



**QEGSMAT**  
MULTI ACADEMY TRUST

## Behaviour Policy

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## Contents

1. Aims .....	3
2. Guiding Principles .....	3
3. Roles & Responsibilities.....	3
4. Responding to Good Behaviour.....	4
5. Responding to Misbehaviour.....	4
6. Zero-tolerance Approach to Sexual Harassment and Sexual Violence .....	4
7. Rewards .....	5
8. Sanctions.....	5
9. Behaviour Off School Premises .....	6
10. Detentions .....	7
11. Isolation Rooms .....	7
12. Fixed Term Suspensions .....	8
13. Permanent Exclusions.....	9
14. Responding to misbehaviour from pupils/students with SEND.....	9
15. Malicious Accusations Against School Staff .....	10
16. Items Banned From School Premises (prohibited items).....	11
17. Searching, Screening and Confiscations .....	11
18. Use Of Reasonable Force.....	12
19. Controlled Substances .....	12

## 1. Aims

QEGSMAT (the Trust and its schools) aims to improve the life chances of all our young people by ensuring they receive the very best education. We aim to provide a happy, safe and stimulating environment based on mutual respect and shared values. Positive behaviour is a central pillar to creating this environment.

This policy has been impact assessed in the light of all other Trust policies and the Equality Act 2010.

## 2. Guiding Principles

QEGSMAT schools are committed to:

- Promoting self-esteem, self-discipline, positive relationships and proper regard for authority, based on mutual respect.
- Ensuring equality and fair treatment for all.
- Having consistently high expectations of all pupils/students.
- Creating a climate for learning which enables effective teaching and learning to take place; teachers can teach and students and pupils can learn.
- Promoting a culture of recognition and encouragement in which all students and pupils can achieve.
- Encouraging positive relationships with parents/carers and the community.

## 3. Roles & Responsibilities

**Local Governors** have overall responsibility for:

- Ensuring that the implementation of this Behaviour Policy and of the behaviour procedures at the school, do not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy, as outlined in the Trust's Complaints Policy.

The **Headteacher** is responsible for:

- Establishing the standard of behaviour expected by students and pupils at the school (including a student/pupil Code of Conduct).
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.

All members of **staff and volunteers** are responsible for:

- Adhering to this policy and ensuring that all students and pupils do too.

- Promoting a supportive and high-quality learning environment, and for modelling expected behaviour.
- Consistently implementing the rewards and sanctions developed by the school.

**Pupils/students** are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Following their own school's Code of Conduct.
- Reporting any unacceptable behaviour to a member of staff.

**Parents/carers** are responsible for:

- The behaviour of their children inside and outside of school.
- Supporting their children's school in implementing this policy and associated procedures.

#### **4. Responding to Good Behaviour**

When a pupil/student's behaviour meets or goes above and beyond the expected behaviour standard, staff should recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

#### **5. Responding to Misbehaviour**

When a pupil/students' behaviour falls below the standard that can reasonably be expected of them, staff should respond in order to restore a calm and safe learning environment and to prevent recurrence of misbehaviour.

Staff should endeavour to create a predictable environment by always challenging behaviour that falls short of the standards and by responding in a consistent, fair and proportionate manner, so pupils/students know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils/students should be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff should also consider what support could be offered to a pupil/student to help them to meet behaviour sanctions in the future.

#### **6. Zero-tolerance Approach to Sexual Harassment and Sexual Violence**

The school should ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils/students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response should be:

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

The school should have 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

## **7. Rewards**

QEGSMAT believe all young people respond positively to praise and encouragement and all staff in our schools should promote positive behaviour. Each school should develop and implement their own rewards, which should be clearly visible around the school and consistently implemented by all.

## **8. Sanctions**

Teachers should implement the appropriate behaviour procedures and/or sanctions in relation to students or pupils whose behaviour falls below the established Code of Conduct at the school.

In order for the sanction to be lawful, the school should ensure that:

- The decision to sanction a student or pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- The decision to sanction a student or pupil is made on the school premises or whilst the pupil/student is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to sanction a student/pupil is reasonable and does not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding pupils/students with special educational needs, and any other equality rights.
- The school should ensure that all sanctions are reasonable in all circumstances and must take into account the student/pupil's age, religious requirements and any special educational needs or disabilities.

## 9. Behaviour Off School Premises

Teachers are able to sanction students/pupils for misbehaviour outside of the school premises.

Teachers should follow the procedures in school for off-site issues, for example:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil/student at the school.

