



Behaviour Policy

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Associated documents:			
<ul style="list-style-type: none"> Local Academy Behaviour Policies Local Academy Safer Internet Use / Personal Information Devices policy Local Academy Uniform Policy 		<ul style="list-style-type: none"> Trust Anti-Bullying Policy Trust Exclusion Policy Trust Safeguarding and Child Protection Policy 	
Links to:			
<ul style="list-style-type: none"> Covid-19 DfE communications Exclusion from maintained academy and academies and child referral units in England 2017 www.gov.uk/government/publications/school-exclusion The Equalities Act 2010 www.gov.uk/government/publications/equality-act-2010-advice-for-schools Searching, screening and confiscation 2018 www.gov.uk/government/publications/searching-screening-and-confiscation https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899384/Checklist_for_school_leaders_on_behaviour_and_attendance.pdf 			

- Keeping Children Safe in Education 2020 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf
- SEND Code of Practice 2014 www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Use of reasonable force in schools 2013 www.gov.uk/government/publications/use-of-reasonable-force-in-schools
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools -
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Contents

1	Scope and purpose of the policy	3
2	Aims and objectives	3
3	Responsibility for implementing the policy.....	5
4	Systems for managing behaviour	5
5	Exclusions	5
6	Exclusion protocol.....	6
7	Record keeping.....	7
8	Equality.....	7
9	Staff searching children	8
10	Use of physical restraint and training.....	9
11	Foodstuffs and drinks in academy	9
12	Drugs	9
13	Anti-smoking	10
14	Weapons.....	10
15	Behaviour off-site – to and from the academy	10
16	Post 16 students.....	11
17	Managed moves.....	11
18	Alternative provision	11
19	Off rolling.....	12
20	Review of the policy	12

1 Scope and purpose of the policy

The Trust Policy outlines the framework through which all Diverse academies apply their local Behaviour Policy.

The Policy will be accompanied by a Local Academy appendix, which may exceed the minimum standards as outlined in this Trust Policy to reflect specific local circumstances.

The Policy encourages all children to make positive choices and to operate within a culture of reward and celebration, in conjunction with each Academy Behaviour Policy.

The Policy sets out an identifiable Diverse Academies graduated approach to behaviour sanctions.

The Policy outlines our Multi Academy Trust (MAT) approach to post-Covid academy circumstances, alternative provision, managed moves, the use of isolation and exclusions.

Covid –19: The policy for 2020-21 should be read in conjunction with the guidance and advice set out in the DfE Checklist for school leaders to support full opening: behaviour and attendance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899384/Checklist_for_school_leaders_on_behaviour_and_attendance.pdf

2 Aims and objectives

The Trust expects that in each academy:

- a. This policy will be adhered to alongside the local academy annex - reflecting local responses to the Covid guidelines
- b. Pupils will behave well and experience a positive Climate for Learning whilst adjusting to the post-Covid lockdown academy circumstances
- c. Behaviour systems - including local academy Covid arrangements and attendance expectations - will be clearly communicated, follow a consequence pathway and be well understood and applied by all stakeholders
- d. Staff and pupils will reinforce positive attitudes and celebrate achievements
- e. Pupils show respect and courtesy towards all members of the Trust and academy community and are entitled to respect for themselves, by staff and other children.
- f. Pupils feel confident that in their academy they are known and valued as individuals, they will be listened to, their views and concerns will be considered and that they receive fairness of treatment.
- g. Behaviour expectations in the post-Covid period are reset and communicated clearly.

- h. Pupils receive additional behavioural and learning support in the post-Covid period according to their individual need.
- i. Adults share a common responsibility for maintaining good discipline and promoting and implementing, amongst others, the local academy 'Behaviour annex' and anti-bullying policy.
- j. The continued promotion of British Values of respect, tolerance, and the rule of Law.
- k. The provision of a secure, orderly, healthy and safe environment for children at all times.
- l. Positive behaviour is modelled, recognised and acknowledged in accordance with each academy's rewards policy.
- m. A positive relationship with all stakeholders including parents / carers and other agencies is encouraged, in order to develop a shared approach to involve them in the implementation of the respective academy policy.
- n. Good and appropriate behaviour is promoted by purposeful, enjoyable learning as a result of well-planned and delivered lessons in well-managed classrooms and year bubbles.
- o. Each academy will have well established and understood entry and exit classroom routines outlined in their respective behaviour annexes and in accordance with the Trust expectation over well-managed post-Covid classrooms.
- p. Diverse Academies Trust expects each academy to integrate the following actions around re-engaging their pupils' behaviour for post-Covid reopening:
 - Planning – what will our classrooms / downtime look like
 - Communicate – what do we expect from pupils
 - Consistency – staff understand what is expected of them in upholding academy values and expectations
 - Support – identifying and providing for the needs of the most vulnerable and challenging, particularly those who have exhibited mental health concerns and / or safeguarding trauma in lockdown.
 - Monitoring and improvement – using the usual tracking and recording tools to reflect on practice and future actions.
- q. In 2020-21, a local Covid-19 behaviour annex to the Policy will outline (in detail) responses to all of the below:
 - Expectations over pupil conduct
 - Entry and exit routines and expectations
 - The consequence pathway / system
 - Rewards and sanctions
 - Exclusions
 - Uniform
 - Representing the academy off site

