Chorus Education Trust

Behaviour for Learning Policy

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Name and job title of author:	Chris James, Chief Executive Officer
Target audience:	Students, parents, school Leaders
Related documents:	Safeguarding and Child Protection Policy, Exclusions policy, Complaints Policy, Attendance Policy, Anti Bullying Policy, Individual Schools Behaviour Procedures

Contents

1. **Aims**

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- Consider what extra support can be offered to groups of pupils who are a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

2. **Legislation and guidance**

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.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. **Definitions**

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework

- Poor attitude

- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature such as-

    o Sexual comments

    o Sexual jokes or taunting

    o Physical behaviour like interfering with clothes

    o Online sexual harassment such as sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism

- Theft

- Fighting

- Smoking

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:

    o Knives or weapons

    o Alcohol

    o Illegal drugs

    o Stolen items

    o Tobacco and cigarette papers

    o Fireworks

    o Pornographic images

    o 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)

4.   Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered(sexist) • Homophobic/biphobic • Transphobic • Disability based	Taunts, gestures, graffiti or physical abuse based on a particular characteristic (eg gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of the trust's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. **Roles and Responsibilities**

5.1 The Trust Board

The Trust Board is responsible for monitoring this behaviour policy's effectiveness and holding the CEO to account for its implementation.

5.2 The CEO

The CEO is responsible for reviewing and approving this behaviour policy.

The CEO will ensure that the environment of each school encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The CEO will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support where necessary.

The CEO will ensure that the data from the behaviour log is reviewed on a weekly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 The Heads of School

The headteacher is responsible for reviewing and approving their individual behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support where necessary.

The headteacher will ensure that the data from the behaviour log is reviewed on a weekly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.4 Staff
Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.5 Parents
Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

6. Student code of conduct

Students are expected to:

- Arrive on time, fully equipped and ready to learn
- Develop positive attitudes to learning through showing respect, resilience, resourcefulness, respect and by being reflective
- Move quietly around the school
- Treat the school buildings and school property with respect
- Follow all instructions, first time, every time
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

Each school has developed a different set of rewards and sanctions. These may include-

7.1 List of rewards and sanctions

- Positive mentions
- Positive stamp in planners
- Letters or phone calls home to parents
- Feedback from the Year Team, Faculty and Senior Leaders
- Public display of work
- Achievement points
- Reward for high ATL
- Acknowledgement through assembly/presentation evening

The schools use a series of sanctions in response to unacceptable behaviour. This may be 'Positive Discipline', 'Warning, Sanction, Remove' or 'Chance, Choice, Consequence'. These are detailed in individual Behaviour Procedures but include-

- Verbal warnings
- Removal from lesson
- Seclusion
- Behaviour points
- Detention at key stage/department/whole school level

- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Key Stage Referral Panel
- Suspension
- Permanent Exclusion (refer to Exclusions Policy)

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are 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.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Seclusion
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Key Stage Referral Panel
- Suspension
- Permanent Exclusion (refer to Exclusions Policy)

The school has procedures in place to respond to any allegations or concerns regarding a child'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

Please refer to our child protection and safeguarding policy for more information.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. 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 school

- Wearing school uniform

- In any other way identifiable as a pupil of our school

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

- Poses a threat to another pupil or member of the public

- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher 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 school 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 school (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.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding policy for more information on responding to allegations of abuse.

8.   Behaviour Management

8.1 Classroom management
Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the pupil code of conduct or their own classroom rules

- Develop a positive relationship with pupils, which may include:

  o Greeting pupils in the morning/at the start of lessons

  o Establishing clear routines

  o Communicating expectations of behaviour in ways other than verbally

- o Highlighting and promoting good behaviour

- o Concluding the day positively and starting the next day afresh

- o Having a plan for dealing with low-level disruption

- o Using positive reinforcement

8.2 Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive

- Allow the disruptive pupil to continue their learning in a managed environment

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

8.3 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 must:

- **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

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.5 Student support

The school 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.

The school'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.

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 to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

8.6 Safeguarding

The school 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, we will follow our child protection and safeguarding policy.

9.   Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10.   Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11.   Monitoring Arrangements

This behaviour policy will be reviewed by the CEO and the Trust's Safeguarding and Inclusion Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log (as per section 5). At each review, the policy will be approved by the Chair of the Safeguarding and Inclusion Committee.

12.   Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.