Marches Academy Trust

Date of last review: **POLICY REVIEW IN HAND & WILL BE FINALISED BY SUMMER 2022**
Approved: **July 2021**
Date of next review: **July 2021**

Secondary Behaviour Policy

CONTENTS

*For Headteacher, read the most senior leader in the school

Behaviour Policy Aim

"If you treat people as they are you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be".
Goethe

This policy aims to:
- provide a consistent approach to behaviour management;
- define what pupil conduct we consider to be unacceptable behaviour, including bullying and peer-on-peer abuse;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management (Section 5);
- outline how pupils are expected to behave, including self-discipline and respect (Section 6);
- outline our system of rewards and sanctions (Section 7);
- reinforce support systems through an effective assertive discipline approach;
- reinforce staff and pupil understanding of support systems available to develop behaviour management.

Section 1: Behaviour for Learning

Culture and Ethos

Underlying Principles
Our Behaviour Policy is driven by our vision, 'Achievement through caring'.

Our core values:
Excellence – striving always for mastery and personal success
Integrity – consistently acting with honesty, compassion and respect
Empathy – embracing and supporting the uniqueness of every individual
Creativity – inspiring and challenging through invention, experimentation and exploration
Equality – ensuring fair opportunity for all

The Marches Academy Trust Learning Mission Statement
We believe: successful, creative, lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.

Our **vision** and **values** are at the core of everything we do, and are reiterated through our classroom and learning behaviours, as well as our behaviour guidelines.

The Marches Academy Trust expects every child to be an integral part of our community and shares its **values** and every teacher will promote positive behaviour. The overall ethos of our schools is to promote good behaviour in both the individual/group and the staff team using specific strategies of assertive discipline.

Positive Behaviour for Learning
To create a positive culture for behaviour for learning The Marches Academy Trust identifies three specific behaviours that should be developed by staff and pupils.

- Behaviours towards a positive use of self.
- Behaviours towards a positive relationship with others.
- Behaviours towards a positive relationship with the curriculum and the wider community.

Positive/Assertive Behaviour for Learning is a comprehensive, integrated whole school approach, towards creating a positive learning environment for pupils and staff, underpinned by the Lee Canter Assertive Discipline model.

The Marches Academy Trust is committed to:
- ensuring we have a whole school/Trust approach for creating a positive, safe, and supportive school climate in which pupils can learn and develop. This approach involves the school community working together;
- ensuring all staff are responsible for teaching the behaviour expectations, providing consistent positive feedback to pupils, and delivering consistent corrective feedback and consequences when expectations are not followed. The entire school, including the classrooms, corridors, canteen, school gates, buses and the route to and from school, is considered part of the total learning environment;
- establishing a social culture and learning and teaching environment to provide individual behaviour support to achieve positive academic and social outcomes for all pupils;
- considering the pastoral needs of staff and pupils accused of misconduct.

The Marches Academy Trust will embed the **Lee Canter Assertive Discipline** approach, and invest in professional learning across our schools, to ensure all staff have a consistent approach and training in:

- being an effective classroom manager;
- developing a classroom discipline plan;
- teaching responsible behaviour;
- utilising the behaviour management plan;
- reducing disruptive behaviour;
- working with difficult pupils.

The Assertive Discipline Approach
- The key to this technique is catching pupils being good.
- Recognising and supporting them when they behave as expected, and on a consistent basis, letting them know you like what they are doing.
- For Canter, pupils obey the rules because they get something out of it.
- Pupils understand the consequences of breaking the rules.

Promoting Positive Behaviour for Learning
This policy recognises the link between effective lessons and behaviour for learning, alongside effective teaching and learning.

The foundations of good discipline and positive behaviour are well prepared lessons and activities, with a range of differentiated tasks, matched to learners' capabilities and interests, that are gradually extended to ensure progression takes place.

