

# Behaviour Policy

TEAM Education Trust



<b>Revised Policy approved by:</b>	<b>Trust Board</b>	<b>Date: 30 August 2024</b>
<b>Last reviewed on:</b>	16 July 2024	
<b>Next review due by:</b>	31 August 2025	
<b>List of Associated Policies:</b>	TEAM Anti-Bullying Policy TEAM Child Protection Policy TEAM Suspensions and Exclusions Policy TEAM Pupil Attendance Policy TEAM SEND Policy TEAM Supporting Pupils with medical conditions Policy TEAM Trips & Visits Policy School's individual behaviour statement	

## Version History

Version	Date	Detail	Author
1	29.5.20	Original document	
2	9.7.20	Review to reflect COVID-19 Risk Assessment and amendments made to facilitate these requirements, Clause 13 added.	RWA/SBA/DSH
3	14.5.21	Review, no significant amendments	RWA/SBA/DSH
4	14.11.21	Review following KCSIE guidance. Clause 7 (new) Zero tolerance to sexual harassment, clarification of Clause 8 Malicious Allegations, Clause 11 (new) Safeguarding	ABI
5	20.1.22	Updated roles and addition of the new behaviour and attitudes principles. 'Fixed-term exclusions' changed to 'suspensions'.	MMO
6	26.5.22	Policy reviewed by MMO, no amendments	MMO
7	19.5.23	3.1 bullet point 3 wording changed from poor to negative. 4.2 Replaced Trust Champion with Education and Inclusion Manager. Paragraph amended to reflect change in responsibility. 10.1 bullet point 5 reworded. Bullet point 7 changed wording of poor to negative. 10.3 update on the use of separation due to high risk taking behaviours. Section 14 COVID removed. Section 15 moved into section 14.	TEN
8	16.07.24	Updated for consistent language throughout: Negative / poor / misbehaviour changed to inappropriate behaviour. 3.2 transphobic added to discriminatory behaviour list. 3.2 Additional items added to list of banned items: vapes, gaming devices, phones, aerosols, permanent markers, modified nails, jewellery. 3.3 malicious added to bullying definition 3.3 homophobic and transphobic added to types of sexual bullying 4.2 Education and Inclusion Manager changed to Positive Behaviour Lead Sanctions changed to consequences throughout 4.4 to 4.6 statement that each school's line management system will manage behaviour processes 5 added that respect should also be shown to visitors 5 move quietly around the school changed to calm and orderly fashion 10 Positive Behaviour Support added "To look for the communication intended behind / reasons for the behaviour" 10.1 Trauma informed changed to trauma aware	MFA

		<p>10.1 added “Suspensions are only use to safeguard or protect people or equipment”</p> <p>10.1 added “We will use Maslow’s Hierarchy to ensure individuals’ needs are met”.</p> <p>10.1 added “Behaviour is everyone’s responsibility. All staff will consistently adhere to this policy”.</p> <p>10.2 changed “their own classroom rules” to “the school’s rules” for consistency across each school.</p> <p>10.2 added “modelling good behaviour” under classroom management.</p> <p>10.2 removed “Having a plan for dealing with low-level disruption”. This should be encompassed within each school’s systems and procedures and be specific to the school.</p> <p>10.3 Physical Intervention now includes:</p> <ul style="list-style-type: none"> <li>• Always be used as a last resort following all reasonable attempts at de-escalation</li> <li>• Be applied using the appropriate amount of force and for the appropriate amount of time possible (minimum changed to appropriate)</li> <li>• Adhere strictly to physical intervention training</li> <li>• Be reasonable, proportionate and necessary</li> </ul> <p>10.4 confiscation section removed as covered earlier in the policy</p> <p>10.4 Items confiscated changed from “detrimental to school discipline” to “detrimental to people and property”</p> <p>11 Pupil Support added “School staff will be curious about inappropriate behaviour at all times to understand reasons for behaviour and put in place relevant strategies and support for pupils”.</p> <p>12 Pupil transition added “Transition plans will be referred to in each school’s behaviour statement”.</p> <p>14 Monitoring arrangements added “The need to find prompt understanding of reasons for inappropriate behaviour”.</p>	
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## 1. Aims

This policy aims to:

- Provide a clear framework which can be consistently and fairly applied in order to facilitate effective education.
- Provide a consistent approach to behaviour management across and within our schools.
- Define what we consider to be unacceptable behaviour in our trust.
- Outline how pupils are expected to behave
- Indicate the responsibilities of staff and other professionals in relation to behaviour support
- Promote positive behaviour, self-discipline and respect, self-worth, tolerance, resilience and understanding of others.

The Trust aims to:

- Develop safe and secure climates of mutual respect, within which staff and pupils feel secure and valued
- Maintain environments in which staff can support and assist pupils in the management of their lives
- Create a framework within which staff and pupils can develop positive relationships
- Promote and maintain positive behaviour in safe environments to enable effective learning

This policy needs to be read in accordance with each school's own Behaviour Statement, which will be reflective of their local context. This policy outlines T.E.A.M. Education Trust's commitment to best practice approaches to ensure best possible behaviour is seen across the schools.

