school-organised or school-related activity (e.g. school trips)
 - Travelling to or from the school/academy
 - Wearing school/academy uniform
 - In any other way identifiable as a pupil of our school/academy
 - Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
 - Could have repercussions for the orderly running of the school/academy
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school/academy

**Please refer to Appendix A for further information.*

14. Power to Use Reasonable Force

- 14.1. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 14.2. Headteachers/Principals and **authorised school/academy** staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

15. Malicious Allegations

- 15.1. 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/academy will discipline the pupil in accordance with this policy.
- 15.2. Where a pupil makes an allegation against another pupil and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the pupil in accordance with this policy.
- 15.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school/academy (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.
- 15.4. The school/academy will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Safeguarding and Child Protection Policy, the Child-on-Child Abuse Policy and the

Managing Allegations Against Staff Policy or more information on responding to allegations of abuse against staff or other pupils.

16. Monitoring and Review

- 16.1. This policy is reviewed annually by the Distinctiveness and Personal Development Committee.
- 16.2. Any changes made to this policy by the Trust will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy and the local procedures.
- 16.3. The next scheduled review date for this policy is listed on the cover page of the policy.

BEHAVIOUR POLICY	
Localised School Based Procedures	
School Name:	Graham School
Headteacher/Principal:	Emma Robins
Behaviour Lead:	Andrew Wilson
Designated Safeguarding Lead:	Cath Connell
Implementation Date: <i>Inline with policy approval</i>	May 2024

Introduction

In line with our Trust-wide Behaviour Policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

The localised procedures for the school/academy setting focuses on the following key areas:-

- Rewards System
- Sanctions System

Should you have any concerns or questions relating to the localised procedures, in the first instance, please contact hello@gra.hslt.academy

Rewards System
Relates to item 4.2 in the Trust Behaviour Policy
<p>Graham school recognises that pupils should be rewarded for good behaviour. The school/academy rewards pupils for trying hard and doing their best.</p> <p>Teachers and support staff give pupils stamps when they feel that they are warranted. These stamps are put into a pupil's planner and the stamps are then collated on a regular basis to give an overall total. This total then goes on for recognition at the school/academy's celebration assemblies where pupils are able to win prizes dependent on their performance during each term.</p> <p>The school/academy will use the following rewards for displaying good behaviour:</p> <ul style="list-style-type: none"> ● Certificates ● Postcards home ● Principal awards ● Verbal praise ● Prizes ● Reward points

- End of term whole-class rewards
- Celebration assemblies

Sanctions System

Relates to item 4.3, 4.4 and 5 in the Trust Behaviour Policy

Graham School follows a positive discipline policy. Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil. This sanction process is outlined below.

The school/academy has a range of disciplinary measures which can be used, including, but not limited to, the following:

- Giving a verbal warning
- Providing extra work or repeating unsatisfactory work until it meets the required standard
- Setting additional work as a consequence, e.g. writing tasks
- Taking away privileges, e.g. not being able to participate in non-uniform days, losing social time
- Missing break/lunchtime, or detentions during lunchtime, after school and at weekends
- Engaging in school-based community service, e.g. picking up litter
- Placing the pupil on report for constant monitoring or other consistent behaviour checks
- Placing the pupil in seclusion
- Suspending / excluding the pupil either temporarily or permanently, in extreme cases

Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour. Teachers are expected to act reasonably and fairly.

Senior leaders will make the final decision as to the sanction required where it is appropriate to do so. At all times, teachers will discuss the behaviour with the student to ensure the pupil understands why it is inappropriate and to prevent any recurring behaviour.

Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the Head of Year and/or Assistant/Vice Principal. The Assistant/Vice Principal will keep a record of all reported incidents.

The school/academy does not take serious unacceptable behaviour lightly, and will not hesitate to act in the best interest of the pupils within the school/academy. All bullying incidents will be dealt with in accordance with the procedures outlined in the Trust's Anti-Bullying Policy.

