



**GEORGE  
DIXON  
ACADEMY**

## **BEHAVIOUR POLICY**

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## Statement of intent

George Dixon Academy is committed to creating a positive environment and culture where all individuals can work and learn. All members of the school community understand their responsibility to behave in the required manner to ensure that the adage 'teachers can teach, and pupils can learn'.

At George Dixon Academy we:

- promote and teach desired behaviour.
- promote and teach through our behaviour curriculum: mutual respect, the value of education, resilience, appropriate communication and being prepared.
- ensure equality and fair treatment for all.
- praise and reward good behaviour.
- challenge, sanction misbehaviour and see these moments as teaching opportunities.
- provide a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- strive and adopt flexibility to establish positive relationships with families.
- develop positive relationships with pupils to enable early intervention.
- promote a culture of praise and encouragement in which all pupils can achieve (first attention for best conduct).

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. Reasonable adaptations are made for those on the SEND register.

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.

## **1. Legal framework**

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'.
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools.'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'.

This policy operates in conjunction with the following school policies:

- Safeguarding policy
- Low Level Safeguarding Concerns policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Sex and Relationships Education Policy
- Equality and Diversity Policy

## **2. Roles and responsibilities**

The academy trust will have overall responsibility for:

- ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- promoting the schools' values, ethos, and vision
- handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- ensuring this policy is published on the school website.

The headteacher will be responsible for:

- the monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- determining the school rules and any disciplinary sanctions for breaking the rules.
- the day-to-day implementation of this policy.
- publicising this policy in writing to staff, parents, and pupils at least once a year.
- reporting to the Academy Trust on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO will be responsible for:

- collaborating with the Academy Trust, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of the behaviour policy and provisions in the school.
- undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- 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 full potential, and that every pupil with behavioural difficulties will be able to study the full curriculum.
- teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

- being responsible and accountable for the progress and development of the pupils in their class.
- not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- challenging any derogative language within lessons or outside of lessons and explaining to the pupils the importance of effective communication.
- restoring and repairing relationships via a restorative conversation following the imposition of a sanction

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- adhering to this policy and applying it consistently and fairly.
- supporting pupils in adhering to this policy.
- promoting a supportive and high-quality learning environment.
- modelling high levels of expected 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.
- as authorised by the headteacher, proportionately sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- their own behaviour both inside school and out in the wider community.
- reporting any unacceptable behaviour to a member of staff.

Parents/families will be responsible for:

- supporting their child in adhering to the school rules and reinforcing this at home.
- attending family meetings when required to discuss incidents of poor behaviour.
- informing the school of any changes in circumstances which may affect their child's behaviour.

### 3. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **discrimination** – not giving equal respect to an individual based on age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

- **harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten, or demean the individual being bullied.
- **cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- possession of legal or illegal drugs, alcohol, or tobacco
- possession of banned items, including those which can be used as a weapon.
- truancy and running away from school.
- refusing to comply with disciplinary sanctions.
- theft.
- verbal abuse, including swearing, racist remarks, and threatening language.
- fighting and aggression.
- persistent disobedience or disruptive behaviour.
- extreme behaviour, such as violence and serious vandalism.
- any behaviour that threatens safety or presents a danger.
- any behaviour that seriously inhibits the learning of pupils.
- any behaviour that requires the immediate attention of a staff member.

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- lateness.
- low-level disruption and talking in class.
- failure to complete classwork.
- rudeness.
- lack of correct equipment.
- refusing to complete homework, incomplete homework, or arriving at school without homework.
- disruption on public transport.
- use of mobile phones anywhere on the school site.
- graffiti.

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour,” depending on the severity of the behaviour.

#### **4. Staff induction, development, and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand our rules and routines and how best to support all pupils to participate in

creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

DHT and AHT with an oversight of behaviour and pastoral matters will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g., SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications i.e., NPQLBC.

The DHT and AHT will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Data informed approaches to bespoke needs are always considered.

