



## BEHAVIOUR POLICY

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

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## Policy Updates

| Date          | Page         | Policy Updates  |
|---------------|--------------|---|
| November 2022 | Whole policy | 'Guidance on <b>sexual violence</b> and sexual <b>harassment</b> between children in schools and colleges'. 'This publication was withdrawn on 1 September <b>2022</b> , therefore reference to this withdrawn policy has been removed from this updated policy |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            | Heartwood Learning Trust Vision and Values added  |
| January 2025  | 4            | Introduction added in line with other Trust Policies  |
| January 2025  | 6            | 1 - Legal Framework updated   |
|               |              |   |

## Introduction

*Heartwood Learning Trust is an inclusive and collaborative Church of England multi-academy trust serving church, community and alternative provision schools. This policy is guided by our Christian ethos and the visions of our Trust and its schools/academies. We share a clear vision – to create schools where children and young people thrive, as we help them prepare to live life in all its fullness (John 10:10).*

*For us, a place to thrive means much more than a place simply to be comfortable. Instead, our aim is to develop schools and an educational offer which enable each pupil to flourish academically, practically, emotionally, socially and spiritually.*

## Statement of Intent

The Heartwood 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 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 (2024) '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'
- 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'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

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 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 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, 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 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. **Safeguarding Comes First:** While school's have the power to carry out forcible searches, the school will always put safeguarding first, taking on board the lessons learned from the 'Child Q' review.
- Risk Assessment:** If a student is suspected of having something in their possession that might immediately put others at risk, the school will assess whether a forcible search is a reasonable and proportionate thing to do to safeguard others.
- Calling the Police:** If the school has reason to think a student's carrying a weapon or illegal substances, the police would be involved.
- Parents Informed Every Time:** Whatever the situation, parents will be contacted whenever a student is searched.
- 12.2. 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 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.**

- 12.3. 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.
- 12.4. Schools/academies must keep records of the search, including the reason for the search, who conducted the search and the outcome.
- 12.5. 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.
- 12.6. 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".
- 12.7. ***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.*

- 13.2. Incidents that occur outside of school premises which are reportable to the Police (a potential crime is suspected to have been committed), generally fall under the jurisdiction of law enforcement. Our

school's behaviour policy is designed to manage student conduct, between students who are enrolled at the school, within the school environment and during school-related activities.

- 13.3. If we understand that a potential crime has been committed involving 'current' students, outside of school, the school and the Trust will strongly encourage parents and carers to report such external incidents to the Police and the school will also consider reporting it to the Police themselves if it is deemed appropriate to do so. We will work with the Police and also ensure a safety plan for students whilst the Police progress their investigation and make their determination.

## **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. 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:   | Aspire Academy |
| Principal:   | Stacey Ward    |
| Behaviour Lead:  | David Shone    |
| Designated Safeguarding Lead:                              | Claire Boyton  |
| Implementation Date:<br><i>Inline with policy approval</i> | June 2025      |

### Introduction

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

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

- Rewards System
- Sanctions System

Should you have any concerns or questions relating to the localised procedures, in the first instance, please contact [hello@asp.hlt.academy](mailto:hello@asp.hlt.academy)

## Rewards System

### Relates to item 4.2 in the Trust Behaviour Policy

We recognise the importance of establishing a culture of positive behaviour and a complementary rewards framework which supports a calm, orderly and positive teaching and learning environment for all.

The 'conduct' framework encourages the active and direct involvement of as many staff and as many pupils as possible. It is essential that all pupils, regardless of ability, identified need or protected characteristic(s), are given the opportunity to operate within this framework. The framework is tolerant of disability related behaviour and is therefore compliant with the Equality Act 2010.

The 'conduct' system runs through all classroom based and extra-curricular activities where pupils are rewarded with points which are then converted and 'cashed in' for tangible rewards. All rewards will be logged at the point of issue and centrally stored to enable a full pupil profile over time. Each point earned by a pupil has a monetary value (1 point = 1p). This can be used towards specific prizes which pupils can 'cash in' at agreed points during the academic year. Positive conduct score is limited to 50 points per day.

### Rewards System - Lesson Based and Extra-Curricular Activities

Points can be awarded to pupils by way of the following system:

#### Arriving to School

- 1 Point - Arriving on time.
- 1 point - Arriving in the correct uniform.

#### Lesson based

##### W.A.R scores

At the end of each lesson, pupils are assigned points, by their class teacher, for; Work; Attitudes and relationships.

0 - Unacceptable

1 - Poor

2 - Good

3 - Excellent

Pupils may also earn a 'bonus point' should they give an outstanding answer or demonstrate an act of resilience. E.g. read aloud.

