

BEHAVIOUR OF PUPILS POLICY

Owner: CEO

Date of issue: 28th May 2020

Date of next review: 1st May 2021

Document Control

Version	Date issued	Author	Update information
1.0	9/3/2019	CEO	Approved version
2.0	17/12/2019	R Canning	Added 6.4, Charging for Damage, to highlight link to same provision within the BMAT Charging and Remissions policy
3.0	28/5/2020	H Mills	Added clarification in clauses 3.2 and 4, to ensure behaviour expectations are clear during the COVID 19 pandemic

This policy should be read in conjunction with BMAT's other policies including the Single Equality Policy and Behaviour Policy, SEND Policy and Anti-Bullying 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. This exclusions policy will be implemented with due regard to this commitment.

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

- ethnicity,
- religion or belief, and
- 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; and
- to respect the equal rights of our staff and other members of the Academy community.

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

- Age
- Disability
- Gender Reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and Civil Partnership
- 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.

Key definitions used in this policy

Pupils	Children and young people on roll in Trust schools/academies
School/Trust School	An Academy or school within BMAT
SENCO	The Academy's Special Educational Needs Co-ordinator
Executive Principal/Head Teacher	The Executive Principal/Head Teacher oversee the Head Teachers/Heads of School
Head of School / Head Teacher	An Academy is led by a Head of School or Head Teacher the most senior leaders in the school.
The LGB	Local Governing Board
The Trust	BMAT
The Board/Directors/Trust Board	The Board of Directors of BMAT

FW	Freshwaters Primary Academy and Nursery
LP	Little Parndon Primary Academy
MC	Magna Carta Primary Academy
RY	Roydon Primary Academy
CS	Cooks Spinney Primary Academy and Nursery
BMA	Burnt Mill Academy
FHS	Forest Hall School
SFG	Sir Frederick Gibberd
STEM	BMAT STEM
RDA	Royal Docks Academy
ESJ	Epping St John's

Each BMAT school is legally defined as an Academy, regardless of whether the term 'school' is used to describe it in the policy.

Links to other BMAT policies

Accessed via the BMAT website

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.

SEND:

The CEO, Executive Head Teacher, Head Teacher, Head of School and BMAT's LAB 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.

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.

Anti-bullying policy:

Please read in conjunction with this policy, specifically about the link between bullying and sanctions as a punishment for that bullying.

Attendance and punctuality policy:

which details sanctions which may be imposed for issues related to attendance and punctuality.

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.

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.

Introduction and guiding principles

BMAT is dedicated to ensuring that our community of schools support learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, and the sanctions that will be consistently enforced if this policy is not adhered to. The policy applies in and out of school time and premises. It extends to all members of our school community and is written in line with our governing board's statement of behaviour principles. Good behaviour and self discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

The policy is based on the good practice outlined in DfE guidance on behaviour and discipline and is in line with the duties set out in Schedule 1 to the Independent School Standards Regulations 2014.

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

The Head of School is required to implement this policy within their individual organisation.

1. Aims

BMAT believes that all pupils should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

2. Written statement of behaviour principles

Vision

To work together to smash through the barriers that prevent our children from becoming confident, high achieving and independent individuals.

Mission

Is to run a community of schools which provide an outstanding education for every individual attending a Trust school. Our schools will be places of aspiration, where individuals matter and confidence flourishes so that achievement for all is outstanding.

Values

As a Trust, we commit to living out the following values in our day-to-day lives at BMAT:

Courageous actions

We are courageous enough to make the tough decision, to do what's right – even if it's not what's popular.

High expectations

We are unwavering in expecting excellence of our teachers and expecting more of our children – for behaviours, relationships and academic results.

Servant leadership

We treat each other as peers, not as superiors, and choose to adopt a leadership style that asks: 'How can I help?'

