Kings Academy Trust

Behaviour Policy

Last Reviewed	September 2019
Next Review	September 2020
Next Review	September 2022

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SAFEGUARDING POLICIES CHILDREN AND YOUNG PEOPLE
The safeguarding policies (list back page) are in place to help prevent children and young people up to 18 years of age being at risk of harm. The Trust advises the safeguarding policies are read in conjunction with each other. If you have any concerns or questions regarding policies, please refer to a member of SLT.

WORRIED ABOUT A CHILD/YOUNG PERSON
If you are worried about a child or a young person being at risk of harm please speak to **Designated Safeguarding Lead** (DSL) or, in their absence the Deputy DSL. **DO NOT IGNORE IT.**

EXTREMISM/RADICALISATION
All staff and Trustees are to be familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. Staff are made aware of the potential indicating factors when a child is vulnerable to being radicalised or exposed to extreme views. These include peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial (damaging) behaviour and personal or political grievances. Staff to report any concerns to the **Single Point of Contact** (SPOC).

SAFEGUARDING /HEALTH AND SAFETY
We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child and we strive to provide this within our classrooms. All staff follow health and safety guidelines.

SPIRITUAL, MORAL, SOCIAL & CULTURAL
We work to prevent children and young people from developing extreme and radical views by embedding SMSC principles throughout the curriculum. During lessons we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our children and young people with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

Vocational Training and Work Placements: External providers will be provided with a copy of the policy. They will be expected to follow the policy and inform school of behavioural incidents to the ensure safety of all pupils and appropriate sanctions put in place.

For more details/information on Safeguarding refer to the following documents:
- Keeping Children safe in education (statutory guidance for schools and colleges): September 2021
- Working together to safeguard children (A guide to inter-agency working to safeguard and promote the welfare of children: 2018
- Guidance for safer working practice for those working with children and young people in educational settings : 2019
- Safeguarding & Child Protection Procedures

<u>Important</u>: **Please refer to the list of safeguarding policies (on back page) includes specific Safeguarding/Child Protection issues towards children and young people. The purpose of this policy**

The purpose of this behaviour policy is to:
- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils.

The Governing body has a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
The aim of this policy is to promote good behaviour among pupils which links with the Anti-Bullying policy. This policy sets out the disciplinary sanctions to be adopted if a pupil misbehaves.
This behaviour policy, acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN. Punishment must be reasonable and account must be taken of

the pupil's age, any special educational needs or disability they may have. (Section 91 of the Education and Inspectors Act 2006)

Promoting Positive Behaviour
We firmly believe that providing our students with imaginative and appropriate teaching and learning experiences is the most effective way of promoting positive behaviour. We recognise that our ever changing pupil community present with a varied range of needs and that it is our responsibility to ensure that alongside our whole school code of conduct and school rules we recognise the individuality of each student and their stage of development. We carefully plan learning experiences to match the needs of each child and deal with behaviour issues likewise in a holistic and supportive manner.
We recognise that a good behaviour policy reflects the vision of the school and enhances the quality of relationships found in the school, promoting mutual respect, courtesy, esteem, and a preparedness to learn in a safe and effective working atmosphere. Positive behaviour is always acknowledged and rewarded. Negative behaviour is always dealt with and sanctions issued.

This policy is written in conjunction with our Anti-Bullying Policy to ensure that our pupils are safeguarded against harmful behaviour. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

This policy also takes into account harmful behaviour as a result of extremism and radicalisation. All staff are familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. We look out for indicators and report any concerns.

We work to prevent pupils from developing extreme and radical views by embedding **spiritual, moral, social** and **cultural** principles throughout the curriculum. We strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development, they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

(Please see Appendix 1&2 of this Policy)

Code of Conduct and School Rules

The code of conduct and school rules are whole school expectations which are reinforced throughout school to ensure safety, consistency, good order and high aspirations.

Code of Conduct

Kindness	–	Be kind, helpful and supportive to everyone.
Listening	-	Listen carefully and follow instructions.
Respect	-	Have respect for others in the classroom and around school.
Tolerance	–	Have tolerance for other people's beliefs and opinions.
Honesty	-	Be truthful and trustworthy.

School Rules

- Arrive on time for school
- Full school uniform to be worn at all times.
- No make-up or nail varnish.
- No jeweler except a watch and small earrings (no other piercings allowed).
- No extreme hair styles.
- PE kit to be brought in for PE lessons.
- No chewing gum.
- No sweets.
- No fizzy/sugary/energy drinks.
- Mobile phones, smart watches and other electronic devices will be switched off before entering the school site and **must** be handed in to form tutors during registration. Mobile phones and other electronic devices are **NOT** allowed to be used during the school day.
- The high standard of behaviour expected in school is also expected on the school transport.
- Log books must be brought into school every day. Notes can be written in by staff and by parents/carers. Regular homework is set and expected to be completed and handed in.