#### Extra-Curricular

Points may also be awarded for pupil achievement recognised by staff at all levels.

| System             | Awarded for   | Weighting                      |
|--------------------|---|--------------------------------|
| Green Slips        | Above and beyond positive behaviour. E.g. clearing a table at lunch time, supporting another pupil. | 3 points                       |
| Blue Slip          | Awarded in recognition for British Values, Citizenship, Academy values.                             | 5 points                       |
| Junior SLO/Prefect | Additional responsibility   | 50 points extra per active day |

|                                       |                                    |            |
|---------------------------------------|------------------------------------|------------|
| Attendance                            | Full week attendance               | 50 points  |
| Tutee of the Week/Most improved pupil | Awarded by the tutor               | 100 points |
| SLO Pupil of the Week                 | Awarded by SLOs                    | 100 points |
| HOKS/building lead SOTW               | Awarded by HOKS/building lead SOTW | 250 points |
| HOD Award                             | Awarded by HOD                     | 250 points |
| SLT award                             | Awarded by SLT on a weekly basis   | 500 points |

### **Trophies and badges**

In order to further promote the positive aspects of day-to-day life in the Academy and reward pupils who make the right choices, demonstrate a use of their strategies, and/or take reflective action to put things right. Group trophies develop a collective responsibility and promote how individual contribution benefits a community. Aspire's social media promotes positive rewards to the wider community of parents, carers and other stakeholders.

Each week, trophies are awarded for 5 areas. Above and Beyond is attached to a different school focus each half term.

| <b>Trophy</b>    | <b>Awarded by</b> | <b>Awarded for</b>   |
|------------------|-------------------|--|
| Reading          | Intervention Team | Participation  |
| Above and Beyond | SLT               | Termly focus (in response to trends identified through data) |
| Most Improved    | Pastoral Team     | Most improvement in chosen area                              |
| Attendance       | Attendance team   | Tutor group with highest attendance                          |
| Behaviour        | Behaviour Lead    | Highest whole group conduct score excluding absent pupils    |

### **Badges**

Conduct badges (coloured stars) are awarded based on individual conduct scores for each pupil over varying timescales and achievements:

Green badge - Top 20 - 1 week

Blue Badge - Top 20 - Half term

Gold Badge - Top 20 - Term

Prefect Badge - Ongoing - only awarded after successful process of application

Student Council Badge - Ongoing - voted by peers in their tutor group. Dependent on behaviour during council meetings.

## Sanctions System

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

Although we recognise the importance of celebrating the achievements of our pupils, it is important there is a system in place to identify and challenge any negative behaviours. All staff are trained in the use of trauma informed approaches and restorative practices. A playful approach is often used to de-escalate increasing behaviours or disrupt dysregulation. Where crisis behaviour is demonstrated, staff approach dysregulation with acceptance, curiosity, understanding and empathy. The pastoral team use their professional and informed judgements when imposing sanctions. Sanctions are attributed with the best interests of the pupil and the wider school community at the heart. Aspire Academy uses 'Restorative Practice' as a conflict resolution approach. It focuses on understanding and empathy to 'put situations right', it seeks responsibility and resolution as opposed to blame. Restorative Practice plays a big part in the way that we expect both staff and students to conduct themselves.

#### **Basic Expectations of Pupil Behaviour**

Around the Academy pupils should:

- Be polite and show respect for other people
- Do as they are asked by members of staff – first time, every time
- Wear their school uniform correctly at all times
- Respect the Academy building and property
- Keep to their designated areas as instructed by members of staff
- Adhere to any health and safety requirements

When moving around the academy pupils must abide by the academy rules.

Break and lunch times will be arranged by the academy in a manner that supports the reduction of risk and promotes regulation. All pupils know clear guidance as to the arrangements for social times and the expectations of them during these times.

Pupils will be required to leave the academy premises in a calm and orderly manner, abiding by the academy health and safety requirements at all times.

#### **Sanctions Pathway within the Classroom**

It is essential that all stakeholders understand this framework and its consequences. At all times the intention of the procedures is to increase individual and collective regulation, self-awareness and to engage pupils in positive learning experiences.

#### **Verbal warnings**

Before the sanction pathway begins a pupil will be given a clear verbal warning/s which will identify the unwanted behaviour, the reasons it should not continue and refer to the choices a student can make or the strategies they could use. Staff should model, where appropriate, and clearly explain the desired behaviour. This is a personal development learning opportunity. It does not have to impact on WAR scores.

#### **Red Slip (-15 conduct score)**

Following their verbal warning/s, a pupil who continues to behave in an unacceptable manner will be issued a red slip on EduLink. This will be recorded by the teacher. It will impact on WAR scores issued. Staff should only inform pupils they are receiving a red slip if they deem that it will have a positive impact. Red slips should not be used as

a threat. Total negative conduct score is limited to -25 points per day to encourage pupils to identify the value in completing the day.

