



Star

NURTURING TODAY'S **YOUNG PEOPLE**,  
INSPIRING TOMORROW'S **LEADERS**

# BEHAVIOUR POLICY

Secondary setting





## Document control

<b>This document has been approved for operation within:</b>	All Trust Secondary Schools
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## Introduction

1. Educational excellence, discipline, mutual care and respect and community service are the foundations for our approaches to leading and managing learning and behaviour at the School.
2. At the core of our vision, “nurturing today’s young people and inspiring tomorrow’s leaders”, is that all pupils can make outstanding progress in their learning, their personal and moral development and in their development as good citizens and leaders. For this to happen they must each have an excellent attitude to learning, incorporating regular attendance at school and outstanding behaviour.
3. We value and promote an inclusive culture where all pupils are rewarded and praised regularly, consistently and fairly and where staff take cognisance of any barriers to learning which individual pupils need to overcome to achieve progress.
4. The School operates a firm but fair and just approach, applied rigorously, robustly and consistently; ensuring that disruptive behaviour by the few does not damage the achievements of the many.
5. We are a family school in which each member understands their rights and responsibilities and the potential impact of their decisions and actions on their own learning and that of others.
6. The expectations we have of our young people are set out in our Code of Conduct, based upon the four STAR values of Star Academies; Service, Teamwork, Ambition and Respect.
7. The School will do everything possible to ensure every pupil succeeds; we will take tough decisions where this is needed to safeguard the learning and well-being of our pupils and in keeping with the clear expectations set out in our policies and procedures.

## Aims

8. To recognise, reward and celebrate good behaviour.
9. To marginalise poor behaviour by promoting good behaviour.
10. To be seen as being fair and consistent in behaviour management by pupils, parents and staff.
11. To involve pupils, parents, staff and governors in the creation and implementation of a consistent approach to behaviour management and improving behaviour.
12. To support the mission, vision and values of the Trust and its establishments.

## Who is responsible for this policy?

13. The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to Star Central, the Local Governing Body and the Principal of each Trust secondary school.
14. The Local Governing Body and Senior Leadership Team at each Trust secondary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

## Roles and responsibilities

15. Promoting positive behaviour and good attendance is the responsibility of the School community as a whole. We will hold all individuals, pupils and staff to account for their attendance and



behaviour and their contribution to the areas they are specifically responsible for. Specific roles and responsibilities include:

- **Star Academies** defining the principles underlying the Behaviour Policy; and holding the Local Governing Body and Principal to account for the overall performance of the school in this area;
- the **Local Governing Body and Principal** in operating the policy and establishing procedures that encourage positive behaviour, discourage bullying and promote respect, diversity and equality;
- the **Senior Leader with responsibility for Pastoral Support and Pupil Well-being** in monitoring all aspects of the school's behaviour policy and its application, to promote equality for all pupils;
- the **Senior Leadership Team** in ensuring they are visible around school and known to pupils across school; actively seeking out pupils for praise and recognition, demonstrating a genuine care and respect for pupils;
- the **Senior Leader assigned to lead a year group** in ensuring that each and every pupil gets the personal attention they need to ensure excellent standards of behaviour and great learning;
- the **Heads of Year/Pastoral Leaders and team of Form Tutors/Learning Co-ordinators** in creating a year team and class identity where each pupil feels a sense of responsibility for helping and supporting others and promoting excellent performance;
- **all staff** in ensuring:
  - that the policy is consistently and fairly applied to all;
  - that pupils are taught and retaught the behaviours which are conducive to learning and well-being;
  - that high standards of behaviour, attendance and punctuality are modelled and actively promoted at all times;
  - that good behaviour is recognised and praised;
  - that poor behaviour is challenged and appropriate sanctions implemented.
- **all pupils** in demonstrating outstanding behaviour which exemplifies the Code of Conduct and STAR Values;
- the **parents and carers** in taking responsibility for their child's attendance and their behaviour inside and outside school, working in partnership with the School to maintain high standards of behaviour and attendance.

