

SIR FREDERICK GIBBERD COLLEGE

SFG

POLICIES AND PROCEDURES

BEHAVIOUR
POLICY

Date of issue: January 2019

Author: Headteacher

Date of review: June 2020

Approved: DFE



Supporting primary and secondary schools across Essex and East London, BMAT is a growing multi-academy trust with a singular vision: schools, teachers and pupils freed to succeed.

This policy should be read in conjunction with BMAT's single equality Policy. This policy reflects measures established in law through the **Equality Act 2010** and emphasises that BMAT opposes all forms of racism, homophobia, prejudice and discrimination.

The **Equality Act 2010** replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

We are committed to the promotion of community cohesion at SFG, local, national and global levels, comparing our SFG community to its local and national context and implementing all necessary actions in relation to:

- Ethnicity.
- Religion or belief.
- Socio-economic background.

In accordance with the values of BMAT, we pledge:

- To respect the equal human rights of all our pupils.
- To educate them about equality.
- To respect the equal rights of our staff and other members of the Academy Trust community.

We will assess and analyse our current Trust practices and implement all necessary resulting actions to ensure pupils are not discriminated against because of their:

- Sex
- Race
- Disability
- Religion/belief
- Sexual orientation
- Gender re-assignment
- Pregnancy or maternity

These '**Protected characteristics**' have been set out in law in the **Equality Act 2010**.

BMAT is committed to eliminating practices, which could result in unfair or less favourable treatment for persons with a protected characteristic.

BMAT Behaviour Policy

Introduction and guiding principles

Outstanding behaviour of students is crucial if BMAT's mission is to be successfully shared with the children and young people in our care. Our mission is to work together to smash through the barriers that prevent our children from becoming confident, high achieving and independent individuals. Poor behaviour at BMAT schools is a barrier to such success both for students exhibiting poor behaviour and others affected directly or indirectly by it. BMAT's vision is of a community, which provides an outstanding education for every individual attending it. BMAT schools will be places of aspiration, where individuals matter and confidence flourishes so that achievement for all is outstanding.

Our core values of: Self Help, Self-Responsibility, Democracy, Equality, Equity and Solidarity underpin our school, drive our policymaking and inform our unshakeable belief in the intrinsic worth of every individual within our community. It is only through fostering outstanding behaviour across the school that ALL children & young people can share in these core values. Our students will be inspired to achieve excellence in all their endeavours within an innovative, creative and supportive environment.

Maintaining outstanding behaviour is a key priority for all those associated with the school. This policy sets out the expectations and requirements for students, the various roles and responsibilities associated with these requirements and the steps that will be taken where poor behaviours are identified. We recognise that parents/carers have a vital role to play and we strive to establish strong home-school links and communication systems that can be utilised whenever there is concern about behaviour.

If there are problems which affect a student's behaviour we will investigate, identify and strive in partnership with parents/carers and students to resolve those problems as quickly and efficiently as possible. We will adopt a focused approach aimed at returning the student to outstanding behaviour at all times.

In order for this policy to be successful, every member of staff, by their own behaviour, must make outstanding behaviour a priority and convey to the students the importance of this. This means ensuring that all teaching staff follow the school's code of conduct for staff, which is available as a separate policy document.

The Trust and SFG will have due regard to equality, as described in our single equality policy, when tackling issues of poor behaviour. Similarly, due regard will be given to issues of Special Educational Needs and Disabilities (SEND) relevant to the behaviour of particular students. Please see the separate SEND policy. The nature of sanctions imposed or monitoring systems put in place will take into account such

issues. In short, the school will act with fairness and their actions will be proportionate.

Any support to enable all those with 'protected characteristics' under the law and/or have needs under SEND to access information will be provided e.g. alternative languages or amended text.

The principles guiding this behaviour policy are to:

- Ensure students feel safe and happy. **Students' welfare and safety are paramount.**
- Establish clear boundaries and known consequences, which provide a clear framework for all student behaviour related issues.
- To provide everyone in the school with a clear understanding of which behaviour is not acceptable and what sanctions are issued, and what behaviour and achievements are rewarded.
- To make students take responsibility for their own behaviour.
- Maximise achievement and attainment of all students.
- Clarify expectations, strategies, rewards and sanctions for all members of the school community.
- Support self-evaluation for adults reflecting on their behaviour management.
- Support leaders in identifying patterns of variance in behaviour management in order to prioritise CPD provision.
- Enable our pupils to experience awe and wonder in their engagement with the world.
- Develop students' self-esteem and value each person's right to learn in a safe place.
- Foster students' respect for themselves and empathy for others, sharing the rich and varied cultural experiences that are reflected within our community.
- Ensure equality where lifelong skills can be developed, and our students learn and interact with each other in harmony.
- Enable students to enjoy, reflect and make positive contributions to their learning environment.
- Instil in students that they have responsibilities and how they can enhance their chances of choosing a better future.
- Foster a sense of cooperation, sharing and understanding.
- Promote a consistent and fair approach to behaviour management.
- Ensure students develop and understand the values of Responsibility, Respect, Perseverance, Honesty, Empathy and Trust.

