

Behaviour Policy



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1 Purpose

- 1.1 The purpose of this policy is to shape the culture, espouse the values, and develop the ethos that allows all members of the Advantage Schools community to feel safe, valued and respected.
- 1.2 Advantage Schools believes that for high quality teaching and excellent student progress to be maximised, student behaviour needs to be excellent in all aspects of school and community life so that learning is free of disruption and distraction.
- 1.3 Advantage Schools believes that actively promoting civility and kindness enables pupil wellbeing.

2 Policy

- 2.1 Schools within Advantage Schools will develop and maintain good behaviour and discipline in and out of school through clarity of expectations, simplicity of systems, investment in routines, and highly effective communication leading to positive working relationships.
- 2.2 Advantage Schools believes in equality of opportunity and will ensure that students are treated fairly, with respect, and with dignity at all times.
- 2.3 A safe learning environment, free from disruption and distraction, violence, bullying and any form of harassment will be provided for all within the school community. Instances of bullying will be dealt with swiftly.
- 2.4 Advantage Schools will encourage a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.
- 2.5 Advantage Schools will not tolerate behaviour or language that targets a student's gender, disability, national origin, religion, ethnicity or sexual orientation. ALL instances, including casual use of racist, homophobic, misogynistic, or ableist language, will be met with a zero tolerance response. Homophobic, racist, ableist, and misogynistic attitudes, behaviours and language are not welcome within the trust.
- 2.6 Advantage Schools will not tolerate sexual harassment or sexual violence. Any such behaviours will be met with a zero tolerance approach and are not welcome within the trust.
- 2.7 A culture of praise and encouragement will be promoted in which all pupils can progress and achieve.

3 Responsibilities

3.1 It is the responsibility of the Local Governing Boards and School Improvement Boards to:

- Support the school in maintaining high standards of desired behaviour of pupils and staff.
- Monitor data related to behaviour in the school, including incidents of bullying, discriminatory behaviour, incidents of disruption, sanctions and consequences including suspensions and expulsions, and rewards, in order to identify patterns and provide support and challenge to the principal regarding the behaviour strategy in each school

3.2 It is the responsibility of the principal of each school to:

- Establish a procedure for the promotion and teaching of desired behaviour aligned to the Advantage School behaviour curriculum and keep it under review.
- Ensure this policy is non-discriminatory and is communicated to pupils and parents/carers.
- Implement the day-to-day management of this policy and the related procedures.
- Ensuring that the school environment encourages positive behaviour.
- Providing ongoing training for staff, including a clear induction programme for new staff and refresher training for established staff to ensure all staff understand the school procedures, rules and routines, and how best to support all pupils to participate positively in all aspects of school life.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding and child protection, and anti-bullying policies to offer pupils both sanctions and support when necessary.
- Ensuring that data pertaining to behaviour is accurately recorded and reviewed regularly, in order to monitor patterns and highlight groups of pupils that may be disproportionately impacted by this policy, and reporting to trustees via the Local Governing Board/School Improvement Board and Central Executive Team.

3.3 It is the responsibility of all staff within the school to:

- Ensure that this policy and related procedures are followed and consistently and fairly applied
- Advise the principal on the effectiveness of the policy and related procedures.
- Create and sustain a high quality learning environment.
- Promote positive behaviour patterns for learning.
- Know what is meant by reasonable force and when it might be required - as such all staff must read the latest DfE guidance on Use of reasonable force in schools.
- Ensure there is no differential application of the policy and related procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
- Ensure the concerns of pupils are listened to and appropriately addressed.

- 3.4 Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents/carers to work in partnership with school staff to assist in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy or related procedures.
- 3.5 All pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.
- 3.6 The school will uphold the right to challenge and discipline any inappropriate behaviours 'outside the school gates,' including activity taking place online and on social media platforms, such as when pupils are:
- taking part in any school-organised or school-related activity;
 - travelling to or from school;
 - wearing school uniform;
 - in any way identifiable as a pupil at the school.
- 3.7 The school will uphold the right to challenge and discipline any inappropriate misbehaviours at any time, whether or not the conditions in paragraph 3.6 above apply, when behaviour:
- Could have repercussions for the orderly running of the school.
 - Pose a threat to another pupil or member of the public.
 - Could adversely affect the reputation of the school.

4 Rewards

- 4.1 A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral part of achieving this.
- 4.2 Rewards have a motivational role in helping pupils to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the related procedures.
- 4.3 Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

5 Sanctions

- 5.1 Sanctions are needed to respond to undesirable behaviour.
- 5.2 The range of sanctions is clearly defined in the related procedures, which can be found on the school's website.

5.3 The related procedures make a clear distinction between the sanctions applied for minor and major offences.

6 Reasonable force

6.1 Force is usually used either to control or restrain. Restrictive intervention should only be applied to prevent injury, pain or distress to the individual or the people around the individual. It should be reasonable, proportionate and necessary. 'Reasonable in the circumstances' means using no more force than is needed.

7 Suspensions and Exclusions

7.1 It is the responsibility of the principal in each school to make decisions about suspension and exclusion. These decisions need to follow the school's suspensions and exclusions procedure, which can be found on the school's website.

7.2 Governors will monitor suspensions and exclusions, particularly for vulnerable groups to ensure they are not disproportionately excluded or suspended from school.

7.3 The school will monitor the use of internal removal and report to governors each half term.

8 Reasonable Adjustments

8.1 Exclusions of students with EHCPs will normally only happen for cumulative incidents if a graduated approach to support the child has been followed.

8.2 Exclusions for one-off serious offences of students with EHCPs can be considered by the principal. The principal must assess if the support detailed in the EHCP has been provided and, if not, could this have prevented the serious one-off incident.

8.3 Reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND reviews in line with the Graduated Response Procedure.

8.4 Some students may need additional scaffolding in order to break down their individual barrier to learning and understanding. Further guidance is available from the SEND Team or SENDCO.

9 Safeguarding

9.1 The school recognises that changes in behaviour may indicate a safeguarding concern.

9.2 Staff in all schools will consider whether changes in pupil behaviour may be constitute a safeguarding risk.

9.3 Where this may be the case, staff will follow the school's safeguarding and child protection policy.

10 Related Policies, Procedures and Documents

10.1 This policy should be applied in conjunction with:

- Pupil Code of Conduct
- Sanctions Procedure
- Rewards Procedure
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Behaviour Procedures
- Suspension and Exclusion Policy
- Advantage Schools Behaviour Curriculum

10.2 This policy draws on legislation and guidance from the Department for Education (DfE) including:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation at school
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- 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 schools to have a written behaviour policy
- paragraph 10 requires schools to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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

11 Monitoring, Evaluation and Review

11.1 The principal will review this policy and related procedures annually, to ensure its continuing appropriateness and effectiveness.

APPENDIX 1: DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion and/or refusal to participate in of classwork or homework
- Poor attitude
- Incorrect uniform
- Breaches of the pupil code of conduct and school rules

Serious misbehaviour is defined as:

- Persistent breaches of the pupil code of conduct and 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 sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted 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
- Vaping
- Racist, sexist, homophobic, ableist or other discriminatory behaviour
- Possession of any prohibited items, such as:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Prescription drugs without permission from school
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes and associated paraphernalia
 - Fireworks
 - Pornographic images or material
 - 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)

Bullying is defined as the repetitive, intentional harming of a 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 Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. 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

APPENDIX 2: CONFISCATIONS, SEARCHING, SCREENING

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by the principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;
and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil;
or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the principal to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

- All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS).

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult). The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search
and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the principal
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

APPENDIX 3: USE OF REASONABLE FORCE

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.