## **5. Managing behaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The AHT pastoral will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- issuing a reminder of the expected behaviours aligned to the school's **Golden Rules**.
- issuing a verbal warning, aligned to the school's **Golden Rules**.
- issuing a same day detention for failing to act on the reminder and warning.
- removal of privileges.
- school-based community service.
- detention.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- the class teacher, if the misbehaviour occurs in the classroom, will request support in the form of #Oncall.
- the pupil is removed from the classroom and placed in the classroom indicated on the departmental 'time out' rota.
- for incidents that occur outside of the classroom, Year Leads and strategic leads investigate the issues in the first instance and ascertain the facts of the situation.
- if the year lead and/or strategic lead deem the incident to be unacceptable behaviour, they will follow the outlined processes for dealing with poor behaviour.
- where deemed necessary, families will be contacted and invited to the school to discuss the incident and the resolution and planned methods of moving forward.
- all communication with families regarding incidents will be made in the most expedient manner.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- the headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment may be conducted at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- where a pupil is identified as having SEMH-related difficulties, SEND support will be considered from the school's notional SEND budget.
- where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

If there are any further incidents of repeated poor behaviour, the headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

There are exceptional circumstances when, having established a student's responsibility for unacceptable behaviour and consideration of SEND (if applicable) the student will automatically be suspended for a fixed term. In some instances, subject to further investigation, the student will be permanently excluded. Note that students will not be permanently excluded in the first instance. Permanent exclusions

will be preceded by a fixed-term suspension to provide an opportunity to fully investigate the students' culpability. The circumstances where **Zero Tolerance** applies, and permanent exclusion will result are:

- physical aggression against a member of staff. Serious acts of physical aggression against other students, acts of violence leading to injury, or repeated acts of violence against the same victim where exclusion has already been undertaken.
- serious acts of high-level disorder and lack of cooperation that bring the health & safety of students and/or staff at significant risk.
- possession of weapons. The use or attempted use of weapons including knives, firearms, clubs, or hardware.
- the possession of proscribed substances including drugs and alcohol. The passing on or selling such substances on Academy premises or in the immediate vicinity of the Academy or the attempting to do so.
- the possession or use of explosives including fireworks in the Academy building or in the vicinity of the Academy.
- discriminatory behaviour directed at people with disabilities or racist, sexist, or homophobic conduct. If such conduct is repeated involving the same victim, where exclusion has previously occurred.
- behaviour which could potentially publicly damage the reputation of the school.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g., equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g., bullying, safeguarding or home life issues.

## **6. Prevention strategies, intervention, and sanctions for unacceptable behaviour**

This section outlines our strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

## **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT, pupil support services and pastoral staff are aware of any pupil that is:

- persistently misbehaving
- not improving their behaviour following low-level sanctions
- displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- frequently engaging with parents, including meetings and home visits where necessary.
- providing mentoring, coaching & counselling.
- short-term behaviour report cards.
- long-term behaviour plans.
- pupil support units
- engagement with local partners and agencies
- where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan.

A multi-agency assessment, such as an early help assessment, which goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

The school explores a range of external services which support the behaviour of any pupil who is struggling to meet expectations. These interventions or additional support measures will be dependent on the level of need and external availability.

## **The Behaviour curriculum**

At George Dixon Academy, we want our pupils to develop into positively contributing members of society and be the absolute 'best versions' of themselves.

Therefore, as part of our approach to managing behaviour, we have collectively identified positive behaviours which we endeavour to teach to our pupils alongside their academic curriculum. Paramount to the delivery of these behaviours is the notion that all adults consistently and routinely model these behaviours to provide our pupils with the mental picture of desired behaviours.