- Develop students' self-discipline and to help our pupils feel positive about themselves and others.
- Create a positive and stimulating learning environment, having high expectations of our work.
- Work alongside parents/carers to encourage children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.
- Challenge and transform any behaviour, which is any less than outstanding and stops students learning or stops members of staff from carrying out their role of providing high quality teaching.
- Develop the students' independent problem-solving abilities through making the right choices.

Scope

This policy applies to all pupils of BMAT. It also applies to parents and carers of pupils at the SFG, who formally confirm that they will abide by our policies when their children join us.

BMAT will ensure that the contents of this policy are communicated to all staff. All parents/carers will accept this policy when their children join BMAT.

Each school publishes this policy on their website. It is also posted on the Trust's own, separate website.

Key definitions used in this policy

Students	Children and young people on roll in Trust schools/academies
BMAT	Burnt Mill Academy Trust
School/Trust school	An Academy or school within BMAT
SENCO	Special Educational Needs Co-Ordinator
Headteacher	Headteacher is the most senior leaders in the school.
The LGB	Local Governing Board
The Board/Directors/ Trust Board	The Board of Directors of BMAT

This policy and the law

The policy complies with the following legislation relating to student behaviour:

Legislation: [Independent School Standards Regulations \(Schedule 1 part 3 paragraph 9\)](#).

This is because all academies in the Trust are defined as state funded/maintained but independently run schools.

This policy also complies with the DFE's publication: '[behaviour and discipline in schools – advice for Headteachers and school staff](#)' January 2016.

The policy described below on exclusions reflects [DFE statutory guidance issued in September 2017](#).

The following policy has been approved by the board of directors of BMAT following consultation with SFG LGB.

The Headteacher is required to implement this policy within their individual organisation.

Links to other policies

- 1) Equality:** BMAT is committed to eliminating practices, which could result in unfair or less favourable treatment for persons with a protected characteristic. **The implementation of this behaviour policy will be fair and with due regard for those with protected characteristics.**
- 2) SEND:** The Headteacher and the LGB will take account of their statutory duties in relation to Special Educational Needs (SEN) when administering the reward and sanctions in this policy. This includes having regard to the SEN Code of Practice.
- 3) Behaviour (rewards and sanctions) policy:** This behaviour policy will be consistent and in line with the exclusions policy of the school and the Trust, with specific reference to the strategies employed when managing behaviour in the school and with a view to preventing exclusion and the process of exclusion itself.
- 4) Anti-bullying policy:** Please read in conjunction with this policy, specifically about the link between bullying and sanctions as a punishment for that bullying.
- 5) Attendance and punctuality policy:** which details sanctions, which may be imposed for issues related to attendance and punctuality.
- 6) Staff code of conduct policy:** BMAT staff should have due regard to their conduct, detailed in the code, when administering rewards and sanctions and in particular to areas such as the use of reasonable force.
- 7) Child protection and safeguarding policy:** BMAT staff should ensure that their behaviour when carrying out procedures outlined in this policy, especially with regard to administering sanctions, is in line with the school's child protection and safeguarding policy. Staff **MUST** never impose a sanction which involves physical harm to a child (corporal punishment). This is an offence punishable in law. The administering of any other punishment should not lead any child to feel humiliated, demeaned or could be reasonably interpreted as being cruel.

Our policy

The Trust recognises that in different key stages there will be a range of rewards and sanctions appropriate to that phase, although some will be common such as pupil exclusions which will have a common response across the Trust.

Poor behaviour deemed to represent bullying is also covered by our separate anti-bullying policy.

Outstanding behaviour

This is expected at all times from the students being educated within BMAT. In the vast majority of cases, behaviour is a choice on the part of a student. Due regard however is given for students who find appropriate behaviour a challenge through, for example, an issue of SEND or as a result of a particular life event e.g. a bereavement. Therefore, we create an environment where support is provided in such circumstances. However, this does not mean we accept any less than very high standards; the adults will not be blamed for students' poor behaviour and it is for the students to work with us to overcome challenging behaviours.

