



CORE
EDUCATION
TRUST

School Behaviour and Rewards Policy (incl. Suspensions & Exclusions)

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1 Introduction

- 1.1 CORE Education Trust (“the Trust’s”) behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across its schools. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the school gate.
- 1.2 This policy outlines the high behavioural standards the Trust expects from all our students, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the Trust’s anti-bullying policy, code of conduct, SEND and safeguarding and child protection policy, all of which can be found on the Trust’s website. It will be reviewed annually by the Board of Trustees.

2 Aims and Objectives

By setting high standards of expected behaviour, the Trust and its schools aim to:

- promote positive relationships that safeguard and promote the welfare of students, creating an effective learning environment.
- maximise the quality of the learning experience for all students enabling everyone to learn effectively.
- enable students to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour.
- ensure every member of the Trust community feels valued, respected, and treated fairly.
- provide an ethos and environment within which everyone feels safe.
- foster discipline and mutual respect between students and their peers, and between staff and students.
- raise awareness amongst students to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety.
- raise awareness amongst students for the need to recognise and manage their emotions and reactions; and
- support students whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

- 3.1 This policy applies to all members of the Trust community. Each school within the Trust uses ClassCharts to track and monitor student behaviour and inform parents/carers about student behaviour. Each school within the Trust will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.
- 3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:
- 3.2.1 whether the student is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a student at the school at the time of the poor behaviour; and/or
 - 3.2.2 the severity of the misbehaviour, whether the student's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another student or member of the public or could adversely affect the reputation of the school and/or Trust.

4 Roles and Responsibilities

All members of the Trust community are expected to follow this policy and treat one another with dignity, kindness, and respect. Roles, responsibilities, and expectations of each section of the Trust community are set out in detail below.

4.1 Board of Trustees

The Board of Trustees has overall responsibility for setting the organisational culture, ethos and core values of the Trust, and this behaviour policy promotes the high standards of behaviour expected in line with this ethos.

The Trustees will hold the CEO, Executive Team and Headteachers to account for the implementation of this Behaviour Policy. Trustees will ensure that they and local governors receive relevant training on suspensions, exclusions, behaviour, and discipline at least every two years.

4.2 The Chief Executive Officer and Executive Team

The CEO and Executive Team will ensure that this Behaviour Policy is applied consistently across the schools within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for students requiring additional support. They will ensure that senior

staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Local Governing Body

The Local Governing Body in each school will review and monitor the application and implementation of this policy by receiving regular standardised reports from the school Headteacher. Local governors will scrutinise relevant data, review relevant suspension and permanent exclusion decisions and act as a point of challenge for decisions taken by the Headteacher. Local governors will ensure they receive relevant training on suspensions and permanent exclusions and information about positive behaviour strategies.

4.4 Headteacher

Each school Headteacher, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on students sharing particular protected characteristics. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.5 Staff

All staff will:

- communicate the contents of this policy to all students and parents/carers to ensure that the Trust's expectations are transparent to all students and parents/carers, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this in assemblies, as part of PHSE, and discussed as part of student induction to the school.
- apply this policy fairly, consistently, proportionately, and without discrimination, considering SEND as well as the additional challenges that some vulnerable students may face.
- make reasonable adjustments for disabled students as required.
- promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need.
- model positive behaviour.

- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour.
- challenge students to meet the school expectations and maintain the boundaries of acceptable conduct.
- record incidents of poor behaviour and any given sanctions in the student's behavioural log on ClassCharts.
- provide praise, rewards and reinforce positive behaviour.
- deal with incidents of bullying, discrimination, aggression, and derogatory language quickly and effectively.
- focus on de-escalation and preventative strategies rather than being solely reactive.
- consider the welfare of the whole Trust community and ensure that most of the students' education is not jeopardised by the disruptive behaviour of a minority of students.
- contribute to the development of systems which support and reinforce positive behaviour.
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need.
- identify students who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve student behaviour and provide support. This could include:
 - more frequent engagement with parents/carers.
 - home visits.
 - mentoring and coaching.
 - report cards.
 - engaging with local partners and agencies to address specific challenges.
 - consideration of whether a multi-agency assessment such [as early help or Education Health and Care Plan] is required; and/or

- designing an Individual Behaviour Plan and/or Pastoral Support Plan with set targets and support strategies embedded within.
- contact parents/carers if there is a problem with attendance, punctuality, or equipment and about any concerns or problems that affect their child's work or behaviour.
- set, mark and monitor homework and provide facilities for children to do homework in the school if required.
- send parents/carers an annual written report on their child's progress and arrange Parents/carers' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.6 Parents/Carers

Parents/carers play an important role in ensuring good behaviour from their children. Parents/carers are expected to:

- support the school in the application and enforcement of this policy.
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour.
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped.
- work with the school in support of their child's learning.
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place.
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy).
- support their child in homework and other opportunities for home learning.
- attend Parents/carers' Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a

public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.7 Students

The rights and responsibilities of students are set out at the Annex to this policy along with a list of the school rules to which all students must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Students are expected to have a positive attitude and maintain high expectations for themselves.

5 Rewards

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. Our schools have a reward system which is based on the four CORE Values. The approach to rewards will be clearly set out in the Behaviour Procedures information for each school.

6 Sanctions

6.1 Where a student's conduct falls below the standard which could reasonably be expected of them the priority will be to ensure the safety of students and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. school will impose sanctions (also known as 'disciplinary penalties') in response to student misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the student's age, any special educational needs or disability and any religious requirements.

6.2 The level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions may include:

- verbal reprimand.
- requiring a written apology.
- confiscation of a student's property.
- extra work or repeating unsatisfactory work until it meets the required standard.

- school-based community contributions – such as picking up litter; tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti.
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom.
- removal from a class or groups.
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- detention during the school day, for punctuality (up to a maximum of 20 minutes)
- detention after normal school hours (up to a maximum of 60 minutes) regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- education off-site for a designated period.
- suspension or permanent exclusion.

- 6.3 School staff aim to work in cooperation with parents/carers to understand the reasons behind their child’s behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents/carers, and the Virtual School Head for looked after children, regarding students behaviour when necessary. When a sanction is imposed, parents/carers will be informed in writing.
- 6.4 The school encourages restorative justice and students are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.5 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school’s safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.