Behaviour Tracking System: Class Dojo

Class Dojo is used by teachers to track pupil behaviour and engagement in lessons and throughout school. Points can be rewarded for positive behaviours and also negative behaviours can be recorded. Teachers complete class Dojo at the end of each lesson and form tutors review pupil behaviour through the application. Teachers can also directly link with parents through the Class Dojo app to show good work, good behaviour or aspects of behaviour that can be improved upon.

Criteria for Class Dojo: Work and Behaviour				
Dojo Points	–4 Negative Point – Serious Incident	-1 Negative Point	+1 Positive Point	+4 Positive Point – Gold Token
	Bullying Racism Violence Sexualised Behaviour Planned and approved internal isolations/exclusions and/or Persistent poor behaviour	Not following instructions Showing bad manners Walking out of class Shouting out Work not completed	Being respectful Completing work House token Great manners Helping others Kindness Participating Persistence Team work	Outstanding work and behaviour

September 2021

Criteria	Persistent behaviours which disrupts learning and good order after warnings have been given and strategies used by staff to de-escalate. Refusal to engage or participate in learning. No work produced Serious incidents such as bullying, sexualised behaviour, racism and violence	Poor attitude to learning Little work or work of a poor standard produced Low level behaviour which disrupts learning	Good and excellent work, behaviour and attitude to learning Work produced in line with the expectations of individuals and their level of development Expected behaviour in line with the expectations of individuals and their level of development	Outstanding work produced Outstanding attitude to learning Outstanding behaviour
Recording	Brief notes to be made in Class Dojo. SERIOUS AND PERSISTENT INCIDENTS OF	Brief notes to be made in Class Dojo	Notes can be made in Class Dojo	Notes can be made in Class Dojo

	BEHAVIOUR MUST BE RECORDED IN DETAIL ON SIMS. (Include lesson time and subject)			
Actions	Persistent poor behaviours - class teacher to liaise with form tutors and HOY For serious incidents, class teachers to liaise with form tutors, HOY and SLT to determine a suitable sanction. Pupil may need an intervention relating to learning need or behaviour Parental involvement necessary	In the first instance sanctions should be issued by the class teacher and be appropriate to the needs of the individual Message to parents/carers through Class Dojo	Could receive a certificate and prize in the weekly whole school assembly Message to parents/carers through Class Dojo Work displayed through Class Dojo	Could receive a certificate and prize in the weekly whole school assembly Message to parents/carers through Class Dojo Work displayed through Class Dojo

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Rewards and Sanctions

The Trust encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

The Trust has in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

Rewards

There are many ways in which pupils are rewarded for positive behaviour and good work ethics. These may be slightly different according to stage and age group. Below are some examples commonly used.

- Verbal praise
- Note in log book or phone call home
- Free choice time
- Star of the week award for behaviour or work
- Teacher's special award certificates
- Prizes
- Tokens towards a high street gift voucher
- Raffle tickets for a prize draw
- Homework reward afternoon
- 95-100% attendance raffle ticket for a prize draw
- 100% attendance certificates and prizes
- Points earned towards a class treat
- Class Dojo points
- House Counters

Sanctions

If pupils do not respond to what staff do to help and remind them how to behave then they can expect one or more following sanctions to occur depending what they have done. Staff will decide which sanction is most suitable. Failure to comply with a sanction will lead to a more serious one. **Parents/carers will be contacted when behaviour becomes unacceptable in order to plan a way forward.**

Sanctions

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- Seating plan
- Break or lunch time detention or after school detention
- Isolation in a focused learning room or place

- Students will not be allowed out of school if their behaviour is a safeguarding risk.
- A tracker sheet can be used to monitor.
- Internal exclusion
- In extreme cases exclusion from school

Detention
The law allows teachers the power to issue detention to pupils (aged under 18).
- A detention will be issued during the school day or after the hours of the school day.
- All staff are able to impose detentions.
- Parental consent for detentions is not permitted by law. However, staff will always inform parents of an after school detention on the day and ensure that suitable travel arrangements have been organised.
- With all detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet where appropriate.

