

Care - Courtesy - Concern

Christ the King and St Cuthbert's Catholic Academies

Joint Behaviour Policy

BEHAVIOUR POLICY

The issue of discipline and behaviour within schools is always a highly emotive one for staff, children, young people and parents. It is the issue where different value systems and approaches can clash. It is also the place where people can feel the most hurt or the greatest injustice has occurred. This policy seeks to place discipline and behaviour within the wider Christian and educational context.

The Blessed Edward Bamber Catholic Multi Academy Trust believes that all people are gifted and talented in their own unique ways and capable of being successful in their learning. We aim to ensure our academies offer a safe, orderly and respectful community in which all children and young people's talents can be developed and used to their fullest.

Relationships are at the centre of our Christian faith. They are a reflection of the mutual love of the Father, Son and Spirit. At the heart of our Catholic communities is the high quality and enriching relationships that exist between our children, young people and our staff. Based around reciprocity and forgiveness, it is often in the smallest interactions that these enriching relationships are built. The issue of reconciliation – rebuilding broken relationships – is sometimes a difficult and demanding one but is an essential part of the sacramental dimension of the academies' work. It is in these broken relationships that we find the greatest need of God's grace and forgiveness. Where there is an incident of poor behaviour we will always *"condemn the sin not the sinner."*

Much of society is obsessed with its rights. Living in a Christian community requires us all to focus on our responsibilities – to ourselves, to others and to the wider community. Each academy's Behaviour Policy and its implementation is a key element in a child or young person's moral formation. Through it children and young people will be helped to determine what is appropriate and acceptable and what is not. Whilst systems are required for the effective functioning of our academies we will never allow a system nor our actions to de-humanise people.

We believe:

- ✓ Each person, created in God's image, is blessed and holy. This is central to all our work with children and young people.
- ✓ The formation of our community and the need for enriching relationships, for us to be "persons-in-community", places limits on our individual freedoms for the common good and the benefit of all.
- ✓ Enriching relationships are a practical realisation of the Mystery of the Trinity and essential: to the well-being of all who work in the Trust and its academies, their self-worth as individuals and ultimately their success.
- ✓ The key Gospel values of Justice and Mercy must pervade all elements of the Behaviour Policy and its implementation especially in providing an *"option for the poor"*.
- ✓ That it is our Mission is to support parents in the formation and development of their children who in turn must support the implementation of this policy, if we are to work productively together.
- ✓ That outstanding behaviour and discipline are ultimately *"a way of life, an attitude of mind, an orientation of the soul"*.

Main Principles

- In managing children and young people's behaviour staff will be consistent, professional and respectful towards them and ensure all children and young people's right to learn is of primary importance.
- Outstanding, positive and enriching behaviour will be built around a series of expectations to develop self-discipline and a simple set of rules based on respect for others and the environment.
- Children and young people will be provided with the opportunity to make a positive contribution to the community in order to develop the reciprocal thinking and actions on which communities are founded.
- Forgiveness and reconciliation will be central to the implementation of this policy.
- Rewards, sanctions and associated interventions will be consistently applied, proportionate, staged and escalating with the intention of correcting, curing and directing a child or young person towards greater self-discipline and community living.
- The academy will provide appropriate professional development for staff in practices proven to improve and help manage children and young people's behaviour.

Aims

The purpose of this Behaviour Policy is to ensure:

- A safe and orderly community.
- The consistent, proportionate, staged and escalating implementation of rewards, sanctions and interventions based on a set of expectations and rules.
- Children and young people develop age appropriate:
 - Personal, social, spiritual and moral values and respect for self, others and the environment.
 - Into confident learners who show the learning traits of: responsibility arriving at lessons prepared to learn and resilience by putting maximum effort into their work, no matter how challenging it is.
 - The levels of self-control, self-discipline and appropriate behaviour towards others that enables them to: be a full, supportive and enriching member of our community; develop as learners and in their learning; develop personally, socially, morally & spiritually and passport them to the next stage of their learning; future employment, training or further and higher education.

EVALUATION

Evaluation Criteria	Evaluation Strategy
<ul style="list-style-type: none">➤ Below national average levels of exclusion overall and for key sub-groups including pupil premium➤ Overall attendance above national averages and persistent absence below national average and for key sub-groups including pupil premium➤ Overall attainment levels in line with national.	<ul style="list-style-type: none">➤ Collation of data on an annual basis with analysis by sub-groups and comparison with ASP RAISE

ATTENDANCE INTERVENTIONS & RESPONSIBILITIES

- ❖ Please note the following triggers are based on sessions (AM & PM) not days.
- ❖ The standard letters sent out will require the addition of actual reasons for the absence. The reasons should be grouped under generic headings, for example, illness, term time holiday, medical appointments.
- ❖ Where the person intervening considers there are exceptional reasons they should seek “permission” from the next person along the intervention ladder not to phone/meet the parent and send the letter.
- ❖ The standard letters will contain the next trigger and intervention for the parents’ information.