Marches Academy Trust staff are expected to:
- model positive relationships at all times;
- explore lesson structures and planning to support behaviour for learning;
- consider a range of teaching approaches and learning styles;
- establish classroom routines and expectations in accordance with Trust policy;
- develop strategies and techniques for explicitly teaching specific behaviours needed for learning;
- reflect on the impact of the learning environment on behavior.

The whole school community are expected to recognise the set of skills required to develop positive behaviour and these include:
- Collaborative approaches
- Problem solving
- Respecting others
- Emotional well-being and resilience
- Innovation and creativity
- Leadership
- Non-verbal communication
- Emotional intelligence
- Self-awareness
- Motivation

Section 2: Behaviour Policy Statutory Requirements

1. Aims

We place considerable importance on high standards of personal behaviour. We have written guidelines for our pupils outlining what we expect in positive terms. These are made clear to all pupils when they start with us, and are continuously reinforced through our whole practice as a Trust. Our guidelines are called **The Code of Conduct,** and are as follows:

The Code of Conduct
What we expect from you as a pupil of the Trust, and as a member of the community.

You need to organise yourself to arrive at school, at registration, and at all lessons on time. Your late arrival will cause a disturbance and hold up others.

- Come to lessons with **all books and equipment** you will need. This must include a pen, a pencil, a ruler and your Pupil Planner. If this ever causes problems, see your teacher before the lesson concerned.
- Concentrate, think about what you are meant to do, and ask sensibly if you are not sure about it. Do not distract other people from their work.
- Talking about the right things at the right time can be a very good way of learning. Idle chatter certainly is not. We expect you to know the difference.
- You must behave with respect to fellow pupils, teachers and other adults. Avoid rudeness, shouting, swearing and interrupting people who are already talking.
- Act with self-control. Never use physical violence.
- Always try to produce work which is the best you can do, and to present it well.
- Respond to teachers' comments about your work. You may be able to do better than you think.
- Know the rules of movement about the school buildings and the surrounding areas. Do not run or make a lot of noise. Open doors for others.
- What you look like says something about you. You must ensure that you are dressed properly according to the school Code of Dress at all times.
- Looking after the building, its furniture and equipment costs a great deal of money raised by the taxes your parents/carers pay. Think about how you treat school property and that of others, if you damage something it has to be paid for.
- Litter is unpleasant; always put litter in the bins. If you see litter around the school, pick it up and put it in the bin.
- You should eat at lunchtimes, and in appropriate places, not in lesson time. Chewing gum is not allowed anywhere on site.
- Observing these twelve basic guidelines at all times will make our school community a pleasant place for everyone.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools.
- Searching, screening and confiscation at school.
- The Equality Act 2010.
- Use of reasonable force in schools.
- Supporting pupils with medical conditions at school .
- It is also based on the special educational needs and disability (SEND) code of practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

3. Definitions

Inappropriate behaviour
This is characterised by the infringement of any of these three important rights:

- All pupils have the right to be taught in a positive learning environment where effort and achievement are recognised and rewarded.

- All staff have the right to teach in an environment where pupils behave.
- Both staff and pupils have a right to feel safe and secure.

Any behaviour that affects these rights will be challenged, managed and monitored. The Marches Academy Trust wants pupils to become good citizens.

Inappropriate behaviours that will never be tolerated in school
- Violence to others: physical and verbal assault towards staff or pupil
- Rudeness to staff
- Bullying (verbal, physical or cyber)
- Use of offensive language
- Deliberate or repeated disruption to lessons
- Damage to, or theft of, school property
- Smoking or any other substance misuse
- Endangering the health and safety of a pupil member of staff
- Deliberate flouting of school rules.
- Setting off fire alarms
- Non-compliance
- Failure to follow school rules
- Incorrect uniform
- Sexual assault
- Vandalism
- Theft
- Use of discriminatory behaviours or language
- Possession of prohibited items, ie weapons, knives, alcohol, illegal substances, stolen items, tobacco or items related to smoking, fireworks.
- Possession of pornographic material
- False allegations against staff or pupils

Serious inappropriate behaviour includes repeated instances of minor inappropriate behaviour.