Outstanding behaviour can be summed up as being achieved through:

“...a mixture of high expectations.....and an ethos which fosters discipline and mutual respect between pupils and between staff and pupils...” (DFE, 2016)

Such behaviour can be demonstrated through outstanding effort, outstanding achievement, outstanding attainment and outstanding conduct of students across BMAT.

The key characteristics of outstanding behaviour at BMAT are where:

- Politeness and good manners exist between students and the adults they work with.
- There is use of appropriate language when talking to other students and the adults they work with. Similarly, derogatory or aggressive language is rare.
- Students are confident and self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Students discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- Students understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Students value their education and rarely miss a day at school. Their effort is 100%, including (where appropriate) home learning activities, and they work hard to progress and respond to staff feedback.
- Students' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour.

- Students are self-disciplined, are kind to each other and do not hurt other peoples' feelings.
- Students are honest and are always open with the truth.
- Students respect the school environment and do not cause damage to it.
- Incidences of low-level disruption are rare in class and around the school.
- Students work hard with the school to prevent **all forms of bullying**, including online bullying and prejudice-based bullying.
- Students are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings.
- Students trust leaders to take rapid and appropriate action to resolve any concerns they have, including bullying.
- Students can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Students have an excellent understanding of how to use school IT facilities appropriately and in line with our acceptable use policy, stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Students' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.
- There is correct wearing of school dress and uniform as stipulated in the school's dress and uniform policy.
- Students are punctual to school.
- Students bring the correct school equipment to school, as relevant to their phase in education, at all times.

The following is a **checklist** for BMAT staff, whether they are teachers or work in the school in another capacity, in order to help foster outstanding behaviour amongst pupils:

In the classroom:

- ✓ Know the names and roles of any adults in class.
- ✓ Meet and greet students when they come into the classroom.
- ✓ Display rules in the class - and ensure that the students and staff know what they are.
- ✓ Display the tariff of sanctions in class.
- ✓ Have a system in place to follow through with all sanctions.
- ✓ Display the tariff of rewards in class.

- ✓ Have a system in place to follow through with all rewards.
- ✓ Have a visual timetable on the wall.
- ✓ Follow the school behaviour policy.

Students:

- ✓ Know the names of children.
- ✓ Have a plan for children who are likely to misbehave.
- ✓ Ensure other adults in the class know the plan.
- ✓ Understand students' special needs.

Teaching:

- ✓ Ensure that all resources are prepared in advance.
- ✓ Praise the behaviour you want to see more of.
- ✓ Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- ✓ Differentiate.
- ✓ Stay calm.
- ✓ Have clear routines for transitions and for stopping the class.
- ✓ Teach children the class routines.

Parents/carers:

- ✓ Give feedback to parents/carers about their child's behaviour - let them know about the good days as well as the bad ones.

In order to maintain outstanding behaviour across the school, **staff will be conspicuous by their presence.** The presence of adults employed by BMAT in all places where students can be found on the grounds of Trust schools ensures the safety and well-being of all in our care.

Senior leaders set the tone in this. They have a presence at all times, they walk the buildings, they show themselves in lessons and at break/lunchtimes, they greet pupils at the beginning of the day and are present and available until all pupils are safely off the site.

Poor behaviour will be a rarity within the school. Where it is found, adults tackle it swiftly in order to maintain the safety, health and well-being of all. 'Poor behaviour' represents all those behaviours which are the reverse of those described above. These behaviours are therefore punishable by staff employed by BMAT because they represent a breach of expected standards.

Rewarding outstanding behavior

ANY member of staff employed by BMAT can issue rewards to students.

The school operates a wide range of rewards to demonstrate the value of outstanding behaviour, which are common across BMAT. Rewards are advertised to pupils and outstanding behaviour is displayed. BMAT staff will only issue rewards in line with this policy, as described below. This is to prevent any misinterpretation of staff motives which could be formed by staff deviating from this policy. Therefore, by keeping to these rewards as stated, staff will be acting in line with the BMAT staff code of conduct and to behave differently will put them at risk of contravening their safeguarding duties, as detailed in the schools' safeguarding and child protection policy.

With reference to the paragraph above, Section 4 of our code of conduct states that: "Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions."

Staff should consult the policies referenced above if in any doubt about their actions and report any concerns they may have to their line manager in order to maintain their duty to safeguard themselves.

