



Shireland Collegiate Academy Trust Policy

Secondary Behaviour Policy

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Policy Availability	Trust Website
Officer Responsible	Deputy CEO

A Policy Statement on the Management of Behaviour at Shireland Collegiate Academy Trust.

'The Feature that marked those schools with sustained improvement in attendance, behaviour and attainment was the consistency with which staff, having an agreed policy, applied it. Students benefit if they know that the consequences of misbehaviour are the same whenever or wherever it takes place that attendance and punctuality are expected by all teachers, and that concentration, effort and high standards of presentation are required in all classes. In too many schools, however, students had learnt how to circumvent rules and to exploit differences in teachers' approaches'

[Paragraph 32 from the Ofsted report: Behaviour and Attendance in Secondary Schools 2001].

This policy statement recognises that management systems by themselves do not provide all the answers to establishing high standards of behaviour. We are most likely to be successful when we reinforce management systems with high expectations of learning, which value individuals and celebrate their progress.

Similarly, while it is important that boundaries are made clear and sanctions are in place, the emphasis in establishing a whole school policy should be on praise, recognising positive behaviour, and the development of self-discipline.

Legal Duties

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

The Behaviour policy is based on the following:

Core Principles and Values

- The belief that the education and success of all students is of equal value.
- Celebration of diversity in gender, race, creed and ability, by providing quality

teaching to raise standards and equalise life choices.

- A belief that bullying in any form is completely unacceptable and will always be taken very seriously.
- Respect for the dignity of ourselves and others.
- Recognition that all members of our community have rights, with complementary responsibilities.
- Recognition that all students may experience difficulties because of events such as bereavement and family problems. As with students who have special educational, physical or emotional needs, the school should provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable students.
- A commitment to developing individual potential and autonomy both inside and outside the classroom.
- The belief that students learn best in a safe and nurturing environment, which promotes a sense of belonging.
- A recognition that high student self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.
- Recognition that the success of any school policy depends on the understanding and support of parents and as such, should be shared with them and their commitment to it sought.

Implications for the School Curriculum and Organisation

- All involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of teaching and learning has a significant impact on student behaviour.
- Good behaviour can be taught. Expectations of learning behaviour should permeate the curriculum. The pastoral curriculum should provide opportunities to develop students' social, emotional and behaviour skills. High expectations in the classroom, consistently applied across the academy, should establish good behaviour as the norm.
- Students also learn by example. We have a responsibility to model what we expect.
- Students respond better to praise and encouragement than punishment. Teaching styles and classroom management should reflect this.
- All involved in the organisation of timetable and classes should avoid creating barriers to success for any individual. Whilst no individual has the right to disrupt the learning of others, decisions about class sets, groupings or opportunities should be made on the basis of ability not behaviour.
- Opportunities should be provided both within the classroom and outside it for students to develop social skills and personal responsibility i.e., class monitors. These opportunities should also provide ways in which all members of the community can express opinions and listen to one another i.e., school council.
- Everyone needs help to manage behaviour issues at some point. The school's management structure should recognise this and provide clear ways in which staff can be supported.
- The school's Inclusion Team and Children's Services should provide the means by which vulnerable students are identified, monitored and supported.
- All students should be aware of the way in which the academy deals with incidents

of bullying and how bullying should be reported. Students should be involved in this process through peer mentoring schemes, school council discussion, and the like.

- The Trust will support staff in developing teaching approaches that promote positive behaviour and attendance, by providing regular training sessions, individual advice and opportunities to observe good practice.
- In its practical strategies for intervention the school will make full use of support from the wider community, including multi-agency teams, partner schools, police, social services, etc.
- The communication systems of the Trust will ensure that parents are actively involved in their child's education, with contact being made and support enlisted not only to manage negative issues but also to celebrate success.

Roles and Responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole.

The policy will not have an impact on the learning ethos of the school unless everyone applies it comprehensively and consistently.

Specific roles are as follows:

Governance

- Defines the principles underlying the Trust's behaviour policy.
- Ensures that all aspects of the policy promote equality for all students and addresses individual need.
- Monitors and evaluates the implementation of the policy by receiving reports and data.
- Supports the practical strategies of the policy by holding disciplinary and attendance panels for students and their parents when there are serious concerns.

The Role of the Trust and the Principal

- Frame a policy, which promotes positive behaviour.
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all students and addresses individual need.
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- Support the practical strategies of the policy by dealing with serious referral issues, setting up and leading teams i.e., Inclusion team, Attendance team, providing communication systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support they systems.
- Will identify students at risk and to decide the most suitable course of action for their support. This may include referral to an outside agency or for the process of

statementing to be started.