3 Responsibility for implementing the policy

3.1 The Trust has delegated day-to-day responsibility for delivering the Behaviour Policy to the Principal of each academy.

3.2 All employees of Diverse Academies will consistently follow and implement the Policy. All staff are responsible for the behaviour of children when engaged in activities directly related to the work of each Academy.

3.3 The implementation of the Policy and respective academy behaviour policy annexes are quality assured in each academy through the work of the Strategic Development Lead, Behaviour, in addition to the Education Review Meeting (REM) and Academy Improvement Review process (AIR).

3.4 The overall responsibility for the Policy is overseen by the Senior Executive Leadership.

4 Systems for managing behaviour

All systems for managing and recording behaviour are centred on achieving a positive Climate for Learning.

4.1 In our academies due consideration will be given to a child's Special Education Needs and Disability (SEND) status when applying sanctions – including exclusion

4.2 Behaviour (positive and negative) is recorded and monitored through the respective Academy Management System.

4.3 All Diverse Academies Trust academies implement a consequence system that is organised through tiered systems / levels or ladders of response / consequence pathways. This system will be outlined in the local appendix.

4.4 For those pupils whose behaviour falls outside and cannot be managed by the consequence system, a period of fixed term exclusion and other strategies may be considered.

4.5 The consequence ladder and graduated response to behaviour must be conducted with due regard to individual needs – especially considering the Covid-19 conditions that all academies will be operating under.

5 Exclusions

5.1 Fixed Term Exclusions

Exclusion decisions in all Diverse Academies Trust academies are always made in line with DfE guidance: 'Exclusion from maintained academy and academies and child referral units in England'.

- Diverse Academies Trust academies must make every effort to avoid excluding children and all available strategies will be used to manage behaviour.
- Consideration over a child's SEND status will be taken into account when applying sanctions around exclusion.
- All incidents and circumstances (inc. safeguarding risk) will be investigated thoroughly before a decision is made to exclude.
- Deliberate and serious breaches of Covid health and safety rules that potentially jeopardise the well-being of others in the academy, may result in an immediate exclusion.
- For exclusions of more than five days, the Academy, in conjunction with the Trust, will arrange full-time education, either on or off-site and inform the Local Authority.

5.2 There are exceptional circumstances where it may be appropriate for a child to be permanently exclude or moved to alternative provision. These include those actions referred to in the DfE guidance.

5.3 In the most severe cases, Diverse Academies may involve the appropriate authorities to investigate the individual(s) concerned.

6 Exclusion protocol

6.1 Where an exclusion refers to a child with SEND, both the Special Education Needs Coordinator (SENCo) in the academy and the Trust Strategic Development Leader (SDL), SEND will review and quality assure the decision to ensure that the academy has exhausted all options before the exclusion and has applied the policy with consistency and transparency.

6.2 For all repeat exclusions, (child with SEND / child without SEND) the academy SENCo, in conjunction with the wider leadership team and the Trust SDL, Behaviour will be expected to look at underlying causes and review the provision for the child identifying any barriers to learning.

6.3 All repeat exclusion events (of 3 or more) or single exclusions (over 5 days), in addition to the protocol above, must be reviewed by the Trust SDL, Behaviour. This is to ensure that the academy has been consistent in applying the exclusion and that best-practice / strategies for inclusion elsewhere in the Trust are shared with the academy leadership team.

6.4 All fixed term exclusions must be recorded on the academy School Management System (SMS) as soon as possible. The Trust expects each academy to look at the exclusion in detail and agree on ways forward with the child and parent(s) using the 'Post-exclusion meeting proforma'.