Stage	Triggers Term 1	Trigger Term 2	Triggers Term 3	Intervention By	Intervention Required
0	0 to 5 sessions of absence in a term.	0 to 10 sessions of absence during first two terms.	0 to 15 sessions of absence during the year.	Office staff, Learning mentor/Family Support Manager and PWO	First Day Calling Home visit as appropriate Rewards/congratulations
1	6 to 10 sessions of absence in a term.	11 to 19 sessions of absence during first two terms.	16 to 23 sessions of absence during the year.	Attendance lead + PWO (+ school nurse as appropriate)	Tracking letter and invitation to initial attendance meeting in accordance with council guidelines. Home visits as appropriate
2	11 to 15 sessions of absence in a term.	20 to 28 sessions of absence during first two terms.	24 to 37 sessions of absence during the year.	Attendance Lead and PWO	Letter of concern LOC1 issued Legal procedures to begin as attendance below 90% level
3	16 to 19 sessions of absence in a term.	29 to 37 sessions of absence during first two terms.	38 to 57 sessions of absence during the year.	Attendance Lead & PWO	Issue a court warning letter – meeting of concern MOC
4	20+ sessions of absence in a term.	38+ sessions of absence during first two terms.	58+ sessions of absence during the year.	Independent chair, attendance lead & PWO	Issue a letter; Court Meeting of Concern (CMOC) Then 10 days later if no improvement issue Notice of Intention to Prosecute (NIP)

When appropriate the academy may determine to operate a fast track to prosecution for lack of attendance where other strategies haven’t proved effective.

CHILDREN MISSING FROM EDUCATION

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

Parents have a duty to ensure that their children of compulsory school age are receiving suitable full-time education. Some parents may elect to educate their children at home and may withdraw them from school at any time to do so, unless they are subject to a School Attendance Order.

All academies within the Blessed Edward Bamber Catholic Multi Academy Trust will:

1. Enter pupils on their admission register at the beginning of the first day on which the academy has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the academy will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.
2. Closely monitor pupils' attendance through their daily register addressing poor or irregular attendance in line with the academy's policy. Registers will be kept up to date and accurate. Attendance information will be provided to the local authority in line with the agreed data sharing protocol.
3. Remove a pupil from the academy's admission register where a pupil has not returned to academy for ten days after an authorised absence or is absent from the academy without authorisation for twenty consecutive school days. This will only apply if the academy does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.
4. Prior to removal from the academy's admission register, the academy and the local authority will jointly be making reasonable enquiries to establish the whereabouts of the child.
5. Where a parent notifies the academy that a pupil will live at another address; record in a register:
 - a. the full name of the parent with whom the pupil will live;
 - b. the new address; and the date from when it is expected the pupil will live at this address.
6. Where a parent of a pupil notifies the academy that the pupil is registered at another school or will be attending a different school in future; record in the admission register:
 - a. the name of the new school; and
 - b. the date when the pupil first attended or is due to start attending that school.
7. Notify the local authority when a pupil's name is to be removed from the admission register at a non-standard transition point under any of the fifteen grounds set out in the Children Missing in Education Regulations, as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register. This duty does not apply at standard transition points.
8. Notify the local authority that a pupil's name is to be removed from the admission register, providing the local authority with:
 - a. the full name of the pupil;
 - b. the full name and address of any parent with whom the pupil lives;
 - c. at least one telephone number of the parent with whom the pupil lives;
 - d. the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
 - e. the name of pupil's destination school and the pupil's expected start date there, if applicable;
 - f. the ground in regulation 8 under which the pupil's name is to be removed from the admission register (see Annex A).
9. Notify the local authority within five days when a pupil's name is added to the admission register at a non-standard transition point.
10. For any pupil that leaves the academy and becomes a registered pupil at another school in England or Wales, the Common Transfer File (CTF) will be sent to the new school in line with the [Common Transfer File \(CTF\) guidance](#) unless there are exceptional reasons not to.
11. There may be exceptional circumstances when standard rules for sending and receiving a CTF for a pupil might not apply. Each "exceptional" case should be judged on its merits in consultation with relevant parties. Circumstances when it is not considered appropriate to pass on details via a CTF might include a family escaping a violent partner; if the family is in a witness protection programme; or where there are concerns that the child is at risk of forced marriage.

BEHAVIOUR FOR LEARNING PROCEDURES

Our Behaviour for Learning Procedures make explicit to pupils the behaviours expected of them and their responsibilities towards themselves and others. This simple set of rules and expectations allows all pupils to develop as confident learners and, in turn, encourages them to support others and the community.

This policy deals with three distinct areas of pupil behaviour:

- Behaviour that affects a student’s own learning (Expectations)
- Behaviour that negatively affects the learning of others (Rules)
- Behaviour that supports others or the community

Behaviour that affects my own learning	Behaviour that affects the learning of others
<p>EXPECTATIONS</p> <p>We expect that all learners will show responsibility and resilience by:</p> <ul style="list-style-type: none"> ✓ Arriving on time ✓ Having the correct PE kit ✓ Wearing the correct uniform ✓ Bringing in home readers daily ✓ Completing class and home work to the best of their ability 	<p>RULES</p> <p>All Learners agree to give everyone a FAIR chance by:</p> <ul style="list-style-type: none"> ✓ Following instructions first time ✓ Actively listening to staff and pupils ✓ Involving themselves fully to help each other learn ✓ Respecting other people and the environment
<p>Behaviour that supports others or the community</p>	
<p>In our schools we aim to create an ethos where pupils actively seek to support each other and contribute to the life of the Academy and wider community. The Behaviour for Learning procedures reward pupils who make a significant contribution to our community and beyond. This could include, for example:</p> <ul style="list-style-type: none"> ✓ work to support charities ✓ volunteering to help at Academy or community events ✓ representing the Academy in sporting, musical or dramatic events 	

Rewards

It is important to affirm pupils who are behaving in a manner that supports their own and others’ learning or which contributes to the Christian ethos of the school. These behaviours are reinforced by the consistent use of rewards and sanctions. This is done in a number of ways:

Rewards Assemblies are held regularly through each term to reward achievement, determined effort and significant progress and to celebrate outstanding contributions to our community. Families of pupils chosen for awards are invited to these.