6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all students 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 suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others.
- verbal abuse to students.
- physical abuse to/attack on staff.
- physical abuse to/attack on students.
- any form of bullying (to the extent not covered above).
- indecent behaviour.
- damage to property.
- gambling on school property.
- recording or taking images of students or staff without their express consent.
- consuming, carrying, supplying, or misusing of illegal drugs and alcohol and other substances including “legal highs”.
- carrying, supplying, or taking prescription drugs or non-prescription drugs without lawful reason.
- theft.
- serious actual or threatened violence against another student or a member of staff.
- sexual abuse or assault.
- carrying an offensive weapon.
- arson.
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student’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 (see Annex).

6.7 Removal from the classroom for a short period may occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

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

During the period of removal, the student will receive continual, supervised education in a suitable environment until a suitable plan is put in place for successful reintegration. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents/carers should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the student and parents/carers which facilitates reflection by the student, sets out any support to be put in place for the student to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

6.8 Detentions can be issued by any member of teaching or support staff. Staff will only issue detentions outside of school hours when it is reasonable after having considered whether:

- the detention may put the student at increased risk or compromise their safety.
- the student has known caring responsibilities or religious requirements.
- the detention timing conflicts with a medical appointment.
- parents/carers ought to be informed of the detention; and
- whether suitable travel arrangements can reasonably be made by the parent for the student, disregarding any inconvenience for the parent.

- 6.9 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school. The school will follow the Trust's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

7 Students with Special Educational Needs and/or Disabilities

- 7.1 In the context of this policy, a child is considered to have SEND if he or she:
- has difficulties in learning which are significantly greater than most other students of the same age; or
 - has a disability which prevents or limits them from accessing the curriculum; or
 - has social, emotional and/or mental health difficulties which impact adversely on their learning and progress.
- 7.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective school will do all it can to ensure that the student receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of students with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a student whose behaviour is in consequence of their disability than would be imposed for a student exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the respective school on the facts of the situation.
- 7.3 An Individual Behaviour Plan and/or Pastoral Support will be used for children with SEND whose condition causes them to display challenging behaviour and 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 Trust's special educational needs policy/ SEN Information Report for more information.
- 7.4 The respective school will as far as possible, anticipate likely triggers of misbehaviour for students identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long.
- adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- adjusting uniform requirements for a student with sensory issues or who has severe eczema.
- training for staff in understanding conditions such as autism.

7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a student's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

8 Investigating Incidents

- 8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In secondary schools students who have witnessed the behaviour will be asked to provide written, signed, and dated statements. Where a student is unable to write their own statement, for example due to SEND, they will be asked to describe to staff what they saw or heard, and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the student, the school will ensure that a responsible adult is always present and will inform the student's parents/carers of what has happened as soon as possible.
- 8.2 The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for students, staff, and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the Trust's CCTV policy and privacy notices for more information.
- 8.3 When more than one student is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this remains unclear, then the staff members involved will use their professional judgement to conclude on the balance of probabilities.
- 8.4 In exceptional circumstances, students may receive a suspension pending an investigation if there is a possibility that the welfare of other students may be compromised by that student remaining in the school.

9 Search, seizure, and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a student's clothes, bags and lockers is deemed appropriate, a search may be carried out by each school Headteacher, or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.
- 9.2 Each school Headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate, and appropriate searching is maintained, which safeguards the welfare of all students and staff with support from the designated safeguarding lead (or deputy). Each school Headteacher will ensure that enough staff are appropriately trained in how to lawfully and safely search a student who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.
- 9.3 Staff may confiscate or seize items in the possession of students that pose a risk to staff or students, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain, or dispose of a student's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated. Where appropriate a member of staff may retain or dispose of a student's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.
- 9.4 A teacher or someone who has lawful control of the child can search a student **with their consent** to look for any item banned by the school rules. Students must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the student refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.
- 9.5 Each school Headteacher and other members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- knives or weapons.
- alcohol.
- illegal drugs.
- stolen items.
- e-cigarettes, tobacco, and cigarette papers.
- fireworks.
- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the student).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the respective school rules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

- 9.6 Any search without consent must be conducted by a member of staff of the same sex as the student in the presence of another member of staff. A member of staff can only carry out a search of a student of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- 9.7 When conducting a search students must not be required to remove any clothing other than outer clothing. 'Outer clothing' [is defined as] any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots, or scarves).
- 9.8 Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and should always advocate for student wellbeing. Before calling police into the school, staff should assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is necessary by consulting

with the designated safeguarding lead and school Headteacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

9.9 Staff record on CPOMS any searches conducted on students and inform parents/carers that a search has been carried out as soon as reasonably practicable. Records should include:

- the date, time, and location of the search.
- which student was searched.
- who conducted the search, and any other adults or students present.
- what was being searched for.
- the reason for searching.
- what items, if any, were found; and
- what follow-up action was taken because of the search.

9.10 Staff may seize 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. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

9.11 The school may require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the student of having a weapon and without the student's consent. If the student does not agree to undergo the screening the school has the right to stop them from entering the premises and will treat the student's absence as unauthorised.

10 Use of mobile phones

Schools have a duty to create an environment that is calm, safe and free from distraction so all students can learn and thrive. Mobile phones risk unnecessary distraction, disruption and diversion. The Trust prohibits the use of mobile phones

throughout the school day – not only during lessons but break and lunchtimes as well. By removing mobile phones from the school day, we can create a safe space where students are protected from the risks and dangers associated with social media and cyber-bullying, as well as the peer pressure and possible stigma associated with owning what are often expensive devices.

The Trust operates a ‘Never used, seen or heard’ policy. Students must keep their mobile phone off and it must remain in their school bag. This means students can keep possession of their mobile phones only on the strict condition that they are never used, seen or heard. If students do breach this policy, a sanction will be applied.

11 Restrictive interventions including use of reasonable force

- 11.1 The Trust strives to provide a safe learning environment for all students. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the students) are lawfully permitted to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline.
- 11.2 This power extends to times when staff are lawfully in charge of students but are off the school premises e.g. on a school trip. 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.
- 11.3 There are circumstances when it is appropriate for staff to have physical contact with students which does not constitute the use of reasonable force or other restrictive interventions. Examples include:
 - 11.3.1 Giving first aid.
 - 11.3.2 Guiding or escorting students, such as holding the hand of a student when walking around the school or on a school trip.
 - 11.3.3 Comforting a distressed student.
 - 11.3.4 Congratulating or praising a student, for example a pat on the back or a handshake.
 - 11.3.5 Demonstrating how to use a musical instrument.
 - 11.3.6 Demonstrating exercises or techniques during PE lessons or sports coaching.
- 11.4 Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which immobilises a student or limits their movement, and this may or

may not include direct physical contact. This can include holding or binding a student's body, securing them to a fixed object or depriving them of an aid usually used to help them move. This will be avoided where at all possible.

