

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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Contents

Policy Updates	3
Statement of Intent	4
Our Trust Vision	5
Our Trust Values	5
1. Legal Framework	6
2. Definitions	7
3. Roles and Responsibilities	8
4. Behaviour Management*	10
5. Classroom Management*	11
6. Pupil Support	11
7. Safeguarding	12
8. Social, Emotional and Mental Health (SEMH) Needs	12
9. Sexual Abuse, Harassment and Discrimination	12
10. Smoking and Controlled Substances, including Vaping	13
11. Mobile Phones	13
12. Prohibited Items, Searching Pupils and Confiscation	14
13. Behaviour Off School Site	15
14. Power to Use Reasonable Force	15
15. Malicious Allegations	15
16. Monitoring and Review	16
Appendix A - Localised Procedures	17

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 This publication was withdrawn on 1 September 2022 , therefore reference to this withdrawn policy has been removed from this updated policy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	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:	Manor CE Academy
Headteacher/Principal:	Jordan Cairns
Behaviour Lead:	Louise Scaum
Designated Safeguarding Lead:	Louise Scaum
Implementation Date: <i>Inline with policy approval</i>	September 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.

This policy and localised procedures are underpinned by our schools vision and values.

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@mce.hslt.academy

Rewards System
Relates to item 4.2 in the Trust Behaviour Policy
<p>The Manor CE Academy Reward and House system aims to ensure that all students are known and cared for as individuals to enable them to make outstanding progress.</p> <p>The students join one of the four Houses; Abbey, King’s, Stuart, and Wentworth. All four have historical links to the academy. Sir Thomas Wentworth invited King Charles I (House of Stuart) to stay at the King’s Manor, located near St Mary’s Abbey. King’s Manor was, from 1813 to 1922, home to Manor and it was this historic city centre building from which the academy first took its name. There are a wide range of House events throughout the year, including; form tasks, house competitions and sporting events. At the end of each year the victorious House receives the House Championship Trophy and celebrates their success with a rewards event.</p> <p>Students are rewarded through multiple systems across the school. Merits are awarded by all staff for great attitude to learning, outstanding work, resilience to challenge and living the school's values. Each week the highest merit earner in each form is given 'Merit Lead', this gives students the ability to skip</p>

the lunch queue with a friend to reward their hard work over the previous week. Merits are collected across the year and can be cashed in at our Merit Shop for prizes and rewards.

Alongside merits, staff awarded tickets, the first is the Manor Ticket which is awarded to one outstanding student each lesson. Students then place their ticket into one of three boxes to be in with a chance of winning voucher prizes, 9 prizes are drawn per half term. The second is the Golden Ticket, given to one student per week by each member of staff, these prizes are far more substantial and 1 prize is drawn every term.

There are also a variety of awards students can be nominated for, such as the Our Principals Award, nominated by staff for students who live out our school values across a week, awarded with 5 merits and a Manor Ticket. We also have our Half Term Hero Award, nominated by staff and awarded to those students who have worked outstandingly throughout the half term, awarded with 10 merits and a Golden Ticket.

On top of this, students are rewarded for their efforts across the year on things like their attendance, their academic attainment and their overall successes across the year. These awards are given to students usually at the end of the academic year, either during our year group collective worship or during our yearly presentation evening.

Other rewards that are given include:

- Certificates
- Badges
- Postcards
- Verbal and written praise
- Trips and visits

Sanctions System

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

Basic Expectations of Student Behaviour

CLASSROOM EXPECTATIONS:

1. Arrive on time, fully equipped, in academy uniform, and ready to start the lesson in silence.
2. Take your planner to every lesson, have them opened on the desk, and accurately record all the homework details
3. Follow the silence for learning commitment to prepare for work.
4. Do as you are asked by all staff – first time, every time.
5. Listen carefully when the teacher or another person is talking.
6. Always try your best, without disturbing others.

7. Stand in silence at the end of lessons until you are dismissed.
8. Always do your homework properly and hand it in on time.
9. Take pride in our work and keep books, including planners, in good condition.