Attendance awards are presented to classes and individuals at monthly, half termly and termly intervals to reward the best attendance. An annual Attendance Assembly is also held at the end of the school year.

Golden time is used in all classes to reward children who have consistently met behavioural expectations during the week. This is a period of up to 30 minutes at the end of the week where the children can choose their own activities.

Class and individual rewards are used by teachers, complementary to the school-level rewards, to support and reward behaviour in individual classes. These might focus, for example, on a particular area of relevance to the class or pupil. Individual stickers and postcards home may also be used to recognise outstanding behaviour or class- or home-learning.

House points may be used to recognise examples of behaviour that exemplify the expectations of the Academy and may be awarded by any member of staff. A tally of these is maintained in each class and scores are reported at Rewards assemblies with half termly rewards for pupils in the winning House.

Rules and Sanctions

The use of rules

Each class prepares its FAIR rules at the beginning of the year and these are displayed clearly in the classroom. Wording may vary depending on the age of the children and some variations may be used where appropriate eg. STAR (*Sit up, Track the speaker, Ask and answer questions, Respect those around you*).

3 step approach: The rules are used as the basis for a clear and consistent staged approach to challenging and changing behaviour and are designed to allow a level of interpretation, thus permitting teachers to use their professional judgement and style within their classroom. If a pupil starts to behave in a way that affects the learning of others and a redirection or informal warning is ignored, the teacher will use a 3-step approach to refocus the pupil's behaviour:

1. Formal warning- with reminder of which rule is being broken
2. Final warning- reminder of rule being broken
3. Sanction (+ time out as appropriate)

This approach will be reinforced by a visual cue in the classroom such as Red- Amber-Green display.

The use of sanctions:

Pupils will receive a sanction if they fail to meet the Behaviour for Learning expectations or continue to break the agreed rules. Sanctions may involve, in order of severity:

- Loss of Golden Time (cumulative in 5 minute intervals)
- Loss of play time
- Lunchtime detention

The use of these sanctions is monitored by Senior Leadership Team.

The vast majority of our pupils behave well most of the time and these minor sanctions improve any problem with a pupil's behaviour. However, some pupils need more support and, with these, operates a three stage sanction system:

Stage 1: Involving Parents

Where a pupil's behaviour persistently results in the need for sanctions, a meeting will be held between the class teacher and parents to discuss the problem, ensure good communication with home and support any difficulties. At this stage a home/school diary may be used to ensure the pupil quickly gets back on track.

Stage 2: Involving Parents and Phase Leader

If a number of meetings between the teacher and parents have not brought improvement, the class teacher will seek support from their Phase Leader and SENDCo and a strategy meeting will be held with parents to discuss the way forward and draw up a provision map and individual targets. Regular review meetings will take place to monitor progress towards these targets.

Stage 3: Involving Parents, Phase Leader and Executive Headteacher

This is implemented for children who persistently remain at Stage Two. At this stage there will be an increased level of contact with parents as well as significant intervention from outside agencies. Targets will again be set linked to the pupil's needs. The exclusion policy would be explored as part of these meetings.

BEHAVIOUR OUTSIDE OF THE CLASSROOM

In addition to the Academies' Behaviour for Learning Procedures, pupils are required to behave in a safe and orderly manner at all times and to moderate their behaviour for the good of themselves and others as befits a Christian community. Pupils are expected to demonstrate good behaviour in classrooms, in the hall and corridors and in other shared spaces across the school, including the outside environment.

Pupils should not involve themselves in behaviours which would:

- Cause harm or upset to other pupils, including the inappropriate use of social media
- Undermine the authority of staff by failing to follow their reasonable instructions or by using rude, offensive or threatening behaviour towards a member of staff
- Bring prohibited items onto the Academy premises

Pupils will be required to follow, and parents expected to support the Academy in implementing, the following general rules and expectations. These rules will govern behaviour on the way to and from the Academy and at break and lunchtime:

1. Behave safely and sensibly at all times
2. Be respectful of each other and of all staff
 - Use good manners and show courtesy at all times
 - Follow the instructions of staff first time
3. Be respectful of the environment
 - Keep all areas tidy and litter-free
 - Put books and equipment back in the right place after use

Where a student does not follow one of the above rules, a stepped approach should be used with a proportionate response. Where a student refuses to co-operate first time, a warning should be given that if s/he doesn't respond, they will be urgently referred. At lunch and break time, this involves referral to the teacher on duty. S/he may determine further proportionate loss of break or lunchtimes for repeat offenders.