- 11.5 Staff will only use seclusion – a non-disciplinary intervention to keep a student confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a student is experiencing high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The student must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the student must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:

11.5.1 Physically obstructing the student's way of leaving the place,

11.5.2 Securing the place so that the student cannot leave it, or

11.5.3 Causing the student to believe that they will be punished if they leave the place.

- 11.6 Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:

11.6.1 Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff

11.6.2 Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the student including any relevant protected characteristics under the Equality Act 2010.

11.6.3 The student's welfare – including that student's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the student is feeling.

- 11.7 Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.

- 11.8 Consideration will also always be given to the rights of the student concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The school recognises that some students with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Students who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The school will seek to understand the underlying triggers of

challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual students well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the school's SEND policy that sets out the provision for SEND students and the school's approach generally, but in the context of restrictive interventions this might include:

11.8.1 Student pastoral support plan.

11.8.2 Risk assessments.

11.8.3 Specific adjustments for that student that are known to reduce the need for restrictive interventions.

11.8.4 Distracting techniques.

11.9 The school will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual students.

11.10 Whole-school measures include:

11.10.1 Consideration of how the school and classroom environment can support all students to achieve and thrive.

11.10.2 Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.

11.10.3 Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.

11.10.4 Development of working staff-student relationships and trust.

11.10.5 Recording and analysing data on the use of restrictive interventions to inform improvement planning.

11.11 Individual approaches could include:

11.11.1 Working closely with parents to support individual students

11.11.2 Implementing strategies to support individual students based on their identified needs, including the development of [behaviour plans and/or pastoral support plan and/or individual provision maps]. Where a student has a disability, the school has a legal obligation under [PW1.1]the Equality Act 2010 to support students with reasonable adjustments, making sure they can benefit from what the school offers

- 11.11.3 Giving students time, space and strategies to calm down before their behaviour escalates
- 11.12 Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. The following information must be recorded in the school's safeguarding system[PW2.1]:
- 11.12.1 Names of students and staff directly involved.
- 11.12.2 Any relevant needs or circumstances of the student, including whether the student involved has an identified special educational need or disability and their SEN status code.
- 11.12.3 Time, date, location and approximate duration of the intervention.
- 11.12.4 A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- 11.12.5 A brief account of why the use of force was assessed as necessary in that instance.
- 11.12.6 Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
- 11.12.7 The student's account of what happened, as well as any witness accounts.
- 11.13 A report will also be made to parents where there is a significant use of force, apart from where:
- 11.13.1 The student is 20 or over at the time; or
- 11.13.2 It appears to the staff member that doing so would be likely to result in serious harm to the student. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the student is ordinarily resident.
- 11.14 A report of the incident made to parents will include the following details as a minimum:

- 11.14.1 Time, date, location and approximate duration of the intervention.
 - 11.14.2 Brief account of why the intervention was assessed as necessary in that instance.
 - 11.14.3 Brief account of what type of force was applied, and the degree of force.
 - 11.14.4 Details of any physical injuries sustained, if applicable.
- 11.15 Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the school's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:
- 11.15.1 Names of student and staff directly involved.
 - 11.15.2 Time, date, location and approximate duration of the intervention.
 - 11.15.3 Any relevant needs or circumstances of the student, including whether the student involved has an identified special educational need or disability and their SEN status code.
 - 11.15.4 A brief account of why the intervention was assessed as necessary in that instance.
 - 11.15.5 Details of any physical injuries sustained, if applicable.
 - 11.15.6 Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
- 11.16 Apart from in the circumstances as set out in 11.13, a report must be made to parents where a student is subject to seclusion, restraint or immobilisation, even if that is included within a student's pastoral support plan. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future.
- 11.17 Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out at 11.12-11.14 will be used, with parents not needing to be informed twice.
- 11.18 The school will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on students and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

- 11.19 Where appropriate, the student and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the school's procedures and reported as appropriate to the Health and Safety Executive.
- 11.20 Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The school will carry out risk assessments to ensure that staff who regularly work alongside students where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the school's duties under the Health and Safety at Work etc. Act 1974.
- 11.21 The Trust will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the school, to identify learning and patterns. and to make improvements to policies and practices.

12 Bullying

- 12.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The Trust has a separate Anti-Bullying Policy which should be read in conjunction with this policy. 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. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 12.2 The Trust wants to make sure that all students feel safe in the schools and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 12.3 Bullying can be verbal or physical, by person or by electronic, on-line, or written means and can be directed at both staff and students. The Trust practices a preventative strategy to reduce the chances of bullying, and the Trust's anti-bullying strategy is instilled in the Trust's curriculum, through the active development of students' social, emotional, and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to students 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.
- 12.4 If an allegation of bullying does come up, the respective school will:
- take it seriously.

- investigate 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 staff will make sure that they understand what they have done and the impact of their actions.
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person’s point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions.
- 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 suspension or exclusion is appropriate considering the circumstances.

12.5 The Trust believes students should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of students and staff at its schools. Where a member of staff has reasonable grounds to suspect that a student is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the school’s Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the student gives them access to their social media account. If the student refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the student.

13 Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

14 Complaints

If parents/carers have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the [DfE exclusions guidance](#) will be followed.

15 School behaviour procedure – Jewellery Quarter Academy

Jewellery Quarter Academy, Behaviour Procedures: working together to create a culture of opportunity, respect and excellence.

These procedures are underpinned by the guiding principles of the CORE Behaviour Policy. All elements of the behaviour policy are to the discretion of the Headteacher and whoever they choose to delegate to in their absence.

Academy Behaviour Procedure – Jewellery Quarter Academy

Jewellery Quarter Academy believes that students must dedicate themselves to behave excellently for effective teaching and learning to take place. This behaviour and discipline procedures underpin education and ethos at the Academy. Academy staff, students and parents/carers will be made aware of the high standards of behaviour expected of all students at all times. The behaviour and discipline procedures are supported by senior staff, the Headteacher and the Governance.

The Academy promotes a culture of Fundamental British Values which must be upheld by students at all times. We expect parents to take responsibility in supporting a collective approach to tackling negative behaviours of students who exhibit any attitude and/ or beliefs which undermine these values. This includes any actions or behaviour that undermines the safety (and feeling of safety) of our children and the local community both in and out of academy. The academy will deal with incidents of this nature in a serious manner to continue to promote student safety, feelings of safety and Fundamental British Values.

The central principle of our approach is that **we should all treat each other as we ourselves would wish to be treated in a culture of respect.** We encourage respect for everyone as an individual, making sure our words and actions do not cause inconvenience or offence to anyone. Our 'Home Academy Collaboration Agreement' encompasses our shared values and is signed by parents, students and the Headteacher. In order to safeguard their own rights and the rights of others, it is necessary for all members of the Academy community to accept a number of responsibilities. There is a 'Code of Conduct' for parents/carers on our website.

