

Version control 4 – Final version for Approval

<p>Policy:</p>	<p>Behaviour for Learning and Conduct Policy</p>
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St Clere's Co-operative Academy Trust- Behaviour for Learning and Conduct Policy

The aim of this policy is to promote responsible and respectful behaviour reflecting the co-operative values: self-help, democracy, equity, equality, self-responsibility and solidarity.

This policy acknowledges the important part that rewards play in helping pupils to self-regulate their behaviour.

This policy sets out the measures which:

- Promote good behaviour, self-discipline and respect;
- Prevent bullying;
- Ensure learning continues or, and which:
- Regulate the conduct of pupils.

This policy has regard for all guidance and notification provided by St Clere's Co-operative Academy Trust (SCCAT) Board in relation to all aspects of behaviour management and discipline.

SCCAT is committed to promoting good behaviour among pupils and each school will have a protocol to ensure all staff know and understand how this is to be achieved.

Each school's protocol will also sets out disciplinary sanctions if a pupil misbehaves. This behaviour policy will be made available on all schools' websites and a paper copy will be made available upon request at reception.

The standard of behaviour expected of all pupils is included in each school's Home School Agreement.

This policy acknowledges the Trust schools' legal duties under the Equality Act 2010 in respect of Safeguarding and in respect of pupils with Special Educational Needs or Disability.

The term "parent" is used to describe all adults who have parental responsibility for a child regardless of whether they are the natural parent.

This policy must be adhered to by all members of the Trust.

We aim to:

- Develop partnerships between parents, staff and pupils
- Enable all children to participate fully in school life having due regard to their own and others needs
- Develop a regard for good manners, social awareness and considerate behaviour
- Teach pupils respect for themselves and their environment through modelling from all members of the school community

All Trust schools share these expectations of conduct both in and outside school:

- Be smart and wear your uniform with pride both in and out of school
- Show respect to all members of our schools, be polite, show good manners
- Respect and take responsibility for school equipment, including your own and others property
- Report bullying to someone trustworthy
- Avoid conflict and inappropriate physical contact with others.
- Do your best for your house/team and take part in house activities
- Represent the school positively in the community
- Be healthy and be safe
- Help to support others around you in their learning
- Respect the rights of others to learn
- Respect the views of others
- Follow all reasonable instructions given by staff
- Present your work neatly, take pride in your work

Rewards and Sanctions

We always strive to reward students who adhere to the expected behaviours. Rewards are devised according to the age of pupils. These rewards and details of sanctions specific to each school can be found in the respective behaviour protocols. The aim of any sanction should be to deter future poor conduct. The best method of giving a consequence is by fairness, proportionality, reasonableness and in partnership with parents. The Home School Agreement stresses the requirement for parents to support the Trust's Behaviour for Learning and Conduct Policy and the school's Behaviour Protocol.

Pupil Behaviour and Attendance

We recognise that pupil engagement and attendance directly impact on learning and progress. Each school recognises good attendance and addresses poor attendance in the Trust's attendance policy and associated procedures.

The legal framework:

Teachers' Powers

- This power also applies to all paid staff with responsibility for pupils, such as teaching assistants (unless detailed in each individual school's behaviour protocol)
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including visits.
- Teachers can also discipline pupils in certain circumstances, including when in uniform or representing the school, when a pupil's misbehaviour occurs outside of school
- Teachers have the power to impose detention outside of school hours
- Teachers can confiscate pupils' property
- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a

school rule or fails to follow a reasonable instruction the teacher can impose punishment on that pupil.

- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
 2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
 3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.
- A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, and special educational needs or disability they may have, and any religious requirements affecting them.
- The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
- Corporal punishment is illegal in all circumstances.
- Schools should consider whether the behaviour under review gives cause to the suspect that the child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

When poor behaviour is identified sanctions will be applied consistently and fairly in line with each individual school's behaviour protocol. These will include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of extra work.
- Loss of privileges – for instance, the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Missing break time.
- Detention including during lunch time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- Extra physical activity such as running around a playing field; and
- In more extreme cases schools may use fixed or permanent exclusion or time out provision.

Pupils' Conduct Outside the School Gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” (section 90 of the Education and

Inspections Act 2006). This will include participating in any forms of bullying which include:

- Physical
- Verbal
- Emotional
- Racial
- Sexual
- Homophobic
- Cyber -Bullying

All SCCAT schools will respond to non-criminal, bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. Criminal behaviour will be reported to the police.

Teachers may discipline pupils when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at that school.
- 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.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the member of staff.

Detention

Teachers have the power to issue detention to pupils.

All SCCAT schools can use detention, including detention outside of school hours as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. Any school day where the pupil does not have permission to be absent;
- b. Weekends – except the weekend preceding or following the half term break; and
- c. Non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact' days.

The Head teacher will decide which members of staff can place pupils in detention. This will be detailed in each school's behaviour protocol.

Parental consent is not required for detentions.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances when imposing a detention.

With lunchtime detentions the time allowed for the pupil to eat, drink and use the toilet must be no less than 15 minutes. If a morning break time detention is set, a pupil will be able to take a break of not less than 5 minutes.

Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent of the pupil. It does not matter if making these arrangements is inconvenient for the parent.
- Detention of 20 minutes or over after school will result in parents being informed. This will normally be the day prior to the detention, unless agreed in partnership with parents.

Confiscation of inappropriate items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

Powers to Search without consent for prohibited items includes:

- Knives and weapons
- Alcohol
- Contraband
- Legal/ Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury, or emotional harm, or damage to property.
- Any item banned by the school individual school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography will always be handed over to the police.

Under the discretion of the Head teacher confiscated items may be passed to the police or returned to parents. However, it is for the teacher to decide if and when to return a confiscated item. Any confiscation must be agreed with the head teacher.

Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property which in itself causes danger.

For pupils with extreme behavioural, social, emotional needs, where reasonable force might need to be used more frequently, a Risk Management Plan will be agreed in partnership with parents.

Head teachers and authorised school staff may also use such force as is reasonable, given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or harm.

Schools can also identify *additional items* in their school rules which may be searched for without consent but force **cannot** be used in this case.

Use of Behaviour Improvement/Support Provision

Each school will provide behaviour support for pupils whose needs are greater than most other pupils. Pupils who may need this provision will be identified through rigorous and systematic monitoring of behaviour via each school's Management Information System and behaviour logs/reports. Behaviour support provision will be provided in each SCCAT school and could include the following provision where appropriate:

- Mentoring
- Reflection opportunities
- A cooling down or "chill out" space(s)
- Pastoral support plans
- Behaviour support plans
- Respite opportunities
- Refocusing opportunities
- Mediation

Individual school's Behaviour Protocols will define how the provision is accessed and determine the range of provision needed to meet the needs of its pupils.

Use of Isolation

All Trust schools may place disruptive pupils in isolation away from other pupils for a specific and limited period without the consent of parent. This may be as a disciplinary sanction.

Schools should ensure that pupils are kept in isolation *no longer than is necessary* and that their time spent there is used as constructively as possible. Pupils will be allowed time to eat and to use the toilet. This will be a minimum of 15 minutes.

Where an individual pupil has been placed in isolation for a period exceeding 15 days in any one term, or exceeds 45 days in any academic year, the head teacher must notify the Chief Executive Officer who will formally review the case.

Alternative Education and Off -Site Provision

Alternative education and off-site provision maybe used as a sanction for persistent or gross breaches of the behaviour policy. This will be implemented at the discretion of the head teacher.

Off –site provision will be reviewed by the head teacher and ratified by the Trust annually.

Exclusion

The schools may feel that exclusion is the consequence which needs to be used.

Fixed Term Exclusion	Pupils sent home and removed from the school for up to five days. Work will be provided. The pupils are the responsibility of the parents. The local governing body will not hold any type of review panel for fixed term exclusions administered by the Head teacher for exclusions that are 5 days or below. Pupils who are Looked After will receive education provision off site from day one of any exclusion. Pupils who are eligible for pupil premium funding will be <i>considered for</i> education provision off site from day one of any exclusion.
Exclusion over 6 days	Under the Education Act 2011 including The Schools Discipline Regulations (England) 2012, the school or, in the case of permanent exclusions, the school should provide educational provision. The local governing body will hold a review panel of any fixed term exclusion that is 15 days in one term or if a number of exclusions total 15 days or over in one term.
Permanent Exclusion	Prior to any decision being taken the head teacher must discuss an intention to permanently exclude with the Trust Chief Executive Officer. The Head teacher recommends to the local governing body's Discipline Committee that the pupil cannot return to school. Parents have a right to appeal, if the local governing body's Discipline Committee upholds the head teacher's decision.
Managed move	Pupils who receive a fixed term exclusion will normally be reintegrated back into mainstream lessons. This will be clearly stated on the exclusion letter. Where pupils fail to rectify their behaviour or do not wish to conform to the positive ethos at the attended school, a "managed move," a fresh start, or a time out placement at the Pupil Referral Unit will be considered.

Conclusion

Each school reports to its local governing body termly regarding pupils' behaviour. Pupils with persistent poor behaviour will be asked to meet the local governing body's Discipline

Committee or Panel or the Senior Leadership Team to review the case and may recommend one of the following:-

- an action plan to improve behaviour
- a pastoral support plan
- a contract with parents
- the use of external agencies

If a school feel a pupil's needs cannot be met without the involvement of other agencies, a common assessment form will be completed with the support of parents. The case will be put at an early stage, wherever possible, to a Multi-Agency Group to identify if the pupil would benefit from external agency support.

All pupils should feel confident that Trust staff will seek to meet their needs. Pupils with Special Educational Needs and Disabilities are covered by a statutory framework and children in need or those on the child protection register have additional support from social services. All pupils must, however, have a right to learn at school and no one should feel bullied or be at risk in the school community. Each school also has a separate anti-bullying policy, linked to the School Behaviour for Learning Policy.

The School Behaviour for Learning and Conduct Policy is reviewed by members of the Trust on an annual basis.