Pupils will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other pupils and to staff they may have offended; show they can keep the school rules, by being put on report; or any other suitable reparation.

The Trust will not tolerate the posting of harmful comments on social networking sites and via electronic communication devices. This particular form of unpleasant bullying is discussed in different forums in school and will be dealt with severely with police involvement where necessary.

Further details and sanctions can be found in our ICT policy and can lead to permanent exclusion.

4. Bullying

"*We believe that bullying is behavior by an individual or a group <u>over a period of time</u> that hurts another either physically or emotionally. <u>All members of our community</u> are responsible for challenging bullying and reporting it when they see it*."
The Marches School Tolerance Committee March 2017

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our tackling bullying policy.

5. Roles and responsibilities

5.1 The Board of Trustees and the Local Governing Body
The Board of Trustees has overall responsibility for monitoring this behaviour policy's effectiveness, with the Local Governing Body monitoring this at school level, and holding the Headteacher to account for its implementation.

5.2 The Headteacher
The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff
Staff are responsible for:
- implementing the behaviour policy consistently;
- modelling positive behavior;
- providing a personalised approach to the specific behavioural needs of particular pupils;
- recording behaviour incidents

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

5.4 Parents and carers
Parents and carers are responsible for:
- supporting their child in adhering to the pupil code of conduct;
- informing the school of any changes in circumstances that may affect their child's behavior;
- discussing any behavioural concerns with the class teacher promptly.

6 The Smart Way

Pupils are responsible for:
- behaving in an orderly and self-controlled way;
- showing respect to members of staff and each other;
- in class, making it possible for all pupils to learn;
- moving quietly around the school;
- treating the school buildings and school property with respect;
- wearing the correct uniform at all times;
- accepting sanctions when given;
- refraining from behaving in a way that brings the school into disrepute, including when outside school.

The following system has been implemented to ensure consistency across schools in behaviour management and setting high expectations.

The Smart Way
Behaviour Guidelines and Best Practice

6.1 Pupil Pledge
- I will arrive SMART to our lesson before the bell.
- I will always keep to the left whilst walking around school and behave in a calm manner whilst lining up outside the classroom.
- I will enter the room calmly, store my bag safely and place my planner and equipment on my desk.
- I will give my full attention throughout the lesson by displaying good listening behaviour and following instructions.
- I will use positive words at all times to encourage others' and my learning and uphold our high expectations by achieving at least a grade 2 in my lessons.
- I will work cooperatively to support a productive learning environment where everyone feels able to learn.
- I will stand behind my chair and leave in an orderly fashion when asked.

6.2 Teacher Pledge
As teachers we make the weather, we need to be conscious architects of our classroom culture.

- We will communicate all behaviour instructions to ensure that they are clear, concrete and sequential.
- We collectively share and model behaviour in our Trust, by speaking to all with respect, empathy, kindness and understanding.
- We do not shout at our pupils.
- I will welcome pupils warmly and check uniform as they enter the classroom. Meet, greet, SMART and seat.
- I will check that pupils have placed planners and equipment onto the desks and that bags and coats are stored away safely and neatly.
- I will positively encourage pupils to be respectful and cooperate to create a conducive learning environment.
- I will actively encourage engagement in learning.
- I will ensure that I have clear consistent entry and exit routines in the learning environment.
- I will praise and celebrate lesson grades and LORIC achievements.

- I will dismiss my classes in an orderly manner.

6.3 SMART system for uniform
We believe that pupils who are dressed smartly and take pride in their uniform are ready for learning.

Our SMART card system, in pupil planners, supports our aims in ensuring that all pupils are dressed correctly and always wear their uniform in the correct way. Pupils are reminded of the SMART log system at the start of each year in their initial tutor session.
The SMART system is clearly displayed in pupil planners.