Scope of the Procedures

These procedures should be read in conjunction with a range of other CORE policies and practices relating to student behaviour such as:

Anti Bullying Policy

Attendance Policy

Behaviour Policy

E-Safety Policy

Parent Code of Conduct

Safeguarding and Child Protection Policy

SEND Policy

Uniform Expectations

Student Code of Conduct

The CORE Behaviour Policy sets out to clarify the responsibilities which are shared by everyone involved in the community of Jewellery Quarter Academy. The policy relates specifically to areas of academy life and student behaviour in the wider community and revolves around 3 key principles/aims which form our culture:

Ready

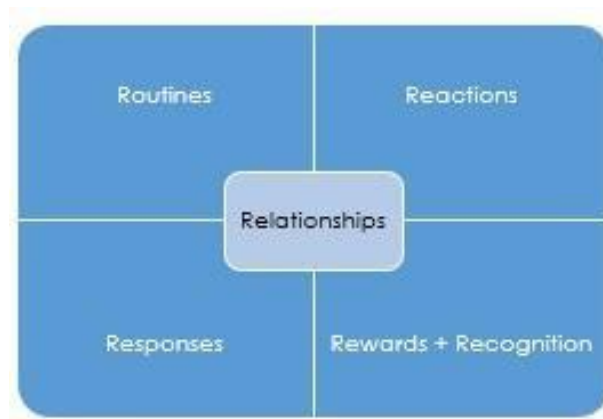
- We always wear correct and smart uniform at all times and we always have the right equipment for learning.
- We always attend school and all lessons on time and follow our lesson routines
- We make the most of all opportunities for learning
- We give 100% effort towards academic achievement by completing work and homework on time.

Respectful

- We use good manners and are kind to everyone at all times
- We speak and act respectfully to all, representing our academy positively
- We keep the academy tidy and litter free, not eating in classrooms
- We always follow all instructions 'first time, everytime'
- We show positive learning behaviours in all lessons
- We listen carefully when an adult or another student is talking
- We show respect for academy property and others' property in the academy community
- We are always truthful and honest.

Safe

- We always walk quietly, calmly and purposefully
- We are always in the right place doing the right thing
- We do not bring in any items that are unhealthy/might cause ourselves or others harm
- We keep our hands and feet to ourselves, respecting others' space
- Our mobile phones are not seen or heard on site
- We report any concerns to an adult and resolve them together.



In order to safeguard each student's happiness and well-being, and ensure the highest standards of personal achievement for all. Any allegation that a student may make about a member of staff is considered most serious and the investigation into such situations would be conducted by Leadership. If through investigation, it is found that a student has made a malicious allegation about his/her teacher the following action will be taken:

- a. A suspension for the student will be imposed.
- b. The student may be removed from the teacher's lessons to work with another member of staff.
- c. This decision will be made with the member of staff concerned.
- d. Staff will be reminded of procedures to keep themselves safe and not be alone in the company of or have conversations with the student on their own.
- e. If the student makes a second malicious allegation against a member of staff, permanent exclusion will be considered.

Jewellery Quarter Academy will not tolerate any dangerous items brought onto academy site. If it is deemed that items threaten the safety or well-being of any member of the academy or wider community these items will be confiscated and the police may be involved.

Students may be disciplined for:

- a. any misbehaviour when a student is:
 - i. taking part in any academy organised or academy related activity;
 - ii. travelling to and from academy;
 - iii. wearing academy uniform;
 - iv. in some other way identifiable as a student at the academy.
- b. Misbehaviour at any time, whether or not the conditions above apply that:
 - i. could have repercussions for the orderly running of the academy;
 - ii. poses a threat to another student or member of the public
 - iii. could adversely affect the reputation of the academy.

Consequences for choices

The Academy uses a range of strategies to maintain good behaviour. These strategies include: **Consequences for choices (sanctions, but a non-exhaustive list).**

45-minute detentions are issued to:

- those late to lesson without valid reason (Ready)
- playfighting/boisterous behaviour outside/inside a classroom (Safe)
- students who fail to respond to Classroom Management strategies- nudge, warning conversation, sanction, on call request (see Appendix E)
- mobile phone devices including accessories confiscation

30-minute detentions are issued to:

- those late to the academy without valid reason (Ready)

- those who are out of bounds during social times (Safe)
- those who are drop litter in school (Respectful)

60-minute detentions take place on any day of the week. These are issued to:

- those who display persistent defiance or refuse to accept responsibility for their conduct or who fail to attend multiple detentions.

Roles and Responsibilities

Students are expected to adhere to the above Code of Conduct at all times, including when travelling to and from the Academy and when they can be identified as students of Jewellery Quarter Academy. If students break the code of conduct, they are expected to serve consequences.

Parents/carers are expected to adhere to the 'Parent Code of Conduct' (Appendix E) and to support the Academy's strategies and work with staff to ensure their child displays excellent behaviour at all times, signing and agreeing to responsibilities in the 'Home Academy Collaboration Agreement' in their child's planner.

Form Tutors are responsible for the students in their form. This means checking uniform to ensure it meets our standards of excellence and intervening where it does not yet to ensure students are READY for learning. This also involves checking planners daily to ensure they are carried at all times and their students are organised and ready for the day ahead and liaising with parents/carers as appropriate after reviewing planners daily. Form tutors, will work with their year team leaders to support, challenge and reward students with regard to conduct, working with parents/carers. Form Tutors are the first point of contact for

Parents/Carers. They should be making contact with Parents/Carers over

- academic performance,
- behaviour concerns
- attendance and punctuality issues
- readiness for academy – uniform and equipment

Form Tutors are expected to keep their Head of Year informed about their students.

Curriculum Leaders are responsible for ensuring positive and purposeful learning environments in their areas. They are expected to use behaviour and rewards data to implement strategies to ensure there is a calm, purposeful environment to learning in

classrooms and support staff in their teams and students to meet our Ready, Respectful, Safe expectations.

Heads of Year are responsible for the day to day operational management of their year group(s). This includes the pastoral care of the students leading to effective learning and progress, working through their Form Tutors with regard to achievement, responding to behaviour and attendance/punctuality and readiness issues. Heads of Year communicate key messages to staff through the leadership of weekly year team meetings and through assemblies with students. Heads of Year are expected to review data and lead their team strategically around pastoral priorities, monitoring and evaluating the impact of their actions.