Where pupils display aggressive and/or threatening behaviour, or illegal activity discovered, the school/academy will not hesitate to contact the Police. Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the Trust's Managing Allegations of Against Staff Policy.

The school/academy will consider whether the behaviour displayed by the pupil gives reason to suspect that a pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined

in the Trust's Safeguarding and Child Protection Policy will be followed.

The school/academy will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school/academy will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial.

The Positive Discipline Process within the classroom

PHASE 1: VERBAL WARNING

It is anticipated that many pupils will receive the occasional verbal warning in their time with us. Hopefully, as pupils mature and become more self-disciplined the great majority of pupil/teacher contact will be positive and enthusiastic. Pupils should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The verbal warning, although not recorded, has two clear purposes:

- a) To indicate to pupils that they have done or are doing something which is unacceptable;
- b) To form a link to the more serious PHASE TWO sanction if it is required.

The words 'VERBAL WARNING' will be used by the member of staff, at which point the member of staff will take the pupil's planner and place it on the teacher's desk.

PHASE 2: FIRST WRITTEN COMMENT

A pupil who continues to behave unacceptably despite being given a verbal warning will move into phase two and receive their first written comment which is verbally reinforced by the member of staff. This is then recorded in the appropriate page of the Student Planner with a code and a brief comment followed by staff initials. Pupils will move straight into phase two for lateness, homework, coursework and equipment misdemeanours.

Pupils could move into phase two as a result of continuing the behaviour which led to the initial verbal warning or for behaving in a way which is considered too serious to receive only a verbal warning. If a pupil reaches the maximum number of written comments allowed each week they will move into phase 5 - seclusion. If they complete phase 5 and return to their mainstream education in the same week, but then reach half the maximum written comments in the remainder of that week they will return to seclusion.

PHASE 3: SECOND WRITTEN COMMENT

Occasionally, pupils will continue to behave in an unsatisfactory manner despite receiving both a verbal warning and a first written comment. Such behaviour will result in the student moving into phase 3. Pupils are given a second written comment in their planner, and will then be moved to another seat for the remainder of the lesson.

PHASE 4: THIRD WRITTEN COMMENT

At this point the classroom teacher would come to the decision that a child is persisting in undermining the work of everyone in the room. This is despite receiving a verbal warning, and two written comments at this stage. Pupils are now given a third and final written comment in their planner (no more than 3 comments can be issued in any single lesson). The student will now be removed from the classroom and placed in a safety net.

This comprises a range of KS3 and KS4 teaching rooms that have been identified as being able to 'receive' pupils who have been removed from lessons as a result of phase 4. ON CALL will bring the phase 4 pupil to an appropriate safety net.

The removed pupil must now be submitted for a school detention. This will be at the earliest opportunity. The detention will be written into the next available day in the pupil's planner at this time.

When a pupil is given a fifth detention, parents will be informed of the seriousness of the situation and the consequence of any further school detentions being received. When a sixth school detention is given to any child, that child will automatically move into phase 5 - Seclusion.

PHASE 5: SECLUSION

Seclusion is an extremely serious sanction. The seclusion room is a functional and purposeful environment with a bank of work which covers every curriculum area. The seclusion room is staffed by our Seclusion Manager, supported by the Vice Principal for Student Welfare and others. A video camera will be in operation at all times, supervision at lunchtime will be staffed by the duty rota. Mobile phones will need to be handed in at the start of the seclusion day and will be returned when it is time for students to leave at 15:30.

Pupils will be 'secluded' in the fullest sense of the word. Lunch-break will be taken in the seclusion room and at no time will the secluded pupil be allowed to socialise with other pupils.

The duration of the day in the Seclusion Room will be from 09:10 until 15.30. All pupils who are placed in seclusion must bring their planner and equipment for that day. Any pupil who reaches phase 5 during the school day will go directly to seclusion and remain there until they have completed five full periods of good quality work and behaviour, which will be administered by the Seclusion manager. Parents/carers will be notified of this through the planner.