## 2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [The special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 which outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 which requires the school to have a written behaviour policy and paragraph 10 which requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 3. TEAM Education Trust interpretations

### 3.1 Inappropriate

Inappropriate behaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes and to and from school.
- Refusal to complete classwork or homework.

### 3.2 Serious Inappropriate behaviour

Serious inappropriate behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation including language
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers, vapes or other smoking paraphernalia
  - Fireworks
  - Pornographic images
  - Inappropriate clothing, including clothing with offensive or overtly political messages and clothing which reveals intimate parts of the body
  - 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)
  - Gaming devices
  - Phones
  - Aerosols
  - Jewellery (see Behaviour Statements)
  - Modified nails
  - Permanent marker pens

### 3.3 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful or malicious.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, comments of a homophobic or transphobic nature
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Each school will have an anti-bullying approach that recognises the information within this section.

## 4. Roles and Responsibilities

These are documented within each of the individual school's statement.

### 4.1 The Board of Trustees

The Board is responsible for monitoring the effectiveness of this behaviour policy and holding Principals and Local Governing Bodies to account for its implementation.

### 4.2 Positive Behaviour Lead

The Positive Behaviour Lead will review the TEAM Behaviour Policy and provide support to schools to develop and embed individual behaviour statements.

### 4.3 The Local Governing Body

The local governing body of each school is responsible for overseeing the implementation of this overarching behaviour policy in its school.

### 4.4 The Principal

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with inappropriate behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently and appropriately.

### 4.5 The Senior Leadership Team

The senior leadership team at each school will support staff in responding to behaviour incidents.

#### 4.6 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Communicating positive and inappropriate behaviours to parents and carers in a timely manner according to each school's Behaviour Statement

*4.4 to 4.6 will be enacted through each school's line management structure*

#### 4.7 Parents

Parents are expected to:

- Support their child and school staff in adhering to the pupil code of conduct (please see below)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### 5. Pupil Code of Conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other and visitors
- In class, make it possible for all pupils to learn
- Move calmly and in an orderly fashion around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Where appropriate these will be adapted for individuals within a school. Please see individual school behaviour statements for any adaptations made.

### 6. Rewards and Consequences

The rewards and consequences for each school are documented within each of the individual school's behaviour statements, allowing principals to reflect on the individual context and priorities of their school.



## 7 Zero-tolerance approach to sexual harassment and sexual violence

The Trust schools will ensure that all incidents of sexual harassment and/or violence are 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. The response of Trust schools will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Consequences for sexual harassment and violence will be set out within the Behaviour Statement for each school.

Each school has procedures in place to respond to any allegations or concerns regarding a pupil'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

Please refer to our child protection and safeguarding policy, which is published on the Trust website.

## 8. Off-site Behaviour

Consequences will be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## 9. Malicious Allegations

Please refer to our TEAM Child Protection Policy and individual school statements for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

The Principal will also consider the pastoral needs of staff accused of misconduct.

## 10. Positive Behaviour Support

TEAM Education Trust believes that it is important;

- To involve all of the Trust community in making and celebrating the rules
- To ensure that everyone knows and practises the core values of the Trust and their school
- To regularly use a variety of strategies to promote high standards of behaviour
- To use praise to promote self-esteem, and to reward kindness shown to others, consistent good manners, good effort and high standards of achievement

- To ensure that all staff are conscious of the example they set at all times
- To focus on the child's behaviour and not the child him/herself
- To look for the communication intended behind / reasons for the behaviour
- To seek guidance from outside agencies when extra support is needed
- To take ownership of behaviour issues

## 10.1 Behaviour and Attitudes Principles

All staff are committed to working in partnership with young people, their parents and/or carers, their schools, and other agencies to provide a positive learning environment that meets the pupils' needs, and enables them to become successful learners and responsible citizens. Whilst we speak of, and deal with behaviour issues, our work is to build highly effective, positive relationships that form the foundation for good teaching and learning.

Key Principles:

- Staff promote positive behaviour and attitudes towards learning through the relationships we build with pupils and their parents and carers.
- The school adopts a trauma aware approach, and practice is underpinned by staff's knowledge of pupil background and the associated traumas that pupils may have experienced.
- Positive relationships are underpinned by recognition, praise and reward. We concentrate on rewarding good behaviour and attitudes through our praise and reward systems, which are tailored to pupil needs.
- We understand that pupils are not always 'ready to learn'. Accordingly, staff adopt strategies to make learning accessible for all pupils, supporting them to the point that they are ready to engage with learning activities.
- All staff are responsible for the promotion of positive behaviour and attitudes. Consistently well-planned teaching and learning is a necessity for positive engagement, and therein positive outcomes and attitudes.
- Pupils should be allowed to make choices about learning and should be offered alternatives as a means to engage. Providing pupils with meaningful learning, even if it is not their current timetabled curriculum, is an inclusive approach to engagement.
- Following incidents of inappropriate behaviour, we always offer pupils a fresh start in a nurturing and welcoming learning environment.
- We set high expectations for our pupils. We offer recognition, praise and reward for meaningful pupil achievement, both academic and pastoral. Whilst we are positive, we do not provide unnecessary praise that sets low expectations.
- Whilst behaviour practice may require staff to remove pupils from situations or settings, we have an inclusive approach to learning. Where possible, every effort will be made to integrate or return a pupil to the learning environment, whether that be their original learning space or an alternate. Best practice is the early recognition and de-escalation of potentially inappropriate behaviour, through the use of risk assessments and behaviour support plans.
- Staff and visitors never speak about young people in front of young people or visitors
- There may be times that staff will be required to detail an event or concern as a matter of fact, and in a professional manner. However, staff will not make derogatory comments or share opinions about pupils with others, and are not judgemental. For example:
  - Staff will not share their views regarding a young person's appearance or hygiene, other than to raise a safeguarding concern
  - Staff will not share their opinion of a young person's attitude or behaviour
  - Staff will not make comments about a young person's ability or engagement that prejudice or make assumptions
    - Staff will avoid confrontation through their own positive practice. Staff will model positive communication across all forms of communication systems used by staff

