

# Hope SENTAMU

## LEARNING TRUST

### BEHAVIOUR POLICY

THIS OVERARCHING TRUST-WIDE POLICY APPLIES TO ALL TRUST SCHOOLS/ACADEMIES WITHIN THE HOPE SENTAMU LEARNING TRUST. ALL SCHOOLS/ACADEMIES WILL MAINTAIN A LOCAL BEHAVIOUR PROCEDURE RELEVANT TO THE SETTING

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## Policy Updates

Date	Page	Policy Updates
November 2022	Whole policy	'Guidance on <b>sexual violence</b> and sexual <b>harassment</b> between children in schools and colleges'. This publication was withdrawn on 1 September <b>2022</b> , therefore reference to this withdrawn policy has been removed from this updated policy
November 2022	Whole policy	Policy has been updated to reflect DfE (2022) Keeping Children Safe in Education
November 2022	Whole policy	Policy has been updated to reflect DfE (2022) 'Behaviour and Discipline in Schools'
November 2022	11	Ash Guidance for Schools - Vaping (2022)
November 2022	12	Searching, screening and confiscation guidelines
November 2022	15	Structured appendix A for localised use
December 2023	Whole policy	Reformatted inline with other Trust policies
December 2023	5	1 - Legal framework updated to reflect current legislation and applicable Trust policies
December 2023	11	8 - New section added re: SEMH needs of pupils
December 2023	11	9 - Section renamed and updated to reflect current guidance/legislation on sexual abuse, harassment and discrimination in schools
April 2024	12	11 - Section on Mobile Phones added
April 2024	5	Hope Sentamu Learning Trust Vision and Values added

This policy has been approved by:			
Signed		Date	
	<i>Chief Executive Officer</i>		
Signed		Date	
	<i>Chair of Distinctiveness and Personal Development Committee</i>		

## Statement of Intent

The Hope Sentamu Learning Trust believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The Trust is committed to:

- Promoting positive behaviour through recognition and reward.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Promote early intervention.
- Praising and rewarding positive behaviour.
- Challenging unacceptable behaviours.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Developing positive relationships with parents/carers.
- Developing positive relationships with pupils.
- Promoting a culture of praise and encouragement in which all pupils can thrive.

The Trust acknowledges that behaviour can sometimes be a result of educational needs, mental health concerns, or other needs and vulnerabilities and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the Trust aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The Trust aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** - the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** - the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** - the schools/academies in the Trust proactively engage with parents/carers, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The Trust's Student Mental Health and Wellbeing Policy and Special Educational Needs and Disability (SEND) Policy outline the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

## Our Trust Vision

To provide environments where children and young people can thrive.  
*Life in all its fullness - a place to thrive*

Our ambition as a fully inclusive Trust of Church of England schools/academies, including an ecumenical Anglican/Methodist school and community schools/academies, is for all our learners to flourish and to thrive in all aspects of their academic and personal development on their personal spiritual journey; to experience “life in all its fullness”, through our Trust values of Respect, Teamwork and Kindness.

Our Trust vision is closely aligned to the Church of England Vision for Education, of ‘life in all its fullness’ at its heart, for the common good of the whole community. We wish as a Trust to;

- Educate for wisdom, knowledge and skills: enabling our learners to build confidence and delight in seeking wisdom and knowledge and developing talents in all areas of life.
- Educate for hope and aspiration: to enable renewal, to support our learners to cope wisely when things go wrong, opening horizons and guiding learners to achieve their academic and personal goals.
- Educate for community and living well together: a core focus on positive respectful relationships in our schools, working in partnership in our communities and flourishing together.
- Educate for dignity and respect: for all our learners to respect the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our Trust vision is also aligned to the York Diocesan Board of Education (YDBE) vision of seeking to build flourishing communities in schools/academies, parishes and homes. We are part of the wider family of Diocesan schools/academies, churches and communities in the Diocese of York and enjoy working collaboratively together to further enhance the academic and personal development of young people.