6.4 SMART system for offensive language
We expect pupils to use appropriate language for the environment they are in, thus any offensive language heard by a member of staff can be sanctioned with a SMART signature. However, there are also times when the context of the offensive language, may require a different consequence.

6.5 SMART system for Litter
Pupils are aware of the importance of keeping the environment free of litter. Pupils seen dropping litter will have their SMART card signed in planners.

6.6 Behaviour in examinations
Internal
Examinations are an important tool in assessing progress. All years will have school examinations during the year. Pupils will be advised of the timings of the examination and issued with an examination timetable.

Pupils must:
- arrive at the correct location at the published time;
- enter the examination room in silence;
- remain in silence throughout the examination and until <u>all</u> papers are collected;
- wait to be dismissed by the invigilators in silence;
- bring the correct equipment to the examination;
- not take mobile telephones into the examination room.

The same rules apply for external examinations. The rules for public examinations are set out by the JCQ. The consequences of examination infringement can be found on the JCQ website. The rules for conduct of examinations are available from the Examinations or Data Officer.

7. Rewards and Sanctions

7.1 Lesson gradings
Rewards are vital in maintaining good behaviour and motivation in school. A reward can be as simple as telling a child he or she has done well – in words or in writing. Reward Points are added in relation to our lesson grading system. Pupils are graded in every lesson on how focused they are on learning. This is the scale that is used:

Grade 1	Grade 2	Grade 3	Grade 4
Outstanding use of LORIC* Active engagement in learning Independent learning Outstanding effort Completion of work – beyond expectation	Good use of LORIC Engaged in learning Good effort	Negatively affecting the learning of self or others Not giving best to the lesson	Severely affecting the learning of both self and others Removed to exit room
2 reward points	1 reward point		1 behaviour point

*Leadership, Organisation, Resilience, Initiative, Communication

Pupils who are removed to exit partner or by Learning Walk, should receive Grade 4. Those pupils cannot be readmitted to the class until the pupil has attended a restorative meeting and apologised, and discussed how to behave next time with the teacher and faculty director. If the pupil is not apologetic, or willing to discuss how to improve then they should be placed with exit partner for the next lesson, or until a resolution is reached.

The Grove School lesson grading system (Attitude to Learning Descriptors) is attached as Appendix 2.

7.2 Rewards
Positive behaviour may be rewarded with:
- Praise
- Reward Points
- Letters or phone calls home to parents/carers
- Special responsibilities/privileges
- Celebration events
- Reward trips
- Celebration assemblies

7.3 Sanctions
We attempt to make all our dealings with pupils positive, constructive and consistent. We will be very firm in dealing with unacceptable behaviour of any kind. When necessary we will use punishments because maintaining an ordered working environment for all pupils must be our first concern. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- Asking the pupil to move seats.
- Sending the pupil out of the class.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school - social isolation.
- Referring the pupil to a senior member of staff.
- Letters, phone calls home to parents/carers, followed up by meetings where needed.

- Agreeing a behaviour contract.
- Putting a pupil 'on report'.
- Risk assessment.
- Pupil Planning Meeting with the Local Authority Inclusion Officer.
- Personalised Learning Plan.

We may use Internal Exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to Internal Exclusion during lessons if they are disruptive, and they will be expected to complete relevant work set by staff.

Pupils who do not attend a given detention may be sent to Internal Exclusion.

- **Detentions:** We shall always give a minimum of 24 hours' notice of after school detentions to parents when communication is through Class Charts or pupil planner. Where a detention is felt to be needed on the day, this will be done in agreement with parents and carers via a personal call.

  We also hold lunchtime detentions for up to 20 minutes.

  The school has a specific legal power to impose detentions outside of school hours – including after school, on PD days and on Saturday. Parent/carers are informed as one of our duties is to allow home arrangements to be put into place to ensure a pupil can reach home safely. It is not shared to gain permission for a detention, and this is not required by law.