Key principles:

- Ensure pupils feel safe and happy. Pupils' welfare and safety are paramount.
- Establish clear boundaries and known consequences, which provide a clear framework for all pupil behaviour related issues.
- To provide everyone in the school with a clear understanding of which behaviour is not acceptable and what punishments are given, and what behaviour and achievements are rewarded.
- To make pupils take responsibility for their own behaviour. Maximise achievement and attainment of all pupils
- 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 Pupils self-esteem and values each person's right to learn in a safe place.
- Foster Pupils 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 pupils to enjoy, reflect and make positive contributions to their learning environment.
- Instil in pupils 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 pupils develop and understand the values of Responsibility, Respect, Perseverance, Honesty, Empathy and Trust.
- Develop pupils self-discipline and to help our pupils feel positive about themselves and others
- Create a positive and stimulating learning environment, having high expectations 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 eradicate any behaviour, which is any less than outstanding and stops pupils learning or stops members of staff from carrying out their role of providing high quality teaching.
- Develop the pupils' independent problem solving abilities through making the right choices.

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

3. Standards of Behaviour

3.1 School

The school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate pupils or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that pupils are using the school grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. An Individual Behaviour Plan and/or Pastoral Support Plan will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's [special educational needs policy/ SEN Information Report] for more information.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. For more information, see section 5 of this policy.

3.2 Pupils

The school expects all of its pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors to our school even when off school premises, and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. During these exceptional times we expect all pupils to follow rules linked to preventing the spread of COVID 19. This includes adhering to social distancing rules and rules linked to cleaning and washing hands whilst entering and on school site. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or parenting contracts. School work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If pupils are struggling to meet the requirements of their workload for any reason, they should discuss this with their tutor who will work with them to draw up a support plan.

Under no circumstances will illegal or inappropriate items be tolerated in school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- any form of bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances including "legal highs"
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug or other substances including "legal highs"
- carrying an offensive weapon

- arson
- failure to follow social distancing rules and cleaning expectations.
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy/lateness
- possession of items prohibited under the school rules as set out in section 4

3.3 Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, parents are expected to provide appropriate supervision for their child during the first 5 days of exclusion, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, to attend a reintegration interview at the school with their child.

4. School rules that apply at all times to all members of the school community

- Always be on time.
- Keep your appearance smart and tidy, and wear specified school uniform at all times to and from school.
- Rude, derogatory, racist or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.

- Unauthorised absence from school will not be tolerated.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Disobeying staff is not tolerated, especially when trying to ensure the health and safety of pupils and staff.
- The following items are not allowed in school under any circumstances:
 - Alcohol and drugs including “legal highs”
 - E-Cigarettes, Cigarettes, matches, and lighters
 - Chewing gum
 - Weapons of any kind or instruments/substances intended to be used as weapons
 - Material that is inappropriate or illegal for children to have; such as racist or pornographic material
 - Mobile phones
 - Any article which 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)
- Gambling is not allowed on school property.

4.1 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs

Carrying, supplying or taking prescription drugs without lawful reason could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that pupils should not carry these in school. If they need medication they can go to the first aider.

Medication

We are aware that it may be necessary for some pupils to take medication during the school day. Parents should make the school aware of this in writing as soon as their child starts taking the medication. Further details around medication is set out in the “Supporting children with medical needs” policy. See Appendix for Procedure for medication being brought into school.

4.2 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

All of these rules also apply when travelling to and from school.

5. 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
- • Repeated, often over a period of time
- • Difficult to defend against

BMAT wants to make sure that all pupils feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider whether exclusion is appropriate in light of the circumstances.

6. Disciplinary sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. BMAT operates using the following disciplinary measures:

The Trust recognises that in different key stages (Early Years Foundation Stage – Key Stage 5) 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 school.

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

6.1 Sanctions punishing poor behaviour

Pupils are expected to demonstrate outstanding behaviours towards ALL adults employed by BMAT and any other adults they come into contact with. Adult employees have the final decision. Senior staff, including the Head of school 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. punishments range from verbal warnings at the lowest level and can escalate to permanent exclusion at the most serious level. This is to ensure fairness and consistency. However, The Head of school 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
- An after school detention
- '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
- 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 punishments which can be imposed by appropriate staff, essentially senior leaders working with other colleagues are:

- Isolation from other pupils and working alone Reports (e.g. green, amber and red)
- Fixed term and permanent exclusion within the context of the guidelines below and in line with the separate exclusions policy. – (issued by headteachers or executive headteachers only)

The school's sanctions system

Please see the Individual Sanctions Policy.