## Our Trust Values

Respect, Teamwork, Kindness



A respectful and inclusive community, with a culture of thankfulness and appreciation, where we celebrate equality and diversity.



High quality first teaching across all of our schools, in every learning session, without exception.



A broad and balanced educational offer which develops all pupils academically, practically, emotionally, socially and spiritually, leading to great outcomes.



Resilient, sustainable and ethical leadership at all levels of the organisation.

## 1. Legal Framework

1.1. This policy has due regard to all relevant statutory legislation and guidance including, but not limited to, the following:

- Education Act 1996 and 2002 revision
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- Education (Independent School Standards) Regulations 2014
- DfE (2022) 'Behaviour and Discipline in School'
- DfE (2024) 'Behaviour in Schools: Advice for Headteachers and School Staff'
- DfE (2023) 'Keeping Children Safe in Education'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0-25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: Advice for schools'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'
- Ash Guidance for Schools (2022)
- Police and Criminal Evidence Act 1984 (PACE) Code A and Police and Criminal Evidence Act 1984 (PACE) Code C.
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

1.2. This policy operates in conjunction with the following **Trust** policies:

- Safeguarding and Child Protection Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Suspensions and Permanent Exclusions Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Complaints Policy and Procedure
- Child-on Child Abuse Policy
- Anti-Bullying Policy

1.3. For **faith based schools**, we incorporate the Church of England guidance including;

- Church of England Archbishops' Council Education Division and The National Society Valuing All God's Children (Archbishop's Council Education Division, May 2014).
- Church of England Archbishops' Council Education Division and The National Society A Diocesan Board of Education for the Future (Archbishops' Council Education Division, July 2013), p. 3.
- The Church of England Education Office Statutory Inspection of Anglican and Methodist Schools Evaluation Schedule (The National Society, September 2022).
- The Church of England Education Office Church of England Vision for Education: Deeply Christian, Serving the Common Good (Autumn 2016).
- The Church of England Education Office The Fruit of the Spirit: A Church of England Discussion Paper on Character Education (October 2015).

- The Church of England Foundation for Educational Leadership Leadership of Character Education: Developing Virtues and Celebrating Human Flourishing in Schools (September 2017).

## 2. Definitions

### 2.1. Low-level Unacceptable Behaviour

For the purpose of this policy, 'low level unacceptable behaviour' is any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Lack of equipment
- Refusing to complete homework, incomplete homework or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

'Low level unacceptable behaviour' may be escalated to 'serious unacceptable behaviour' depending on the severity of the behaviour. Please refer to Appendix A for further information.

### 2.2. Serious Unacceptable Behaviour

For the purposes of this policy, 'serious unacceptable behaviour' is defined as any behaviour which may cause harm to oneself or others, damage the reputation of the school/academy within the wider community, and/or any illegal behaviour. Serious misbehaviour includes, but is not limited to:

- 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.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct, offensive behaviours of a sexual nature, or which affects the dignity of the individual or group of individuals such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Bullying - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- Cyber bullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Repeated breaches of the Behaviour Policy in line with local procedures (please refer to Appendix A for further information)

- Vandalism
- Theft
- Fighting and aggression
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Smoking and vaping
- Racist, sexist, homophobic or discriminatory 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
- Repeated incidents of low-level unacceptable behaviour
- Verbal abuse, including swearing, racist remarks and threatening language
- Possession of any prohibited or banned items. Although this list is not exhaustive, examples of these are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Vapes
  - Drug of vape paraphernalia
  - 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)

### **3. Roles and Responsibilities**

#### **3.1. The Trust Board have overall responsibility for:**

- Reviewing and approving the Trust wide Behavior Policy and Procedures, in conjunction with the Chief Executive Officer.
- Monitoring the policy's effectiveness in local settings via the Local Governing Committee.
- Supporting the promotion of a whole-Trust culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Complaints Procedure and Policy.

