



Policy for Behaviour

Friendly. Growth. Trusted.

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Contents

Policy Statement.....	5
Related Documents	5
References	5
Purpose	5
Scope.....	5
Responsibilities.....	6
Equality and Diversity	7
Introduction.....	8
Discipline.....	8
Definitions.....	8
Staff induction, development and support	9
Parental Support.....	9
Sharing the behaviour policy with staff and parents.....	10
Social, emotional and mental health (SEMH) needs	10
Managing Behaviour	10
High Expectations.....	10
Rewards	10
Unacceptable behaviour	10
Children’s needs.....	10
Low-level.....	11
Behaviour plans	11
Isolation/internal exclusion.....	11
Suspension or Exclusion	11
Prevention strategies, intervention, and sanctions for unacceptable behaviour.....	11
Initial interventions	11
Behaviour curriculum.....	12
Positive teacher–pupil relationships	12
Preventative measures for pupils with SEND	12
De-escalation strategies	12
Sanctions	12
Sexual abuse and harassment	12
Malicious allegations of sexual violence or sexual harassment	13
Malicious allegation against a member of staff (by a child).....	13
Staff Behaviour.....	14

Children misbehaving outside of school premises	14
Bullying (See Anti – Bullying Policy)	14
Racist incidents	14
Confiscation	14
Prohibited items, searching pupils and confiscation	15
Physical Interventions	15
Using reasonable force	15
De-escalation strategies	15
Physical Contact.....	15
Positive Handling.....	15
Physical Intervention	15

Policy Statement

At Edukos Trust we strive to be: **EXCEPTIONAL. TOGETHER.** Creating great schools, ensuring better lives for all who we serve through our 3 core values:

- **Friendly**
- **Growth**
- **Trust**

Related Documents

- Staff Code of Conduct
- Policy for Suspensions and Exclusions
- Policy for Physical Intervention
- Policy for Complaints
- Policy for Anti-Bullying
- Policy for Safeguarding and Child Protection

References

- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

Purpose

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practice philosophy. Restorative Practice aims to build our community and to repair and strengthen relationships within our community.

Its purpose is to provide the staff and children with a consistent whole school approach and give guidance to parents. It includes, amongst other things, the way in which:

- Children and staff address one another, (this includes lunchtime supervisors, support staff and clerical officers);
- Children move around the school;
- Children consider the feelings and belongings of others.

Children might expect to be sanctioned should they fail to keep their promise as laid down by the individual school (see, local school protocols for details).

Scope

This policy applies to all stakeholders within the Trust.

Responsibilities

The **Trust Board and the CEO** are responsible for monitoring the effectiveness of this policy, ensuring that a consistent approach to [Policy for Behaviour v6.docx](#) is applied across the Trust.

Head Teachers are responsible for ensuring that staff adhere to this policy and procedure and it is applied consistently across their school. They are also responsible for monitoring and evaluating behaviour over time.

Incidents records should be completed for:

- All racial and discriminatory incidents
- Acts of bullying and harassment
- Serious incidents
- Repeated low-level incidents over a short period of time
- Any other incident which in the teacher's judgement needs logging

The **SENCO** will be responsible for:

- Collaborating with the governing board, head teacher, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a child's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for children with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the child themselves.
- Aiming to teach all children the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the children in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

Employees are required to actively engage with the policy and implement it accordingly. Further detail about expectations for staff behaviour is contained within our **Staff Code of Conduct**. All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around the school. This will be achieved by asking all staff:

- To role model good behaviour and positive relationships
- To create positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone

- To foster a restorative approach to behaviour management
- To think carefully about how we use language to encourage positive behaviour and promote self-regulation

Children will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Equality and Diversity

Edukos Trust is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines;
- Ensuring staff are protected from unlawful direct or indirect discrimination resulting from a protected characteristic (e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation).
- Delivering high quality teaching and services that meet the diverse needs of its children and its workforce, ensuring that no individual or group is disadvantaged

Introduction

- 1. A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed up by senior staff and the head teacher.*
 - 2. (Behaviour and discipline in schools – Advice for head teachers and school staff – February 2014)*
3. Edukos Trust stands against all forms of disruptive, antisocial or aggressive behaviour, whether exhibited in the classroom, the playground or indeed within the wider community out of school hours. This includes bullying or harassment and will be dealt with under the trust's policy for Anti-Bullying.
4. The Trust embraces Restorative Practice (RP) as a means of empowering all members of the schools' community to be successful within the classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible children.
5. The trustees, governors and staff believe it is the right of every child to have equality of access to a broad, balanced, relevant, well-matched and coherent curriculum.
6. For this philosophy to hold true, the environment in which the children are, ensures the progression and continuity to which they are entitled, must be as secure and supportive as the parents and staff can possibly provide.
7. As adults, it is our responsibility to 'make a difference'.