AROUND SCHOOL EXPECTATIONS:

1. Arrive for registration and all lessons on time.
 2. Be polite and show respect for other people.
 3. Do as you are asked by all staff – first time, every time.
 4. Wear your academy uniform correctly at all times. Coats should be removed before entering the academy building.
 5. This is your academy, look after it. Look after property and put all litter in bins.
 6. Eat and drink in the right place at the right time.
 7. Walk around the academy sensibly & quietly, keep to the left and follow the one-way system.
 8. Ensure that mobile phones are not seen or heard during the academy day. This includes break and lunchtime. They will be confiscated if heard or seen.
 9. We have red zones in school (changing rooms and toilets) where no electronic devices are allowed to be used. This is for safeguarding reasons.
 10. Students must use the toilet facilities designated to them and there should be no more than one person per cubicle.
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PART 1: Sanctions Pathway within the Classroom (Phase 1 -3)

Within the classroom, three key sanction phases are identified. It is essential that all students, parents/carers, and members of staff understand this framework and its consequences. At all times the intention of the procedures is to bring a halt to unacceptable working performance and from this point to encourage each student to engage in positive learning. Each member of staff must seek to operate within the framework. The phases must be worked through in a logical manner.

Manor CE Academy operates a number of sanctions which are designed to discourage students from making poor behaviour choices and provide reflection upon previous decisions, encouraging students to make better choices moving forward. If a student's behaviour is unacceptable the sanctions pathway will begin.

Examples of (but not limited to) the possible behaviours that are sanctioned and start the pathway within a lesson are detailed below:

- Defiance
- Disruption
- Insufficient work

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 pupils' planner and place it on the teacher's desk.

PHASE 2 - WRITTEN COMMENT (CODE)

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 pupil planner with a code, and a brief comment followed by staff initials.

Pupils could move into phase 2 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. Examples of this include, but are not limited to:

- Inappropriate use of technology
- Offensive language
- Unsafe behaviour

If a pupil reaches the 6 written behaviour comments allowed each week they will move to internal exclusion.

Written Comments (codes)

A code will be issued by staff when a student fails to meet one of the academy expectations. These codes are listed below:

- B** – Behaviour
- S** – School Site Behaviour
- E** – Equipment and Organisation
- L** – Late to lesson

Codes are recorded in the student planner. When a code is written into the planner, it will be recorded on the appropriate side of the student planner with a code, date, staff initials, and brief description of the issue.

- All behaviour codes will be recorded on the right-hand side of the planner (B and S).
- All organisational codes will be recorded on the left-hand side of the planner (E and L)

PLANNER - LEFT-HAND SIDE (LHS):

- The accumulation of 3 codes on the LHS of the planner leads to a lunchtime detention.
- This detention will be recorded on Edulink and an alert will be sent to the student, parent and form tutor
- The accumulation of 6 codes on the LHS will result in an after school detention being issued.

PLANNER - RIGHT-HAND SIDE (RHS)

- On the sixth code on the right-hand side, the student will complete a day in internal exclusion

Homework

Students who fail to hand in homework or coursework will be given a lunchtime detention by the class teacher. We operate a second-chance system whereby if they complete and submit the missing homework on the next school day, prior to the detention, the detention will be removed.

Late to School

Students who are late to the start of the school day without an authorised reason will receive a lunchtime detention to complete on the same day.

Late to Lesson

Students who are late to their lesson without a valid reason will receive an L code. 'Lateness' is determined by the teacher.

Uniform and Appearance

Students are expected to attend school in the correct uniform. This will be checked at the door by Heads of Years, as well as in registration by form tutors, and throughout the day.

If students arrive with missing or incorrect uniform (for example in the incorrect footwear, wearing leggings/jeans, or without a blazer), they will be sent to the pastoral area and expected to borrow school supplies. At the point of loan, students will be expected to 'trade' in a personal item such as a mobile phone, which will be returned to them at the end of the school day when the loaned uniform is returned.

If students arrive with additional jewellery or piercings beyond that permitted in the uniform policy, they will be expected to hand these items over to the member of staff concerned, and collect them at the end of the day from the main office.

If students refuse to hand over items, or borrow spare uniform, they will be placed in internal exclusion for the remainder of the day.

Students who repeatedly attend school without the correct uniform will then receive increasing sanctions such as lunch time and after school detentions, and internal exclusion.