#### **3.2. The Headteacher/Principal is responsible for:**

- Monitoring and implementation of this policy and of the rewards and sanctions procedures in the school/academy. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor/unacceptable behaviour.
- Establishing the standard of behaviour expected by pupils within the school/academy.
- developing and implementing local procedures in line with policy and central Trust guidance



- The Headteacher/Principal will ensure that the school/academy environment encourages positive behaviour and that staff deal effectively with poor/unacceptable behaviour, and will monitor how staff implement this policy and the local procedures to ensure rewards and sanctions are applied consistently.
- Reporting to the LGC on the implementation of this policy and the local procedures, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

**3.3. The mental health lead is responsible for:**

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy and the local procedures, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school/academy manages pupils and parents/carers with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Student Mental Health and Wellbeing Policy.

**3.4. The SENCo is responsible for:**

- Collaborating with the LGC, Headteacher/Principal and the mental health lead, as part of the Senior Leadership Team (SLT), to determine the strategic development of behavioural and SEMH policies and provisions in the school/academy.
- Undertaking day to day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the Trust's Special Educational Needs and Disability (SEND) Policy.
- Supporting teachers in the further assessment of the pupil's strengths and areas for development and advising on effective implementation of support.

**3.5. Teaching staff are responsible for:**

- Implementing the Behaviour Policy and the local procedures consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Rewarding positive behaviour
- Aiming to teach all pupils the full curriculum, whatever their prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

**3.6. All staff are responsible for:**

- Implementing the Behaviour Policy and procedures consistently
- Promoting a supportive and high-quality learning environment
- Modelling high levels of behaviour
- Being aware of the signs of behavioural difficulties
- Setting high expectations for every pupil
- Being aware of the needs, outcomes sought and support provided to any pupils with specific behavioural needs.

**3.7. Parents/carers are responsible for:**

- Supporting their child to adhere to the Behaviour Policy and procedures set out in the school/academy.
- Informing the school/academy of any changes in circumstances that may affect their child's behaviour.
- Discussing any behavioural concerns with a member of staff.

### **3.8. Pupils are responsible for:**

- Their own behaviour both inside and outside the school/academy.
- Reporting any unacceptable behaviour to a member of staff.
- Behaving in an orderly and self-controlled way.
- Showing respect to all members of staff and each other.
- Treat the school/academy buildings and school/academy property with respect.
- Wearing the correct uniform and having the correct equipment.
- Completion of work set both in and out of the school/academy.
- Accepting sanctions when given.
- Refraining from behaving in a way that brings the school/academy into disrepute, including when outside of the school/academy.

## **4. Behaviour Management\***

All staff have the authority and responsibility to consistently apply the Trust's Behaviour Policy and the local procedures. This includes rewarding pupils, or where necessary putting sanctions in place for those who fail to adhere to the school/academy rules, this can be both inside and outside of the school/academy.

### **4.1. Promoting good behaviour**

The Trust promotes positive behaviours through recognising, praising and rewarding positive behaviours. Each school/academy should ensure that:

- They build and maintain positive relationships with pupils, built on respect.
- Pupils' achievements are recognised within, but also beyond the classroom environment.
- Positive learning environments are provided, where children feel safe and confident and are able to flourish.

### **4.2. Rewards**

As a Trust we promote positive behaviour by recognising and promoting good behaviours, attitudes and achievements that meet our values and expectations.

The Headteacher/Principal at each school/academy is responsible for setting the arrangements for recognising positive behaviours, attitudes and achievements, based on the principles outlined in this policy. This is done through considering the age, maturity and understanding of the pupils at the school/academy. These systems are shared with pupils, staff and parents/carers to ensure a consistent and collaborative approach.

### **4.3. Sanctions**

Staff within the school/academy will apply the appropriate sanctions to incidences of unacceptable behaviour as is set out in the school/academy's behaviour management procedures. This will also be in line with the Trust guidance to schools/academies.

Sanctions will be proportionate to the behaviours displayed, in accordance with the school/academy systems and procedures, and taking into account the pupil's age, SEND needs or any religious requirements.