Discipline

- 8. Any paid member of staff has the power and responsibility to discipline a pupil, unless stated otherwise by the head teacher.*

DfE: Behaviour and Discipline in Schools guidance, 2016.

Definitions

9. For the purposes of this policy, we define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:
 - **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
 - **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
 - **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
 - **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
 - **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
 - Possession of legal or illegal drugs, alcohol or tobacco

- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

10. For the purposes of this policy, we define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other children. Please see local school protocols.

11. “Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

12. All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently.

13. The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a children’s behaviour, e.g. SEND and mental health needs.

14. Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting children’s wellbeing will be supported to undertake any relevant training or qualifications. The SLT and the head teacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Parental Support

15. We believe that open, honest and accurate communication with parents and carers is essential. This is particularly important when supporting a child with behaviour difficulties. Regular communications may include:

- Teachers speaking directly with parents either through organised meetings or informally on the playground/at school events
- Regular parent consultation meetings that are a three-way process involving the child (where appropriate) the teacher and parents/carers
- An open-door policy where parents are encouraged to consult with the school over matters of concern
- Dedicated parent events e.g. workshops, ‘stay and..’ events, coffee mornings, class assemblies, family sessions

- Regular general written communication via letters, the school website and social media (e.g. Twitter)
- Individual written communication e.g. annual reports

Sharing the behaviour policy with staff and parents

16. The Trust will publicise the Policy for Behaviour (inc Exclusions) on its website. The head teacher will publish their Local School Protocol on the school's website, and this will be included as part of an induction process for new staff.

Social, emotional and mental health (SEMH) needs

17. To help reduce the likelihood of behavioural issues related to SEMH needs, our schools will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. Your child's Local School Protocol will detail further how they will support SEMH needs.

18. All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Managing Behaviour

High Expectations

19. At Edukos Trust, our schools have high expectations of behaviour. This is provided through the Restorative Practice Approach of 'high challenge, high support'. We therefore expect our children's behaviour to be exceptional and where it falls below this expectation, we give them the support to improve. Please see Local School Protocol for school specific information/strategies used.

Rewards

20. Good behaviour is essential in any community and at our schools we have high expectations for this. Children recognise and understand the school's rules/charter and this is referred to often in class and assemblies.

21. There are numerous rewards available to children. See local school protocols for how individual schools give out rewards.

22. Although the emphasis is always on the positive, there are also times when children must be disciplined in order to maintain the safety and security of all children.

Unacceptable behaviour

Children's needs

23. Staff will consider whether persistent poor behaviour or changes in behaviour, gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Staff will follow the school's Safeguarding Policy where this may be the case. Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

Low-level

24. Each Edukos Trust school has individual systems to deal with unacceptable low-level behaviour.

Behaviour plans

25. Where persistent poor behaviour occurs, staff and parents will meet with the teacher, and where necessary a member of the Senior Leadership team or SENDCo, to discuss a behaviour plan for the child. This may include specific rewards and sanctions that are relevant to that child's behaviour and needs and which may differ to the general class and school rewards systems.

Isolation/internal exclusion

26. Disruptive children can be placed in isolation (also termed an internal exclusion) away from other children for a limited period to an appropriate room within the school. Isolation should only be used when it is in the best interests of the child and other children and a member of staff should remain present at all times. Isolation will be used until it is deemed safe for the child to return to the classroom situation or the child can be taken home by a parent or carer. Often this will be part of a specific behaviour plan for a child.

Suspension or Exclusion

27. We see exclusions as the very last resort and actively work with all stakeholders to ensure that everything possible is put into place to avoid excluding a child from our school. This starts with a graduated response to behaviour. Where behaviour choices start to escalate and the usual behaviour systems are not working for the child, there is a review of behaviour. This involves the senior leadership team of the school and the trust's appointed/nominated person. At this stage, strategies are put in place to support the child which lead to effective change in the behaviour choices they make. Following this, if the behaviour continues to escalate, schools will present the case to a 'behaviour panel' made up of senior staff from the trust. At this point several options are available to the panel to suggest as ways forward. This may be that further work needs putting in place by the school or that a referral is made for the child to receive more intensive behaviour support provision. As a very last resort or after a serious incident a [suspension or permanent exclusion](#) may take place.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

28. Here, we outline the strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

29. A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

- Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:
- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

30. A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

31. Please see Local School Protocol for the school's approach to this area.

Positive teacher-pupil relationships

32. Please see Local School Protocol for the school's approach to this area.

Preventative measures for pupils with SEND

33. Please see Local School Protocol for the school's approach to this area.

De-escalation strategies

34. Please see Local School Protocol for the school's approach to this area.

Sanctions

35. When a child's behaviour falls below expectation or they misbehave, the schools will have a range of sanctions available to use. See local school protocols for how individual schools will do this.

Sexual abuse and harassment

36. In our schools we will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. Our procedures for handling child-on-child sexual abuse and harassment are detailed in the Policy for Safeguarding and Child Protection.