- **Report:** Pupils whose behaviour is poor over a period of time will be placed on report. This involves having behaviour in lessons commented on by teachers at the end of each lesson. The tutor and year lead will see this regularly. Usually parents/carers will be informed and involved in this.

- **Internal Exclusion Process:** A pupil will be removed from some or all normal lessons and social times for a short period. This is a serious step and parents/carers will be informed.

- **Afternoon School:** Pupils will have a later start and end to their day, to avoid social situations with other pupils and as an extension to the use of Internal Exclusion.

- **Exclusion:** This means a pupil is not allowed to attend school. Usually exclusions are for a fixed term. Excluded pupils can be readmitted only following an interview between parents/carers and a member of the Leadership Team. Guarantees about future behaviour will form part of this meeting. Sometimes we ask for these guarantees in the form of a written contract. Systems to manage a pupil on their return to school may also be put into place at these meetings. These could include social isolation, risk assessments highlighting the need for a pupil to be out of school at lunch, or personalised timetables. Exclusions can also lead to a meeting with senior officers from the Local Authority to discuss the pupil's future. The local governing body will be informed. Such exclusions can become permanent. Exclusion is the most serious punishment a school can take and happens rarely. Pupils will, at times, spend some time in Student Support after internal or external exclusion prior to a return to mainstream classes.

- **Fixed term external exclusions and permanent exclusions:**
  Staff will provide appropriate work for excluded pupils to complete at home during the period of their exclusion. Excluded pupils are expected to remain in their home completing work and not to be seen in a public place, which includes coming near or onto the school site.

7.4 Internal Exclusion Room

The Internal Exclusion room (IE) allows us to remove pupils from mainstream school whilst allowing them to be safely supervised and able to continue with their studies. Pupils have access to lesson materials from the members of staff who teach them. Work is emailed or delivered directly to the staff managing the room. IE sessions can be for part or whole days. Where a pupil has been placed into IE for a full day, this will end at 4pm.

On occasions, the IE room or detentions will continue until 5pm or be part of an 'afternoon' school from 12pm to 5pm.

Where a fixed term exclusion has been issued beyond five days, the first five days will be spent away from school, with all remaining days organised flexibly with the Trust giving at least 48 hours' notice of the times and locations of supervised provision; this may be at any of the Marches Academy Trust Schools.

7.5 Off-site behaviour: bringing the school into disrepute
(Discipline of pupils beyond the school grounds)

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

The school has a statutory power to discipline pupils for misbehaving outside of the school's premises where the behaviour could have repercussions for the orderly running of the school, or poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

7.6 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding and child protection policy and procedures for dealing with allegations of abuse against staff, and for more information on responding to allegations of abuse.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.
They will:
- create and maintain a stimulating environment that encourages pupils to be engaged;
- use lesson gradings effectively to demonstrate behaviour for learning;
- use strategies to manage negative behaviours including: faculty or department detentions, exit partners, support partners;
- display the pupil code of conduct or their own classroom rules;

- develop a positive relationship with pupils, which may include:
  - greeting pupils in the morning/at the start of lessons;
  - establishing clear routines;
  - communicating expectations of behaviour in ways other than verbally;
  - highlighting and promoting good behavior;
  - concluding the day positively and starting the next day afresh;
  - having a plan for dealing with low-level disruption;
  - using positive reinforcement**.**

8.2 Restorative Approaches
What are Restorative Approaches?
Restorative approaches are a range of practices that help pupils to develop the skills and attitudes necessary to build, maintain and repair community relationships.
Restorative approaches are not a 'soft' option as pupils are obliged to be accountable and responsible for their actions and, likewise, to learn from their behaviour and to change.
Marches Academy Trust believes in its power to create a more harmonious learning environment with improved behaviour and learning outcomes for pupils in all Key Stages, as part of this commitment.