#### **4.4. Detentions**

Detentions are seen as a part of a range of sanctions intending to encourage positive behaviour in pupils. Detentions may be individual, departmental, pastoral or whole school. The appropriate level of detention will be issued in accordance with the school/academy's behaviour procedures.

- Teachers have a legal power to put pupils (under the age of 18) in detention, but will act reasonably and ensure the pupils' safety is not compromised.
- If a lunchtime detention is used, staff will allow reasonable time for the pupil to eat, drink and use the toilet.
- Consent from parents/carers is not required for detentions, but the school/academy will endeavour to inform parents/carers of the detention.
- There is no requirement for notice to be given to parents/carers.

*\*Please refer to Appendix A for further information.*

## **5. Classroom Management\***

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

### **5.1. Staff will:**

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil code of conduct within the classroom.
- 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
  - Highlighting and promoting positive behaviour
  - Concluding the day positively and starting the next day afresh
  - Each lesson is a fresh start
  - Using positive reinforcement.

*\*Please refer to Appendix A for further information.*

## **6. Pupil Support**

- 6.1. The Trust 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.
- 6.2. The school/academy'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. Where appropriate a risk assessment will be put in place to support the staff and pupils in managing potential situations where foreseeable. 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/carers to create the plan and review it on a regular basis.

## **7. Safeguarding**

- 7.1. The Trust recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, schools/academies will follow their Safeguarding and Child Protection policies and procedures.

## **8. Social, Emotional and Mental Health (SEMH) Needs**

- 8.1. To help reduce the likelihood of behavioural issues related to SEMH needs, the school/academy will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.
- 8.2. The school/academy will promote resilience as part of a whole-school approach using the following methods:
- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
  - Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
  - Community engagement – the school/academy proactively engages with parents/carers, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing
- 8.3. 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 Trust's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

## **9. Sexual Abuse, Harassment and Discrimination**

- 9.1. The Trust does not accept any form of sexual abuse, harassment and discrimination, including sexual harassment, gender-based bullying and sexual violence. The Trust's procedures for handling child-on-child sexual abuse, harassment and discrimination are detailed in the Trust's Child-on-Child Abuse Policy.
- 9.2. The Trust will work with all schools/academies to ensure that all incidents of sexual harassment and/or violence is met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 9.3. The school/academy will respond appropriately to any sexual harassment complaints inline with the Trust's Safeguarding and Child Protection Policy. 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.

9.4. Where the school/academy is responding to a report of sexual violence, the school/academy will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the Police, and any other partner agencies as required, to ensure that any action the school/academy takes, e.g. disciplinary sanctions, will not jeopardise any ongoing Police investigation.

9.5. The response to any incidents of sexual abuse and/or discrimination will be:

- Prompt
- Proportionate
- Considered
- Supportive

9.6. The schools/academies within the Trust have procedures in place to respond to any concerns regarding children's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the Police

## **10. Smoking and Controlled Substances, including Vaping**

10.1. In accordance with part 1 of the Health Act 2006, all schools/academies in the Trust are smoke-free and vape free environments. Parents/carers, visitors, staff and pupils are instructed not to smoke or vape on school/academy grounds. Pupils are not permitted to bring smoking materials, vaping materials, or nicotine products into the school/academy.

10.2. The Trust will not accept illegal drugs, legal highs and other controlled substances on any of its sites. Where incidents with pupils related to controlled substances occur, the school/academy will follow the procedures outlined in the Trust's Behaviour Policy and Safeguarding and Child Protection Policy.