Where a student repeatedly fails to behave in a manner that is acceptable, or is involved in a significant incident of unacceptable behaviour, the member of staff should intervene directly and refer to the nearest senior leader who will isolate the student pending investigation of the incident. This will be reported to the designated Senior Leader who will follow the matter through.

ANTI-BULLYING POLICY

Bullying is an issue which the Academy takes very seriously. There will be a clear and swift response to any report of bullying behaviour and these will always be investigated thoroughly with, where necessary, appropriate interventions put in place. Parents are informed of any incident, listened to, and will be kept apprised of how their concerns are being dealt with. This policy should be read in conjunction with other relevant Academy policies ie. the Safeguarding, SEND and Equality policies.

Definition of bullying

The Academy defines bullying as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

The Academy has adopted, in collaboration with the pupil council, the acronym S.T.O.P:

Several Times On Purpose

To help all members of the community remember our definition for bullying. Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- SEND-related derogatory language, taunts or gestures
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact, sexually abusive comments or focusing on sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet usage, such as email & internet chat room misuse, Mobile threats by text messaging & calls. Misuse of associated technology , i.e. camera & video facilities.

PROCEDURES FOR DEALING WITH BULLYING

Preventative measures:

- 1) Creating a telling culture. As a telling Academy, pupils should feel confident that there is someone whom they can tell if they feel threatened by bullying. Pupils should also feel confident they can tell someone if one of their peers is being bullied. This is achieved through:
 - a) Daily contact with the pupil’s class teacher and class teaching assistant/s.
 - b) Regular PSHE sessions with class teacher/ pastoral staff.
 - c) Provision of trained anti-bullying ambassadors from whom students can seek support with bullying and friendship issues.
- 2) Development of the Academy buildings and grounds to reduce areas conducive to bullying by including clear sight lines into social areas, classrooms and toilets and cctv covering the school grounds.
- 3) Clear expectations of the Academy zero tolerance approach to bullying reinforced annually through assemblies during anti bullying week.
- 4) Curriculum units on anti-bullying to be delivered in a variety of lessons including PSHE and English.
- 5) Posters and reminders provided across the Academy, to emphasize that we are a telling and non-bullying school and to encourage students to “See it, Report it”.
- 6) Staff training on identifying and dealing with bullying.
- 7) All students to have lessons on internet safety to prevent issues involving new technologies. This information to be provided to parents.
- 8) Helpline addresses available around the Academy.
- 9) Anti-bullying resources highlighted to parents via the Academy website.

Dealing with incidents of bullying

Identifying a Cause for Concern (CfC)

Staff, parents or another pupil may suspect bullying behaviour is taking place and the CfC may be a suspicion without any supporting evidence. In these cases the Academy will put in place procedures for monitoring the situation.

Responding to an allegation of bullying

Allegations of bullying behaviour will be dealt with as quickly and thoroughly as possible. Sensitive and discrete handling of disclosures help to reassure and protect the child. After an allegation, the class teacher or other member of staff to whom the disclosure was made should carry out immediate enquiries (but not if a child protection issue is suspected). Pupils with SEN or with disabilities may have specific difficulties in reporting what has happened to them and staff should be particularly mindful of these children's needs; an appropriate trusted adult should be involved alongside the class teacher immediately an incident is reported.

Where these enquiries indicate bullying may be taking place the allegation will be passed to the designated Senior Leader to carry out a full investigation. *See Appendix: Flowcharts A/B for procedures.*

Investigating an allegation of bullying behaviour

After an allegation of bullying behaviour has been referred to the Senior Leader, s/he will have enough evidence to carry out any necessary enquiries. S/he will then liaise with relevant staff, ensure written accounts are completed and take the appropriate action, depending upon the outcome of the investigation (*see Appendix: Flowchart C for procedure*). Where allegations are judged to be true, contact should be made with the parents of those involved. The Senior Leader should complete a Bullying Incident Form and pass this to the Executive Headteacher.

Where bullying behaviour occurs, the Academy is concerned to ensure the safety of the victim, deal with the incident, liaise with the parents and manage regular follow-ups. Following the investigation, action will be taken relating to the pupils involved which may involve sanctions, intervention strategies or both. The range of interventions may include cooperative group work, circle of friends, befriending/buddy scheme, support group work, or peer/adult mentoring. Where persistent or violent bullying takes place, tougher sanctions will be necessary which will involve detentions and ultimately exclusion.

Responding to a concern from parent/carer

The Academy investigates all concerns raised about bullying with all interviews being recorded and dated. The findings of any investigation are reported back to parents as quickly as possible and the designated Senior Leader will follow up with a phone call to parents after about two weeks to ensure no further occurrence has taken place.

Limits of the policy

Where bullying occurs in school, and on school trips etc., the policy will be applied. If bullying takes place out of school, but there is a school connection, the Academy will, if it is within their powers, take action. If bullying takes place out of school and there is no school connection, the policy cannot be invoked but the Academy may offer support.

Responsibilities

Pupils are responsible for:

- Writing down what has been happening EITHER as the victim or as a witness. (This can be scribed for younger children)
- Walking away from confrontation
- As a victim, saying what s/he would like or need for support to the member of staff who is dealing with the incident.
- Accepting support and trying to make progress one step at a time.
- Being prepared to help others when they can, staying positive, not keeping a problem to him/herself.
- Seeking help or advice as soon as possible from one or more of a range of individuals including class teachers, teaching assistants, Family Support Manager, senior staff, other support staff, friends, parents.