## Code of conduct

16. The School sets out clear and explicit expectations of all stakeholders through Codes of Conduct based upon the four values of Star Academies: Service, Teamwork, Ambition and Respect.
17. The Staff Code of Conduct is made available to all staff and they are routinely taken through this, e.g. at the start of the year and during their induction period.
18. The Pupil Code of Conduct is modelled by adults and taught and retaught to pupils in all areas of school. It is displayed around school so that all pupils are clear about their responsibilities.
19. The critical role that parents play in ensuring their child can learn in school and at home is captured in the Home School Agreement.



## Praise and rewards (delivered by all staff)

20. All members of the school community have a responsibility for developing and sustaining a supportive ethos, fostering positive relationships, promoting respect and encouraging self confidence in our young people.
21. We seek to foster the climate and conditions which implicitly promote, reinforce, consolidate and reward positive aspects of behaviour.
22. We strive to provide an environment which will ensure a positive, successful and proactive ethos which in turn will raise standards of excellence for both pupils and staff. The most important aspect of effective praise and consequence, in motivating pupils to learn and achieve well, is to foster and maintain outstanding relationships with all pupils.
23. The simplest and most effective reward that our pupils can have is praise.
24. Praise is given consistently as a routine part of each lesson to reward those pupils who show consistently high levels of effort and who achieve or exceed expected progress.
25. Outside of lessons recognition is given for: service to the school and community; teamwork and representation of the school; ambition displayed by positive attitude and conduct; excellent levels of attendance and punctuality; and respect, demonstrated through courtesy and consideration to others.
26. This positive approach to behaviour management means staff will take every opportunity to praise positive pupil contributions in all areas of school life and we aspire to reward pupils' work and behaviour on a ratio of 4:1 against any consequence.
27. In order for praise to be most effective it needs to be:
  - specific and linked to an achievement or action of merit;
  - sincere and genuinely expressed with appropriate language and tone;
  - personalised through the use of the pupil's name;
  - consistently used in all lessons as a part of our teaching;
  - discreet and private at times when appropriate.
28. The School has a detailed Rewards and Sanctions procedure which outlines the specific arrangements for recognising and rewarding pupils who demonstrate positive behaviours and for celebrating success.

## Behaviour management

29. Behaviour is a choice and the School provides pupils with the guidance they need to learn how to make positive choices. Setting and maintaining high expectations is something we believe must be taught and retaught, consistently and fairly, and which must be revisited each and every lesson, encouraging pupils to learn the behaviours expected of them and develop good habits for learning.
30. Establishing, and then constantly reinforcing, firm and clear expectations mean that pupils need to make fewer choices around their conduct, ensuring the positive behaviours and expectations we consistently reinforce, soon become routine.
31. However, there are occasions when school staff do need to challenge behaviours which are not conducive to learning. In order to effectively challenge and improve pupil behaviour, we actively promote non-confrontational behaviour management.



32. As with the 'correct' use of praise, the use of verbal reprimand should:
- be clearly linked to learning and conduct;
  - criticise the behaviour rather than the pupil;
  - be discreet and not intended or perceived as making an example of a pupil;
  - should not describe the behaviour, but direct the remedial action required;
  - delivered in a reasonable tone and at an appropriate volume;
  - be followed up by discreet praise once the remedial action has been taken by the pupil.
33. The following is a range of disciplinary measures which the School reserves the right to use. These will be implemented consistently, openly and fairly:
- verbal reprimand;
  - setting extra work or repeating unsatisfactory work;
  - loss of privileges, for example, having the privilege of representing the school in sports events withdrawn;
  - missing social time at break;
  - detentions, including lunchtime and after-school and also, where necessary, at weekends;
  - being placed on conduct or attendance report for monitoring and improving behaviour;
  - instigating a Pupil Behaviour Support Plan.
34. For more extreme behaviour, the School may use internal isolation within a Reflection or Isolation Area or invoke a temporary or permanent exclusion.
35. Teachers also have the power to discipline a pupil for conduct outside of the school premises, this includes:
- misbehaviour when the pupil is:
    - taking part in any school organised or school related activity;
    - travelling to or from school;
    - wearing the school uniform;
    - in some other way identifiable as a pupil at the school.
  - misbehaviour at any time, whether the above conditions apply or not, when behaviour:
    - could have repercussions for the orderly running of the school;
    - poses a threat to another pupil or member of the public;
    - could adversely affect the reputation of the school.
36. Reasonable adjustments will be made for pupils with identified Special Educational Needs, especially those which impact on behaviour such as; ADHD, Attachment Disorders, SEMH and Autistic Spectrum Condition. We ensure guidance strategies, provided within any support plans for pupils with any of the above needs, are incorporated into lesson planning and behaviour management.
37. In addition, the circumstances of individual pupils and their safety in relation to child protection and safeguarding will always be considered when applying any sanction.
38. The School has a detailed Rewards and Sanctions procedure, which outlines the specific arrangements for addressing challenging behaviour and imposing sanctions.