- The team will act on information and referrals from other staff through the Heads of Year/Curriculum area. The team will act as 'gatekeepers' to avoid ad hoc and inappropriate referrals being made.
- May consider providing mentoring (both academic and personal), and tailored programmes for individuals who have difficulties with behaviour e.g., anger management. Etc.
- Will liaise with parents and other agencies where it is deemed appropriate to do so.
- Will advise on appropriate alternative curricula.
- Will advise those staff who need to know when behaviour difficulties are due to family circumstances e.g., bereavement, illness, imprisonment within any legal restrictions or data protection regulations.
- Will monitor individuals to measure the impact of support and progress.

The Role of Teaching and Support Staff

- Ensure that the policy is consistently and fairly applied.
- Exercise classroom management that encourages positive behaviour.
- Prepare lessons that support all students in their learning so that vulnerable students do not feel excluded.
- Model in their own actions the expectations the Academy has for students.
- As form tutors or subject teachers act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern.
- Through tutor programmes and lesson content encourage the development of social, emotional and behavioural skills.
- Provide support programmes for identified individuals and groups.
- Advise the Inclusion Team/Children's Services on appropriate courses of action.
- Communicate with parents/carers re concerns and provide advice or support for families.
- Monitor individuals or groups to allow for early intervention and review of support provided.
- Evaluate support for individuals through reports to the Senior Team and Governors.
- Ensure that the policy is applied consistently outside the classroom as well as in lessons.
- Provide role models to students in their own actions and dealings with others.
- Support staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance.

The Role of Parents and Carers

- Take responsibility for their child's behaviour and attendance.

- Support the Trust's core beliefs on positive behaviour management.
- Support the Academy in carrying out sanctions and celebrating success.
- Communicate with the academy when concerns arise.

Support for Students

Some students will require additional support within the Academy to avoid escalating problems and possible exclusion. To support the Academy expectation around positive behaviour, rewards, sanctions and structures designed to ensure early identification of students at risk and any support they may require are implemented and reviewed regularly.

The Academy will consider the needs of all students for support with transition especially between year groups and key stages as required and will provide enhanced support for students highlighted as needing it.

Outside Agencies

Our Academies will act as part of a wider community of support. Some students will benefit from referral to another agency for:

1. Alternative curriculum provision for set periods of time e.g., as part of a planned re-entry strategy.
2. Assessment leading to possible Education, Health and Care Needs Assessment.

The support outlined above will be provided within the following context:

- The Academy will contact parents sooner rather than later. Early intervention should help to avoid exclusion.
- The Academy will work within the wider community and communicate with and take advice from other professional bodies.
- All referrals will be mindful of a child's SEN where appropriate and the Academy will therefore act in accordance with the policy for SEN.
- Senior members of staff will monitor sanctions regularly to ensure that no child 'slips through the net' and that all concerns are identified at an early stage.
- All support programmes will contain targets for improvement and regular review. The Academy should be in a position to respond in a flexible manner to a child's changing need, particularly when programmes are not deemed to be successful.

Staff Support

While it is the responsibility of all staff to deal with occasional and minor misbehaviour, there will be a need sometimes for support in managing more serious situations. Inexperienced staff may also need support and advice. In order that all staff are able to implement this policy effectively the Academy will:

- Clearly communicate the way in which behaviour issues are referred and to whom.
- Identify the way in which more senior staff will support behaviour issues.

- Provide regular training, particularly for staff either new to the school or the profession, on positive teaching strategies.
- Provide staff with training on issues of racial harassment, and other forms of bullying so that they are best able to be sympathetic to.
- Use other professionals and consultants from outside the school to give advice and training.
- Employ a range of staff within the school, as identified below, to support the work of teachers in creating a positive learning environment.

The Trust recognises that all staff will need help with behaviour management at some point and that to ask for help is not a weakness.

The forms of support that will be provided once a difficulty has been identified are varied and will be applied in a manner appropriate to the incident, as follows:

- Advice from senior staff on how to apply the sanctions within this policy in each situation.
- Support from senior staff in dealing with difficult situations by isolation, referral, withdrawal or the like when these are deemed temporary.
- Advice in deciding whether an incident is a case of straightforward misconduct or a symptom of more complicated underlying problems i.e., bullying, racial harassment, ADHD, SEN, etc and provide, through the Inclusion team, the process for further referral when required.
- Liaison, through the Inclusion team, and identified staff with other agencies.
- Lesson observation by senior staff or subject leaders to provide feedback on how classroom management can be improved on an individual basis.
- Opportunities for staff to observe good practice in other lessons or schools.
- A Staff Development Programme that is closely linked to individual performance management targets.
- Opportunities in subject/pastoral weekly meetings to discuss issues and share ideas.
- The allocation of resources to provide staffing levels and expertise to support teachers.

Support for Parents

- Expectations of parents' involvement in supporting good behaviour should not be taken for granted but made explicit. The academy will therefore make this policy clear to all parents at all Open Evenings and Induction events before new students join the school. The Home School Agreement will play an important part in harnessing parental agreement and support and will help parents to understand their own role in this part of their child's education.
- The Behaviour Policy will be issued to all parents annually with opportunities for them to comment via the Learning Gateway.
- All reports and communications to parents about progress will also stress behaviour so that parents are kept up to date.
- Parents will always be contacted as soon as there is any concern so that they are involved immediately.
- Parents will also be contacted when praise for achievement or improvement has

been made.

