

Behaviour and Discipline **Policy**

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Introduction

It is a primary aim of The Prince Albert Community Trust that every member of PACT feels valued and respected, and that each person is treated fairly. We are a caring school, and our values are built on mutual trust and respect for all. Our behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way. Our system is firm, fair and consistent with high expectations of behaviour and conduct. We believe that every member of the school has the right to learn and teach. Staff will actively challenge poor behaviour, poor attendance, discrimination and bullying at every opportunity.

PACT Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to pupils
- Rewards, sanctions and behaviour management strategies are used consistently by staff in line with the behaviour policy
- The behaviour policy is understood by pupils and staff who all exemplify the school's values
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour issues to foster good relationships between the school and pupils' home life

Policy Aims

School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. Behaviour procedures must be consistently and fairly applied and underpin effective education.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different staff in the PACT in regard to behaviour management
- Outline our system of rewards and sanctions

Expectations

Pupils are expected to conduct themselves in a manner that:

- Promotes the health, safety and well-being of everyone at school
- Upholds the reputation of the school and trust at all times
- Is considerate of the school environment, equipment, resources and property
- Ensures everyone is treated with fairness, kindness and respect

Pupils are expected to:

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Pupil Rights

- The right to be listened to
- The right to feel safe
- The right to be respected
- The right to be treated fairly
- To have access to an education
- To be supported with social, emotional, physical and mental development

Teacher's Rights

- The right to feel safe
- The right to be respected
- The right to teach and educate pupils
- The right to be free from all types of abuse
- To be supported by the school and trust, emotionally and mentally

Behaviour Incidents

Behaviour incident:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework

- Poor attitude
- Incorrect uniform
- Persistent disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Any kind of sexualised behaviour
- Possession of any prohibited items (*see section – Searching Pupils*)

Equality

The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where Permanent Exclusion needs to be considered, the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

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

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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

The Trust does not tolerate bullying of any kind. If we discover that an incidence of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attending PA High are free from fear. A full investigation of any incident reported as bullying will be carried out, support for the victim or victims put into place with close monitoring for a period of time. Parents are kept informed regularly and appropriate sanctions disseminated.

Responsibilities and Expectations

Senior Leaders

- Are committed to being present and proactive in dealing with behaviour
- Will be highly visible, with ambitious goals, supporting year leaders, teachers and pastoral staff with the management of pupil behaviour
- Effectively communicate behaviour updates with all departments, setting realistic, detailed behaviour expectations understood clearly by all members of the school
- Role model highly consistent working practices throughout the school
- Have a clear understanding of the school culture, vision and values
- Provide high levels of support between leadership and staff, including staff CPD
- Ensure all staff adhere to the school behaviour strategies and systems

Pupils

- Know, understand and adhere to the school rules
- Show respect to all other members of the school community
- Respect the personal space and privacy of staff

Parents

- To attend meetings arranged by school to discuss progress in their child's behaviour
- To support their child's learning and progress at school as set out in the home school agreement
- Respond to communication from school and keep school updated with any significant changes that may impact on a child's progress and/or wellbeing
- Discuss any behavioural concerns with the class teacher promptly

Trust Board

- The Trust Board are responsible for reviewing and approving the written statement of behaviour principles
- The Academy Committee will also review this behaviour policy in conjunction with the Director of Safeguarding and monitor the policies effectiveness, holding the Head of School to account for its implementation
- The Trust Board are responsible for monitoring this behaviour policies effectiveness and holding the Head of School to account for its implementation.