### **Pastoral Intervention**

Pupils who continue to behave in an unsatisfactory manner, despite previous interventions will receive a second red slip. Where the behaviour is having a prolonged impact on the learning or well-being of others, the teacher/tutor will ask for pastoral intervention. This may involve the pupil being removed from the classroom by a member of the pastoral team, where clear reminders of classroom expectations are reinforced and curiosity, understanding and empathy is used to identify the causes of the dysregulated behaviour. Pupils may return to the classroom at this point if regulated and appropriate.

### **Removal and Detention**

If the teacher comes to the decision that a pupil is persisting in disrupting the lesson, despite clear warnings, they will request 'removal' for the remainder of the lesson by senior members of the pastoral team.

Any pupil who has reached this stage will be assessed as unlikely to be able to regulate which could cause persistent disruption to learning or well-being. They should be removed from the situation.

Although most behaviours which reach this level will have been cumulative and will have been dealt with by working through the process step by step, there may be occasions when it is necessary to move straight to this sanction for the protection of the child, staff, or other learners. Any pupil who has been removed from a lesson will have work from that lesson that they will need to complete. This work should then be arranged to be completed at time to suit the teacher either at lunch or the end of the day. If the pupil refuses to use the removal with the pastoral team strategy, within a reasonable timeframe, this may escalate to a further sanction.

### **Sanctions Pathway for Beyond the Classroom**

#### **In School Reflection**

Where possible, an in school reflection is used as a sanction that is arranged the previous academic day with pupils and parents/carers informed in advance. An in school reflection will involve a pupil working with a dedicated member of staff away from their timetabled population of peers, such with a different group.

#### **Home Education**

This sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a serious or major incident which would warrant such an immediate sanction. This may also be used, in agreement with home, where a pupils' well-being demonstrates increasing anxiety or long term activation of the stress response system, resulting in dysregulation. Pupils on home education will have access to a work pack provided by their subject teachers, supported by online learning or the home education team. A fixed term suspension could be issued at this stage, as an appropriate alternative and in response to dangerous choice behaviours.

### **ALL IN SCHOOL REFLECTIONS AND HOME EDUCATION BOOKINGS ARE APPROVED THROUGH THE PASTORAL TEAM**

#### **Fixed Term Suspension**

Suspensions may be used for pupils who have completed all of the other sanctions and still continue to disrupt the learning of others. This sanction is meant as the last resort.

Fixed term suspensions may also be issued for a range of serious or major behaviour incidents. The length of the suspension will depend upon the severity of an incident or a pupil's cumulative behaviour including, but not being limited to:

- Threatening or intimidating behaviour to staff.
- Assault on a pupil or staff member.
- Racist, homophobic or disablist language towards a pupil 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 decision to suspend is the Principal's decision. Once this decision has been taken parents/carers should be contacted, and if possible, the pupil should be collected immediately.

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

- Details of the timing of the meeting will be detailed in the suspension letter.
- The meeting should review the reasons for the suspension, set targets for behaviour and detail the pupil, parent/carers and staff member's voice.
- Interventions to support the pupil in amending their behaviour will be offered.

### **Permanent Exclusion/Placement End**

Permanent exclusion from school, or an end to a placement, is a last resort when all attempts to meet a pupils' behavioural needs have been exhausted and the pupil demonstrates a risk to staff, students and/or property.

Permanent exclusions could also be used for serious incidents such as:

- Dealing or providing illegal substances
- Serious assault on another pupil or a member of staff, including those of a sexual nature
- Bringing a prohibited item onto school premises
- Cohesion of Aspire students to take part in dangerous or illegal activities (in or out of the school environment)
- Direct staff assault or student assault
- An activity that causes serious distress to another Aspire student, including those that are illegal or alleged. This includes the inappropriate sharing of images of children.

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

### **Reports and Uniform**

Repeated behaviour issues will result in pupils being monitored via report, the level of report being linked to the frequency and seriousness of the behaviour issues presented:

- Tutor Report
- Head of Year/Subject Report
- Senior Leader Report

All reports will be communicated with the parents/carers.

**Persistent Disruptive Behaviour:**

Pupils who accrue a significant number of red slips will be monitored by being placed upon behaviour report, whilst further investigation takes place into the roots of the dysregulation. The reports promote greater check in support from a key pastoral member of staff. The reports that may be used are:

**Tutor report** – Initial report for monitoring a pupil across all subject areas. This is tracked by the pupil's tutor who will apply additional praise and sanctions in line with pupil performance whilst on report and more detailed information on conduct and engagement from their teachers' perspective. The report enables the tutor and head of key stage to unpick the times of day, lessons or interactions which are most problematic from the student. The report lasts a period of two weeks and must be sent to parents/carers on a daily basis.