6.5 In the extreme event of an Academy considering a permanent exclusion, the Principal **must** inform the Trust SDL, Behaviour, who will arrange a meeting with the relevant Cluster Executive Principal, the Principal and SENCO to ensure that the academy has explored all other options and has applied the policy correctly. If the Trust SDL, Behaviour is not available, the SDL, Safeguarding will Quality Assure (QA).

6.6 The Local Authority will be informed, and the exclusions policy in the academy including right to appeal will be triggered.

6.7 All exclusions will be carried out in accordance with the guidance explained in the DfE document 'Exclusions from maintained schools, academies and pupil referral units in England - September 2017'

www.gov.uk/government/publications/school-exclusion

7 Record keeping

7.1 All DAT academies must keep accurate records of Behaviour Incidents - including low level (C2 or equivalent) through to the final sanction in the respective consequence system. This is to enable each academy (and the Trust) to track persistent low-level disruption as well as the more extreme behaviours.

7.2 These records must be kept on a reliable database through the SIMS (or equivalent) and provide comparative data (where possible) to show trends over time.

7.3 Referrals through the behaviour log will be quality assured through the ERM process and by the SDL, Behaviour as part of the QA process. Patterns of persistent low-level disruption, as well as more extreme behaviours can expect to be analysed and acted upon by academy leadership teams.

7.4 These records may be analysed, in conjunction with the Trust SDL, Behaviour, on a half termly basis or as necessary; with the intention of providing targeted support for students, colleagues and faculties experiencing difficulties.

8 Equality

8.1 In accordance with the Equality Act 2010 each DAT Academy makes reasonable adjustments to the application of their Behaviour Policy where the behaviour is due to a reason related to the child's disability, thereby ensuring that disabled children are not placed at a disadvantage.

8.2 Staff seek to identify the underlying cause of any unacceptable behaviour (for example an unmet special educational need or poor adjustment to learning in the post-Covid climate) and put in place measures to address the cause and prevent the behaviour re-occurring.

8.3 DAT academies identify 'triggers' which may prevent challenging behaviour persisting or worsening. They ensure that children who are displaying challenging behaviour because of an underlying disability or SEN are not unlawfully discriminated against.

8.4 Our overriding aim is to work with the academies, parents/ carers and other agencies to find ways of modifying the child's behaviour, so that the whole academy community can be safe and successful. Our priority is that the climate in the classroom and around each Academy is calm and positive so that young people can learn effectively.

8.5 DAT academies work closely with parents of children who display a recognised behaviour difficulty / condition, ensuring a consistent approach and continuous support between home and the Academy, to mitigate against further sanctions.

9 Staff searching children

Staff in all DAT academies have the legal right to search children within the following guidelines:

www.gov.uk/government/publications/searching-screening-and-confiscation

Staff in DAT academies may search a child if they have reasonable grounds for suspecting that the child is in possession of a prohibited item.

- a. **Two members of staff** working together, one of which must be a member of the Academy Senior Leadership Team or a member of staff that the Principal has delegated responsibility to, can instruct children to turn out their pockets or their bags. Children and their possessions can be searched with the child's consent.
- b. The Principal can authorise a search of child or their possessions (including bags or lockers) for weapons and drugs by a member of the Senior Leadership Team (plus one other adult), without the consent of the child.
- c. A record of all searches on pupils must be logged on the academy School Management System (SMS) (and if appropriate the My Concern safeguarding recording system) and parents informed as soon as possible.
- d. Searches must be conducted in a discreet / private location and be appropriately staffed based on the gender of the pupil being searched. One of the members of staff **MUST** be the same sex as the child. It is good practice for both members of staff to be of the same sex as the child being searched.

- e. In the most serious and extreme circumstances, any searches that involve the need for intimate interrogation must NOT be carried out by DAT employees. If such a situation is required, the Principal must remove the child to a secure space and inform the police and parents of the child.

10 Use of physical restraint and training

Staff in all DAT academies must only use physical restraint on children following the DfE guidelines. DAT expects all employees to be aware of the guidance through training, briefings and the availability of the document through the link below:

www.gov.uk/government/publications/use-of-reasonable-force-in-schools

The use of proportional, physical intervention in DAT academies, (with the exception of those staff specifically trained in dealing with regular and extreme behaviours, as part of their role in SEND / special education), must **only** be used to prevent pupils from *hurting themselves or others (including staff)*, from *damaging property*, or from *causing disorder*.

It is a requirement that any use of reasonable force is documented by the member of staff in conjunction with the academy leadership / safeguarding lead and kept on file.