Head of School

- The Head of School is responsible for reviewing this behaviour policy in conjunction with the Director of Safeguarding giving due consideration to the school's statement of behaviour principles
- The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
- The Head of School will take action to deal with incidents of poor behaviour management and/or staff who fail to follow the behaviour policy

Teachers

- Ensure that all adults in the room know how to respond to sensitive/vulnerable pupils including those with special educational needs and disabilities
- Have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability
- Treat each child fairly, with respect and understanding
- Display school rules clearly in the classroom ensuring pupils have a clear understanding of what they are
- Display the sanctions and rewards in each class
- Recognise and praise good behaviour
- Celebrate individual and whole class successes
- Meet and greet pupils when they come into the classroom
- Be capable in the management and support of the most challenging pupils
- Identify and refer pupils requiring additional support to the Pastoral Leader
- Reinforce behaviour expectations consistently
- Support pupils to develop their own behaviour management skill and strategies to manage situations
- Report pupils progress to parents ensuring information shared regarding serious incidents resulting in investigations
- Implement the behaviour policy consistently
- Model positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents promptly

Pastoral Leader

- Monitor the number of praise, incentives and sanctions given by individual members of staff
- Ensure that staff understand and adhere to the behaviour policy
- Identify trends in behaviour patterns across whole school
- Implement actions/strategies to improve whole school behaviour
- Understand individual pupil needs in particular, at risk pupils
- Be responsible for the overview of incidents logged, monitor spikes in incidents and respond accordingly
- Support and advise staff (especially those new to the school) on effective strategies for the care and control of pupils
- Take early intervention to prevent undue escalation of incidents
- Communicate with parents using letters, phone calls and meetings to update them on incidents and progress both individually and whole school

Rewards and Sanctions

Rewards

The school operates within a culture of 'catch them being good' and all positives are recognised through verbal feedback, certificates or credits. Pupils are expected to have a positive attitude towards their learning, remain focused and on task and behave in a reasonable manner at all times. Staff must recognise where pupils are consistently adhering to the school rules and/or making efforts to improve their behaviour. Whole school incentives include positive postcards home, awards assemblies, Choices and star pupil certificates.

Prefects

Prefects are selected by the Head of School on an annual basis. The team act as school ambassadors, representing their schools and maintaining a calm and friendly atmosphere for other pupils. In order to be selected as a Prefect, pupils must have an outstanding record of attendance, behaviour and a willingness to help others.

Sanctions

Incident/Complaint

Pupil behaviour is first and foremost the teacher's responsibility. All behaviour incidents must be recorded onto behaviour watch on the day the incident occurs. Class teachers are responsible for the day to day management of behaviour within their classroom, applying the appropriate sanction, communicating with parents and supporting the pupil with their reflection and rehabilitation.

Senior Leaders will be notified through real time notifications of all behaviour incidents and respond to incidents of a serious nature.

Acceptable Sanctions

- A verbal reminder
- Time out or reflection
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

Statement

For serious incidents, pupils must submit an honest, factual account of the event. All other parties involved including bystanders must also submit statements on the day of the event. Statements will be collated by a senior leader on the day the incidence occurs.

Investigations

An investigation is carried out to determine the outcome of a serious incident. Investigations can be led by Class Teachers, Pastoral staff or Senior Leaders and the outcome communicated to all parties involved.

Decision

Following a serious incident, the senior leader overseeing the investigation will decide on an appropriate outcome. This may involve a sanction for persons involved which must be in line with the severity of the behaviour.

Review Meeting

All behaviour incidents including investigation notes, parent communication and sanctions must be recorded onto Behaviour Watch. Following a serious incident, a review meeting may take place to take account of pupil, parent and staff views and recommendations.

Isolation

Isolation may be used as a sanction in response to a serious behaviour incident or persistent breaches of this policy. Pupils sent to isolation will be expected to complete the same work as they would in class.

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or travelling to or from school.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head of School will consider whether to take disciplinary action in accordance with this policy. The school will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

Peer to Peer Sexualised Behaviour

If staff become aware that a pupil is displaying or participating in sexualised behaviour, a judgement will be made by a senior leader to determine whether the behaviour is abusive. If the behaviour is inappropriate but not thought to be abusive, school will speak to the pupil's parent(s) regarding the incident and actions taken in line with the school

behaviour sanctions. If the behaviour is thought to be abusive, a Designated Senior Leader must refer to Children's Services, inform parents and seek the involvement of the police.