Fixed term Exclusions

We do not believe we are able to safeguard or educate a child if they are excluded from school, so we endeavour to avoid this at every opportunity and exclusion is only used when every other course of action has been exhausted and the safety of other children or staff is at risk. We ensure that pupils causing concern are flagged up at the weekly safeguarding supervision by the schools safeguarding leads. Termly Strategy Intervention meetings and Provision Mapping also looks at the holistic needs of the child and ensures wrap around care is put in place such as additional support, Learning Mentor Intervention and therapeutic support by a trained counsellor. Form Tutors and Heads of year provide a staged response and support teaching staff with strategies for supporting positive behaviour. We work closely with the Local Authorities SEND teams and meet with parents regularly to discuss ways to support a child in crisis or who has additional needs. We ensure every opportunity for curriculum enrichment is put in place and look for the most appropriate pathway for our learners and effective risk assessments, behaviour plans and RPI plans ensure a calm, orderly environment is available to all pupils where effective teaching and learning can take place. All staff are Team Teach trained and regular CPD opportunities ensure staff have the skills they need to meet a wide range of complex needs.

If all of our systems are not effective, internal isolation may be used for a fixed term. Internal isolation has to be approved by a member of the SLT and we track and monitor this through data collection. The aim of internal isolation is to always give the pupil time to reflect, have a consequence for a serious incident and have interventions put in place to ensure patterns of behaviour do not emerge and the cycle is broken. Only in serious cases where there is immediate risk of harm to others would an external fixed term exclusion be

considered and if this has to be used we would have explored all other options first and it is often the case that a pupil is wrongly placed in our setting and needs more specialist support for their behavioural needs.

Focused Learning Room

Academies within the Trust have focused learning facilities which allows disruptive pupils to be placed in isolation away from other pupils for a limited period. The pupil will be escorted to the focused learning room with a member of staff and supplied with work. They will be supervised and return to class as soon as possible when good order has been restored. A sanction will be given as a result of removal to the focused learning room. Through monitoring the use of the focused learning room some pupils may need further support through identified intervention.

Pupil Support

A range of support is available for pupils who are experiencing difficulties with behaviour, self-regulation and self-esteem.

Each Academy within the Trust promotes therapeutic early intervention services which helps remove barriers to learning and promote pupil success in school and life.

It supports pupils in developing greater social and emotional skills which will help promote short and long term academic and personal outcomes.

Support will focus on:

- Self Management - Managing emotions and behaviours to achieve personal and academic goals.
- Self Awareness - Being able to recognise emotions and values, as well as strengths and weaknesses.
- Social Awareness - Showing understanding and empathy for others.
- Relationship Skills - Being able to form positive relationships, work in teams and deal effectively with others.
- Responsible Decision Making - Making the right choices about personal and social behaviour.

Planned and timetabled interventions with pupils will be identified through provision mapping and referrals from staff or pupil self-referral.

Support for pupils in times of need:

- Breakfast and Active Tutorial
- Alternative break and lunch time provision for vulnerable pupils
- 1:1 or group mentoring
- Counselling
- Alternative Education
- Advice and support for staff

- Strategies for supporting pupils in the classroom
- Intervention Programme
- Alternative education
- 42nd Street counseling
- Developing social skills
- Understanding and managing emotions
- Behaviour management strategies
- Alternative break and lunch
- Relaxation techniques
- External agencies such as CAMHS

Procedures for Dealing with Behaviour Issues

It is the responsibility of the class teacher to ensure high standards of positive behaviour within each lesson. If behaviour issues arise, these should be dealt with by the class teacher. Behaviours which disrupt learning and good order after warnings have been given and strategies used by staff to de-escalate should be recorded on SIMS and appropriate sanctions given. Class teachers should liaise with form tutors and the Heads of Year and Learning Mentors to plan an intervention. Staff should look for patterns of behaviour which may suggest difficulties within a particular lesson or time of day and indicate that a learning or social need may need addressing.

Serious incidents are also recorded on SIMS and be passed on to the Heads or Senior Leadership Team to inform parents or carers and to determine a suitable sanction. A behaviour plan should incorporate monitoring of the behaviour.

Serious incidents to be recorded are:

- RPI's
- Bullying
- Racism
- Sexualised Behaviour
- Fixed term Exclusions
- Planned and approved internal isolations/exclusions

In addition to serious incidents please include: Persistent behaviours. This would be were the pupil has disrupted learning and after warnings have been given and strategies used by staff to de-escalate. Low level behaviours should initially be managed through class room management strategies/consequences and not to recorded in SIMS.

For serious incidents where other pupils and staff could be at risk, an **Individual Behaviour Plan Pupil and/or a Positive Handling Plan** should be filled out and shared with all staff. This will provide a plan of action to reduce further risk.