All staff are responsible for:

- Following the agreed procedures as listed above.
- Arriving on time for lessons and duties and not leaving classes unattended.
- Listening to students and or parental concerns re. bullying. This will often be the class teacher, who is the first point of call to students and parents.

The class teacher has a key responsibility in identifying, investigating and resolving bullying issues.

- Supporting the College ethos of zero tolerance to bullying.
- Leading lessons and, where appropriate, assemblies on the theme of anti-bullying.
- Supporting Senior Leaders or the Executive Headteacher in investigating and responding to issues of bullying involving members of their class

Phase Leaders are responsible for:

- Reinforcing the Academy position on anti-bullying to students in their phase.
- Leading class teachers in supporting the policy.
- Helping investigate cases of suspected bullying and arranging support packages and appropriate remedial measures where required.

Family Support Manager is responsible for:

- Leading the implementation of anti-bullying events and supporting the PSHE programme.
- Arranging the training and support of the Academy's anti-bullying ambassadors
- Supporting the investigation of cases of suspected bullying and implementing support packages and appropriate remedial measures, as required.
- Liaising with internal and external support agencies, as appropriate.

The Executive Headteacher and designated Senior Leader are responsible for:

- Implementing, monitoring, reviewing and amending the policy as required.
- Supporting class teachers in dealing with issues of bullying.
- Helping to create the ethos of an anti-bullying school.
- Ensuring that curriculum opportunities to discuss the issue are provided.
- Listening to the staff and student voice and, where practicable, acting on their advice.
- Supporting parents with concerns and dealing with complaints.

Parents are responsible for:

- Supporting the Academy policy and procedures.
- Listening to issues raised by their children and where appropriate sharing them with school staff.
- Co-operating in investigations into allegations of bullying and playing a part in any support and remedial measures necessary

STATUTORY BASIS OF THE BEHAVIOUR POLICY

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), the Blessed Edward Bamber Catholic Multi Academy Trust must ensure that policies designed to promote good behaviour and discipline on the part of its children, young people and staff are pursued at its academies. This includes under Section 88(2) of the EIA: a written statement of general principles; any particular advice to the Executive Headteacher; having due regard to guidance issued by the Secretary of State and consulting (in whatever manner they think appropriate) the Executive Headteacher, staff, parents and students.

Discipline in Schools – Teachers’ Powers

Teachers have statutory authority to discipline children & young people whose behaviour is unacceptable, whose conduct falls below the standard which could reasonably be expected of them, who break the school rules, repeatedly fail to meet the school’s stated expectations or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). This power also applies to all other paid staff with responsibility for children & young people, for example, cover supervisors, pastoral managers and teaching assistants.

- Teachers can discipline children & young people at any time they are in school or elsewhere under the charge of a teacher, including on visits or attending another educational establishment as part of their education.
- Teachers can also discipline children & young people for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate children & young people’s property.

Any sanctions imposed will be proportionate in the circumstances and taking into account child & young person’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Power to Discipline beyond the “School Gate”

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers a specific statutory power to regulate children & young people’s behaviour in these circumstances “to such extent as is reasonable.”

The Trust believes it is reasonable to use these powers under the following circumstances:

- A child & young person’s misbehaviour, at any time, could have repercussions for the orderly running of the school or poses a threat to another child or young person or member of the public or could adversely affect the reputation of the Trust or its academies. The latter includes the use of social media.
- When the child or young person is: taking part in any school-organised or school-related activity; travelling to or from school; wearing the academy’s uniform or in some other way identifiable as a child or young person who attends one of the Trust’s academies.

The child or young person’s misbehaviour will be dealt with in a proportionate and consistent manner using the same level of sanction that would have been imposed if the incident had happened on the school’s grounds.

Parents should note that the Executive Headteacher is also required to consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a child or young person following their misbehaviour beyond the “school gate”. However, if the behaviour is criminal or poses a serious threat to a member of the public, the police must be informed.

Confiscation of Inappropriate Items

School staff may search a child or young person, with his/her consent, for any item. There are two sets of legal provisions which enable school staff to confiscate items from children & young people:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a child or young person property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- Power to search without consent for “prohibited items”. Prohibited items include:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, lighters and matches
 - 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
 - Inappropriate items, for example, merchandise that is intended for sale on the College premises, chewing gum, jewellery
 - Electronic devices, for example but not exclusively, mobile phones that are switched on or have been used by a child or young person on school grounds without staff permission, MP3 players

Legislation states that weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the academy’s Executive Headteacher to decide if and when to return a confiscated item. The Trust has determined that stolen items and illegal drugs will also be handed over to the police.

Alcohol, tobacco, cigarette papers, lighters and matches, fireworks and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property will be disposed of by the academy and will not be returned to the child, young person or their parent.

Articles of jewellery and electronic devices will be returned to child or young person in keeping with the arrangements determined by the academy at that time. All children, young people and parents should note that whilst the Trust’s academies will take reasonable care to keep any confiscated items safe and secure, prior to their return, the Trust nor any of its academies will be held liable for any loss or damage nor pay compensation for lost or damaged items and parents should ensure any items brought onto the Trust’s property are adequately insured.