37. Schools will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

38. Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other

agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

39. In Edukos Trust schools, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people. There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated or passed off as ‘banter’ or part of growing up.

40. Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child’s emotional, mental health and well-being.

41. If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or East Riding EHASH. It may be necessary to risk assess a situation in order to put appropriate safeguards in place which will protect all involved, whilst any investigation are undertaken.

42. Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either the trust’s Anti-Bully or E-Safety policy.

43. Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If appropriate, sanctions will be applied.

44. When dealing with cases of child-on-child abuse, consideration will be given to the child’s functional age, not purely on their chronological age. Guidance is available (supporting documents folder) to support staff in knowing what is and isn’t appropriate. The NSPCC also provides guidance on this matter.

Malicious allegations of sexual violence or sexual harassment

45. If a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Malicious allegation against a member of staff (by a child)

46. If an allegation made by a child against a member of staff is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children’s Social Care to determine whether the child concerned is in need of services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head Teacher will consider the appropriate disciplinary action against the child who made it.

Staff Behaviour

47. We expect staff to model our school values and display exemplary behaviour to our children at all times. We recognise that building positive relationships is the most powerful way of promoting outstanding behaviour, and we expect all staff to make this a priority. We think carefully about how we use language to encourage positive behaviour and promote self-regulation. Further detail about expectations for staff behaviour is contained within our Staff Code of Conduct which all staff sign upon appointment.

Children misbehaving outside of school premises

48. *Teachers have the power within reason to discipline pupils for misbehaving outside of the school premises*
DfE: Behaviour and Discipline in Schools guidance, 2016.

49. Staff may therefore, discipline children for incidents outside of the school premises when the child is:

- Taking part in any school-organised or school related activity;
- Travelling to or from school;
- Wearing school uniform;
- Is identifiable as a child at school;
- Where the behaviour could have repercussions for the orderly running of the school;
- The behaviour poses a threat to another child or member of the public;
- The behaviour could adversely affect the reputation of the school.

50. The staff member can only discipline the child on school premises or when the child is under the lawful control of the staff member e.g. a school trip.

Bullying (See Anti – Bullying Policy)

51. Any incidents of bullying will be dealt in the first instance by the class teacher. If deemed necessary, this will be referred to the head teacher. All incidents will be recorded and filed using the schools determined procedures, see local protocols for recording keeping details. Where possible a restorative system for dealing with the bullying behaviour will be used.

Racist incidents

52. Any racist incidents will be referred to the head teacher and will be dealt with in accordance with the sanctions above. Parents of both the miscreant and any victims will be informed and the incident will be recorded in the school's records of racist incidents, see local protocols for recording keeping details. Where possible a restorative system for dealing with the racist behaviour will be used.

Confiscation

53. The Education Act 2011, allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- disrupt teaching
- break school rules
- commit an offence

- cause personal injury, or
- damage property.

54. The teacher may allow the child to have their items back after a set amount of time e.g. at the end of break, end of the day/week, or they may ask the child's parent to come in to school to pick up the item.

Prohibited items, searching pupils and confiscation

55. Head teachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed, in line with the school's Physical Intervention Policy, (see Local School Protocol).

Physical Interventions

Using reasonable force

56. There is no legal definition of when it is reasonable to use positive handling/physical interventions and each case must be judged on its circumstance.

57. Positive Handling describes a broad spectrum of risk reduction strategies. Positive Handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessments identifies positive prevention strategies and how children may need to be supported in a crisis.

De-escalation strategies

58. Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. Please see Local School Protocol for school specific information/strategies.

Physical Contact

59. Situations in which proper physical contact occurs between staff and children could be, e.g. in the care of children and in order to support their access to a broad and balanced curriculum. It would be reasonable that young children do require opportunities for close contact, if this is within public view, sensitively carried out and age appropriate.

Positive Handling

60. This may be used to divert a child from a destructive or disruptive action, for example guiding or leading a child by the arm or shoulder where the child is compliant. This technique can help deflect from a potentially volatile situation into a less confrontational situation i.e. it may be possible to 'defuse' a situation by a timely intervention.

Physical Intervention

61. This will involve the use of reasonable force when there is an immediate risk to children, staff or property. Force must not be used to prevent trivial misbehaviour. Circumstances when Physical Intervention may be necessary included:

- If a child is at risk of harming themselves through physical outbursts.

- To remove a disruptive child from the classroom where they have refused to follow an instruction to do so
- Prevent a child behaving in a way that disrupts a school event or a school trip or visit
- Prevent a child leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a child from attacking a member of staff or another child, or to stop a fight

62. Before using any form of positive handling or physical intervention, staff should:

- Tell the child to stop misbehaving
- Communicate in a calm and measured manner
- Never act out of anger or frustration or to punish a child
- Make it clear to the child that physical contact or restraint will stop as soon as it ceases to be necessary

Staff should always avoid touching or restraining a child in a way that could be interpreted as sexually inappropriate conduct.