Teachers are expected to adopt the academy routines and a range of strategies to ensure a positive and purposeful learning environment as outlined in our 'behaviour management flowchart'. They are expected to adhere to routines and utilise strategies to react to any behaviours that are not Ready, Respectful or Safe. Teachers will record the performance of each student in their planner, giving recognition and also reward through our Positive system. Teachers are also expected to log all incidents of behaviour accurately and factually and can set 45 minute central detention if there is 'serious or persistent/significant disruption to learning' which has required additional support from staff call out. Teachers can also set detentions outside of lesson for behaviours which break our code of conduct (when on duty, for example). Teachers are expected to ensure their next lesson can be a 'fresh start' with no grudges.

The Pastoral Team (including Year Group co-ordinators) are expected to support students vulnerable to fixed term exclusion and permanent exclusion through appropriate interventions with students and families to support students meet standards and expectations.

The Assistant Headteacher is responsible for whole-academy strategies and mechanisms to ensure the logistical delivery of core aspects of the behaviour policy. This includes the analysis of data weekly to utilise the strategies of the referral system (Appendix D) and working with and through Heads of Year and Curriculum Leaders to take a pro-active approach to behaviour. The AHT is responsible for coordinating responses and actions for significant breaks of the Code of Conduct, leading on Step reports and also, on a daily basis, line managing Heads of Year and Pastoral teams, or making further recommendations to the Headteacher regarding other sanctions. The Assistant Headteacher is also responsible for regular evaluation and actions around rewards as well as the rewards strategy to contribute and incentivise students a culture based on our CORE values.

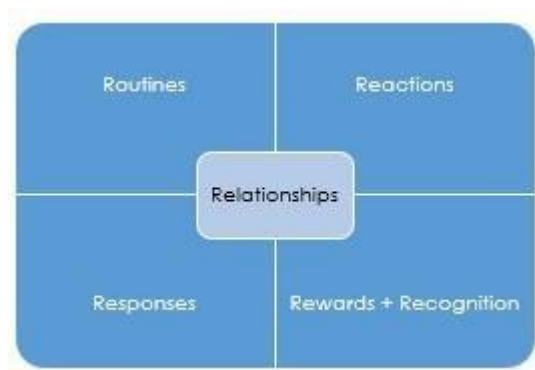
The Deputy Headteacher has responsibility for delivering a CORE education at the Academy. The Deputy Headteacher works closely with the Assistant Headteacher and other senior staff to set the strategic vision for behaviours at the academy for a culture of

learning and monitor and evaluate the provision regularly, also leading on staff development and coaching.

The Headteacher has overall responsibility for behaviour across the Academy and holds all post holders in this hierarchy to account. The Headteacher receives regular data regarding behaviour and the Headteacher makes the decision about Fixed Term and Permanent Exclusion. The Headteacher meets with Parents/Carer when all other strategies have been unsuccessful.

The Governors hold the Headteacher to account for the behaviour in the academy. The Governors receive regular reports regarding the behaviour of students at the academy from the Headteacher through the Head of Academy Report. Governors may be convened for disciplinary panels (see Appendix C and D)

Jewellery Quarter operates within the framework of guidance set out by the DFE in February 2024 publication: Behaviour in Schools, advice for Headteachers and School Staff: [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)



Failure to attend the 60-minute detention will lead to further sanctions issued by the Headteacher. The Academy will inform parents of the detention via Class Charts and where necessary, text message. Under DFE legislation, parental consent is not required but the Academy prefers to work collaboratively with stakeholders. The Academy is legally entitled to use detention as a means of correcting poor behaviour.

Community Service: students can be required to clean and tidy aspects of the site as directed and supervised. Any damage to the academy site or property can result in this sanction with parents/carers paying to repair or replace items also. This will be co-ordinated by our Finance/Operations Manager and based on the balance of probability.

Non-Representation: students can be banned from representing the academy in an activity for a period of time or not permitted to take part in an extra-curricular opportunity.

Opportunity Withdrawal: students can be withdrawn from an opportunity such as an academy trip or in academy opportunity.

Step Reports with clear targets; There are five levels of report - Form Tutor, Year Group Coordinator, Assistant Headteacher, Deputy Headteacher and Headteacher. These are reviewed fortnightly, and students are given two to three clear targets based on their behaviour data to support them to improve.

Form Tutor Support: Often used for uniform issues. Form tutors will contact home to support in resolving the issues. Our uniform policy is online on our website.

Pre-Integration: Students who demonstrate defiance and a persistent lack of respect for the academy staff trying to support them is rare. On the rare occasion this does happen, parents/carers will be expected to meet with senior staff and will be accompanied to observe and support their child in lessons.

Shared Support: the student has arrangements made to attend a neighbouring CORE trust Academy. This is used in circumstances to avoid a suspension or where a suspension would not be appropriate due to safeguarding concerns.

Personalised Support Plan; The Academy can utilise a temporary timetable for students for a maximum of two weeks which is reviewed with regularly with parents/carers.

Offsite Direction: To prevent a possible Permanent Exclusion, the academy may work with a neighbouring Academy to offer a student a fresh start. The Academy is part of the CORE trust and may use the Trust Academies as either a temporary or permanent alternative to attending JQA. The move would not be viewed as suspension but seen as a strategy to give students an opportunity to have a fresh start.

Suspension: This strategy is used for two main reasons; a serious breach of the Behaviour policy, or for persistent disruptive behaviour where all other strategies have failed to rectify behaviour. The Headteacher is the only person who can suspend a student. All incidents are investigated by the Pastoral Team and checked by a member of the Senior Leadership Team.

The academy complies with DfE statutory guidelines on suspensions.

As part of the suspension process, we expect all parents to comply with the information contained in the letter of suspension and accompany their child at a re-integration meeting at the Academy.

Permanent Exclusion: Is the very last resort if all other strategies have failed to make an impression of the Students behaviour. In such circumstances, the Academy will issue a letter inviting the parents or carers and the student to a Hearing. The Academy will share a pack of information with the Parents/Carers as part of the process.

In addition to the range of strategies used internally, there are several external strategies available:

Alternative Provision: This is a full time place at an Alternative Place of Education approved by the Trust. Such placements are very expensive and are used sparingly and in conjunction with parents. Students whose behaviour is likely to lead to a Permanent Exclusion are often considered for such placements, sometimes temporarily. Students are visited regularly by pastoral staff to monitor attendance, behaviour, progress and student welfare.