**Subject Report** – Initial report to monitor pupil behaviour and attitude in specific identified subjects. The HOD or subject lead will track this report and apply additional praise and sanctions in line with the pupil performance whilst on report. The report enables subject leads to unpick the underlying reasons for dysregulation or disengagement in that specific area. The report lasts a period of two weeks (or an identified number of sessions). This will be checked by the HOD/Subject Lead after on the day of the given subject.

**HOY/KS Report** – The HOY will monitor a pupil's behaviour and attitude when the tutor report has not been successful or when there has been a concern raised regarding a pupil's behaviour/attitude. This may also be used instead of a tutor report, where the dysregulation concerns the tutor. A face to face parent/carer meeting or telephone conversation with the HOY will be held prior to the report starting. This will be further supported by a Pastoral Support Plan or referral to wider support, where appropriate. The report lasts a minimum period of two weeks. The report will be checked by the HOY each day. The HOY will apply additional praise and sanctions as a result of the pupil's performance whilst on HOY report.

**SLT Report** – The member of SLT will monitor a pupil's behaviour and attitude when the HOY report has not been successful or when there has been a serious concern raised regarding a pupil's behaviour/attitude. This report may also be used when the capacity of a HOY/KS is exceeded. A face to face parent/carer meeting with the Senior Leader will be held prior to the report starting which will outline further support which may be needed at this stage such as a Pastoral Support Plan or referral to wider support. The report lasts a minimum period of two weeks. The report will be checked by the Senior Leader each day who will apply additional praise and sanctions as a result of the pupil's performance whilst on HOY report.

**Uniform**

Pupils will have their uniform checked when they arrive at school. Pupils who are in the incorrect uniform will have the opportunity to borrow aspects of the school uniform. If a pupil refuses to wear the uniform provided within a reasonable timeframe this will be dealt with as refusal. Should appropriate uniforms be unavailable or refused, parents and carers will be asked to bring it to the academy. Pupils in incorrect uniform may be isolated, whilst they regulate or until this is resolved. Uniform should not be seen as a barrier to accessing educational provision and where families can't meet the requirements the school will meet this with understanding and empathy and work with home to find resolutions.

**Sanctions Tariff**

It is intended that, where possible, sanctions are applied consistently. Sanctions will always account for the students' individual needs. By providing these guidelines to parents, pupils as well as staff, everybody is clear what RANGE of sanctions may be imposed for different types of inappropriate behaviour.

Please note that some of the school sanctions taken for some of these offences would go alongside the involvement of the police.

NB: these are guidelines and staff may feel it necessary to make modifications depending on particular individual cases.

|   | Pastoral Intervention | Parental Contact | Subject Action inc. subject report | Detention/ Work catch-up | In school Reflection | Home Education/ Out of hours learning | Suspension | Permanent Exclusion/ Place end |
|---|-----------------------|------------------|------------------------------------|--------------------------|----------------------|---------------------------------------|------------|--------------------------------|
| Low level disruption  | x                     | x                |                                    |                          |                      |                                       |            |                                |
| Lack of response to 'Pastoral Intervention'                       | x                     | x                | x                                  | x                        | x                    |                                       |            |                                |
| Lack of response to 'Subject Action'                              | x                     | x                |                                    | x                        | x                    |                                       |            |                                |
| Persistent Disruption (Engaging with interventions)               | x                     | x                |                                    | x                        | x                    | x                                     |            |                                |
| Persistent Disruption (Not engaging with interventions)           |                       |                  |                                    |                          | x                    | x                                     | x          |                                |
| Serious Incident  | x                     | x                |                                    |                          | x                    | x                                     | x          |                                |
| Repeated Serious Incidents (evidence of improvement over time)    | x                     | x                |                                    |                          | x                    | x                                     | x          |                                |
| Repeated Serious Incidents (no evidence of improvement over time) |                       |                  |                                    |                          |                      | x                                     | x          | x                              |
| Major Incident  | x                     | x                |                                    |                          | x                    | x                                     | x          | x                              |
| Repeated Major Incidents  | x                     | x                |                                    |                          | x                    | x                                     | x          | x                              |



Examples of the severity of an incident or a pupil's cumulative behaviour including, but not being limited to:

**Serious Incident (-25 conduct score)**

- Persistent Defiance
- Fighting
- Threatening or intimidating behaviour to staff
- Bullying
- Use of discriminatory language
- Dangerous behaviour
- Smoking/Vaping

**Major Incident (-30 conduct score)**

- Dealing in illegal substances
- Assault on a member of staff
- Bringing a prohibited item onto school premises
- Unprovoked serious assault on a pupil
- Use of racist, homophobic or disablist language towards a pupil or a member of staff
- Persistent bullying
- Possession of or being under the influence of illegal substances.
- Possession of a weapon on school premises.