It is not DAT policy for all staff in mainstream academies to be Coping with Risky Behaviour (CRB) trained (or equivalent); the decision to deploy and train staff in 'physical restraint and de-escalation' is the responsibility of the Principal, in consultation with the academy SENCO, and the respective SDLs for Behaviour, Safeguarding and SEND.

11 Foodstuffs and drinks in academy

11.1 The content and consumption of foodstuffs and drinks in DAT academies is governed by the local academy Healthy Eating Policy.

11.2 DAT expects that academies promote healthy eating options.

11.3 In light of revised Covid health and safety guidance, each academy will have expectations over designated areas and times for eating. These will be communicated to parents and children.

12 Drugs

12.1 Each academy has a duty to inform and educate young people on the consequences of illegal drug use as part of its concern for their welfare.

12.2 DAT expects all academies to refer to the document Drugs Education and Management of Drug-Related Incidents and to include information in their Behaviour appendix.

12.3 Possessing and supplying illegal drugs on any DAT site is extremely serious and will be referred to and managed through the exclusions protocol (section 6) in this policy. DAT academies recognise that there is a clear distinction between possession and intent to supply / actual supply – and this *may* be taken into consideration when applying the exclusions protocol.

13 Anti-smoking

13.1 Each academy has a duty to inform and educate young people on the consequences of tobacco use as part of its concern for their welfare.

13.2 All Diverse Academies sites prohibit the use of tobacco, vaping products and the supply of these substances, by all members of the DAT community.

13.3 DAT expects all academies to follow the local academy Behaviour annex in response to a breach.

14 Weapons

14.1 Each academy has a duty to inform and educate young people on the consequences of carrying a weapon as part of its concern for their welfare.

14.2 All DAT sites prohibit the bringing in and carrying of weapons – including knives – by all members of the community.

14.3 DAT expects all academies to follow the local academy Behaviour appendix and Trust exclusions protocol when addressing a breach.

14.4 When dealing with such a situation the academy leadership must consider and adhere to the guidance outlined in the DfE publications 'Exclusions from maintained schools and academies 2017' and 'Searching, screening and confiscation 2018'.

15 Behaviour off-site – to and from the academy

15.1 Under no circumstances should any children leave any DAT academy site during the day without prior authorisation / permission.

15.2 On all academy-organised excursions, children and staff follow the respective academy and provider behaviour policy.

15.3 It is our expectation that our pupils' model good citizenship in and out of their academy. The Policy applies to journeys taken to and from school.

15.4 Social distancing wherever possible, along with national guidance on using public transport should be actively modelled, encouraged and communicated by staff in our academies.

16 Post 16 students

16.1 Post-16 students may leave DAT Academy sites at break and lunch time, adhering to the latest Covid-19 advice on social distancing, face-coverings in shops and travel on public transport. DAT expects each post-16 site to operate a secure registration system to record their entry and exit and for students to routinely use it. Failure to do so, will result in local sanctions being applied by the academy.

16.2 While off-site, students must behave in accordance with the respective academy behaviour policy and any Covid guidance currently in operation. Failure to act appropriately will be addressed through the academy Behaviour Policy.

16.3 Post-16 students are role models in their respective academies, and as such will be subject to specific post-16 academy behaviour and consequence systems as outlined in the Behaviour annex.

17 Managed moves

17.1 Any DAT academy wishing to arrange for a 'managed move' to another DAT academy for particularly vulnerable children, will need to provide sufficient evidence to the SDL, Behaviour, that all other options, prior to a likely permanent exclusion, have been exhausted. This clause is equally valid for moves to schools outside of DAT.

18 Alternative provision

18.1 All DAT academies, when making a referral to DAPA (Spring Learning, Focus or Summit) or other external alternative providers, must adhere to the agreed DAT Referral and Induction Protocol (2019).

18.2 Request for AP will need to be agreed at Local Cluster level (with the respective Executive Principal), the academy principal and the respective Heads of Centre (DAPA).

18.3 Any child placed in AP will not be 'off-rolled'. They will retain their ULN and registration at the commissioning academy.

19 Off rolling

Ofsted (2019 Framework) defines Off-rolling as:

'The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of 'gaming'.

19.1 DAT academies must not 'off roll' pupils as defined by Ofsted. Academies must refer to the protocol highlighted in 16.1.

20 Review of the policy

This policy is reviewed annually by the Trust SDL, (Behaviour) in the Summer Term in time for the start of the next academic year; we will monitor the application and outcomes of the policy to ensure it is being applied effectively.

Any further adjustments or relaxations in response to Covid-19 will be applied in an appendix or as a deletion in the main policy as and when necessary.