



Tudhoe Learning Trust

Behaviour Policy

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Introduction

This policy is intended as guidance for Trust Schools. Each Head Teacher must consider the guidance and implement in accordance with individual school needs.

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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](#).

In addition, this policy is based on:

- 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 online

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

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence which means rape, assault by penetration, or sexual assault (intentional sexual touching)
- Sexual harassment which means unwanted conduct of a sexual nature - such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or on-line harassment such as sexting.
- Vandalism
- Theft
- Fighting/violent behaviour
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - 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)

The Trust/school will not tolerate sexually inappropriate behaviour and this will be carefully managed. All pupils involved in this type of behaviour will be provided with appropriate guidance and support so that they may adjust their behaviour.

Bullying

Bullying is defined as the repetitive, intentional harming of one 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	Directed towards protected characteristics e.g. Race, Disability, Gender and can include 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

Details of our Trust's approach to preventing and addressing bullying are set out in our schools anti-bullying strategy.

Responding to reported incidents

Any incidents that are reported, including those that are considered to be at low-level, will be responded to in accordance with school procedures and managed in a proportionate and measured way. Appropriate support may be provided and where incidents are considered to be incidents of a serious nature, actions may include the following:

- The incident may be managed internally
- A referral may be made to early help
- A referral may be made to children's social care
- The incident may be reported to the police

Roles and responsibilities

The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for implementing a clear and consistent school behaviour policy based upon the advice within this Trust policy, with explicit guidance for staff on how to implement it. This must be reviewed annually and reported upon in the termly report to governors.

The Head Teacher will create a culture and ethos of respect, tolerance, acceptance and diversity which will make it easier for pupils to call out about any incidents that make them feel uncomfortable, no matter how 'small' they think it is and harder for anyone to get away with any inappropriate behaviour.

The Head Teacher will highlight the supportive aspects and benefits of reporting incidents in that the problem will stop, pupils will get the support they need and it will prevent it happening to another pupil

The Head Teacher will also promote good and healthy sexual behaviours by addressing these in the RSE curriculum.

The Head Teacher 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.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see Appendix 3 for a behaviour log)

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

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- No Playfighting
- No hands, feet or nasty comments
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Rewards and sanctions

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges

Trust schools may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- 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
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

Sanctions will be proportionate and may vary depending upon the individual circumstances and nature of the incident. Consideration will also be given to the age and developmental age of the alleged perpetrator and the frequency of the incident(s).

In response to serious or persistent breaches of this policy, we may decide to educate a pupil in isolation. Particularly if pupils are disruptive during lessons, and they will be expected to complete the same work as they would in class.

Pupils may also be given warnings and sanctions in accordance with the schools chosen reward/sanction system. Parents will be written to, to advise them of inappropriate pupil behaviour (see sample letters at Appendix 4).

Pupils may also be given fixed-term (length dependent upon nature of incident) or permanent exclusion. Exclusion will only be considered for the most serious of circumstances e.g. following sexual assault, after considering the wishes of the alleged victim(s) and after all alternatives have been fully explored.

Off-site behaviour

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.

Malicious allegations

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

Please refer to our procedures for dealing with allegations of abuse against staff for more information on how we will respond to allegations of abuse.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour management

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
- Display the pupil code of conduct or the agreed school 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 behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 (see Appendix 3 for a behaviour log)

Confiscation

Any prohibited items (listed on Page 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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](#).

Pupil 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 co-ordinator 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 child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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.

Training

Staff are provided with training on managing behaviour, including proper use of restraint where appropriate, as part of their induction process. Behaviour management will also form part of continuing professional development.

A staff training log can be found in Appendix 2.

Monitoring arrangements

This behaviour policy will be reviewed regularly by the Trust. At each review, the policy will be approved and adopted by the Head Teacher.

Links with other policies

This behaviour policy is linked to the following policies:

- Trust Exclusion policy
- Safeguarding policy
- Individual academy Behaviour Policy Guidelines

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Learning Trust also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. In such circumstances consideration may be given to the exclusion of a pupil in accordance with our Trust Exclusion Policy.

Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 3: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 4: letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter - return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting on [DATE/TIME/VENUE] with the Head Teacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____