The Academy also works with external agencies due to the need to involve the expertise and support of people outside Jewellery Quarter Academy when a student's behaviour continues to be a cause for concern. In these cases, parents/carers will always be contacted first to discuss the need for external support. The following are agencies the academy can enlist support from, appropriate to the student's needs:

- Education Welfare Service
- Behaviour Support Service
- Educational Psychologist
- Educational Social Worker
- Child and Adolescent Mental Health Service (CAMHS)
- Home teaching service
- Integrated Family Support Team
- Children's Services

This is not an exhaustive list and there are a number of other agencies that we may approach for support, depending upon the nature of the child's difficulties. JQA works in cooperation with West Midlands Police and may engage the support of the Academy Police Liaison Officer, when appropriate. In the event of a crime or suspected crime we may share information with the police. The Trust Behaviour policy outlines how and why we use CCTV at JQA.

Mobile Phones

Mobile phones should be turned off and out of sight from the moment a student enters the Academy premises until they are outside the Academy premises at the end of the day. Mobile phones may not be used on site at any time of the Academy Day.

Students whose phones are visible or are heard (playing of music/messages tones etc) can expect them to be confiscated and given to reception. Students can collect their phone, which will be stored securely in a named envelope, from reception after sitting their 45-minute detention at the end of the academy day. This also include headphones, earphones and earbuds of any type.

Staff will record on 'Safe – Mobile Phone Confiscation' when recording the correction on Class Charts which will allow staff to monitor and evaluate persistent instances of this. Students who continually flout this rule may be banned from bringing their mobile phone to the Academy.

Parents/carers are expected to contact students and leave messages if necessary, during the Academy day by calling Academy reception.

The Academy is not responsible for students' mobile phones or devices and they are brought in at students' own risk. The Academy accepts no liability for students' phones that are brought to the premises at their own risk.

Rewards and Recognition

Rewards and recognition are central to the culture of our CORE values and contribute to the creation of a positive learning community by motivating students and recognising success and achievement in and out of lessons.

Due to our high expectations, we will never reward students for doing the expected. Our reward positives recognise the 'over and beyond' qualities that exude our values. Examples of this might be:

Collaboration:

- Working together successfully with others to produce a high quality outcome
- Selflessly helping another member of the JQA community

Opportunity:

- Outstanding effort to make the most of every minute of learning

- Representing the academy superbly on a trip or visit

Respect:

- Pride in work – high quality presentation
- Demonstrating high-quality respect for others

Excellence:

- Superb classwork or homework
- Outstanding performance to represent the academy
- 100% attendance

Positives will be recorded by staff via Class Charts for the above behaviours and can be viewed on Class Charts using the login which is available to parents from Reception. Students can cash in their positives at the Reward Shop to win prizes and qualify for rewards such as Reward Assemblies, End of term trips, reward shop prizes.

Praise, recognition and rewards are used to emphasise the high standards expected in our learning culture.

Class Charts

Class Charts is the platform used to communicate a student's conduct and attendance to parents/ carers.

Appendix A- Examples of behaviours and consequences

Reactions: what types of behaviour should receive consequences?

The following examples of behaviour should place the student into a 45-minute correction if they are not heeded after a nudge, and formal warning conversation:

- Ready – lack of work/head down on desk after conversation
- Ready – planner not signed (issued by form tutor)
- Ready – disrupting silent Immediate learning/silent work
- Ready – off-task behaviour
- Respectful – refusal to follow instructions
- Respectful – not listening/talking over the teacher

- Safe – getting up out of seat
- Safe – throwing things in class
- Safe – eating/drinking in class

This list is not exhaustive and can include any behaviours that are deemed to be in breach of our 'Code of Conduct'.

An 'on call' request may be required if students display any of the following:

- Persistent refusal to co-operate with the agreed Code of Conduct that **significantly impacts on the learning of the class** after all strategies have been exhausted.

Serious incidents such as:

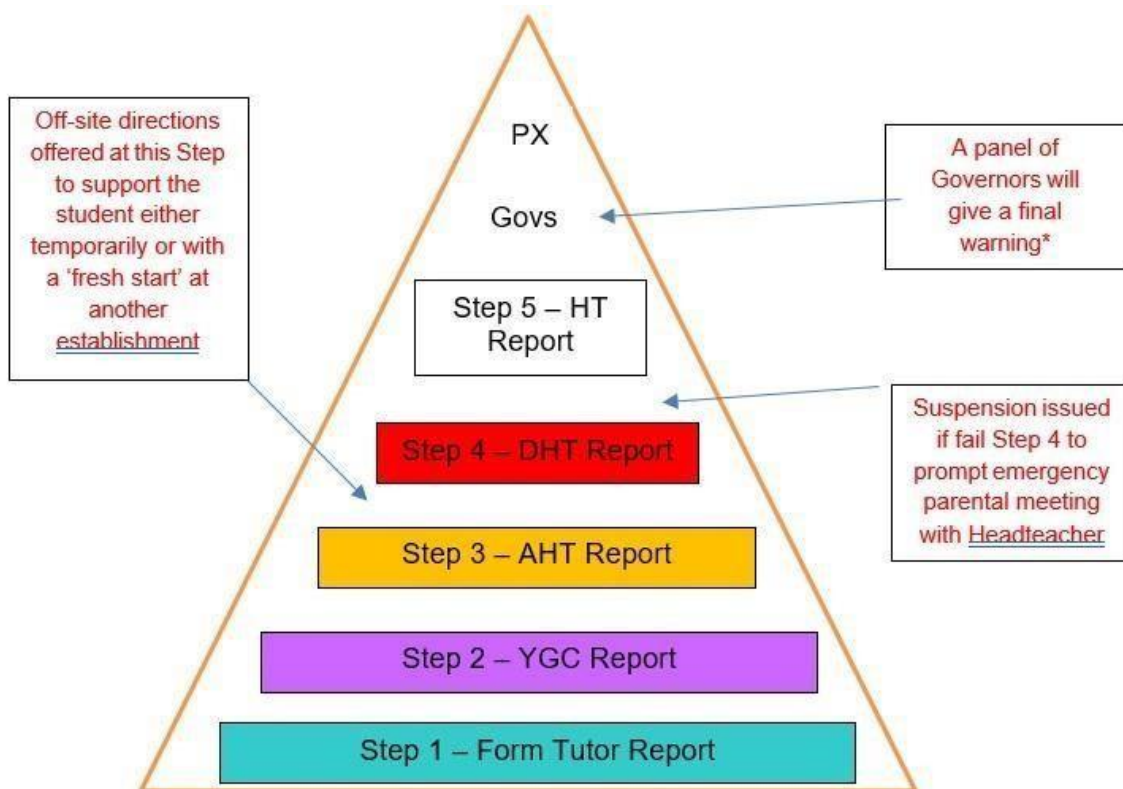
- Threatening behaviour towards another student
- Swearing directed towards another student
- Vandalism of property.
- Refusing to hand over a mobile phone (non-compliance with the Mobile Phone Policy) during a private conversation to assert the policy
- Swearing or threatening behaviour which is directed towards a member of staff
- Physical violence towards another student
- Racist or homophobic remarks
- Possession of banned items
- Theft
- Dangerous behaviour
- Truancy from lesson

Appendix B- Key Routines

Routines are essential for high quality teaching and learning to take place. We use simple routines to start and end lessons and the expectation is that they are done well by all staff and students.