and pupils within the school. We will create a calm and supportive environment where:

- Staff will not raise their voices or shout
- Staff will not be sarcastic, will not mock or make fun of pupils
- Staff will not call pupils names, or refer to them in an insulting way
- Staff will not make comments about issues affecting pupils
- Staff will not express how the child is making them feel
- Staff will not demonstrate excitable or dangerous behaviour that can be mimicked
  - We do not seek to actively punish pupils, neither do we operate a system of 'double punishment'. For example, where pupils are dual-registered, or spend part of their time in another school or provision, we are careful not to challenge pupils on individual behaviour incidents, where it may have already been resolved by the other setting.
  - Suspensions may be used to support when a pupil exhibits challenging behaviour. For example, to remove young people from harmful or volatile experiences that allow pupils to 'restart' and 'refresh'. Suspensions are not used as a sanction or punishment. Suspensions are only used to safeguard or protect people or equipment.
  - We will meet the basic needs of pupils and not allow those needs to become barriers to good behaviour and learning, being mindful of the varying needs of pupils. This may include, but is not limited to, access to food, water, toilets, and safe spaces for both learning and quiet reflection. We will use Maslow's Hierarchy to ensure individuals' needs are met.

**Behaviour is everyone's responsibility. All staff will consistently adhere to this policy.**

## 10.2 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct and the school's rules which are in line with the code of conduct and to have been agreed by the Principal
- 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 in ways other than verbally
  - Highlighting and promoting good behaviour
  - Modelling good behaviour. Concluding the day positively and starting the next day afresh
  - Having strategies for addressing low-level disruption or dysregulation
  - Using positive reinforcement

### 10.3 Physical Intervention

In exceptional circumstances, staff may use a physical intervention to prevent pupils from:

- Causing disorder, whereby safety is compromised
- Hurting themselves or others
- Damaging property

Incidents of physical intervention must:

- Always be used as a last resort following all reasonable attempts at de-escalation
- Be applied using the appropriate amount of force and for the appropriate amount of time
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents promptly
- Adhere strictly to physical intervention training
- Be reasonable, proportionate and necessary

Each school will have its own physical intervention policy which sets out the rationale for physical intervention, and the process for recording and reporting. Schools will identify the training required of staff, the occurrences and situations where physical intervention may be necessary, and if physical intervention is a planned strategy as part of a fully risk-assessed process.

Some situations may require a pupil to be supported away from their peers. This intervention will only occur if a pupil is exhibiting extreme challenging behaviour

which puts other pupils at risk of harm. This intervention will only be used in the best interests of the pupil/s.

#### 10.4 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. See section 3.2 above.

Schools will also confiscate any item which is harmful or detrimental to people or property. These items will be returned to parents / carers after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 11. Pupil Support

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 inappropriate behaviour will be differentiated to cater for the needs of the pupil.

The school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits inappropriate 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, safeguarding professionals and/or other school staff or external professionals, to identify or support specific needs.

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. School staff will be curious about inappropriate behaviour at all times to understand reasons for behaviour and put in place relevant strategies and support for pupils.

### 12. Pupil Transition

To ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher(s). In addition, staff members will hold transition meetings. Transition plans will be referred to in each school's behaviour statement.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### 13. Training

Our staff are provided with training on behaviour support, including the appropriate use of physical intervention, as part of their induction process ~~where necessary~~. The specific schools' approaches will be documented within their own school statement for behaviour.

Behaviour management training will also form part of continuing professional development.

### 14. Monitoring Arrangements

This Behaviour Policy will be reviewed by the Principal/Senior Leaders and the Local Governing Body of each school three times per year. At each review, the policy will be put forward to the Trust Board for approval if changes are required. The three monitoring

sessions will relate to behaviour analysis undertaken by the Trust Champion as part of the CEO termly Trust Champion update from the Trust Champion.

### The Policy Reflects

- A consistent approach to behaviour support
- The use of rewards and consequences
- Behaviour strategies and approaches that encourage and support good positive behaviour
- The need to support staff
- The need to support pupils
- The need to liaise with parents / carers and other agencies
- The need to manage and support transitions
- The need to find prompt understanding of reasons for inappropriate behaviour