Teachers at our school understand that the effective delivery and successful acquisition of the behaviour curriculum enables all our pupils to embody the school's values of **G**rounded, **D**etermined & **S**incere. The behaviours which are explicitly taught to our pupils include:

- Respecting oneself and others
- Valuing education
- Resilience
- Communicating appropriately
- Being prepared

The behaviours above are not displayed in a hierarchical manner, however it is understood that some behaviours may need to be taught prior to others to ensure successful acquisition.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. Our school community focusses heavily on forming positive relationships based on predictability, fairness, and trust to allow teachers to understand their pupils and create a durable foundation from which behavioural change can take place. Teachers positively notice the excellent conduct of our pupils and ensure that we operate a *'first attention for best conduct'* approach.

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. The AHT – Inclusion, works closely with the DHT to ensure reasonable adaptations to the behaviour policy are considered and well known by all staff.

### **Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff, via the school's #Oncall facility, and placed in a pre-determined classroom within the department (e.g., with a Subject Leader).

The pupil will be relocated to a room that is:

- in an appropriate area of the school.
- stocked with appropriate resources.
- suitable to learn and refocus.
- supervised by trained members of staff.

The school will only remove pupils from the classroom where necessary and for the following reasons:

- to maintain the safety of all pupils and restore stability following an unreasonably high level of disruption.
- to enable a disruptive pupil to be in a place where education can continue in a managed environment.
- to allow the pupil to regain calm in a safe space.

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom is at the discretion of the school. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

George Dixon Academy does not use isolation rooms when managing removal from a classroom, pupils are always supervised by adults during their removal from the classroom and they are able to continue with their learning when removed.

There is a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet during the allocated times of the day, when appropriate.

## **Detentions**

George Dixon Academy uses detentions as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:

- any school day where the pupil is not authorised to be absent.
- weekends during term, except for any weekend preceding or following a half-term.
- any non-teaching day, e.g., INSET days.

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions. However, the school will endeavour to contact families via the various forms of communication at its disposal. Most same day detentions will be for 30 minutes with no pupil completing more than 60minutes outside of school hours in a same-day detention.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. Whether the detention is likely to put the pupil at increased risk.

Detentions are conducted centrally at the end of each day. Detentions are led by middle and senior leaders and are always in a central location and completed by two members of staff. Detentions are a proportionate response to poor behaviour and are issued, in most cases, following a reminder and a warning regarding poor behaviour. Leaders who are facilitating the same day detentions outside of school hours will consider any factors which means pupils are at risk when completing the detention, included but not limited to:

- whether the pupil has known caring responsibilities
- whether the detention timing conflicts with a medical appointment
- whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a brief period after school and the pupil is able to return home safely.
- whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Failure to attend a same day detention will result in a 90-minute detention after school on a Friday. Families of pupils placed in this detention are informed.

Repeated Friday detentions, failure to attend a Friday detention or for more serious incidents will result in pupils being isolated with their Year Lead and completing work in a supervised environment away from their peers. Where further failures to comply with the basic expectations and/or sanctions imposed upon them for poor behaviour, the pupil will be at risk of a suspension.

## **7. Sexual abuse and harassment**

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline 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.

## **8. Prohibited items, searching pupils and confiscation**

The Headteacher and staff authorised by Mr Mann, will 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. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- knives and weapons (including imitation weapons).
- alcohol.
- illegal drugs and 'legal highs.'
- stolen items.
- cigarettes, E-cigarettes and vapes.
- 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.

All delegated members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items. Staff who do not have the delegated responsibility to search pupils should inform Senior Leaders immediately if they suspect any pupil is in possession of any banned items.

The school operates a zero-tolerance policy to the possession of, handling and use of knives, weapons, and illegal drugs.

Any pupil in breach of this will face permanent exclusion from the school.

## 9. Mobile telephones and electronic devices

We are a '**Phone Free School**'.

Mobile phones serve no purpose whilst a pupil is in school and offer a constant source of distraction when pupils are learning. All emergencies are communicated via the school reception and pastoral members of staff. Pupils are allowed to use phones within the main office and pupil reception or the school mobile phones of pastoral and senior members of staff.