## **11. Mobile Phones**

11.1. The schools/academies within the Trust recognise that mobile phones, including smart phones, are an important part of everyday life for our pupils, parents/carers and staff, as well as our wider community. Whilst we are able to see the benefits provided by mobile phones, as a trust we are concerned by potential:

- Risks to child protection
- Impact on mental health
- Over reliance on mobile technology
- Impact on learning in the classroom
- Reduced physical socialisation
- Risk of theft, loss, or damage

- 11.2. Consequently, the Trust will not accept the sight or use of mobile phones on its school/academy sites. The appearance or use of mobile phones on the school/academy site will be sanctioned in line with the school/academy's behaviour procedures. *Please refer to Appendix A for further information.*

## 12. Prohibited Items, Searching Pupils and Confiscation

- 12.1. Headteachers/Principals and staff authorised by them 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. This must be undertaken by two members of staff who have been trained and at least one colleague must be of the same gender as the pupil to be searched. Best practice is for both colleagues to be of the same gender as the pupil being searched. The prohibited items\* are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers and vaping equipment
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

**\*The model list above was created using the DfE's 'Searching, screening and confiscation' guidance. To search for any items not listed here, staff will require the consent of the pupil being searched.**

- 12.2. Pupils may refuse to participate due to some of the following reasons
- They are in possession of a prohibited item;
  - They do not understand the instruction;
  - They are unaware of what a search may involve; or
  - They have had a previous distressing experience of being searched.
- 12.3. Schools/academies must keep records of the search, including the reason for the search, who conducted the search and the outcome.
- 12.4. Schools/academies should reinforce the whole-school approach by building and maintaining positive relationships with parents/carers. Parents/carers should always be informed of any search for a prohibited item and the outcome of the search as soon as is practicable. A member of staff should inform the parents/carers of what, if anything, has been confiscated and the resulting action the school/academy has taken, including any sanctions applied.
- 12.5. Schools/academies must analyse the data generated by this record keeping and identify if "searching is falling disproportionately on any group or groups [and] should consider whether any actions should be taken to prevent this".

- 12.6. ***Searches that fall outside of the normal remit of the school/academy must be approved by the Trust Safeguarding Lead before any commencement begins.***

### **13. Behaviour Off School Site**

- 13.1. Sanctions may be applied where a pupil has misbehaved off-site when representing the school/academy\*. This means misbehaviour when the pupil is:
- Taking part in any school-organised or school-related activity (e.g. school trips)
  - Travelling to or from the school/academy
  - Wearing school/academy uniform
  - In any other way identifiable as a pupil of our school/academy
  - Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
    - Could have repercussions for the orderly running of the school/academy
    - Poses a threat to another pupil or member of the public
    - Could adversely affect the reputation of the school/academy

*\*Please refer to Appendix A for further information.*

### **14. Power to Use Reasonable Force**

- 14.1. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 14.2. Headteachers/Principals and **authorised school/academy** 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 cause harm.

### **15. Malicious Allegations**

- 15.1. Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the pupil in accordance with this policy.
- 15.2. Where a pupil makes an allegation against another pupil and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the pupil in accordance with this policy.
- 15.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school/academy (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 15.4. The school/academy will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Safeguarding and Child Protection Policy, the Child-on-Child Abuse Policy and the

Managing Allegations Against Staff Policy or more information on responding to allegations of abuse against staff or other pupils.

## **16. Monitoring and Review**

- 16.1. This policy is reviewed annually by the Distinctiveness and Personal Development Committee.
- 16.2. Any changes made to this policy by the Trust will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy and the local procedures.
- 16.3. The next scheduled review date for this policy is listed on the cover page of the policy.



## Appendix A - Localised Procedures

BEHAVIOUR POLICY	
Localised School Based Procedures	
<b>School/Academy Name:</b>	Archbishop Sentamu Academy
<b>Headteacher/Principal:</b>	Chris Reynolds
<b>Behaviour Lead:</b>	Paul Fraser
<b>Designated Safeguarding Lead:</b>	Paul Fraser/Lee Hill
<b>Implementation Date:</b> <i>Inline with policy approval</i>	May 2024

### Introduction

In line with our Trust-wide Behaviour Policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

The localised procedures for the school/academy setting focuses on the following key areas:-

- Rewards System
- Sanctions System

Should you have any concerns or questions relating to the localised procedures, in the first instance, please contact [hello@asa.hslt.academy](mailto:hello@asa.hslt.academy)

