

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 sexual violence and sexual harassment between children in schools and colleges'. This publication was withdrawn on 1 September 2022 , therefore reference to this withdrawn policy has been removed from this updated policy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	Whole policy	Policy renamed from 'Behaviour' to 'behaviour' Policy
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 pupil 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 pupil 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.

BEHAVIOUR POLICY	
Localised School Based Procedures	
School Name:	Vale of York Academy
Headteacher/Principal:	Gillian Mills
Behaviour Lead:	Claire Hirst
Designated Safeguarding Lead:	Claire Hirst
Implementation Date: <i>Inline with policy approval</i>	September 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@voy.hslt.academy

Rewards System
Relates to item 4.2 in the Trust Behaviour Policy
<p>Reward Stamps and Prizes</p> <p>The academy operates a stamp for rewards system. Pupils can earn stamps at the following points:</p> <ul style="list-style-type: none"> ● Arriving at school to reward correct uniform and punctuality; ● In tutor time to reward correct uniform and punctuality; high quality work; homework (if applicable); ● In lesson time to reward correct uniform and punctuality; high quality work; homework (if applicable); ● Extracurricular/Intervention/Enrichment opportunities to reward engagement. <p>The stamps can then be ‘cashed in’ for prizes at various levels. The number of stamps that the Pupils receive are recorded in the planner each week.</p>

Prizes

Reward	Stamp Number
2500 stamps	£20 Shopping Voucher and Principal's lunch
1500 stamps	£5 Shopping/Activity Voucher
1000 stamps	Lunchtime Queue Jump Pass
750 stamps	Pencil case set
500 stamps	Tuck shop voucher (drink, chocolate or crisps)

Arriving at School

- 1 stamp - Arriving on time to school and in the correct uniform

In Lesson/Tutor Time

- 1 stamp - Arriving on time and in the correct uniform - issued on the door whilst welcoming pupils into class
- 3 possible stamps - Contributing or producing high quality work in the lesson
- 1 stamp - Homework that is on time and to a high standard (lessons only)

Extracurricular Activities

- 1 stamp - Attending an extracurricular club

Pupils can earn:

- Up to 5 stamps per lesson/tutor (4) times per day
- Up to 31 stamps possible per day
- Up to 155 stamps possible per week

Rewards Assemblies

At the end of every half term, a rewards assembly will take place for each year group where prizes will be given to Pupils. This is an opportunity to celebrate the success of the year group. The number of stamps that Pupils have attained is reset at the beginning of each academic year.

During the rewards assemblies, pupils achievement can be celebrated for the following:

- School values certificates
- Subject specific certificates
- Tutor stars certificates
- Progress Leader Award
- Attendance certificates

Attendance Rewards

Pupils are able to attain other rewards for attendance in a weekly draw and can participate in competitions throughout the academic year.

Every pupil who achieves 100% attendance in an academic week will receive a ticket for The 100 Club draw prize draw. A prize will be awarded every half term in a draw for 100 club ticket holders. Various other attendance incentives will take place during the year to encourage consistently high attendance to school.

Sanctions System

Relates to item 4.3, 4.4 and 5 in the Trust Behaviour Policy

Section 1: Basic Expectations of pupil Behaviour

Around the Academy pupils should:

- Be polite and show respect for other people
- Do as they are asked by members of staff – first time, every time
- Wear their school uniform correctly at all times
- Look after their Academy e.g., by looking after their property/putting litter in a bin/following health and safety procedures
- Eat and drink in the right place at the right time
- Walk around the Academy sensibly, calmly and quietly, remembering to use the one way system and keep to the left
- Keep to their designated areas as instructed by members of staff
- Follow their timetable carefully, being punctual to lessons and adhering to health and safety requirements

Non-essential movement around the academy should be avoided.

When moving around the Academy pupils must abide by the Academy rules including observing one-way systems.

Break and Lunch times will be arranged by the Academy in a manner that supports the reduction of risk. All pupils will receive clear guidance as to the arrangements for social times and the expectations of them during these times.