What we do
- Support for pupils to develop social and communication skills.
- Formal and informal discussion to discuss difficult situations when there has been conflict.
- Restorative reintegration meetings after a fixed-term exclusion.
- Ongoing training and development for staff and pupils.

Positive outcomes
- Improved learning environments.
- Reduced fixed-term exclusions.
- Less conflict between pupils and between pupils and staff.

Restorative practice allows for ownership of behaviour and conflict resting with those directly involved, who also retain responsibility for resolution of the difficulties.

Restorative approaches help consolidate the school's existing commitment to personal responsibility, encouraging and empowering children to address issues for themselves. Consequently, many conflicts and difficult conversations are managed successfully.
In structural and cultural terms, Restorative Approaches will help strengthen the school's commitment to a range of peer support.

The implementation of the five important questions which are used on our Witness Statement and when dealing with pupils:

- What happened?
- What were you thinking at the time?
- How were you feeling at the time?
- What are you going to do to put things right?
- What are you going to do differently next time?

The questions are neutral and non-judgmental, they are about the wrongdoer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require

people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

The principles of Restorative Approaches across The Trust are:
- Focus on harm caused by the wrongdoer and actively seek ways of repairing that harm.
- Create dialogue and communication.
- Respect.
- Within a safe environment they will allow all participants to engage and learn.
- This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural change.
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

8.3 Use of reasonable force
Reasonable force means using no more force than is needed.

Reasonable force should be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

The decision on whether or not to intervene in a situation is down to the professional judgement of the member of staff, and should always reflect the individual circumstances and any adjustments for Special Educational Needs and Disability pupils.

Situations where reasonable force could be used may be:
- removal of a disruptive pupil from a room;
- preventing a pupil from leaving a room, only where allowing them to leave would lead to a risk to their or others safety;
- stopping a fight.

Where reasonable force has been used on a pupil, the parents/carers will be contacted and the incident recorded on the pupil's MIS log.

Where a pupil complains about the use of reasonable force, this will be investigated speedily and appropriately.

Where a complaint is made, the onus is on the person making a complaint to show their view is the true one; it is not for the member of staff to show that they have acted reasonably.

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; and
- be recorded and reported to parents/carers.

8.4 Searching and confiscation
Searching with consent: staff may search with pupil consent for any item if the pupil agrees. It is enough for a member of staff to ask the pupil to, for example, turn out their pockets, or ask to look in a bag.

If a pupil refuses to allow a search, their parent/guardian will be contacted and they will be removed from the school for the day. On their return the following day, the pupil will spend a day in the IE room until 4pm.

Searching without consent: staff, authorised by the Headteacher, have a statutory power to search pupils or their possessions without consent where they have a reasonable ground for suspecting that pupil may have a prohibited item. Prohibited items are:

- knives, items that could be used as a weapon;
- alcohol;
- tobacco products and cigarette papers;
- illegal drugs;
- stolen items;
- fireworks;
- pornographic images;
- any article a member of staff 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).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified as an item which may be searched for. This includes phones that are not turned off in the bottom of a bag. It is sufficient to have reasonable grounds for conducting such a search, for example, where a conversation has been overheard.

The member of staff searching the pupil must be of the same gender as the pupil and a witness must also be present, also of the same gender, where possible

An exception to this rule can allow for a member of the opposite gender to search alone, but only when there is a responsible belief that there is a risk that serious harm will be caused by a pupil if a search is not conducted immediately and it is not reasonably practicable to summon another member of staff.

Where a member of the police conducts a search, it must be done in the presence of senior or Student Support staff.

Extent of the search: no clothing, other than outer clothing may be removed. Outer clothing is all clothing not next to the skin, or next to underwear. Pockets may be searched. Where an intimate search is needed, a police officer will need to be called.

Possessions include bags, desks and lockers. A pupil's possessions may only be searched in the presence of the pupil and a member of staff as a witness.