Equipment

Students are expected to bring the following each day to school:

- Pen
- Pencil
- Ruler
- Planner

A check of equipment should take place in the morning by the Tutor. If a student does not arrive at school fully equipped, they will receive an E code.

E codes can also be given for specific subjects, for example (but not limited to):

- Failure to bring ingredients/materials for D&T
- Calculator for Maths and Science
- Sports kit for PE

Students who repeatedly attend school without the equipment will then receive increasing sanctions such as lunch time and after school detentions, and internal exclusion.

PHASE 3 - ONCALL

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 a written comment at this stage. The pupil will now be removed from the classroom and placed in a safety net. The removed pupil will be entered for a lunchtime detention which will take at the earliest opportunity

Manor CE Academy has a whole academy safety net timetable in place. This is 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 3. The ONCALL staff will bring the phase 3 pupils to an appropriate safety net. If a pupil refuses or fails the safety net then they will be moved to internal exclusion for the remainder of the day.

Pupils could move directly to phase 3 for behaving in a way which is considered too serious to receive only a phase 2 sanction. Examples of this include, but are not limited to:

- Dangerous or aggressive behaviour.
- Bullying or verbal abuse to other students.
- Theft and damage
- Direct refusal to hand over the student planner to the member of staff

PART 2: Sanctions Pathway for Beyond the Classroom (Phase 4 -6)

PHASE 4 - INTERNAL EXCLUSION

Students can be placed directly into Internal Exclusion for behaviours such as, but not limited to:

- Refusing the safety net following a phase 3 (ONCALL) removal, despite a reasonable time frame.
- Refusing to correct their uniform.
- Failure to attend or successfully complete an after school detention
- Use of the mobile phone and subsequently refusing to give this to staff.
- Defiance
- Bullying
- Inappropriate use of technology including taking images or videos of others without consent
- Willful and deliberate damage to property.
- Violent and aggressive behaviour including 'play fighting'.
- Grossly offensive language including racial, sexist, homophobic, and disablist language.
- Sharing a toilet cubicle.
- Truancy.

Students will also be placed into Internal Exclusion for the accumulation of 6 behaviour codes, or for 3 or more phase 2 removals in one day, or 5 or more phase 3 removals in one week.

Whilst in the Internal Exclusion room students will be provided with curriculum work from their classroom teachers, but may also be required to complete reflective work based on the reason for the phase 4 sanction.

Break and lunch will be taken in the Internal Exclusion room and at no time will students be allowed to socialise with other students. The duration of the day in reflection will be from the start of period 1 until the end of the school day. All students who are placed there must bring their planner and equipment for the designated sessions there.

If the Internal Exclusion is for failing to attend an after school detention, they will remain in Internal Exclusion until one hour after the end of the school day in order to complete this detention.

Any student who fails to behave appropriately in IE, will be suspended. They will receive 3 warnings before suspension. We will endeavour to call parents/carers after a second warning to allow them to discuss their behaviour with you. If contact is attempted but has not been possible, the student will still be suspended at the third warning. Students may be required to spend a period of time in another school for this period of time (off site direction).

Any student who refuses to go into Internal Exclusion will be suspended from the academy. Students may be required to spend a period of time in another school for this period of time (off site direction).

Any student suspended for failing or refusing Internal Exclusion will be expected to complete a day in Internal Exclusion on their return to school.

Mobile phones, and smart watches must be handed in at the start of Internal Exclusion. If students are caught with a phone in your pocket they will repeat the day.

All incidents will be reported on Edulink and an alert sent to the student, parent and form tutor. The Head of Year will contact parents to discuss at the earliest opportunity.

PHASE 5: FIXED TERM SUSPENSION

Suspensions may be used for students who have completed all of the other levels of punishment and still continue to disrupt the learning of other students. This phase is meant as the last punishment before possible permanent exclusion.

Fixed term suspensions may be issued for a range of serious behaviour incidents to sanction a student for the severity of an incident or a student's cumulative behaviour including, but not being limited to:

- Defiance.
- Direct verbal abuse to staff.
- Threatening or intimidating behaviour to staff.
- Assault on a student.
- Use of racist, homophobic or disablist language towards a student or a member of staff.
- Persistent bullying.
- Possession of or being under the influence of illegal substances.
- Possession of a weapon on school premises.