### **Detention system**

39. Pupils whose behaviour does not respond to informal reprimands will receive clear warnings, setting out the behaviour which is causing concern and giving the pupil time to reflect and improve their own behaviour.



40. Should this fail to improve the behaviour causing concern and a pupil continues to misbehave, they will receive a short detention which may be carried out at break, lunchtime, or after school.
41. Any pupil who repeatedly fails to follow school expectations may be given a longer detention at the end of the school day. Examples of behaviours which may lead to this sanction include:
  - lack of punctuality to lessons or registration;
  - misconduct in the classroom or around school (e.g. lack of respect);
  - persistently disrupting a lesson.
42. A detention may be given **without any warning** for:
  - failure to attend a previously issued detention;
  - serious misconduct;
  - swearing at anybody or rudeness to staff;
  - fighting or threatening violence;
  - truancy from lessons;
  - graffiti or vandalism of any property;
  - failing a behaviour report;
  - undermining the ethos or reputation of the School.
43. Any detention which takes place after school for more than 15 minutes will be carried out at the end of the following school day, unless the parents of the pupil have been contacted by school staff, in which case it may be carried out the same day.

### Report card system

44. When general concerns about the progress or attitude of a pupil have been raised or a pupil has exceeded a trigger for negative behaviours, they will be placed on monitoring reports.
45. Pupils may also be placed on a monitoring report for concerns around punctuality to lessons or when truancy is a concern.
46. Pupils on report cards may be considered for a Pupil Behaviour Support Plan.
47. A Pupil Behaviour Support Plan may involve multi – agency support to meet the specific needs of a pupil as identified through the Schools' Behaviour Risk Register.

### Internal isolation

48. Internal isolation from the school community is the preferred alternative to any period of fixed term exclusion.
49. Agreement for any referral to Internal Isolation can only be sanctioned by a Senior Leader. They will consider the recommendation following a full investigation or when substantial evidence has been submitted to justify this course of action.
50. Internal Isolation may be used for the following reasons:
  - to sanction a pupil who has been removed from a classroom for persistent or serious disruption or defiance;
  - during an investigation into a serious behaviour incident and whilst awaiting senior leadership intervention and/or a decision on next steps;
  - as a result of a referral from a faculty or subject head, where behaviour in the subject has seriously disrupted the learning of others;
  - for a period of reflection following an investigation into a serious incident or persistent breach of the detention and/or reporting systems.



51. Should a pupil be booked into isolation for one or more days:
  - they will be isolated from their peers at both break and lunchtime;
  - whilst in isolation the pupil will, wherever possible, follow their normal timetabled curriculum.
52. Should the pupil fail to comply with expectations in the Isolation area, they may have additional time added to the sanction or in extreme cases, they may receive a fixed term exclusion.
53. Parents will be expected to attend school for a meeting with the SLT lead for the year group to sign a reintegration contract before the pupil is allowed back to mainstream lessons.