Appendix C – Support Pyramid

Parents will be informed and involved at each step of the process and are expected to support the academy in ensuring we collaborate to avoid the potential permanent exclusion of their child. Off-site direction and Managed Moves will be used in accordance with the latest DFE Guidance.



Disciplinary stages following Form Tutor and Head of Year Report

Step 3 – Assistant Headteacher Warning (SEND-Co to attend where appropriate) <ul style="list-style-type: none"> I have been presented to the Disciplinary Panel of the academy because of my behaviour. It is affecting learning in classrooms and is disruptive to the academy community.
<ul style="list-style-type: none"> I agree to follow the home academy agreement and to two clear RRS targets I agree to a Passport or Managed move to another academy if there is no improvement in my behaviour or conduct I agree to improve my behaviour and attitude to learning or be presented to the Deputy Head of Academy
Proactive Mentoring and Monitoring <ul style="list-style-type: none"> AHT to monitor on SIMS report for an agreed period of time in meeting AHT to monitor data and to complete regular parental contact. Pastoral intervention programmes to be sought
Step 4 – Deputy Head of Academy Warning <ul style="list-style-type: none"> I have been presented to the Disciplinary Panel of the academy for a second time because of my behaviour. It is affecting learning in classrooms and is disruptive to the academy community.
<ul style="list-style-type: none"> I agree to follow the home academy agreement and to two clear RRS targets I agree to improve my behaviour and attitude to learning or be presented to the Head of Academy at a Disciplinary Panel.
Proactive Mentoring and Monitoring <ul style="list-style-type: none"> Deputy Head of Academy to monitor on Class Charts report for a period of time decided Deputy Head to complete regular parental contact. Pastoral intervention programmes to be sought
Step 5 – Headteacher Warning <ul style="list-style-type: none"> I have been presented to the Disciplinary Panel of the academy for a third time because of my behaviour. It is affecting learning in classrooms and is disruptive to the academy community.
<ul style="list-style-type: none"> I agree to follow the home academy agreement and to two clear RRS targets I agree to alternative provision to avoid permanent exclusion if the academy decides I agree to improve my behaviour or be presented to the Head of Academy and a Academy Governor at a Disciplinary Panel.
Proactive Mentoring and Monitoring <ul style="list-style-type: none"> Head of Academy to monitor on paper report for a period of time decided Deputy Head and Headteacher to monitor data and to complete regular parental contact
Final Step – Governor Warning <ul style="list-style-type: none"> I have been presented to the Disciplinary Panel of the academy for a final time because of my most serious behaviour. It is affecting learning in classrooms and is disruptive to the academy community
<ul style="list-style-type: none"> I agree to follow the home academy agreement and to two clear RRS targets I agree to alternative provision to avoid permanent exclusion if the academy decides I understand that if there is no improvement then I may be permanently excluded
Proactive Mentoring and Monitoring <ul style="list-style-type: none"> Assistant Headteacher and Headteacher to monitor data and to complete regular parental contact.

Permanent exclusion

Appendix D- Parent and Carer Code of Conduct

We are very fortunate to have a supportive and friendly parent/carers body. Our parents/carers recognise that educating children is a process that involves partnership between parents/carers, class teachers and the academy community. As a partnership, our parents/carers will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of JQA.

The purpose of this code of conduct is to provide a reminder to all parents/carers and visitors to our academy about the expected conduct.

Guidance

Our core values as an academy are:

- Collaboration
- Opportunity
- Respect
- Excellence

With these values in mind, we expect parents/carers to respect the ethos and values of our academy by:

- Understanding that both teachers and parents/carers need to work together for the benefit of their children. Parents and carers can do this by adhering to their part of the Home-Academy Collaboration Agreement.
- Demonstrating that **all** members of the Academy community should be treated with respect and therefore, set a good example in their own speech and behaviour when communicating with any member of the Academy's community
- Seeking to clarify a child's version of events with the Academy's view in order to bring about a peaceful solution to any issue.
- Correcting their own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approaching the Academy courteously to help resolve any issues of concern
- Being on time for any meetings with staff in the academy or at external venues

- Supporting the academy's behaviour policy and working together with the Academy
- Ensuring their child has the correct uniform and equipment, according to our policy online.

In order to support respectful and safe Academy environment we cannot tolerate parents/carers and visitors exhibiting the following:

- Disruptive or aggressive behaviour.
- Being rude or using offensive or threatening language to a member of academy staff, academy associate, visitor, fellow parent/carer or student; in person, over the telephone or in written communication.
- Using devices to record meetings with staff
- Approaching someone else's child in order to discuss the actions of that child towards their own child or to chastise them for those actions.
- Smoking and consumption of alcohol or other drugs whilst on academy property.
- Dogs being brought on to academy premises.

Should any of the above behaviour occur on Academy premises, we may feel it is necessary to contact the appropriate authorities and if necessary, ban the offending adult from entering the Academy grounds.

We trust that parents/carers will assist our Academy with the implementation of this policy and we thank you for your continuing support of the academy.

Inappropriate use of Social Network Sites

Social media websites can sometimes be used to fuel campaigns and complaints against Academy, the headteacher, academy staff, and in some cases other parents/carers/students. The Academy considers the use of social media websites in this way as unacceptable and not in the best interests of the students or the whole academy community.

In serious cases the Academy will also consider taking advice as to its other options in dealing with any such misuse of social networking and other sites.

Any concerns you may have about any of our academy must be made through the appropriate channels.

We would expect that parents/carers would make all persons responsible for collecting children aware of this code of conduct.

Appendix E Classroom Management at JQA

All resources for lesson prepared in advance. SEND students are recognised on seating plan and supported appropriately through planning.

Greet pupils warmly at the door, establishing high expectations consistently at the beginning through '3 To Start.' Use of rewards to motivate students and publicly recognise 'over and beyond' students. Orderly dismissal via '3 To Finish.' The JQA Climate for learning should be applied at all times.