Pupils are aware that they are not permitted to use their mobile phone and other associated electronic devices (smart watches, earphones [wired and/or wireless], power banks, speakers, chargers etc.) on the school site. Mobile phones must not be seen or heard and be switched off and placed in their bags during the school day or left at home.

Any pupil who is caught with their mobile phone inside the school premises, will have it confiscated for **20 school days**. After the confiscation period is over, a parent/carer or appropriate adult will be able to collect the mobile phone from the school. The phone will not be returned to the pupil at the end of the confiscation period.

Failure to provide the mobile phone to the member of staff once requested, will result in further escalation.

## 10. Effective classroom management

Well-managed, welcoming classrooms underpinned by high teacher expectations are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- start the year with clear sets of rules and routines that are understood by all pupils.
- establish agreed rewards and positive reinforcements.
- establish sanctions for misbehaviour.
- establish clear responses for managing behavioural problems.
- encourage respect and development of positive relationships.
- make effective use of the physical space available.
- have well-planned lessons with a range of activities to keep pupils engaged and challenged.

Subject to reasonable adjustments, e.g., those made for pupils whose SEND may affect their behaviour, pupils will be expected to know, understand, and follow the 'Learners we are at GDA' Code of Conduct:

- **We** allow teachers to teach and others to learn!

- **We** try our best in every lesson and do not give up!
- **We** accept new challenges and new information with an open mind!
- **We** take pride in the work we produce, and our presentation is exceptional.
- **We** turn up on time and we respect each other!

### **Classroom rules and routines**

The school has established clear, comprehensive, and enforceable classroom rules. All classrooms and most communal spaces display the school's '**Golden Rules**' which are:

- I follow the teacher's instructions first time...every time.
- I am ready for learning, all the time...every time.
- I respect myself and others, all the time...every time.

Teachers use these rules and tether any misbehaviour to these rules when issuing the reminder, warning, and sanctions. Teachers are reminded that we enforce the rules in a respectful and unemotional manner. Pupils are regularly reminded of what these rules mean and why they are important.

The school outlines the classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. The deputy headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

The school's behaviour guide for staff, families and pupils outlines all the routines that pupils need to be aware of. This guide is reviewed annually with any feedback used to refine any routines.

### **The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g., wherever possible, teachers avoid standing with their backs to pupils and ensure they always have full view of the room. Where possible teachers should avoid sitting behind a desk or a computer screen when teaching.

Teachers are expected to set a seating plan for their classes that allows the environment to be conducive to learning. The responsibility for seating the pupils resides with the classroom teacher and they have the autonomy to move pupils to facilitate an effective learning environment. Staff are reminded that they must give

thought to the placement of those pupils with SEND in their seating plan, as certain places in a seating plan can have a detrimental impact on their ability to access the teaching.

## **Praise and rewards**

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure that the praise is proportionate, authentic, and fair. Staff are expected to reward pupils on a lesson-by-lesson basis, and they reward them against the school's values.

The school's MIS allows for teachers to add points to pupil's totals and the cumulative total for each pupil across the year will allow access to rewards visits at the end of the academic year. There are other rewards on offer to pupils who go beyond and demonstrate excellent learning behaviours. All pupils are informed of the rewards they are working towards in termly assemblies.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, pin badges, prize ceremonies and special assemblies
- Trips and activities for qualifying groups

## **11. Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance outlined to pupils in regular communications applies both inside school and out in the wider community.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- wearing school uniform.
- travelling to or from school.
- taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- could negatively affect the reputation of the school.
- could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **12. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom.
- Attendance, permanent exclusion, and suspension data
- Use of pupil support units, off-site directions, and managed moves
- Incidents of searching, screening, and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any systematic challenges or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

## **13. Monitoring and review**

This policy will be reviewed by the deputy headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for the Academy Trust to approve on an annual basis at the scheduled Trust meetings.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is July 2025.