## Exclusions

### Fixed term exclusion

54. Only the Principal can exclude from school. In their absence, a Vice Principal may execute this responsibility.
55. Prior to any decision to exclude a pupil from school, the Principal must discuss the circumstances of the exclusion with Star Central and gain support and approval before any decision is made.
56. Before any Fixed Term Exclusion is recommended, a full investigation will have taken place. This investigation will be used to judge the need for any exclusion and whether or not it should be internal or external.
57. All decisions relating to exclusion will take into account the individual needs and circumstances of the pupil(s) involved.
58. All exclusions will be made in line with Government guidance and the School will have due regard for the implications of the following when making these decisions:
  - DfE – Exclusion from maintained schools, academies and pupil referral units;
  - DfE – Behaviour and Discipline in Schools;
  - The Disability and Discrimination Act;
  - Keeping Children Safe in Education;
  - Code of Practice for Special Educational Needs;
  - The Children's Act (with particular reference to children in the Care of the Local Authority).
59. A pupil will never be placed in a situation which is detrimental to his/her health and safety as a consequence of exclusion. In school, advice on these issues can be obtained from the Designated Safeguarding Lead, who will seek clarification from Trust and Local Authority Designated Officers, if necessary.
60. Government legislation states that 'a pupil may not be fixed term, or permanently, excluded for any of the following:
  - minor incidents e.g. low level disruption or failure to do homework;
  - lateness or truancy;
  - pregnancy;
  - breaches of school uniform and rules on appearance (e.g. jewellery/hairstyles);
  - a pupil cannot be refused admission following a fixed period of exclusion as a result of parental disengagement'.
61. Fixed term exclusions will be considered for serious misbehaviour such as:
  - actual physical violence;
  - direct verbal abuse to a member of staff;



- failure to comply with Internal Isolation procedures;
  - placing other members of the school community at risk;
  - systematic and persistent bullying;
  - bringing materials into the school that are prohibited.
62. The exclusion can be for a fixed period (up to a maximum of 45 school days in any one academic year) or permanent.
63. A fixed period exclusion does not have to be for a continuous period. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.
64. The behaviour of pupils outside the school can be considered as grounds for exclusion.
65. Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases, the legal requirements in relation to the exclusion, such as the Principal's duty to notify parents, still apply.
66. Once a decision to exclude has been reached, the Principal will, without delay, provide parents with the following information in writing:
- the reason for the exclusion;
  - the period of the fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
  - parents' right to make representations about the exclusion to the Local Governing Body and how the pupil may be involved in this;
  - how any representations should be made; and
  - where there is a legal requirement for the Local Governing Body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
67. For exclusions of up to 5 days:
- It is the duty of the parent to supervise their child and ensure the child is not found in a public place during school hours for the first 5 days of a Fixed Term Exclusion. This will be explained clearly to the parent at this meeting;
  - work will be sent home for the pupil for the following day, and subsequent days, if available and arrangements will be made for it to be collected, returned and marked.
68. For exclusions of 6 days or more:
- should the Fixed Term Exclusion be for longer than 5 days, the school is responsible for making provision, at an alternative recognised educational site or through home tuition, for the excluded pupil from Day 6 of any Fixed Term period of Exclusion;
  - it is the parents' responsibility to ensure their child attends the identified provision;
  - as above, work will be sent to the alternative provider or home tutor for the period of exclusion and arrangements will be made for it to be collected, returned and marked;
  - the Local Governing Body, Local Authority and Star Central will be informed.
69. In all cases of exclusion, pupils cannot be denied the opportunity to complete External Examinations or Controlled Assessments. Appropriate arrangements will be put in place by the school, including off site arrangements where necessary, to complete external assessments.



70. Following a fixed period exclusion and prior to re-admission, parents will attend a re-integration meeting where a Pupil Support Plan will be agreed.

### **Permanent exclusion**

71. Permanent exclusion is an extremely rare occurrence and will only be considered once every effort has been made to consider an alternative course of action.
72. Prior to any decision to permanently exclude a pupil from school, the Principal must discuss the circumstances of the exclusion with Chief Executive of the Trust and gain support and approval before any decision is made.
73. The Principal / Senior Leader deputising for the Principal, in deciding whether to permanently exclude a pupil, will take into consideration statutory guidance published by the DfE in the 'Exclusion from maintained schools, academies and pupil referral units'.
74. A decision to permanently exclude will only be taken in relation to a serious breach or persistent breach of the Behaviour Policy or where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.
75. In the case of a one off incident of serious misbehaviour, a full investigation will have taken place prior to any decision being made.
76. When a permanent exclusion is issued as a result of persistent failure to comply with school expectations, this should not come as a shock, the School will be able to show extensive evidence of the interventions which have been put in place to support the pupil, including the use of a Pupil Support Plan.
77. For permanent exclusions, the Local Authority will be informed immediately and will arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different Local Authority.