Pupils must use the toilet facilities designated to them and there should be no more than one person per cubicle. Pupils must only enter the toilet facilities if there is a free cubicle. On exiting the toilet, pupils must wash and dry their hands thoroughly.

Pupils are permitted to request permission to drink still, plain water in lessons and around the Academy from their personal drink container. Where pupils do not abide by this, they will receive a school sanction in line with this policy and its associated documentation.

Pupils must leave the Academy premises in a calm and orderly manner abiding by the Academy health and safety requirements at all times.

Sanctions Pathway within the Classroom (Phase 1 -3)

In terms of classroom-based sanctions three key phases are identified. It is hoped that the great majority of pupils will simply choose to spend their time with us operating within the rewards framework.

It is also expected that only a small minority of pupils will receive PHASE THREE or beyond.

It is essential that all pupils, parents/carers, and members of staff understand this framework and its consequences. At all times the intention of the procedures is to bring a halt to unacceptable working performance and from this point to encourage each pupil to engage in positive learning. Each member of staff

must seek to operate within the framework. The phases must be worked through in a logical manner.

Vale of York Academy operates a number of sanctions which are designed to discourage pupils from making poor behaviour choices and provide reflection upon previous decisions and encourage pupils to make better choices moving forward. If a pupil's behaviour is unacceptable the sanctions pathway will begin. Some of the possible behaviours that are sanctioned and start the pathway within a lesson are detailed below:

- Defiance
- Disruption
- Insufficient work

Verbal Warning

Before the sanction pathway begins, a pupil should be given a clear verbal warning. A reminder of expectations can be given to an individual and a group or class. The setting of expectations and reminder process is designed to give Pupils time to reflect and change their behaviours. If a pupil continues not to meet the expectations, this will move onto a Phase 1 of the sanction pathway.

Phase 1 - Whiteboard Warning

First negative attitude to learning. Following their verbal warning, any pupil who continues to behave in an unacceptable manner will be given a 'Phase 1'. Their initials will be written on the Phase 1 section of the whiteboard. It will be made clear to the pupil why this is happening.

Phase 2 - Written Warning/Move Seat in the Classroom

Second negative attitude to learning. Following a Phase 1, any pupil who continues to behave in an unacceptable manner will move to 'Phase 2'. The pupil should be moved to a different seat in the room, if possible. Their initials will be written on the Phase 2 section of the whiteboard and the Phase 2 will be recorded on Edulink. This is vital so that proactive behaviour strategies can be data informed and parents/carers alerted. It will be made clear to the pupil why this is happening.

Phase 3 - On Call/Relocation and Detention

Third negative attitude to learning. Following a Phase 2, any pupil who continues to behave in an unacceptable manner will move to 'Phase 3'. The pupil should be on called and not sent out of the room until they are collected. Any pupil who has reached Phase 3 has already caused considerable disruption and inconvenience so they should be removed from the situation. Their initials will be written on the Phase 3 section of the whiteboard and Phase 3 will be recorded on Edulink. This is vital so that proactive behaviour strategies can be data informed and parents/carers alerted. It will be made clear to the pupil why this is happening. At Phase 3, the staff member should, where possible, arrange a developing relationships conversation at the earliest opportunity before the next lesson. The removed pupil should have work to complete from the class. They may also have a reading book with them as part of their daily equipment, which can be used. The pupil should be told where to sit and to work in silence in their relocation room.

Although most unacceptable behaviours which reach this level will have been cumulative and have been dealt with by working through the Phases step by step, there may be occasions when the staff member moves straight to Phase 3, including:

- Dangerous or unruly behaviour
- Bullying or verbal abuse to other Pupils
- Theft

*This list is non-exhaustive

If the pupil refuses to go to the relocation room within a reasonable timeframe this may escalate to Phase 4.

Section 3: Sanctions Pathway for Beyond the Classroom (Phase 4-6)

Phase 4 - Reflection Room

Fourth negative attitude to learning or immediate Phase 4. If any pupil refuses to go to the relocation room in Phase 3, this escalates to Phase 4.