Examples of these **across BMAT** are:

- Verbal, positive praise from adults in class and around the school.
- Stickers, stamps and positive written feedback in students' exercise books and other work.
- Reward badges and certificates of achievement.
- Reward trips and visits.
- Rewards of material value and worth e.g. book tokens and stationery.
- Reward breakfast/lunches with members of staff.
- Achievement and reward assemblies some of which parents/carers are invited to.
- Praising students with letters, postcards, texts, emails and other forms of communication home to parents/carers. In line with our code of conduct the school's particular secure email/parent contact system should be used.
- Celebrating and publicising students' successes e.g. a sporting achievement or the production of a high-quality piece of work. This could be for something produced at school or connected with school OR something linked to another area of the child's life.
- Trophies at special presentation events.
- Sports awards e.g. at annual sports days.

- Contact with parents/carers to celebrate their children (see our separate communication policy).

SFG reward system

In addition to those rewards described above the following reward system is used:

Praise and positive feedback	<p>Awarded by any member of staff employed by BMAT in and around the school for demonstrating a great example of the outstanding behaviours described above.</p> <p>Positive verbal feedback and feedback written on students' work, as per our marking, assessment and feedback to students' policy.</p>
-------------------------------------	---

Students will be awarded 'credits' for a whole range of positive behaviours. This could include, but is not limited to:

- Excellent effort in class, prep and enrichment.
- Personal responsibility.
- Going above and beyond in any area.
- Helping others.
- Being fully prepared for school.
- Reading regularly outside of lessons.
- Demonstrating good progress in lessons.
- Completing exemplary classwork.
- Completing exemplary homework.
- 98% attendance per half term.
- 100% punctuality per half term.
- Taking part in voluntary work.
- Taking part in charity work.
- Academic progress and/or achievement.

Staff can award credits as appropriate according to individual students.

Staff	Maximum Credits
All SFG staff	1-5
Middle Leaders	1-10
Head of Year	1-15

Senior Leaders	1-20
Headteacher/Governors	1-25

Students can spend their credits at The Gibberd Store and exchange them for items which the store stocks; such as vouchers, stationery, books, etc. Although the number of credits needed for certain items may be high, students are motivated to earn rewards. Through our reward system, students learn the value of saving as well as develop important life skills such as patience, persistence and perseverance. They feel a sense of accomplishment when they reach their goal and collect their prizes. Student council will review the items in the store and make suggestions to the Headteacher.

Students are responsible for collecting credits and exchanging them by the end of each academic year. **Credits cannot be carried over to the next academic year.**

Sanctions for poor behaviour

Students are expected to demonstrate outstanding behaviours towards their peers, ALL adults employed by BMAT and any other adults they come into contact with.

Adult employees have the final decision.

Senior staff, including the Headteacher will support colleagues' decision making. Staff support each other with regard to decisions concerning behaviour.

In imposing sanctions all staff need to ensure they act in line with the school's child protection and safeguarding policy. Staff **MUST** never impose a sanction which involves physical harm to a child (corporal punishment). This is an offence punishable in law. The administering of any other punishment should not lead any child to feel humiliated, demeaned or could be reasonably interpreted as being cruel. Behaviour of this kind would also be contravening our staff code of conduct which has been designed to ensure staff safeguard themselves against any accusations.

With reference to the paragraph above, Section 4 of our code of conduct states that: "Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions."

Staff should consult the policies referenced above if in any doubt about their actions and report any concerns they may have to their line manager in order to maintain their duty to safeguard themselves.

In general terms, sanctions are imposed via an escalating scale e.g. sanctions are called C1 (a warning) at the lowest level and can escalate to permanent exclusion at the most serious level. This is to ensure fairness and consistency. However, the Headteacher reserves the right to use flexibility and discretion in the light of poor behaviour as circumstances will differ case by case.

ANY member of staff employed by BMAT can issue the following sanctions to pupils:

- A verbal reprimand.
- Completing extra work or making existing work outstanding. This often forms part of the 'detention' sanction described below.
- A loss of a privilege e.g. prefect role is removed or suspended.
- A detention during school break time and lunchtime (known as a C2 - see below).
- A before school detention (known as a C3).
- 'Community service' e.g. litter picking, tidying a classroom, repairing something which has been damaged by the pupil, clearing up a mess created in the school or other environment by the pupil. This can form part of the detention sanction described below (at C2 or C3 level).
- Sending a report about poor behaviour to another appropriate member of staff e.g. to a senior member of staff.
- Contact with home to report poor behaviour within the bounds of our communication policy (see separate policy).