> **What the law says:**
> A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
> Where a person conducting a search finds **alcohol**, they may retain or dispose of it as they think appropriate but this does not include returning it to the pupil.
> Where they find **controlled drugs**, these must be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs must be disposed of.

Where they find **other substances** which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline and would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above. Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.

Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such.

Where pornographic images are found, these may be disposed of unless it is possible to constitute a specific offence, in which case it must be delivered to the police as soon as practical.

Images found on mobile phones or other electronic devices can be deleted unless it is necessary to pass them to the police.

Where a person conducting the search finds an electronic device, they may examine any data or files on the device if they think there is good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of, they may erase any data or files, if they think there is a good reason to do so. In deciding this, the question is, has it or could it be used to cause harm, disrupt teaching or breach the school rules.

If inappropriate material is found on the device it is up to the member of staff to decide whether to delete it, retain it as evidence (if a criminal offence or breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

The school is not required to inform parents/carers before a search takes place or to seek consent for a search.

8.5 Confiscation
The school may confiscate, retain or dispose of anything they reasonably suspect to be a prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

The law protects staff from liability for any loss or damage to items confiscated, provided they have acted lawfully.

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned.

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

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

8.6 Support
The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs coordinator will evaluate a pupil who exhibits challenging

behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that pupil. We will work with parents/carers to create the plan and review it on a regular basis.

RASE
The Raising Achievement and Self Esteem (RASE) area of school is designed to meet the needs of selected pupils who may have any number of disadvantages or barriers to learning.

These pupil issues may vary, but include general behaviour, school refusal, disaffection, subject specific problems, personal problems, attendance or post exclusion-settling in.

RASE offers a quiet, calm and positive environment for pupils who are experiencing difficulties or have amended timetables.

Staff in the RASE work with the pupils either within the RASE classrooms, or in outreach work in subject areas, with the challenge to:

- reduce incidents of disruption in lessons and social times;
- improve pupil behaviour and relationships;
- reduce the number of fixed term exclusions;
- improve transition and re-integration processes;
- assist staff in relation to Assertive Discipline;
- improve educational achievement of targeted pupils;
- enhance home-school partnership and liaison with external agencies.

RASE helps to set good behaviour habits, remove barriers to learning and offer identified pupils a better chance for change in the future.

9. Pupil transition

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

10. Training

Our staff are provided with training on managing behaviour, including management of actual or potential aggression for specific staff, specifically those staff working within the ASD Hub setting at Sir John Talbot's School.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Marches Academy Trust every year. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection Policy and Procedures
- Drug and Alcohol Policy
- Equal Opportunity and Race Relations Policy
- Transgender Policy
- Tackling Bullying Policy
- ICT Policy

Appendix 1

The C(Consequence)-System

C System Tariff
Please note that the sanctions in the C system are a guide only.

C1 - Verbal warning
Lateness to lessons 1-5/registration - one off
Poor equipment in class/Tutor Time (record on SIMS)
Disruption in class/Tutor Time
Infringement of Code of Conduct
Items, such as belts and jewellery, should be confiscated and sent to Pastoral. To be collected from there.

C2 - Subject teacher/tutor sanction at staff discretion
Persistent lack of equipment for class/Tutor Time
Home learning/coursework failed to be handed in
Failure to comply with instructions
Repeated infringement of the Code of Conduct in lessons/Tutor Time
Chewing gum in lessons/Tutor Time
Late to lessons 1-5/Tutor Time

C3 - After school detention (most pastoral after-school detentions last for one hour)
Persistent lateness
Failed teacher lunch detention
Persistent lack of home learning/coursework
Continuing poor behaviour in lessons
Failure to complete department or pastoral 'On Report' book in an acceptable manner
Use of mobile phone/MP3 players (item confiscated and parental letter required from home for release)
Confiscated item to go to the pastoral office to be collected from there, with ID sticker
Bad language (not directed at staff)
Bullying
Truancy – one hour for each hour of lessons missed
Failure to attend pastoral lunch detention