Where possible, the Reflection Room is used as a sanction that is arranged the previous academic day with pupils and parents/carers informed in advance.

Pupils can be placed directly into the Reflection Room for:

- Refusing the Reflection Room despite a reasonable time frame
- Refusing to correct their uniform
- Use of the mobile phone and, subsequently, refusing to give the phone to staff
- Persistent bullying
- Racial or sexual harassment
- Handling stolen goods
- Deliberate damage to property
- Violent behaviour
- Grossly offensive language
- Sharing a cubicle
- Truancy

All of the above incidents must be reported on Edulink.

Phase 4 - Suspensions and Permanent Exclusions

PHASE 4 Reflection Room - Booked Placements

This sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

A pupil who has been 'Removed' from 5 lessons in an academic week will serve 5 lessons in the reflection room.

Whilst in the Reflection Room, pupils may have access to a Chromebook and can complete curriculum work set using the Google Classroom platform.

Lunch will be taken in the Reflection Room and at no time will pupils be allowed to socialise with other pupils.

The duration of the day in reflection will be from the start of Lesson 1 until the end of the school day. All pupils who are placed in the Reflection Room must bring their planner and equipment for the designated sessions there.

Pupils will be expected to complete 5 successful lessons in the Reflection Room.

Pupils in the reflection room follow a clear process for sanctions including being given take up time for the correct

choices to be made.

A pupil who fails to behave appropriately in the Reflection room is at risk of a fixed term suspension.

If a pupil continues to behave inappropriately after the final formal warning and discussion with SLT, they may receive a fixed term suspension.

ALL REFLECTION ROOM BOOKINGS MUST GO THROUGH THE PASTORAL TEAM.

It will be made clear to the pupil why this is happening, expectations of behaviour in the Reflection Room. If any pupil behaves in such a way that they fail the Reflection Room, this will result in a Phase 5.

Phase 5 - Suspensions and Permanent Exclusions

Suspensions will be used for pupils who have completed all of the other levels of punishment and still continue to disrupt the learning of other pupils. This is meant as the last punishment before permanent exclusion. Depending on the nature of the incident, some pupils may be suspended or permanently excluded. These incidents may include:

- Defiance
- Threatening or intimidating behaviour to staff
- Unprovoked serious assault on a pupil
- Use of racist, homophobic or disablist language towards a pupil or a member of staff
- Persistent bullying
- Possession of or being under the influence of illegal substances
- Possession of a prohibited item on school premises

*This list is non-exhaustive

The length of the suspension will depend on two factors:

- The seriousness of the offence
- The number of previous suspensions. Pupils may be given a longer suspension according to their previous unacceptable behaviours if this is appropriate.

The decision to suspend is the Principal's decision. Once this decision has been taken, parents/carers should be contacted and, if possible, the pupil should be collected immediately. A Principal retains full authority to vary the length of any suspension at any time, however, no pupil will receive greater than 45 days suspension in any one academic year without being permanently excluded for persistent disruption and defiance. The DfE Guidance 2022 states a pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) that where a pupil has been suspended for 15 days or more in a term, the Governor disciplinary panel must meet. Please note that a Principal also retains the right to permanently exclude a pupil for persistent disruption and defiance even if they have not reached 45 days.

Work must be arranged for pupils to complete via Google Classroom (or paper based where appropriate) for all suspensions of more than one day.

A reintegration meeting involving the pupil, parent/carer and the appropriate member of staff should take place before the pupil returns to school. Details of the timing of the meeting will be included in the suspension letter. The reintegration should review the reasons for the suspension, set targets for behaviour, document interventions in place and detail the pupil, parent/carer and staff member's voice.

Permanent Exclusion

Permanent exclusion from school is the last resort when all attempts to modify a pupils' behaviour have failed, the pupil will not conform to the school rules and their behaviour is having a serious impact on the learning of others. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.