Schools should make every effort to ensure all stakeholders are familiar with the Sanctions & Rewards Policy through the school website, pupil planners, displays etc.

The use of report and pupil monitoring cards

This sanction in order to encourage outstanding behaviour can be used as described below:

- Green report: monitoring by the tutor
- Amber report: monitoring at year level or Key stage level by the relevant member of staff
- Red report: monitoring by a senior leader

Lateness, attendance, effort and progress report cards is also available (see separate Attendance and punctuality policy).

The use of isolation

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

In this case the following will apply:

- Pupils will be given tasks and activities to do, at the discretion of the sanctioning member of staff.
- The length of the isolation will be decided by the member of staff concerned The punishment will be approved by a senior member of staff
- Pupils can be given time to visit the toilet. They should also be given time to eat and drink, even if this means doing so away from other pupils

LGB warning panel

At the head of this policy the role of the LGB to implement this behaviour policy alongside the Head Teacher. Therefore, the Head Teacher 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 draw up to support pupils' behaviour when all other avenues have been exhausted and it is felt a pupil would respond to such a plan.

The key aim of this approach is to prevent permanent exclusion and is a monitoring process over a set number of weeks, drawn up with the anticipated and expected support of parents/carers for the schools' decisions.

Fixed term exclusion

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

The CEO / Executive Head Teacher / Head Teacher are the only ones who can approve exclusions. 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 pupil 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 pupils and/=or staff
- Abuse of Trust property
- The use of or selling/supplying of illegal substances or weapons
- Repeated bullying despite other interventions (see separate 'anti-bullying policy')
- Smoking
- Persistent non-engagement by pupils with the schools' report and monitoring systems

Pupils can be excluded from the school for lunch periods as deemed necessary. (*Which will count as a half day exclusion*).

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

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

- the reasons 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 pupil may be involved in this;
- Any relevant sources of free and impartial information regarding exclusions how any representations should be made; and 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 Head of school, will set out what arrangements have been made to enable the pupil to continue his / her education prior to the start of any alternative provision or the pupil's return to school.

When notifying parents/carers about an exclusion the Head Teacher will draw attention to relevant sources of free and impartial information.

The Head Teacher will ensure that information provided to parents/carers is clear and easily understood. Where the parents/carers' first language is not English consideration should 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 pupil's poor behaviour and other means described above have proved insufficient. The school **may** decide to provide alternative provision in cases where pupils are unable to follow appropriate behaviours which may mean they are in danger of permanent exclusion from the Academy. The provision may be within the school, BMAT or with other agencies outside the school and BMAT. 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 pupil
- 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 and
- any information required by the pupil 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 pupil would be best served by transferring from the Academy to another one within or outside BMAT.

Permanent exclusion

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

This is a further sanction in order to tackle a pupil'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
- The use of or selling/supplying of illegal substances or weapons
- Persistent disruptive behaviour

This sanction is implemented by the Head Teacher following consultation with the CEO/Executive Headteacher.

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 pupil would be via an independent panel approved by the Board.

Sanctions are adapted relating to the seriousness and frequency of the behaviour.

6.2 Searching and confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal, or banned by the school. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the school's rules say must not be brought into school.

These are:

- Mobile phones and other similar electronic devices when out and/or being used inside school buildings
- Inappropriate jewellery or other items of dress not shown as part of school uniform/dress (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 recorded.

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

Headteachers and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol

- illegal drugs
- “legal highs”
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

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

Any cigarettes and e-cigarettes confiscated in school will be destroyed.