Additional sanctions which can be imposed by appropriate staff, essentially senior leaders working with other colleagues are:

- Isolation from other students and working alone.
- Reports.
- Fixed term and permanent exclusion within the context of the guidelines below and in line with the separate exclusions policy.

The school's sanctions system

In this phase the school operates a companion system to the rewards described above.

C1 A verbal reprimand imposed by any member of staff employed by BMAT in class and in and around the school. This can be for demonstrating standards below the outstanding behaviours described at the head of this policy. At this level, the student may be reported to another appropriate colleague and/or parents/carers informed too.

At this level, short periods of detention may be used, for example to complete work which has not be finished prior to a break or lunch period.

C2 A detention during a break or lunch period, operated from within subject/faculty areas or at 'year' level by the Head of Year. Parents/carers may be informed but this is not compulsory.

Staff are not required to issue a C1 sanction before they can issue a C2 sanction.

This level of sanction is imposed for:

- Failure to respond to a C1 sanction and to amend behaviour accordingly.
- Lack of work produced in class.
- Failure to complete homework (persistent offenders or those who need further support in order to complete homework should be referred to compulsory homework club).
- Failure to bring equipment/reading book/school books/PE kit.

C3 A detention before normal school hours for 45 minutes, supervised by designated staff.

These are formally recorded by the school and a central record is kept so that key staff can monitor C3 detentions, look for patterns which may help them decide if further interventions (as described below) are required.

Staff are not required to issue C1/C2 sanction(s) before they can issue a C3 sanction.

This level of sanction is imposed for:

- Failure on the part of the student to amend their behaviour after C1s and C2s have been issued. This is particularly appropriate to a classroom setting where a member of staff has escalated through the sanctions and C2 has not produced the required behaviour.
- Failure to attend a C2 sanction.
- Persistent lack of work or failure to complete homework where a C2 sanction has failed to produce an amendment to behaviour.
- Chewing gum.
- Having a mobile phone.
- Being more than five minutes late to a lesson/registration/assembly.
- Eating food in undesignated areas.
- Dropping litter.
- Leaving classroom or school premises without permission.
- Truancy.
- Incorrect uniform.
- Using ICT to play games during lessons and behaviour which goes against the ICT acceptable use policy.

- Bullying behaviour (other sanctions and approaches apply to this poor behaviour too – see separate policy).
- Following the removal from class by a senior leader (see below).

Students who fail to attend their C3 sanction before school will be isolated at break and lunch times with a dedicated member of staff and they will be expected to complete their missed C3 sanction the next school day.

Students who acquire two C3s in the same school day will complete them in two consecutive school days.

Students who acquire more than two C3s in the same school day will be expected to report to main reception at 8am the following school day with a parent/carer to meet a senior member of staff. Following the meeting, the student will spend a day of isolation in the supervision of the senior member.

The Headteacher reserves the right to use the sanction of **detention** described above on Non-pupil 'training days' and on Saturday mornings. Consistent with provision described above, ANY member of staff employed by BMAT can impose a detention as a sanction, including C3 detentions.

We aim to inform parents/carers through use of the usual methods of communication that a C3 detention has been issued. For example by letter, email, text, telephone call or the students' planner in the secondary phase. Although we hope that parents/carers will work in partnership with us and support our decision making, consent from parents/carers to impose a detention is not required. However, we will endeavor to inform parents/carers of the detention through the channels above. The law does not prescribe that we have to provide 24 hour notice of a detention either during the school day or at another time, therefore detentions can be for the same day.

C2 detentions will allow time for students to eat, drink and use the toilet.

C3 detentions will not be rescheduled, removed or replaced with different sanctions unless staff enforcing the sanction feel that the following applies:

- Attending the detention puts the child at risk, including any risk associated with safeguarding and child protection
- Any caring responsibilities the student may have will be compromised
- If the child's travel needs to get home safely are affected BUT if these travel arrangements are simply an 'inconvenience' the detention can still go ahead.

The Headteacher reserves the right to have the final say on such matters and the nature of a sanction.

Removal of a pupil through the 'call out' system

- Senior leaders are allocated time when they are engaged in 'climate walks' around the school to monitor the climate for learning in the school. These staff, and other appropriate staff who are designated to be 'on call', can be contacted in order to remove a student from class if there is persistent poor behavior and the student has not responded to any or all of C1, C2, C3 sanctions.
- If removal occurs a C3 is automatically enforced and further sanctions will be considered by the senior leader concerned. This could involve contacting parents/carers or a period of isolation (see below). This is left flexible as each case will be different and the senior leader needs some degree of discretion in light of, for example, whether the particular student is already undergoing monitoring and therefore will require a different sanction from another student who might be removed.
- A call out enforced by a member of staff does not reflect upon them as professionals but is a reflection of the unacceptable behaviour and attitude of the student concerned which needs to be challenged and transformed.