Permanent exclusions could also be used for serious incidents such as:

- Dealing in illegal substances
- Assault on a member of staff
- Bringing a prohibited item onto school premises

This decision can only be made by the Principal and then has to be ratified by the Governor's Disciplinary Committee.

Section 4: Sanctions Pathway for Unstructured Time

Pupils need to have it made clear to them how they are expected to behave around school - on the corridors, in the dining room and outside. This is done at the beginning of the Year, in Form Tutor time and assemblies. There should be regular reminders throughout the year.

Verbal Warning

If appropriate, pupils should be given a verbal warning to provide time to correct their behaviour. If a pupil's behaviour continues to be unacceptable the sanctions pathway will begin.

PHASE 2 - Formal Warning

If the pupil does not move beyond the Phase 2, the member of staff will record this onto Edulink through the behaviour section on Edulink. This is vital so that proactive behaviour strategies can be data informed. If the pupil continues to not follow instructions then this will move to a Phase 3.

PHASE 3 - Detention

If a pupil's behaviour continues to be unacceptable the sanctions pathway will continue into a Phase 3 - Outside of Lesson.

The Phase 3 - Outside of Lesson should be recorded on Edulink via the Behaviour section with a detention being issued for the next available slot the following day.

PHASE 4 - Reflection Room

- Pupils can be placed directly into the Reflection Room for:
- Refusing the Reflection Room despite a reasonable time frame.
- Refusing to correct their uniform.
- Use of the mobile phone and subsequently refusing to give this to staff.
- Deliberate damage to property.
- Violent behaviour.
- Grossly offensive language.

- Sharing a cubicle.
- Truancy.

All the above incidents must be reported on Edulink.

PHASE 5

This operates in the same way as the 'Sanctions Pathway Within the Classroom' section.

Section 5: Reports, Detentions and Uniform

Reports

Repeated behaviour issues will result in pupils being monitored via report, the level of report being linked to the frequency and seriousness of the behaviour issues presented:

- Form Tutor Report
- Progress Leader/Subject Report
- Senior Leader Report

All reports will be communicated with the parents/carers.

Persistent Disruptive Behaviour:

Pupils who accrue a significant number of behaviour codes, lesson removals and/or fixed term suspensions will be monitored by being placed upon a 'Positive monitoring report'. The reports that may be used are:

Reports

Tutor report – initial report for monitoring a pupil across all subject areas. This is tracked by the pupil's form tutor who will apply additional praise and sanctions in line with pupil performance whilst on report. The tutor will contact home to confirm the start and successful end to this type of report. The report lasts a period of two weeks and must be signed by parents/carers on a daily basis. This will be checked by the form tutor each day. This report may be triggered by a number of lesson removals in a half term or for other behaviour reasons the form tutor deems appropriate.

Subject Report – Initial report to monitor pupil behaviour and attitude in an identified subject. The Curriculum Leaders will track this report and apply additional praise and sanctions in line with the pupil performance whilst on report. The Curriculum Leader will contact home to confirm the start and successful end to this type of report. The report lasts a period of two weeks and must be signed by parents/carers on the same day the pupil has a particular lesson. This will be checked by the Curriculum Leader after each lesson of a given subject. The Curriculum Leader will need to discuss this report issue with Progress Leaders to ensure multiple reports are not being given at any one time. If this is the case, the pupil may need to be placed on a Progress Report.

Progress Leader Report – The Progress Leader will monitor a pupil's behaviour and attitude when the tutor report/Subject report has not been successful or when there has been a serious concern raised regarding a pupil's behaviour/attitude. A face to face parent/carer meeting with the Progress Leader will be held prior to the report starting, where possible, which will outline further support which may be needed at this stage such as a referral to additional support. The report lasts a minimum period of two weeks and must be signed by a parent/carer each day. The report will be checked by the Progress Leader each day. The Progress Leader will apply additional praise and sanctions as a result of the pupil's performance whilst on Progress Leader report.