A child or young person may be searched with or in certain circumstances without his/her consent, however, the search must not compromise a child or young person’s basic human right to privacy and dignity. The person conducting the search must conduct it in the presence of another permanent member of staff and only when they have reasonable grounds for suspecting a child or young person is in possession of a prohibited item. The member of staff may search: only a child or young person’s outer clothing (clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves) and scarves and desks, lockers and bags.

If a child or young person refuses to be searched, the academy may refuse to have the child or young person on the premises. Health and safety legislation require the Trust’s academies to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance or staying on site. If a child or young person fails to comply the Executive Headteacher has not excluded the child or young person the absence will be treated as unauthorised. The child or young person must comply with the rules and attend.

Power to use Reasonable Force

The legal provisions on school discipline also provide members of staff with 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.

Detentions

Teachers have a legal power to put students (aged under 18) in detention and this is one of a range of sanctions used by the Trust's academies. Parental consent is not required for detentions nor is there a requirement to give parents notice. However, in keeping with the principle of parents as their child's "first and foremost educator" the academy will provide notice to parents at least on the day before the detention is due to take place.

Detentions may occur on any school day where the student does not have permission to be absent. In deciding the timing of a detention, the academy/teacher will consider whether suitable travel arrangements can be made by the parent for the child or young person. Please note, it does not matter if making these arrangements is inconvenient for the parent, child or young person. The provision of notice to a parent will almost always ensure time for a parent to make appropriate travel arrangements for their child. In extreme cases the academy may rearrange the timing of a detention.

If a lunchtime detention is imposed the teacher will allow reasonable time for the child or young person to eat, drink and use the toilet.

Exclusion

Exclusions from school may be on a fixed term basis or permanent basis and will be determined solely by the Executive Headteacher, in the first instance. The Trust's Board has determined to delegate responsibility for reviewing exclusions to the Ethos, Curriculum & Community Committee.

All exclusions are reported to and considered regularly by the Trust's Ethos, Curriculum & Community Committee. In addition, the committee:

- Will meet within 15 working days of a permanent exclusion to confirm the Executive Headteacher's decision or reinstate the child or young person if they disagree with the Executive Headteacher's determination.
- Will meet within 15 working days of an exclusion for a child or young person who has fifteen or more days of exclusion in a term. The committee will consider the evidence available and may confirm the Executive Headteacher's decision or reinstate the child or young person if they disagree with the Executive Headteacher's determination.
- Will meet within 15 working days of an exclusion, or prior to the date of an external examination, to consider reinstatement of a child or young person who would miss a public examination. The Trust's standard practice is to allow a child or young person to sit any public examination even if it occurs during a period of exclusion.
- Will meet within 50 working days of an exclusion for a child or young person who has more than five days of exclusion in a term. The meeting must be requested in writing by the parents of the child. The committee will consider the evidence available and may confirm the Executive Headteacher's decision or reinstate the child or young person if they disagree with the Executive Headteacher's determination.
- Will note any parental representations made by parents whose child has been excluded for five or fewer days in a term. However, the committee does not have the power to reconsider the exclusion or overturn the Executive Headteacher's decision.

Fixed term exclusions are used, for example, but not exclusively:

- Following a child or young person repeatedly failing to follow the expectations or rules in the academy's Behaviour Policy
- For a serious breach of the Behaviour Policy including:

- Using rude, offensive or threatening language or behaviour towards a member of staff. This includes the use of social media. The length of exclusion will be determined by the exact nature of the child or young person's behaviour and will be increased if the behaviour seriously undermines the member of staff's authority or the child or young person prolongs their rude, offensive or threatening language or behaviour or the child or young person has previously been excluded or fails to tell the whole truth about their actions.
- Being involved a fight with another child or young person. The length of exclusion may be increased where there is evidence of pre-meditation or a significant level of violence or the child or young person has previously been excluded for the same offence or fails to tell the whole truth about their actions.
- Persistent bullying behaviour towards another/other child(ren) or young person(s) that continues despite the academy's intervention. This includes the use of social media. The length of exclusion will be increased where there is evidence of pre-meditation or a significant level of violence/threat or the child or young person has previously been excluded or fails to tell the whole truth about their actions.
- Bringing a knife or weapon onto the school site where there is no evidence of any threat or intent to use it. The length of exclusion will be determined by the exact nature of the incident and will be increased if the child or young person has previously been excluded or fails to tell the whole truth about their actions. (See also permanent exclusion).
- For making a malicious accusation against a member of staff. The length of exclusion will be increased where there is evidence of pre-meditation or collusion or the child or young person has previously been excluded or fails to tell the whole truth about their actions. (On occasions where a member of staff is subject to a formal investigation following a complaint the Executive Headteacher will assign a separate senior leader to the one investigating the complaint to support and look after the well-being of the member of staff as part of the College's general pastoral care for its employees.)
- For consuming alcohol or using illegal drugs or so-called legal highs on or bringing alcohol or illegal drugs or so called legal highs onto the school site or on the way to school (please also refer to the section on "Discipline beyond the College gates"). The length of exclusion will be determined by the exact nature of the incident and will be increased if the behaviour is public or the child or young person has previously been excluded or fails to tell the whole truth about their actions. A greater number of days of exclusion will be given for illegal use of drugs and for the student responsible for bringing the alcohol or illegal drugs on site.
- For a significant incident/issue or repeated low level breaches of the Behaviour Policy as determined by the Executive Headteacher.