- Arrangements will be made to communicate in the home language where this might be necessary.

Consultation

Staff, students and parents will have the opportunity to discuss this policy and its effectiveness on a regular basis so that it becomes a flexible document that responds to changing need. Consultation will take place as follows:

- In staff training sessions and meetings at least once a term.
- In School Council meetings at least annually.
- Through annual postings to parents and at parental consultation evenings through questionnaire.
- At our Family Forum meetings.

Monitoring and Evaluation

Rewards and sanctions will be monitored to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by: -

- Gender
- Ethnicity
- SEND
- Age

The person responsible for monitoring by gender, race and SEN etc. is the teacher responsible for SEN/EMAG, and this work forms part of our policy on Equal Opportunities.

Behaviour data will be monitored by: -

- comparing termly statistics, and annual totals for rewards and sanctions
- monitoring individual's rewards and sanctions to identify progress or cause for concern.
- observation of lessons and student response

Evaluation of the behaviour policy will be based on the above data and will inform the Academy's development planning. Evaluation will take the form of termly reports to Governors.

Behaviour Management – Pastoral Issues

Although pastoral issues / misbehaviours are embedded in the behaviour management policy it is recognised that in a classroom situation these cannot always be dealt with effectively by the teacher delivering the lesson and that further guidance from Heads of Year (who may be more aware of sensitive issues) may need to be sought.

Whole staff responsibility to pastoral issues

All staff members (teaching or non-teaching) have a duty of care to the students and their colleagues and as such, are expected to challenge any of the following behaviours whether in the classroom, on the corridors or elsewhere on the Academy site:

- Eating or drinking outside of the dining room
- Lack of uniform without a letter of explanation
- Rudeness to staff / students
- Lateness for lessons / school
- Lack of school equipment
- Preventing others from learning
- Health and safety on school site
- Spitting
- Play fighting.
- Arguing with staff
- Vandalism / graffiti
- Swearing
- Smoking
- Leaving the school site
- Any form of bullying (physical or mental)
- Theft of school / staff / student property

In order to promote consistency across the school it is important that all staff meet their obligation in challenging students whenever they are aware of these behaviours.

Other Pastoral Issues

- Where there are serious pastoral concerns regarding a student, a referral should be made to the Head of Year or appropriate staff in children's services.
- It is important that all referrals are made using the standard forms and in writing as this provides important evidence should parents become involved. **No verbal referrals will be accepted.**

Form Tutor responsibilities

- Based on the Primary model, it is important that Form Tutors take the first line of responsibility for pastoral issues. This includes regular communication with parents when there are concerns regarding a student.
- If the Form Tutor considers that their efforts to gain support from parents is no longer working, then a referral should be made to the Head of Year who can then decide on what further action should be taken.

Head of Year's responsibilities

- The Head of Year should deal with medium level to serious level pastoral issues. They should also support Form Tutors where efforts have been made to gain parental support but have not proved successful.
- Serious pastoral issues should be referred directly to the Head of Year who will deal with them personally or involve Assistant Principals or ultimately the principal depending on the severity of the issue. They will then inform Form Tutors of any

decision made.

Appendix One: Behaviour Management procedures, sanctions and consequences

Staff will ensure:

- The policy is applied consistently.
- Where an issue moves beyond the class teacher, students will be removed to a designated area within the Academy.
- The appointed person(s) for behaviour will decide on the sanction to be applied dependent on the severity of the incident or issue.
- Sanctions applied could include:
 - Detention – Break, lunch, after school. Family will be informed of the decision to apply After School Detention
 - Isolation– students could be isolated for a lesson, morning, rest of the day, again dependent on the severity of the incident or issue.
 - In cases of extreme behaviour, a student maybe be isolated for 1, 3 or 5 days.
 - In cases where behaviour continues to be challenging or a significant one-off incident, a student may be Fix Term Excluded.
 - Permanent Exclusion is always a sanction of last resort. A decision to permanently exclude a student will only be made by the principal. Permanent exclusion may be used in serious one-off events, such as bringing banned or illegal items into the Academy, persistent refusal to adhere to the Trust Code of Conduct. This is not an exhaustive list.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint will:

- **Always be used as a last resort.**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

Malicious allegations

- Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the Academy will discipline the pupil in accordance with this policy.
- Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the Academy will discipline the pupil in accordance with this policy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Academy (in collaboration with the local authority designated officer, 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. Where this is deemed appropriate, Academy staff will make every effort to support the student.
- The Academy will also consider the pastoral needs of staff and student accused of misconduct.

Appendix Two: Rewards

Rewards

- Opportunities to reward students' attendance, effort and academic achievement will occur throughout the year.
- Annual reward trips will be subsidised by the Academy. The criteria will be reviewed and published to students in advance.