Sanctions relating to punctuality and attendance

- These issues are covered by a separate attendance and punctuality policy but are also shown in the sanction system.

The use of report and student monitoring cards

In order to encourage outstanding behavior, this can be used as described below:

- Green report: monitoring by the Form Tutor.
- Amber report: monitoring by the Head of Year.
- Red report: monitoring by a Senior Leader.
- Blue report: monitoring by the Headteacher
- Lateness, attendance, positive, effort and progress report cards are also used to enforce outstanding behavior and good habits (see separate Attendance and punctuality policy).

Student dress and uniform

See separate policy regarding the details of how students are expected to dress each day. A failure to follow the policy will result in parental contact and the requirement to remedy the situation. Students may be placed in isolation and/or excluded from school if they do not conform and repeatedly challenge the school dress code.

The use of isolation

This means a pupil can be placed in seclusion, away from other students and complete school work alone. The pupil will be supervised.

Acquiring three C3s in one school day, failing a report card or repetitive poor behaviour where other courses of action are not effective can lead to isolation.

In this case the following will apply:

- Students will be given tasks and activities to do, at the discretion of the supervising member of staff.
- The length of the isolation will be decided by the member of staff concerned.
- The sanction will be approved by a senior member of staff.
- Students will be given time to visit the toilet, eat and drink but this will be away from other students.

Local Governing Board warning panel

At the head of this policy the role of the LGB to implement this behavior policy alongside the Headteacher was made clear. Therefore, the Headteacher can call upon this sanction in the light of persistent poor behaviour, again as a step towards avoiding permanent exclusion.

Pastoral Support Plans (PSPs)

- These are plans drawn up to support student behavior when all other avenues have been exhausted and it is felt a student would respond to such a plan.
- This approach is to prevent permanent exclusion and is a monitoring process over a set number of weeks. The plans are drawn up with the anticipated and expected support of the parents/carers for the school's decision to place a student on a PSP.

Fixed term exclusion

This section should be read in conjunction with the separate policy on exclusions, which includes information on appeals.

This sanction is approved by the Headteacher after consultation with the Executive Headteacher and/or the CEO. Decisions will be applied using the burden of proof 'on the balance of probabilities' i.e. that it is more likely than not that an offence or act of poor behaviour was committed by the student in question.

It will be used if other approaches to encouraging and fostering outstanding behaviour have proved ineffective OR for very serious behaviours which might be deemed to compromise the educational climate and/or safety and well-being of the school community e.g.

- Violent conduct, including fighting.
- Verbal abuse to other students and/or staff.

- False accusation about a member of staff.
- Abuse of Trust property.
- Possession or use of or selling/supplying of illegal substances or weapons.
- Repeated bullying despite other interventions (see separate 'anti-bullying policy').
- Smoking or possessions of smoking paraphernalia.
- Persistent non-engagement by pupils with the schools' report and monitoring systems.

Students can be excluded from the school for lunch periods as deemed necessary.

As described separately below poor behaviour outside school can be used as grounds for exclusion.

When a student is excluded, parents/carers will be contacted and given notice in writing of:

- The reason(s) for the exclusion.
- The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent.
- Parents'/carers' right to make representations about the exclusion to the LGB and how the student may be involved in this.
- Any relevant sources of free and impartial information regarding exclusions.
- How any representations should be made.
- Where there is a legal requirement for the LGB to consider the exclusion, that parents/carers have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

Written notification of the information will be provided by: delivering it directly to the parents/carers; leaving it at their last known address; or by posting it to this address. When notifying parents/carers about an exclusion, the Headteacher will set out what arrangements have been made to enable the student to continue his/her education prior to the start of any alternative provision or the student's return to school.

When notifying parents/carers about an exclusion the Headteacher will draw attention to relevant sources of free and impartial information. This information will include:

- A link to this statutory guidance on exclusions: [exclusions guidance](#).
- A link to the Coram Children's Legal Centre: www.childrenslegalcentre.com, 08088 020 008

- Where considered relevant by the Headteacher, links to local services such as Traveller Education Services or the local parent partnership (www.parentpartnership.org.uk).