Classroom Behaviour

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

- Create and maintain a stimulating environment that encourages pupil engagement
- Display the pupil code of conduct or their own classroom rules
- 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 in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day and each interaction positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Positive Handling/Reasonable Force

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 prevent high levels of disruption in the classroom.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact.

In deciding whether reasonable force is required, staff should consider the risks presented by incidents carefully. The needs of the pupils should be considered, including any with SEND or with medical conditions.

Reasons for restraint:

- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- To prevent a pupil from harming themselves through physical outbursts

Where reasonable force is used by a member of staff, the incident must be recorded in writing. The pupil's parents will be informed about incidents involving the use of force.

Senior Leaders 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, lighters, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Incidents of physical restraint 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.

Exclusions

The decision to exclude a pupil is made in response to serious breaches of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair.

School has a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Particular consideration will be given to the fair treatment of pupils from groups who are vulnerable to exclusion.

Only the Head of School (or, in the absence of the Head of School the Acting Head or Deputy Head teacher) has authority to exclude a pupil from school.

There will be a clear strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.

Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and ability to understand.

Examples of behaviour which may result in exclusion:

- Supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco.
- Theft, blackmail, physical violence, intimidation, racism or bullying.

- Misconduct of a sexual nature; supply or possession of pornography.
- Possession or use of firearms or other weapons.
- Fraud or computer hacking.
- Vandalism.
- Serious academic malpractice including plagiarism.
- Sending or sharing images or messages of a sexual nature which could be deemed inappropriate or harmful.

A pupil can be permanently excluded from school. The decision to exclude permanently is a serious one. It is usually the final step in a process of dealing with serious behaviour incidents following a range of other strategies, which have been tried without success. It is an acknowledgement that school has exhausted all available strategies for dealing with the pupil and should normally be used as a last resort.

There may be exceptional circumstances where, in the judgement of the Head of School it is appropriate to exclude permanently for a first or 'one-off' offence.

Internal Exclusions

An internal exclusion will take place if a student has been involved in a high number of incidents in and out of the classroom. This is usually the next step after receiving fixed term exclusions with an aim to prevent or reduce the risk of permanent exclusion. A pupil will be sent to a local school for a fixed number of days dependent on the severity of their incidents (maximum of 5 days). An agreement between Head of School/Head Teacher will be made regarding the duration of the students stay, the pastoral provision, attendance and registration.

Managed Moves

A managed move will be considered if a pupil is at risk of permanent exclusion. The aim is for the pupil to have a trial transfer to another school on a dual registration basis. School must gain the consent of the pupils' parents and head of the supporting school. This action is voluntary and is not to be used as a sanction. It should always form part of a supportive package made voluntary to parents and pupils.

Searching Pupils

Informed consent: DSLs may search a pupil with their consent for any item. If a DSL suspects that a pupil has a banned item in his possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

Searches without consent: In relation to prohibited items, the Head of School, and staff authorised by the Head of School, may restrain a pupil where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession that may cause harm to themselves, others or damage to property.

An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break school rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break school rules.

Prohibited Items

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/cigarettes, including E-cigarettes
- Fireworks
- Pornographic images
- Tools and sharp objects
- Large volumes of money
- Items brought into school with the intention to exchange for money
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. Staff will also confiscate any item which is harmful or detrimental to school discipline including mobile phones. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Weapons, knives and child pornography must always be handed over to the police, otherwise it is for the DSL to decide if to return a confiscated item at the end of the school day to the pupils parents.

Pupil Support Systems

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. The approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Pastoral Leader 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 externally, an Educational Psychologist, School Nurse, Family Support Worker and/or others, to identify or support specific needs.

Pupil Transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term. Information on behaviour issues must be shared with new settings for those pupils transferring to other schools.

Staff Training

All PACT staff are provided with training on managing behaviour, including appropriate use of restraint on an annual basis. Behaviour management will also form part of continuing professional development throughout the academic year.

Review

This policy will be reviewed biannually. The Trust Board may wish for this policy to be reviewed earlier than this, if the government introduces new regulations, or if the Board receives recommendations on how the policy might be improved.