Teachers may also implement appropriate sanctions off the school premises in respect of behaviour, that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student/pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, should be dealt with in accordance with the school's anti-bullying strategy.

The school should impose the same sanctions for bullying incidents and non-criminal bad behaviour, which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, teachers should only impose any sanctions once the student/pupil has returned to the school premises or when under the supervision of a member of staff.

Where students/pupils display aggressive and/or threatening behaviour, or illegal activity discovered, the school should not hesitate to contact the police.

Sanctions should be dependent on the seriousness of the misdemeanour.

The school has a range of disciplinary measures, which can be used, including, but not limited to, the following:

- Giving a verbal warning.
- Providing extra work or repeating unsatisfactory work until it meets the required standard.
- Setting additional work as a sanction e.g. writing tasks.
- Taking away privileges, e.g. not being able to participate in non-uniform days, or losing extra, prized responsibility.

- Missing break/lunchtime, or detentions during lunchtime, after school and at weekends.
- Engaging in school-based community service.
- Placing the student/pupil on report for constant monitoring or other consistent behaviour checks.
- Excluding the student/pupil either temporarily or permanently, in extreme cases.

Following an allegation of serious unacceptable behaviour, the student/pupil may be isolated in another classroom whilst an investigation takes place.

## **10. Detentions**

The school should make it clear to parents/carers, students and pupils that they are able to use detention as a sanction, both during and outside of school hours, during term time on any designated school day.

Parental consent is not required for detentions and therefore, the school is able to issue detention as a sanction without first notifying the parents/carers of the pupil/student.

When issuing detentions, members of staff should ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs of the student/pupil.

If the detention is during lunchtime, 15 minutes should be allocated to allow the pupil/student time to eat, drink and use the toilet.

When issuing detentions, which are set to be outside of school hours, the member of staff doing so should consider:

- Whether the detention is likely to put the student/pupil at risk.
- Whether the pupil/student has identified caring responsibilities, which would make the detention unreasonable.
- Whether the parents/carers ought to be informed of the detention, e.g. it may not be necessary to do so if the detention is for a short period after school and the pupil/student is able to return home safely.
- Whether suitable transport arrangements are in place between the parents/carers and the student/pupil. NB. It should be the parents/carers' responsibility to ensure arrangements are made, in all circumstances.

## **11. Isolation Rooms**

Schools in the Trust may decide to move pupils/students to a separate room away from other pupils/students for a limited period, sometimes referred to as internal isolation. The arrangements for this should be made clear in the school level behaviour procedures. The school should ensure that student/pupil's health and safety is not compromised during their time in the isolation room, and that any additional

requirements, such as special educational needs, are met. Work should be provided to ensure there is no loss of learning time.

## 12. Fixed Term Suspensions

Any recommendation for a fixed term suspension must be submitted to the Headteacher or the Deputy Headteacher with the appropriate supporting evidence. This evidence should include a history of previous sanctions, support, and other interventions received by the student/pupil. While the school should take all reasonable steps to meet individual needs and help individuals to improve, the school should not tolerate behaviours which undermine the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

Suspensions internal, fixed-term or permanent exclusions may be used in response to any of the following:

- Physical assault on a student/pupil or adult
- Verbal abuse/threatening behaviour against a student/pupil or adult
- Bullying.
- Racist abuse
- Homophobic abuse.
- Sexual misconduct (\*)
- Drug and alcohol related offences
- Damage to property or possessions
- Theft
- Persistent disruptive behaviour
- Defiance (wilful and repeated refusal to follow the instructions of a member of staff)
- Weapons related offences – including the possession of weapons
- Posing a health and safety threat
- Malicious accusations against school staff
- Any other offence deemed to be serious by the Headteacher or which brings the school into disrepute

(\*) – Schools use the advice contained within the Keeping Children Safe In Education document as a basis for determining what behaviours are considered as sexual violence and sexual harassment. In addition, schools should ensure that victims are supported and that reasonable sanctions are put in place. Schools should also maintain logs of these incidents.

Following a phone call to the parent/carer, a letter should be sent to the parent/carer on the day the fixed term exclusion is issued. The letter should give details of the time, location and attendees for the re-admission meeting. Normally, the student/pupil will also be given a copy of the letter to take home. At this meeting, a re-admission contract should be agreed. The terms of this contract should vary according to individual student/pupil's needs but could include the following:



- Student/pupil report to senior leader or pastoral lead in the school
- Phased return arrangements
- Individualised timetables
- Managed move options
- Other support or intervention to re-engage the student/pupil in learning

In some circumstances, the re-integration meeting may include a warning of the danger of a future permanent exclusion. This can only take place with the express permission of the Headteacher.