Expectations Reminder – Addressing Low-Level Disruption To Learning (Nudge)

The issue

Talking over others, talking over you, not paying attention, distracting others...any behaviour that slows the learning pace.

How to deal with it

Non-verbal messages – move and stand next to pupil; put fingers to lips; be seen looking etc

Simple Direction – clear **WARNING** statement of required behaviour in private, using 'thank you' to show expectation of compliance Positive language/statements to draw attention to best conduct – use of Recognition Board/Rewards What to do if it continues: see below

Key Tip: avoid shouting – maintain emotional constancy

(Warning Conversation) – Dealing With Repeated Low-Level Disruption To Learning

The issue

You have warned a student of your high expectations but the same behaviour is persisting and slowing the pace of learning

How to deal with it

Rule Reminder – firmly restate the relevant rule. 'We...' (see Code of Conduct) Choice or consequence – enable a student to take responsibility by giving them a choice and explaining the consequence of the 'wrong' choice

Move the student seats in the classroom to give them an opportunity to correct their behaviour

Key Tip: remove the public audience

(Sanction) Behaviour That Is Affecting Learning Significantly – C30

The issue

You have given a warning to a student but they have continued to exhibit behaviours that slow the learning of the lesson.

What To Do – inform the student privately that a detention will be set and a record of their behaviour logged on Class Charts (which their family can see) and that you expect to see them in detention to discuss the behaviour further.

Key Tip: ensure you use the script below to remind students of which rule of the Code of Conduct has been broken

On Call Request – Serious Incident or Persistent, Significant Disruption Making It Impossible For Learning To Take Place – 45 - minute and further intervention

This should only be used as a last resort when all other avenues to accommodate the student in the room have been exhausted. Class Charts' on call tile should be used to alert on call staff who will be patrolling with a tablet. This can also be used for a **serious incident** which compromises staff/student safety such as a fight or threatening behaviour. More can be found in Appendix A (p16) of the Behaviour procedures.

Key Tip: log all behaviour incidents on Class Charts objectively and factually

The Subject Leader will monitor all behaviour in their department and advise/support staff, liaising with the AHT/DHT appropriately. Year Group Co-ordinators will monitor behaviour data weekly and act appropriately with support of SLT.

Appendix F Staff Script

Standard script for a 30 second student intervention to warn/correct and reinforce our rules:

- 1) Remove emotion:** “Name....pause.....Name....I’ve noticed that (state the negative behaviour)*”
- 2) Remind:** You remember our rule about... (Ready, Respectful or Safe) and I need you to now (state the positive behaviour you need to see – preferred future)
- 3) Recollect*:** Remember when (find a positive that student has done previously linked to the behaviour you want to see)
- 4) Remove yourself (and or sanction):** That’s what I need to see now (or) you will be in detention at 3.10pm. Thanks. (Exit).

Tone and posture/positioning are crucial in any intervention to be assertive but nonconfrontational

*If ‘fogging’ occurs use the following shutdown sentence. ‘I hear what you are saying but this is about YOUR Behaviour and OUR expectations...’

Appendix G Remote Learning: Expectations of Conduct

The Academy has a very clear Code of Conduct: **Ready, Respectful, Safe**. This Code of Conduct applies to distance learning equally.

Expectations

Teachers:

- Preparedness for the remote lesson, as if you were planning and delivering a lesson at academy
- Punctuality to Virtual Tutor Times and Live Lessons.
- Registers completed as soon as possible, on that day.
- Lessons should adhere to the agreed lesson framework
- Ensure all learning delivered is high quality
- Manage the online lesson in line with the academy’s behaviour procedures

Students:

- Attend all VTT and timetabled lessons
- Be punctual for all VTT and timetabled lessons
- Have appropriate equipment (Writing utensils and Notebook) as well as anything additional stated by your teacher.
- Ensure behaviour standards are in line with JQA's behaviour policy, and all teacher's instructions are followed.
- That students fully engage in the learning, endeavour to answer questions and complete any work – returning to meet any deadlines set.

Mechanisms to Minimise Potential Misconduct

This section will outline online strategies teachers can use to minimise any disruption in lesson whilst delivering on Microsoft teams:

1. During a lesson, staff can click on the participant list and tick 'mute all' to quickly mute everyone. But please be aware that participants are then able to unmute themselves. This is a Microsoft Teams issue.
2. To mute **all** students from posting in the 'posts' section of the Team and also in the 'chat' function during a meeting, you can mute them by doing the following:
 - a. Click the three dots next to 'general' in the menu on the left and click on 'manage channel.'
 - b. In 'channel settings,' you will see permissions.
 - c. By default, it will set to 'anyone can post messages, but you can change it to 'only owners can post messages' meaning that students will not be able to post, but teachers will.
 - d. Just be mindful that this would mean that students will not be able to post anything in that Team (both on 'posts' and in the 'chat' function during meetings), but they can still send you private messages.
3. To mute **specific** students from contributing in the 'posts' part of the Team, and also in the 'chat' function during a meeting, you can mute them by doing the following:
 - a. Click the three dots next to the Team name in the menu on the left and click

‘manage team’

- b. You will see a list of owners (the teachers) followed by a list of ‘members and guests’ – this is where you will find your students. You may need to click to open the list.
- c. You will see a column that is called ‘mute students’ – you can tick individual students in this column to only mute an individual.

Procedures for Dealing with Misconduct

Teachers:

If all mechanisms to minimise fail, and behaviour becomes a persistent problem - please follow the procedure below:

- 1) The class teacher will contact the parents of that student, explain the behaviours and their effect on the lesson - ask parents to communicate this with their child and potentially monitor their online behaviour.
- 2) If this has no effect, please engage your Year Group Co-ordinator - email them about the issue in detail and provide any evidence available – Cc your Head of Year and SLT link into the email. They will then contact parents about the situation, YGCs will make it clear that should their behaviour not improve, then it will be referred to SLT.
- 3) If issues are still occurring in lessons, YGCs will refer the issue to their SLT link. An email should be sent to the relevant SLT link highlighting the steps already taken and any evidence that can be attached. This may lead SLT to arranging a socially distanced meeting, with both parents and student, to convey the concerns raised.
- 4) If issues persist, the Headteacher of the academy will decide about the suitability of that student engaging with online learning and issue appropriate sanctions in accordance with our behaviour policy, insisting the student attends school and learns remotely from site.

Parents:

If parents have any concerns with their child's online learning, they can report it to academy in the following ways.

- 1) Ring the academy reception on 0121 729 7220, opening hours 8.30am until 4.00pm Monday – Friday in term time.
- 2) Email the relevant staff, all email addresses are on the JQA website.