The length of the suspension will depend on the seriousness of the offence and the circumstances surrounding it.

The decision to suspend is the Principal's decision. Once this decision has been made parents/carers should be contacted, the student should be collected immediately or permission given for them to leave the site.

Work will be arranged for students who are suspended to complete via Google Classroom for all **suspensions of more than one day.**

A readmission meeting involving the student, parent or carer and the appropriate staff member should take place before the student returns to school.

- Details of the timing of the meeting will be contained in the suspension letter.
- A re-admission document will be completed during the meeting.
- The meeting should review the reasons for the suspension, set targets for behaviour and detail the student, parent/carers and staff member's voice.
- Interventions to support the student in amending their behaviour will be offered.

PHASE 6: PERMANENT EXCLUSION

Permanent exclusion from school is a last resort when all attempts to modify a students' behaviour have failed. A permanent exclusion will be given in response to a serious breach or persistent 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 such as staff or pupils in the school.

Permanent exclusions could also be used for single serious incidents such as, but not limited to:

- Dealing in illegal substances
- Assault on a member of staff
- Serious and unprovoked assault on another student
- Bringing a prohibited item onto school premises.

This decision can only be made by the Principal and then has to be considered by the Governor's Disciplinary Committee.

PART 3: SANCTIONS PATHWAY FOR UNSTRUCTURED TIME

We have high expectations for behaviour from students at all times, including behaviour on the corridors, in the dining facilities, and outside. When these expectations are not met, students will follow the sanction pathway below.

PHASE 1: VERBAL WARNING

If appropriate, students should be given a verbal warning to provide time to correct their behaviour. If a student's behaviour continues to be unacceptable the sanctions pathway will begin.

PHASE 2 - WRITTEN COMMENT (CODE)

The member of staff will record this as an S code onto Edulink and it will also be written in the student planner. If the student refuses to hand over the student planner, this will escalate to phase 3. Pupils could move into phase 2 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. Examples include, but are not limited to:

- Running on the corridor
- Not following the one way system
- Littering or graffiti

PHASE 3 - ONCALL

All oncalls will be logged on Edulink and a lunchtime detention will be issued. An alert will be sent to the student, parent and form tutor to inform them of the detention date. Pupils could move into phase 3 as a result of continuing the behaviour, refusing to hand over the planner, or for behaving in a way which is considered too serious to receive only a phase 2 comment. Examples include, but are not limited to:

- Boisterous and unsafe behaviour
- Being out of bounds
- Walking away from staff
- Skipping the lunch queue or pushing in

PHASE 4 - INTERNAL EXCLUSION

Students can be placed directly into Internal Exclusion for a range of behavioural choices including but not limited to:

- Refusing to correct their uniform.
- Use of the mobile phone and subsequently refusing to give this to staff.
- Deliberate damage to property.
- Violent or aggressive behaviour.
- Grossly offensive language.
- Sharing a toilet cubicle.
- Truancy.
- Defiance.

All incidents will be reported on Edulink and an alert sent to the student, parent and form tutor. The Head of Year will contact parents to discuss at the earliest opportunity.

PHASE 5 - FIXED TERM SUSPENSION & PHASE 6 - PERMANENT EXCLUSION

These operate in the same way as the '*Sanctions Pathway Within the Classroom*' section.

PART 4 - Detentions

Students may be sanctioned with a detention in line with the sanction pathways detailed above.

Detentions can either be at lunchtime for no longer than 30 minutes, or for an hour after school.

Detentions are recorded on Edulink and an alert is sent to the student, parent and form tutor to advise them of the date, time and reason for the detention. It will also be communicated verbally to students.

If a student is unable to attend a detention for a genuine reason they must see the Pastoral team **before the detention date**. Any reasons provided on the day of or the day after the detention has been missed will not be accepted.

If the student misses a 30 minute lunchtime detention, fails to arrive on time for it, or behaves poorly in detention, an after-school detention will be issued. The after school detention will be for an hour directly following the end of the school day.

Failure to attend an after-school detention will result in a day in IE.