<b>Rewards System</b>	
<b>Relates to item 4.2 in the Trust Behaviour Policy</b>	
<b>Positive Achievement Points</b>	<b>Criteria</b>
<b>‘Respect’ House Points</b>	<p>These can be awarded by staff in lessons or around school for students demonstrating the academy values, e.g. a great answer to a question asked, superb class contributions, being helpful in or out of a lesson, supporting other students or staff, etc.</p> <p>These will add to their ‘currency’ and they will be able to order prizes from a menu through their tutor on a weekly, fortnightly or half-termly basis.</p>
<b>‘Community’ House Points</b>	
<b>‘Courage’ House Points</b>	
<b>‘Wisdom’ House Points</b>	
<b>Positive Postcard Home</b>	These are sent home by staff for students who have done some fantastic work in their subject (subject postcards) or for students who have gone above and beyond in demonstrating the academy values (value postcards).
<b>Extra-Curricular and Enrichment House Points</b>	These are awarded when a student attends an extracurricular event/club or completes an enrichment activity.
<b>Whole-School House Points</b>	These are awarded when a student represents the academy at a school event or does something extraordinary outside of school.

<b>Sanctions System</b>
<b>Relates to item 4.3, 4.4 and 5 in the Trust Behaviour Policy</b>
<p>Staff can apply and impose reasonable disciplinary sanctions in response to inappropriate behaviours, in line with the local school/academy Behaviour Procedures. Reasonable penalties may include: confiscation, retention or disposal of a pupil’s property, in agreement with parents/carers (where appropriate), and/or detentions, during break, lunch or after school. The school will endeavour to give parents prior notice when their child is being kept out of school hours for a sanction.</p> <p>Sanctions will be proportionate to the behaviours displayed, in accordance with the school/academy systems and procedures, and taking into account the pupil’s age, SEND needs or any religious requirements. Pupils will be encouraged to reflect on their behaviour.</p> <p>It is hoped that any low-level behaviour, when challenged, stops, as it is preventing others from succeeding and thriving; it disrupts learning and limits lesson delivery. Our expectations are clear: if there is a need to challenge behaviour, the student needs to modify their behaviour. Students may need support to do this, but should they not manage this, below is the overview of the escalation process.</p> <p>The School/Academy has an escalation process, identified by the code system. This is in place to enable all students to be treated fairly and ensure that all learning is effective. Please appreciate that whilst this is a staged process, some behaviour issues may result in some ‘stages’ not being considered, depending on the nature of the</p>

incident. There may also be exacerbating and mitigating circumstances that need to be considered.

All lessons should start promptly, it is expected that all lessons will start on time. This is the formal start to the lessons and must be followed in all classrooms.

- Pupils should arrive at their lessons on time and enter their classroom as they are greeted by their teacher at entrance to the classroom (where possible)
- Pupils should sit in the seating plan devised by the teacher.
- Pupils must sit in silence while the register is taken.
- At the end of the lesson all pupils will pack away.
- When instructed by the teacher, all pupils will stand in silence behind their chairs and wait to be dismissed by the teacher.

Stage	Behaviour	Consequences available: <i>Academy/School will decide on the appropriate consequence relevant to the event but proportionate to the stage and/or level of seriousness within the stage</i>	Record of event on Edulink
<b>C1</b> Verbal Warning	<p><b>In class or out of lesson behaviour that negatively impacts on the student themselves, other students or staff being able to succeed and thrive.</b></p> <p>Examples: low level disruption, shouting out, distracting others, lack of focus, refusal to comply, inadequate classroom work</p>	<p>Use prompts and cues to allow students to make the right decision. If this does not change behaviour then:</p> <p>Discussion: Outline behaviour which is unacceptable Outline behaviour which is required. Praise when achieved or explain next steps</p>	<p>Log as C1 concern.</p> <p>Log actions taken following the poor behaviour</p>
<b>C2</b> Final Reminder	<p><b>In class or out of lesson behaviour that negatively impacts on the student themselves, other students or staff being able to succeed and thrive, and results in reflection time being required.</b></p> <p>Examples: Repeat C1 behaviours, non-completion of homework, Persistent low level disruption, less than 10 minutes late to lesson</p>	<p>Use prompts and cues as outlined above first. If this does not change behaviour then:</p> <p>Discussion: Outline behaviour which is unacceptable Outline behaviour which is required and reminder of when this happened previously. Praise when achieved or explain next steps</p>	<p>Log as C2 concern.</p> <p>Log actions taken following the behaviour</p>