A Graduated Response – Staff Roles and Responsibilities

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Class teachers and Supporting Staff
- To deal with behaviors' in the first instance unless they are serious incidents.
- To take account of the developmental needs of the individual and adopt a range of good classroom management skills to promote and facilitate positive behaviour e.g. differentiation, seating arrangements, directed support, verbal reminders/prompts.
- To facilitate sanctions as a result of negative behaviour e.g. supported relocation to work, loss of break time, after school detention.
- To input cases of poor behaviour in SIMS

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Form Tutors
- To monitor behaviour on a daily basis using class Dojo.
- To support staff in arranging and facilitating loss of break times and detentions where necessary.
- To look for patterns in behaviour in class Dojo which may suggest additional support or interventions are needed for a particular subject or time of day.
- To prompt a behaviour plan and gather information to write a behaviour profile.
- To write a long or short term behaviour plan.
- To arrange short term solutions such supported alternative timetable arrangements.
- To liaise with parents and carers to keep them informed of behaviour issues and strategies.
- To liaise with class teachers and the Heads of Lower and Upper and Learning Mentors to improve behaviour.

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- To provide information for half planning meetings with other pastoral staff to bring issues of concern which may need input from external professionals.

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- To work closely with Learning Mentors to implement the most appropriate interventions for individuals.
- To oversee implementation and progress of interventions through provision mapping

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Pupil Welfare
The Trustees will become involved in discipline procedures if a pupil regularly breaks the code of conduct. Depending on the nature of the incident/s pupils and parents/carers will be invited to meet with members of the Trust Board by letter to discuss further action and decide on the appropriate consequences.

Pupils leaving the school premises

If a pupil leaves the school premises during the school day, staff will follow at a safe distance, keeping the pupil in their eye line. The pupil will be encouraged to come back to school. If staff lose sight of a pupil the police and parents/carers will be called immediately.

Discipline in schools – teachers' powers and the law
Key Points
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Punishing poor behaviour, what the law allows:
Staff can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction staff can impose a punishment on that pupil.
To be lawful, the punishment (including detentions) must satisfy the following three conditions:
- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. The Trust should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow safeguarding policies. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Pupils' conduct outside the school gates – teachers' powers
What the law allows:
Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (paragraph 21. 7 Section 90 of the Education and Inspections Act 2006).
Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for:
misbehaviour when the pupil is:
- taking part in any school-organised or school-related activity
- travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school.

or misbehaviour at any time whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of inappropriate items
What the law allows:
There are two sets of legal provisions which enable school staff to confiscate items from pupils:
1) The **general power to discipline** ("Discipline in Schools – Teachers' Powers") enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage

to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006). The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) **Power to search without consent** for "prohibited items" (Section 550ZA (3) of the Education Act 1996) including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- 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.

If weapons and knives and extreme or child pornography are found as a result of a search they will be handed over to the police. For other prohibited items found it is for the teacher to decide if and when to return a confiscated item.

Power to use reasonable force
- Head teachers and authorised school 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.
- Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.
- Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

CONNECTING POLICIES FOR SAFEGUARDING PURPOSE

If you are worried about a child or young person (in relation to issues listed) or have any concerns or questions regarding Child Protection refer to the Designated Safeguarding Lead (DSL) or, in their absence Deputy DSL.

LIST OF SAFEGUARDING/CHILD PROTECTION ISSUES

Child missing from education: child missing from home care: child sexual exploitation (CSE): bullying including cyber bullying: domestic violence: drugs: fabricated or induced illness: faith abuse: female genital mutilation (FGM): forced marriage: gangs with youth violence: gender based violence against women and girls (VAWG): mental health: private fostering: preventing radicalisation: sexting: teenage relationship abuse: trafficking.

From DfE, Keeping children safe in education: 2021

We believe it is very important that all the Safeguarding Policies are read in conjunction with one another to quickly identify and take any necessary and appropriate action to help prevent children and young people up to 18 years of age being at risk of harm.

MORE INFORMATION VISIT: NSPCC.org.uk: TES & NSPCC safeguarding: GOV.UK keeping children safe

SAFEGUARDING CONNECTING POLICIES (situated on the Oakwood website) www.oakwoodacademy.co.uk

Anti-Bullying

Self Harm

Anti- Cyber Bullying

Anti- Racism

Anti-Radicalisation

Attendance

Behaviour

Safeguarding & Child Protection Procedures

Care/Intimate Care/Administration of Medication /Touch

Children Missing From Home

Complaints

Child Protection (including the safeguarding of all children)

Data Protection

Drugs

e-safety (online)

FGM

First Aid

Health & Safety

ICT and Computing

Lone Worker

PSHE

Pupil Friendly Safeguarding

SRE

SMSC

Safer Recruitment

SMSC

Trafficking

Visits/Trips

Whistleblowing

The Safeguarding Policies are up-dated annually or as necessary depending on new statutory guidance or legislation.

The Trust Boards Agreement to this policy

Signed (Chair of the Trust Board) ……………………………………….. Date …………………………………………

The Safeguarding Policies are up-dated yearly or as necessary depending on new statutory guidance or legislation.