C4 - Pastoral or subject isolation (Subject/Pastoral Report card as follow up)
Deception/lying
Contravening Internet Use Policy in planner
Repeated mobile phone use (mobile confiscated and parental letter required for release)
Gross disobedience in lesson or social time
Infringement of the Code of Dress which cannot be addressed instantly or pupil sent home

C5 - Internal Exclusion Room (through referral to Progress Leaders)
Swearing aggressively
Offensive/insolent behaviour to staff or other pupils
Theft
Persistent refusal to comply with school Code of Dress/Behaviour
Vandalism
Fighting
Smoking
Persistent Bullying

Any refusal eg to attend detentions, hand in phones
Breach of the ICT Policy
Failure to be in school's control

C6 / C7 - Headteacher Involvement (Fixed Term or Permanent Exclusion)
Bringing illegal items into school
Physical aggression or threats towards staff/pupils
Unprovoked physical violence causing actual bodily harm
Supplying drugs
Setting off the fire alarm
Inappropriate items in school
Under the influence of banned substances
Persistent refusal to follow instructions
Critical incidents eg significant cyber bullying
Serious breach of the ICT policy – eg taking video or photos in a lesson
Failure to be in school's control

Social time
Any issues should be dealt with by staff, and referral to Student Support for sanctions as needed. The Assistant Progress Leaders supervise social isolation each break and lunch. A member of the Leadership Group will be on overall duty each day.

All issues at C2 and above must be recorded on the pupil's log in the Management Information System.

Clarification for use of the C system – Behaviour in the Classroom

- For any issues - a **single** warning with a clear potential consequence is enough.
- The system does not work up from the bottom; the C ranking is only to illustrate a flow of severity.
- It is the teacher's choice to use the terms C1 or C2 in their conversation; they do not have to be used for a sanction to 'count'.
- At the C2/C3 level the teacher will ensure that the consequence is appropriate to the issue using their professional judgement. One does not have to follow the other.
- Rebuilding relationships with pupils – 'allowing them to come back', 'drawing a line in the sand', is a key element of our behaviour management.

Appendix 2

The Grove School - Attitude to Learning Descriptors

To get a grade of...	You will:
1 **Outstanding**	• be positive, enthusiastic and highly motivated; • show an exceptional level of effort and commitment; • work independently; • be punctual and have appropriate equipment/kit/books; • complete work to the highest level you can; • complete all the work, including homework that is set.
2 **Good**	• demonstrate a high level of enthusiasm in your work; • be positive in class and contribute to a good classroom ethos; • be able to work independently; • be punctual and have appropriate equipment/kit/books; • complete all the work, including homework that is set.
3 **Requires Improvement**	• demonstrate enthusiasm and commitment at times but… • be lacking motivation at times; • at times be inattentive and may not behave appropriately; • be inconsistent in your effort and commitment to learning (e.g. bringing equipment/kit/books to lessons); • sometimes not complete work (including homework); • usually be punctual; • be causing some concern.
4 **Inadequate**	• be causing continued concern and require intensive intervention; • demonstrate behaviour, inattention and/or a negative attitude which adversely affects your own learning and that of others; • make minimal effort and show poor commitment to the subject; • be causing concern with your punctuality; • have an attitude to learning that is impeding your progress and/or the progress of others.

Policy Owner	Executive Lead Team
Scope	All Staff, Trustees, Governors and Clerks
Last Updated	July 2021
Effective from	July 2021
Next planned reviewed date	Currently undergoing review
Status	Approved
Date of approval	July 2021
Summary of last revision	N/A
Related Policies/Documents	▪ Safeguarding and Child Protection Policy and Procedures ▪ Drug and Alcohol Policy ▪ Equal Opportunity and Race Relations Policy ▪ Tackling Bullying Policy ▪ ICT Policy
Policy control survey	Please complete this survey and provide feedback if you have had to use this policy https://forms.office.com/r/HMeZtB29Si