6.3 Use of force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

BMAT does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

It can take the form of:

- Standing between fighting pupils
- Holding back pupils in a fight or stopping an attack on a member of staff who have refused to stop when requested to
- Blocking the path of a pupil

- Leading a disruptive pupil out of a classroom when the pupil has refused by action or speech to remove themselves
- Preventing a pupil from leaving an area if by allowing her/him to leave harm would be caused

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents.

Such serious incidents involving the use of force will also be recorded by the school.

6.4 Charging for Damage

Compulsory charges will be made for damage to property or other financial losses resulting from a breach of the Behaviour Policy. This includes, but is not limited to, replacement of broken doors, windows or fittings, broken or damaged furniture and IT equipment, or defaced or damaged textbooks. The school is empowered to recover this loss and resultant costs as a civil debt.

7. Attendance

Regular attendance at school is required by law, and BMAT takes attendance very seriously. There is a register taken twice daily and at the start of each lesson, and disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's attendance policy.

8. Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in pupils, and reduces the risk of distraction in lessons.

Please see Appendix for the uniform requirements. See separate policy regarding the details of how pupils are expected to dress each day. A failure to follow the policy, which is evident in ALL pupils' planners at the secondary school phase, will result in parental contact and the requirement to remedy the situation.

9. Regulating pupil's offsite conduct

Pupils who are caught or known to have been misbehaving on the way to or from school, near the school premises or where it would be considered reasonable to impose sanctions for behaviour outside school e.g. cyberbullying, will be disciplined by the school. This also applies to pupils who break school conduct during work experience,

school trips, or extended school activities such as sports events (including holiday / Saturday school provision), or any event where poor behaviour might jeopardise the chances of future pupils participating.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- the effect such an action may have on the other pupils;
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another pupil or member of staff;
- whether the misbehaviour was on the way to or from the school or the pupil was taking part in any school-organised or school-related activity; and
- if it was at a time when the pupil is in some other way identifiable as a pupil of the school or might be expected to act as an ambassador for the school.

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

10. Rewards policy

BMAT believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.

Outstanding behaviour

This is expected at all times from the pupils being educated within BMAT. In the vast majority of cases behaviour is a choice on the part of a pupil. Due regard however is given for pupils 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 provided in such circumstances. However, this does not mean we accept any less than very high standards; the adults will not be blamed for pupils' poor behaviour and it is for the pupil 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 pupils across BMAT.

The key characteristics of outstanding behaviour at BMAT are where:

- Politeness and good manners exists between pupils and the adults they work with.

- There is use of appropriate language when talking to other pupils and the adults they work with. Similarly, derogatory or aggressive language is rare.
- Pupils 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.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- Pupils 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.
- Pupils 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.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour.
- Pupils are self-disciplined, are kind to each other and do not hurt other peoples' feelings.
- Pupils are honest and are always open with the truth
- Pupils respect the school environment and do not cause damage to it
- Incidences of low-level disruption are rare in class and around the school.
- Pupils work hard with the school to prevent **all forms of bullying**, including online bullying and prejudice-based bullying.
- Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings.
- Pupils trust leaders to take rapid and appropriate action to resolve any concerns they have, including bullying.
- Pupils 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.
- Pupils have an excellent understanding of how to use school IT facilities appropriately and in line with our acceptable use policy, stay safe online and are aware of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' 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 at all times including to and from school
- Pupils are punctual to school
- Pupils bring the correct school equipment to school, as relevant to their phase in education, at all times

The following is 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 pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils 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.

Pupils

- 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 pupils' 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 pupils 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 behaviour

ANY member of staff employed by BMAT can issue rewards to pupils. 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 Pupils exercise books and other work
- Reward badges and Certificates of achievement e.g. 'golden child' badges at Roydon primary and Pupil Senior Leadership badges worn by pupils promoted to prefect level and above (secondary phase)
- Reward trips and visits
- Rewards of material value and worth e.g. book tokens and stationery
- Reward lunches with members of staff
- Achievement and reward assemblies some of which parents/carers are invited to
- Praising pupils 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 (for example, 'parent mail')

- Celebrating and publicising Pupils 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)

See Appendix for the Academy's Reward System.

11. Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **school complaints policy**.