Senior Leader Report – Where a pupil has failed to make desired progress on previous reports, a Senior Leader report may be put in place. A face to face parent/carer meeting with the Senior Leader will be held prior to the

report starting, were possible, which will outline further support which may be needed at this stage such as a referral to additional support. The report lasts a minimum period of two weeks and must be signed by a parent/carer each day. The report will be checked by the Senior Leader each day. The Senior Leader will apply additional praise and sanctions as a result of the pupil's performance whilst on Senior Leader report.

Detentions

Pupils may be sanctioned with a detention for their behaviour or lack of organisation which is limiting their ability to access their learning. Detentions at VoY are organised in 20 minute blocks up to the maximum of an hour.

In the event that a pupil misses a detention, they will be given the opportunity to resit that detention, without extension, the following day. Should the second detention be missed, the pupil will move to Phase 4 and be booked into the Reflection Room.

Homework

Homework should be tracked by the teacher. If a pupil misses three homework deadlines the teacher should allocate a detention on Edulink via the in class register. Every third missed homework results in a detention. This does not reset during the academic year.

Lates

Lates should be tracked by the teacher. If a pupil arrives after 5 minutes of the start of the lesson they are deemed late. If a pupil is late on three occasions the teacher should allocate a detention on Edulink through the in class register. Every third late following results in a detention. This does not reset during the academic year.

If a pupil is more than 10 minutes late, without a note, this is considered truancy and will result in the pupil being placed into the Reflection Room.

Planner

As pupils arrive at the Academy, Pastoral staff will check that they have their planner. A form tutor will also check that pupils have their planner. If a pupil does not have a planner they will be issued a planner sheet for the day. If a pupil forgets/loses their planner on three separate occasions they will be issued a detention by way of the pastoral team.

Every third time a planner sheet is issued results in a detention. This does not reset during the academic year.

Equipment

Pupils are expected to bring the following each day to school:

- Pen
- Pencil
- Ruler
- Planner
- Reading Book
- School Bag

A check of equipment should take place in the morning by the Tutor. Missing equipment should be given to pupils where necessary. If pupils do not have the correct equipment on a regular basis please inform the Progress Leader so that this can be addressed.

Uniform

Pupils will have their uniform checked when they arrive at school and during tutor time. This is either on the school gate or through the reception if a pupil is late. Pupils who are in the incorrect uniform will have the opportunity to borrow aspects of the school uniform which will then be returned at the end of the school day.

If a pupil refuses to wear the uniform provided within a reasonable timeframe this will be dealt with as refusal and the pupil will be placed into the Reflection Room for the rest of the day.

Section 6: Sanctions Tariff

It is intended that all sanctions are dealt with consistently and hope that by providing these guidelines to parents, pupils, as well as staff, everybody is clear what **RANGE** of sanctions may be imposed for different types of inappropriate behaviour.

Please note that some of the school sanctions taken for some of these behaviour would go alongside the involvement of the police.

Please note, these are guidelines and staff may feel it necessary to make modifications depending on particular individual cases.

Other supportive measures:

Sometimes, it may be appropriate to place a pupil in alternative provision (AP) both internally (The Bridge) and externally (York City approved providers). We only take this decision if it is in the pupil's best interest. Pupils in AP remain the responsibility of our school and we take this responsibility very seriously. Normally, placement in AP is short-term. As a result, we make sure that AP meets a pupil's needs and offers continuity of education so that reintegration has the best chance of success. Alternative provision placements are monitored closely, and we work closely with parents to give the placement the best chance of success.

Sometimes, an off-site direction (OSD) may be in the pupil's best interest. Off-site direction is when a pupil is required to attend another education setting to improve their behaviour. Off-site direction (OSD) is only used as a way to improve future behaviour. This can be an effective way to break a cycle of poor behaviour and give a pupil a fresh start. We will only use OSDs when there is a genuine reason to do so, where it is in the pupil's best interest and we will take all the necessary steps to make sure that the OSD is successful for pupils involved.