### **Appeal against exclusion**

78. Parents have the right to ask for the Local Governing Body to consider the exclusion of their child if they feel he/she has been treated unfairly.
79. The Discipline Committee of the Local Governing Body of the School has the responsibility to consider parents' representation about any exclusion.
80. All witness statements (anonymised) and supporting evidence will be shared with the parents/carers.
81. Parents/carers also have a right to complain through the School's complaints procedure.
82. In the case of a fixed term exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the Local Governing Body will consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.
83. If applied for by parents within the legal time frame, the Trust will arrange for an Independent Review Panel Hearing to review the decision of the Local Governing Body not to reinstate a permanently excluded pupil.

### **Behaviour risk register**

84. A Behaviour Risk Register will underpin the management of behaviour and inform a range of interventions.



85. All learners in the school will be categorised into one of five categories:
  - Category 1 – Exemplary;
  - Category 2 - Intermittent disruptive;
  - Category 3 - Frequently disruptive;
  - Category 4 - Seriously disruptive;
  - Category 5 - Violent and abusive (including those at critical risk of exclusion).
86. The criteria for qualification in each of the categories will be reviewed annually.
87. Pupils on Category 3, 4 and 5 will attend half-termly 'Pastoral Review Meetings' accompanied by their parents, with a senior leader or a Head of Year.
88. All pupils in Category 5 and some who are most at risk in Category 4 will be subject to a Pupil Behaviour Support Plan.
89. The School is committed to working with external agencies in meeting the holistic needs of all pupils who have barriers to learning. Pupils who are subject to Behaviour Support Plans will, where appropriate have multi-agency support services involved in any intervention.

## **Use of reasonable force**

90. 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.
91. The Principal and authorised 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.
92. Full guidance can be found in the Trust Use of Reasonable Force Policy.

## **Powers of search and confiscation**

93. 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.
94. The School also holds the power to search without consent for "prohibited items" including:
  - knives and weapons;
  - alcohol;
  - 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 damage to property;
  - any item banned by the school rules which has been identified in the rules as an item which may be searched for.
95. Weapons and knives and extreme or child pornography will be handed over to the police, otherwise it is for the SLT to decide if and when to return a confiscated item.
96. Full guidance can be found in the Trust Powers of Search Policy.



## Recording behaviour incidents

97. All behaviour incidents, particularly those that result in a reward or sanction, must be recorded on the pupil record on the Behaviour Module within the computerised School Information Management System (SIMS).
98. SIMS is regularly monitored and reviewed by pastoral staff and the Senior Leadership Team to identify patterns and trends and to provide early intervention to avoid escalation of negative behaviours.

## Allegations against staff

99. If anyone makes an allegation that any member of staff (including any volunteer or governor) may have:
  - behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children (including the promotion of extreme ideologies)

then the allegation will be dealt with in accordance with national guidance and agreements, as implemented by the Local Safeguarding Children Board (see Trust Safeguarding (Child Protection) Policy for further information).

100. A thorough investigation will always take place following any allegation made against a member of staff in line with our Safeguarding (Child Protection) Policy and in order to exercise our duty of care to all those involved.
101. However, should a pupil be found to have made malicious allegations, they are likely to have breached the School Behaviour Policy.
102. In this instance, we will consider whether to apply an appropriate sanction, which could be up to and including temporary or permanent exclusion depending upon the circumstances.
103. In extreme cases, and where there are grounds for believing a criminal offence may have been committed, we may refer this to the police and/or local authority children's services.

## Monitoring, evaluation and review

104. The policy will be promoted and implemented throughout all Trust secondary schools.
105. The Trust will monitor the operation and effectiveness of arrangements referred to in this policy at each Trust secondary school.
106. The Trust will review this policy every two years in consultation with each Trust secondary school.