### **13. Permanent Exclusions**

Permanent exclusion is a very serious matter and should only be considered when all other forms of intervention and sanction have been explored by the school. This may include considering managed moves or other alternative provision. Any recommendation for a permanent exclusion must include a robust evidence base and must be conducted within the legal framework surrounding permanent exclusions. Only the Headteacher can make a recommendation for permanent exclusion for the school and this recommendation is subject to the agreement of the CEO before the decision to carry out a permanent exclusion is taken. The permanent exclusion is heard by a panel from Local Governors within the Trust, where it is considered for reinstatement. The exclusion and appeals process is outlined in a letter from the school to the parent/carers.

### **14. Responding to misbehaviour from pupils/students with SEND**

#### **Recognising the impact of SEND on behaviour**

The Trust recognises that pupil/students' behaviour may be impacted by SEND.

When incidents of misbehaviour arise, the school should consider them in relation to a pupil/student's SEND, although it is recognised that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil/student's SEND had an impact on an incident of misbehaviour should be made on a case-by-case basis.

When dealing with misbehaviour from pupils and students with SEND, especially where their SEND affects their behaviour, the school must take its legal duties into account when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil/student being caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils/students with SEND (Children and Families Act 2014).
- If a pupil/student has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the Local Authority and other bodies.

As part of meeting these duties, the school should anticipate, as far as possible, all likely triggers of misbehaviour and put in place support to prevent these from occurring.

Any preventative measure must take into account the specific circumstances and requirements of the pupil/student concerned.

### **Adapting sanctions for pupils/students with SEND**

When considering a behavioural sanction for a pupil/student with SEND, the school should consider whether:

- The pupil/student was unable to understand the rule or instruction
- The pupil/student was unable to act differently at the time as a result of their SEND
- The pupil/student was likely to behave aggressively due to their particular SEND

If the answer to any of these is yes, it may be unlawful for the school to sanction the pupil or student for behaviour.

The school should then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil/student displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENDCO) should evaluate a pupil/student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice should 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/student, the school should liaise with external agencies and plan support programmes for that child. They should work with parents/carers to create the plan and review it on a regular basis.

### **Pupils/students with an EHCP**

The provisions set out in the EHCP must be secured and the school should co-operate with the Local Authority and other bodies.

If the school has a concern about the behaviour of a pupil/student with an EHCP, it should make contact with the Local Authority to discuss the matter. If appropriate, the school may request an emergency review of the EHCP.

## **15. Malicious Accusations Against School Staff**

QEGSMAT schools recognise that there may be occasions when a student/pupil needs to raise issues about the actions of a member of staff and have procedures for dealing with concerns. However, where the allegation arises from malicious intent or fabrication, the school should respond with an appropriate disciplinary action, which may include internal, fixed term or permanent exclusion.

## 16. Items Banned From School Premises (prohibited items)

- Fire lighting equipment: matches, lighters, etc.
- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes and vapes
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure
- Knives/blades
- Guns (including replicas and BB guns)
- Laser pens
- Fireworks
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray

## 17. Searching, Screening and Confiscations

The Trust acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, the Education and Inspections Act of 2006 and Health and Safety at Work 1974 in respect of searching and screening students and pupils as well as confiscation.

Headteachers, and staff authorised by them, have a statutory power to search students/pupils and their possessions (e.g. clothing, bags or lockers) without consent, where they have reasonable grounds for suspecting that a student/pupil may have a prohibited item (listed above).

Staff members may instruct a student/pupil to remove outer clothing, including hats, scarves, boots and coats.

A student/pupil's possessions should only be searched in the presence of the student/pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police should be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil/student.

Parents/carers should be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

## **18. Use Of Reasonable Force**

Members of staff are able to use reasonable force to prevent students/pupils from committing an offence, injuring themselves or others, or damaging property.

Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom.

The Headteacher and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any articles that have been used or could be used.

## **19. Controlled Substances**

QEGSMAT has a zero-tolerance policy on illegal drugs and legal highs.

Following the identification and confiscation of a controlled substance, the staff member should seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.

The staff member should store the sample in a secure location.

The incident should be reported to the police immediately. The police should then collect the item and deal with it in line with their agreed protocols.

The school should name the pupil/student from whom the drugs were taken to the police, and a full incident report should be completed.

Any further measures should be undertaken in line with the school's Child Protection and Safeguarding Policy.

Where controlled substances are found on school trips away from the school premises, the parents/carers/guardians of the student/pupil, as well as local police, should be notified.