Pupils placed in seclusion arriving late without good reason will also have to complete the number of good quality, complete lessons. A pupil who is absent during the course of a seclusion session and does not produce a formal medical note will still need to complete the required 5 good lessons of behaviour and work. The period of seclusion should begin at the earliest convenient time.

A record of the period of seclusion will be kept on file. It may also be worth noting once again that this sanction, as with any sanction can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

A pupil who fails to behave appropriately in seclusion is at risk of a suspension, though work will be done to try to help that student to avoid being suspended. Pupils will enter seclusion when they reach 8 comments in a single week; receive an additional 4 comments in the same week after completing seclusion; fail to attend the Principal's detention; or for behaviour incidents deemed to be of a serious nature – identified by the Vice Principal.

PHASE 6 - BEHAVIOUR CONTRACT

Pupils may be placed on behaviour contracts when it is deemed that they have a history of poor behaviour and it is thought that a behaviour contract will be of benefit to the pupil. Each behaviour contract will be bespoke to the child but will not be used before they have at least accrued 5 days in

seclusion within a half term, or they have received 5 suspensions.

Each time the contract is broken the pupil will serve one day's seclusion. Further sanctions for failure to stay within the contract will be considered by the Vice Principal and the child's Director of Progress, although suspensions will be administered at the discretion of the Principal. However, in some instances, it may be deemed that the contract is significantly negatively affecting the individual. In such instances, the Principal reserves the right to administer the behaviour contract in such ways as to avoid these unfavourable scenarios.

Pupils will remain on contract for a period of five weeks. Each time the contract is broken the five-week period begins again.

PHASE 7 – SUSPENSIONS AND EXCLUSION

Pupils who persistently break the contract or who commit a particularly serious misdemeanour can expect to find themselves in phase 7. Suspensions are issued as a final resort to highlight the severity of an incident or a pupil's cumulative behaviour.

Suspensions are issued for a range of serious behaviour incidents including, but not being limited to:

- Defiance
- Unprovoked assault
- Being abusive towards staff
- Use of racist, homophobic or disablist language towards a pupil or a member of staff

If it is felt that a pupil's behaviour has been dangerous, threatening or persistent bullying then a suspension could be issued. A decision to exclude is made entirely by the Principal and the Local Governing Committee.

Fixed term exclusions operate on an increasing tariff within categories. The exclusion tariff will increase in the following manner: 1,1,1,2,2,2,3,3,3,4,4,4,5,5,5 days. Categories that fixed term exclusions operate within are:

- Verbal and physical abuse towards other members of the school community
- Persistent disruptive behaviour - This includes, amongst other things, refusal to follow instructions and general defiance
- Bullying
- Presenting a risk to others – This includes things such as damaging other people's property, theft, sexual misconduct, the involvement of drugs and / or alcohol, etc.

The Principal reserves the right to vary any exclusion tariff dependent on the severity of the offence committed.

Once a pupil has triggered the 10-day exclusion mark, discussions with partner schools in Scarborough may take place to discuss if a managed move may be appropriate. Alternatively, consideration of whether Alternative Provision is necessary will be discussed.

A pupil returning to the school/academy after being excluded for failing or refusing seclusion, will be reintegrated by a Behaviour Support Officer, Director of Progress, Senior Leader, or in some cases the Principal.

The pupil will automatically be placed in seclusion until five hours of good behaviour and work have been completed, and until 3:30pm.

The school/academy also reserves the right to, where it sees appropriate, vary the consequence for failure to adhere to the high standards required by the school/academy. This may take the form of, though is not exclusive to, spending time with senior school leaders, being sent to other schools/academies within our Trust to complete the sanction or being sent to an alternative provision for a period of time. These sanctions will be administered at the discretion of the Principal.