Permanent Exclusions are used, for example, but not exclusively:

- For a child or young person who repeatedly fails to follow the Behaviour Policy and consequently undermining discipline at the Academy.
- A permanent exclusion due to a child or young person displaying continuously disruptive behaviour will occur when there is clear evidence of persistently unacceptable behaviour and support strategies put in place by the academy to assist her/him in changing those elements of her/his behaviour that are unacceptable. Within the various intervention strands of the Behaviour Policy there is a requirement for a multi-agency approach. At this stage the following will occur unless it has already happened and appropriate support strategies are already in place:
 - ✓ An assessment will be made of the child or young person's learning, social and behavioural needs and if additional needs are identified additional appropriate support will be put in place. The Trust's academies are aware of their legal duties under the Equality Act 2010 and in respect of pupils with SEND.
 - ✓ Consideration will be given as to 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, staff will follow the Safeguarding Policy.
 - ✓ Appropriate multi-agency support will be sought through either direct engagement via the academy or appropriate signposting to parents.

For a serious, significant one off offence permanent exclusion may be used, for example, but not exclusively:

- A child or young person selling (dealing) illegal substances to another child or young person(s) on the academy's site or on the way to the academy (please also refer to the section on "Discipline beyond the school gates").

- Actual violence towards a member of staff. The Trust considers the level of violence irrelevant in this situation as staff must be allowed to come to work without concerns that any violence towards them will be tolerated.
- Bringing a knife or weapon onto the school site where there is evidence of a threat or intent to use it.
- For a very significant incident/issue that breaches the Behaviour Policy as determined by the Executive Headteacher.

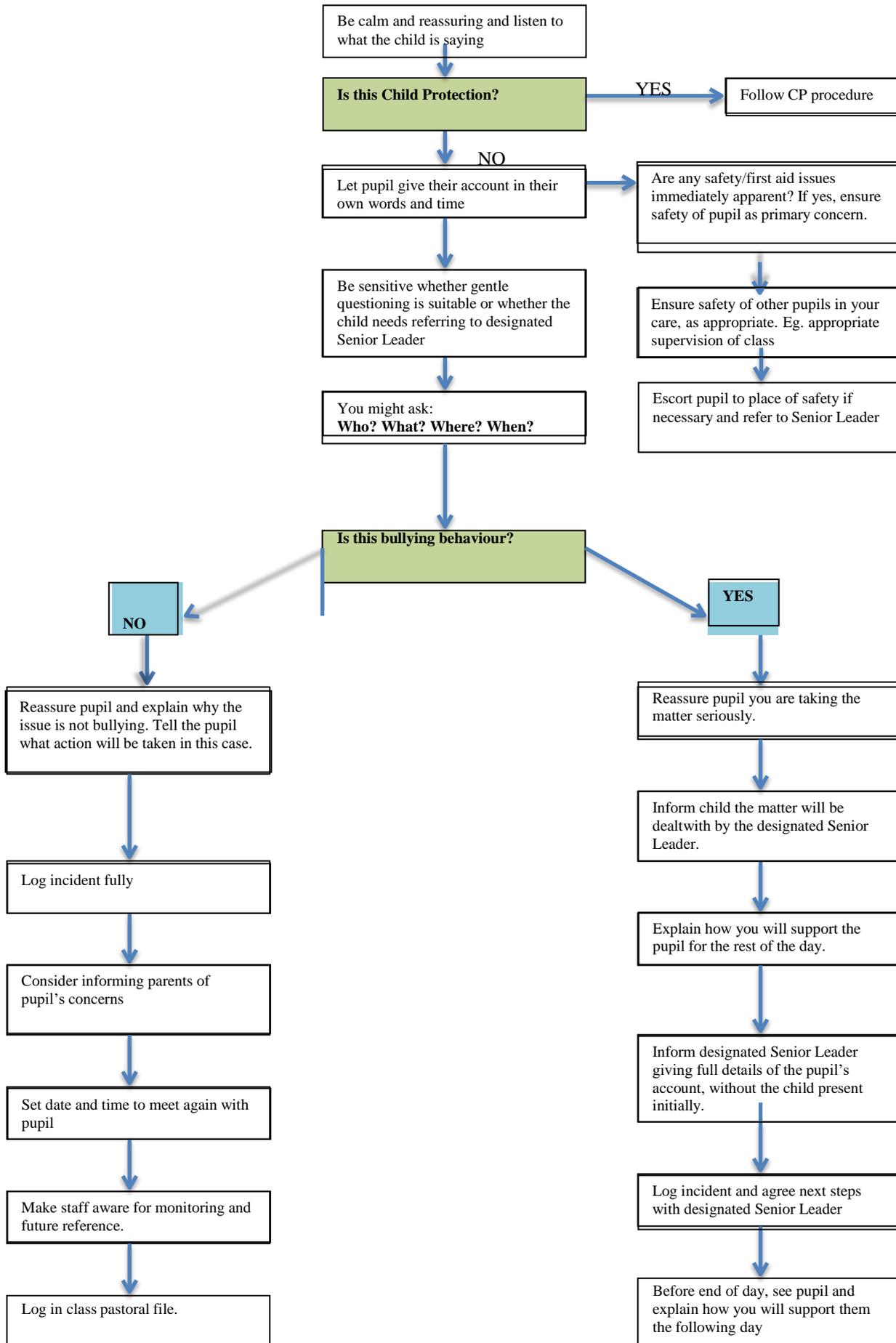
Peer on Peer Abuse

Within the academy we take any abuse seriously. During a nationwide review of the range, nature, location and severity of allegations and incidents over recent years the DFE produced guidance for schools. The definition of this abuse is as follows:

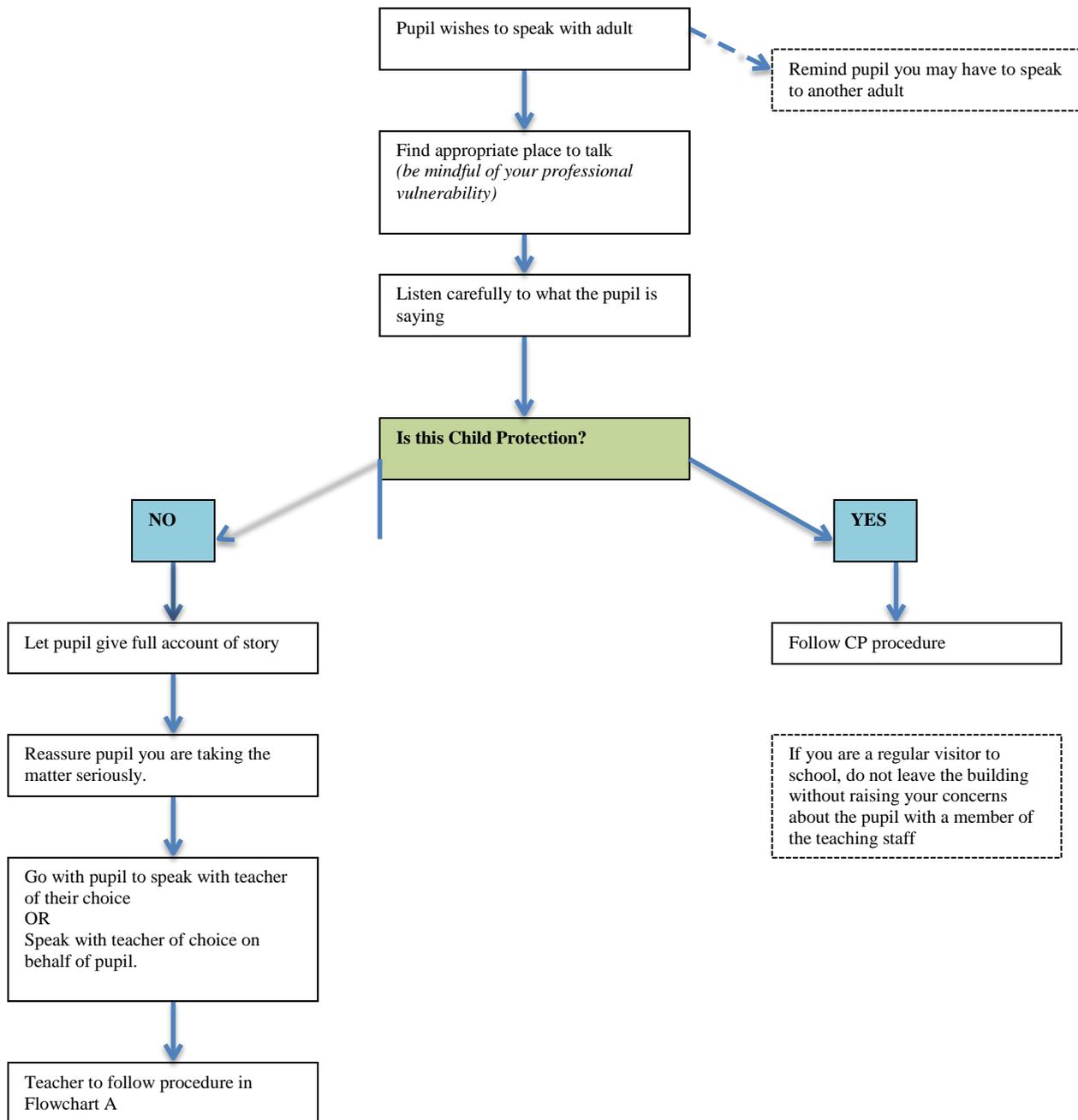
"**Peer-on-peer** sexual **abuse** is sexual **abuse** that happens between children of a similar age or stage of development. It can be harmful to the children who display it as well as those who experience it. Children can experience **peer-on-peer** sexual **abuse** in a wide range of settings, including: at school. It has a place within both the behaviour and safeguarding policies in our trust.

Unfortunately, peer-on-peer abuse can and does happen in a whole range of settings that children attend. However, it often goes unseen. It might take place online, for example, or away from the school or setting. Therefore, as a school we work hard to ensure that effective annual training for professionals is in place to help them recognise the signs, and know what to do, is essential.

Anti-bullying flowchart A: Pupil disclosure: Class teacher action



Anti-bullying flowchart B: Pupil disclosure: Adult other than a teacher in school



Anti-bullying flowchart C: Executive Headteacher/ Senior Teacher actions