<p><b>C3</b> 15 minute break/lun chtime detention issued.</p>	<p><b>Escalation of in class or significant out of lesson behaviour</b></p> <p>Examples: Repeat C2 behaviours, poor language, more than 10 minutes late to lesson</p>	<p>Use prompts and cues as outlined above first. If this does not change behaviour then:</p> <p>Discussion: Outline behaviour which is unacceptable Outline behaviour which is required and reminder of when this happened previously. Praise when achieved or explain next steps</p> <p>Reflection time during break/lunch time detention</p>	<p>Log as C3 concern.</p> <p>Log actions taken following the behaviour</p> <p>Class teacher to contact home the same day to discuss the issue with parents/carers</p>
<p><b>C4</b> 'Reset Room' and 30 minute after school detention</p>	<p><b>Significant escalation of in class or seriously concerning out of lesson behaviour</b></p> <p>Examples: verbal abuse, derogatory language, confrontational or aggressive behaviour (on more than one occasion or is a severe one off event).</p> <p>Truancy from lessons</p> <p>Refusal to follow a reasonable instruction from a member of staff (repeated refusal will be escalated appropriately)</p> <p>Should the student refuse to attend the detention or not succeed in the detention, this may be escalated to a 60 minute detention at the end of the school day.</p>	<p>Student may be removed from usual class for the remainder of the lesson</p> <p>Students may also be placed into the Seclusion Room for a period of time and work with a member of staff on a reflection task.</p> <p>If the student refuses to leave the lesson or attend the 'Reset Room' a further sanction will be applied by the Inclusion Team</p>	<p>Log as C4 concern.</p> <p>Log actions taken following the behaviour</p> <p>Class teacher to contact home the same day to discuss the issue with parents/carers</p>
<p><b>C5</b></p>	<p><b>Significant issue</b></p> <p>Examples*: Bringing or using illicit substances on the school site (for example vapes, drugs, alcohol).</p> <p>Bringing or using offensive weapons or any item which could cause harm onto the school site. Aggressive, violent or unsafe behaviour which causes threat or</p>	<p>Students may also be placed into the Seclusion Room for a period of time and work with a member of staff on a reflection task or class work</p> <p>Students may be suspended from school for a fixed period of time. If this occurs, a reintegration plan will be discussed and agreed prior</p>	<p>Log as C5 issue</p> <p>Record relevant action taken</p>

	<p>harm to others.</p> <p>Verbal abuse of and threatening behaviour towards members of staff or students,</p> <p>Any form of discrimination or discriminatory language</p> <p>Damage to school property - This may also result in the parents/carers having to reimburse the school for the cost of repair. This may also be referred to the police</p> <p>Or repeated incidents of poor behaviour at C4 level.</p>	<p>to readmittance.</p> <p>Permanent exclusion is a potential consequence however, it would be a last resort.</p> <p>Pupils will be given the opportunity to reflect on the incident and encouraged show respect, compassion and forgiveness, through a discussion about the school's Christian values and the importance of living out these values in all areas of school and home life</p> <p>Other consequences would be considered first:  Off-Site Direction (formally known as a Managed Move)  Alternative Provision  Local Governing Body  Interview and any other appropriate intervention</p> <p>All C5 logs are discussed with Senior Leaders of the Inclusion Team so an appropriate sanction can be decided upon.</p>	
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<p><b>Mobile Phones</b></p> <p>Should a mobile phone be brought onto the school site it must be switched off (not just on silent) and remain in the student's bag. Phones/electronic devices brought into school remain the sole responsibility of the student. If a mobile phone is seen or heard, then it will be confiscated and passed to Student Services. The phone may be collected by the student at the end of the school day. In cases where there is repeated confiscation, parents/carers may be contacted to collect it. In line with DfE guidance, the school will not be responsible for any loss of damage to confiscated items on the school's premises.</p> <p><b>Hair</b></p> <p>Extreme hairstyles or colour are not acceptable. If colour is being used on hair it must be a natural colour. (Colours such as blue, red, purple etc are not acceptable).</p> <p><b>Jewellery</b></p> <p>If jewellery is worn it must be limited to a watch and plain stud earrings. Any body and facial piercings e.g. nose</p>
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and tongue studs, will not be accepted. These items will be confiscated and pupils can retrieve items from Student Services at the end of the school day. Sanctions will be issued for repeat behaviours. It. In line with DfE guidance, the school will not be responsible for any loss of damage to confiscated items on the school's premises.