The Headteacher will ensure that information provided to parents/carers is clear and easy to understand. Where the parents'/carers' first language is not English consideration will be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and parents'/carers' right to make representations to the LGB have been understood.

Alternative education provision

This is further provision in order to tackle a student's poor behaviour and other means described above have proved insufficient. The school **may** decide to provide alternative provision in cases where students are unable to follow appropriate behaviours which may mean they are in danger of permanent exclusion from the school. The provision may be within the school, Trust or with other agencies outside the school and the Trust. An example might be pupils following an alternative timetable and/or a differently structured school day from the mainstream. If and when alternative provision is set up, parties will be informed of:

- The start date for any provision of full-time education that has been arranged for the student.
- The start and finish times of any such provision, including the times for morning and afternoon sessions where relevant.
- The address at which the provision will take place, including any addresses within the Trust itself.
- Any information required by the student to identify the person he/she should report to on the first day.

Managed moves

The law provides for provision for managed moves when parties agree that a student would be best served by transferring from the school they currently attend to another one within or outside the Trust.

Permanent exclusion

This section should be read in conjunction with the Trust's separate policy on exclusions, which includes information on appeals.

This is a further sanction in order to tackle a student's poor behaviour and other means described above have proved insufficient and/or for very serious behaviours which might be deemed to compromise the educational climate, safety and well-being of the school community e.g.

- Violent conduct.
- Possession or use of or selling/supplying of illegal substances or weapons.

- Repeated fixed term exclusion offence(s).

This sanction is implemented by the Headteacher following consultation with the Executive Headteacher and/or the CEO.

Appeals against permanent exclusion are heard by the LGB (a committee of 3 members).

Any further hearing against the LGB's decision not to reinstate a permanently excluded student would be via an independent panel approved by the Board.

Behaviour 'outside the school gates'

The Headteacher in all phases can impose sanctions for incidents and for examples of poor behaviour, which contravene the principles of outstanding behaviour outlined above.

This may arise as a result of a report by a member of the public or witnessed by a member of staff.

This includes misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school e.g. the reporter of the incident knows the student is from a school within the Trust.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

The use of 'reasonable force' by staff

Corporal punishment is forbidden by law and, in addition to this, the school operates a policy whereby staff do not lay their hands physically on pupils in order to punish them. This is to ensure the safeguarding policy of the school and code of conduct are adhered to and that staff carry out their duties to safeguard themselves. We believe the rewards and sanctions described above are sufficient to ensure outstanding behavior across the school and indeed across our Trust. Force cannot be used as a sanction for its own ends.

However, some behaviour exhibited by pupils may mean reasonable force can be used by any member of staff employed by BMAT. These are exceptional circumstances and exist:

- If the student concerned is about to harm another

- If a student would be likely to harm themselves through an act
- If a student is damaging property.

Verbal requests from a member of staff should be used first in most circumstances.

Staff have a duty of care towards all students (see staff code of conduct policy). It may be that failure to use reasonable force in some circumstances (see below) might compromise that duty to keep students safe.

The use of reasonable force does not require agreement by a parent/carer.

Reasonable force means using no force than is needed in order to control or restrain.

It can take the form of:

- Standing between fighting students.
- Holding back students, in a fight or stopping an attack on a member of staff, who have refused to stop when requested to do so.
- Blocking the path of a student.
- Leading a disruptive student out of a classroom when the student has refused by action or speech to remove themselves.
- Preventing a student from leaving an area if by allowing her/him to leave means harm would be caused.

Confiscation from and search of pupils

Items banned from BMAT and the school can be confiscated by any member of staff. These are:

- Mobile phones and other similar electronic devices.
- Jewelry or other items of dress not shown as part of school uniform/dress code (see dress and uniform policy).
- Aerosols and sprays.

Liability for these confiscated items if lost or damaged following confiscation is not with BMAT staff and this is enshrined in law. However, confiscated items will be lodged with the school office and their confiscation will be recorded.

Personal items not part of school uniform or equipment (see dress/uniform policy) are the sole responsibility of the students concerned.

Staff have powers to search students without their consent and with reasonable force (see above) for the following 'prohibited' items:

- mobile phones,

- knives and weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and cigarette papers,
- fireworks,
- pornographic images,
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned from school (see list above). However, these items cannot be searched for using any form of force.

In all cases staff will hand weapons, knives, illegal drugs and pornography to the police.

School trips/visits and Holiday/Saturday prep provision

Outstanding behaviour is expected in the same way as during weekdays and term time school hours. Normal rewards and sanctions apply as described above in this policy.