### **Nails**

For health and safety purposes nails should be of a short, safe length.

### **Detentions**

- Teachers have a legal power to put pupils (under the age of 18) in detention, but will act reasonably and ensure the pupils' safety is not compromised.
- If a break/lunchtime detention is used, staff will allow reasonable time for the pupil to eat, drink and use the toilet.
- Consent from parents/carers is not required for detentions, but the school/academy will endeavour to inform parents/carers of the detention.
- There is no requirement for notice to be given to parents/carers but the school will endeavour to make contact with parents/carers where possible to discuss the incident.
- After school detentions will be no longer than 60 minutes in duration.

### **Seclusion**

- When Seclusion is used as a sanction, this will be decided upon by the Inclusion Team and parents/carers will be informed about this at the school's earliest opportunity

Seclusion will be run in the following way:

- The pupils will not communicate with other pupils.
- Pupils will work in silence.
- Pupils will sit at allocated work desks.
- Pupils will have the opportunity to access food from the canteen, this will be brought to them.
- Pupils will follow the same behaviour processes as mainstream lessons.
- If the day is unsatisfactory, they may have to repeat their period of seclusion.
- If the pupil has an unsatisfactory day or refuses to attend Seclusion, this could result in a suspension.

### **Suspension**

Fixed term suspension may be used as an escalation of sanction where all other strategies have been unsuccessful.

Pupils who have been given a suspension must participate in a reintegration meeting along with parents/carers. This will provide an opportunity to discuss what happened, why it happened and next steps, as well as providing the pupil with an opportunity to resolve the issue. The pupil will then return to the school as a fresh start.

It may be that a pupil may move straight to a suspension or permanent exclusion. These instances will be discussed on an individual basis with the Principal.

The length of the suspension will depend on the severity of the behaviour. All incidents of this nature are discussed on an individual basis with the Principal.

All incidents deemed 'serious' are investigated thoroughly by the Inclusion Team and then discussed directly

with the Principal (or Vice Principal in his absence). The decision to suspend is with the Headteacher/ Principal, or the member of staff to whom this role has been delegated.

Once this decision has been taken, parents/carers should be contacted as soon as possible by email or telephone. Confirmation in writing should be provided, outlining the details of the incident and the length of the suspension. Please be aware that suspension letters are posted so there may be a delay in parents/carers receiving these.

Students who are suspended will be offered work to complete during their time away from school. Should parents/carers require any extra or specific work then they should make direct contact with their child's House Team.

A reintegration meeting should be organised as soon as possible, to take place before the pupil returns to the school. The meeting should be recorded (using the template in the Trust Suspension Policy) reviewing the reasons for the suspension, set targets and outlining any support that will be put in place by the school and the parent. This document then needs to be signed by all present.

Parents/Carers should be aware of the following triggers once a child accumulates a certain number of days suspension during one academic year (as outlined by the DfE):

- 15 days - Local Governing Committee Panel - attended by Pupil, Parent/Carer, Senior Leadership & a School Governor/Trust Representative.
- 45 days - As per DfE guidance the student will then be permanently excluded from school.