Disputes

Any parent/carer who has a concern or complaint regarding the application of this policy should follow the procedures set out in BMAT's Complaints Policy.

Written statement of behaviour principles

This is a statement of principles not practice. It is intended that this set of principles reflects the school's and Trust's values, vision and ethos and is utilised to guide the Headteacher when formulating the whole school behaviour policy.

SFG's Vision

- Academic Excellence is at the heart of everything we do.
- We offer a challenging curriculum focusing on the EBACC subjects to prepare our pupils for the leading universities and the world of employment.
- Our sole purpose is to develop the intelligence and the skills of all pupils in a safe environment to create highly motivated, happy, lifelong learners.
- We nurture the ambitions, dreams and passions of our pupils so that they can become the thinkers, educators and leaders of the next generation.

- There are opportunities for all pupils to experience success in a variety of ways.
- Our pupils will become the adults who make a positive contribution to society. As principled global citizens, they challenge intolerance, injustice and inequality.
- We do not compromise on outstanding teaching, impeccable pupil conduct and high expectations.
- Our ethos “hard work, no excuses” ensures all our pupils achieve Academic Excellence.

SFG’s Mission

We will produce pupils who are prepared for the constantly changing modern world. Through our curriculum, our pupils will be:

- Proficient in reading, writing, oracy and maths.
- Ambitious, driven, adaptable, confident and self-disciplined.
- Fluent in problem solving and able to master difficult academic content.
- Thoughtful, principled global citizens.
- Lifelong learners.
- Healthy individuals.
- High achievers.

At SFG our staff work hard to remove barriers to learning and meet the individual needs of our students. Pastoral care and support systems ensure our students feel safe, supported and part of our SFG family.

We promote community cohesion, embracing relations across different cultures and ethnic, religious, non-religious and socio-economic groups.

BMAT’s Core Values

Self Help, Self-Responsibility, Democracy, Equality, Equity and Solidarity

These values underpin our school, drive our policymaking and inform our unshakeable belief in the intrinsic worth of every individual within our community. It is only through fostering outstanding behaviour across the school that ALL children & young people can share in these core values. Our students will be inspired to achieve excellence in all their endeavours within an innovative, creative and supportive environment.

BMAT’s Vision

BMAT’s vision is of a community, which provides an outstanding education for every individual attending it. Burnt Mill Academy will be a place of aspiration, where individuals matter and confidence flourishes so that achievement for all is outstanding.

BMAT's Ethos

Outstanding behaviour can be summed up as being achieved through:

“...a mixture of high expectations.....and an ethos which fosters discipline and mutual respect between pupils and between staff and pupils....” (DFE, 2016)

Such behaviour can be demonstrated through outstanding effort, outstanding achievement, outstanding attainment and outstanding conduct of students across BMAT.

Every student understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others.

BMAT's Key principles:

- Ensure students feel safe and happy. Students' welfare and safety are paramount.
- Establish clear boundaries and known consequences, which provide a clear framework for all student behaviour related issues.
- To provide everyone in the school with a clear understanding of which behaviour is not acceptable and what sanctions are given, and what behaviour and achievements are rewarded.
- To make students take responsibility for their own behaviour.
- Maximise achievement and attainment of all students.
- Clarify expectations, strategies, rewards and sanctions for all members of the school community.
- Support self-evaluation for adults reflecting on their behaviour management
- Support leaders in identifying patterns of variance in behaviour management in order to prioritise CPD provision.
- Enable our pupils to experience awe and wonder in their engagement with the world.
- Develop students' self-esteem and value each person's right to learn in a safe place.
- Foster students' respect for themselves and empathy for others, sharing the rich and varied cultural experiences that are reflected within our community.
- Ensure equality where lifelong skills can be developed, and our pupils learn and interact with each other in harmony.
- Enable students to enjoy, reflect and make positive contributions to their learning environment.
- Instil in students that they have responsibilities and how they can enhance their chances of choosing a better future.
- Foster a sense of cooperation, sharing and understanding.

- Promote a consistent and fair approach to behaviour management.
- Develop students' self-discipline and to help our pupils feel positive about themselves and others.
- Create a positive and stimulating learning environment, having high expectations.
- Work alongside parents/carers to encourage children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.
- Challenge and transform any behaviour which is less than outstanding and stops students' learning or stops members of staff from carrying out their role of providing high quality teaching.
- Develop the students' independent problem-solving skills through helping them make the right choices.

The Local Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion to help pupils make better choices and learn the right lessons.