



East Midlands Academy Trust

Shepherdswell Academy Behaviour Policy 2021/2022

'Every child deserves to be the best they can be'

Scope: East Midlands Academy Trust	
Version: 1	Filename: EMAT Shepherdswell Academy Behavior Policy
Approval: April 2021	Next Review: April 2022
Owner: East Midlands Academy Trust Strategic Board	Union Status: Not applicable
Policy type:	
Statutory	Replaces Academy's own policy

Linked with re-opening of schools after the coronavirus lockdown and partial closures of schools, there are some elements of risk-minimisation which need to be considered. The Trust has conducted a **COVID-19 Risk Assessment** across the MAT and each school has adapted the document to suit their own unique circumstances. The Risk Assessment will be kept under constant review during the duration of the crisis. Behaviour is addressed in the document.

Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the Headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.



The Everyone's Invited campaign has rightly served to focus our minds on the need to continue to work together to protect children.

We, at EMAT, believe that schools play a crucial role in teaching pupils about sex and relationships, equality and diversity and modern citizenship as well as preparing them for the modern world. This is enacted through each school's culture, its curriculum, and all policies. We aim to give all pupils and staff a voice to enable them to act in a protective manner towards themselves and others. This includes developing a robust whistleblowing culture as well as fostering a culture of integrity and mutual respect.

We recognise that we have the responsibility of tackling sexual violence and harassment, instilling values in our stakeholders and encourage all to be driven by their strong moral compass. Like so much of education, our work must complement that undertaken by parents and carers so that young people receive a consistent message, and they can go about their lives free from harassment and abuse.

All of our schools will continue to engage with their stakeholders, listen to their concerns and signpost necessary support and provision within and beyond its schools. We ask that anyone who has experienced such behaviour, or who is suffering because of it, to report it to an appropriate adult either in the school or within the EMAT team so they can be supported, and steps can be taken to address the issue.

A dedicated NSPCC helpline is now available to support anyone who has experienced sexual abuse in educational settings or has concerns about someone or the issues raised. The dedicated **NSPCC helpline number is 0800 136 663 or by emailing help@nspcc.org.uk**

Staff members can also seek support from **Employee's Assist on 08000 305 182.**

If you are troubled about possible wrongdoing at work, please don't keep it to yourself. Our [Whistleblowing Policy](#) is there to reassure you that it is safe and acceptable to speak up and to enable you to raise any concern you may have at an early stage and in the right way. If you feel unable to raise the matter with your manager, for whatever reason, please raise the matter with:

- **EMAT Head of Governance & Compliance** – Monica Juan – monica.juan@emat.uk
- **EMAT Senior Workforce Planning & HRBP** – Ruhena Mahmood – Ruhena.mahmood@emat.uk

If you are unsure about raising a concern you can get free and independent advice from **Protect helpline on 020 3117 2520 or by emailing whistle@protect-advice.org.uk**

EMAT - BEHAVIOUR POLICY – 2021-2022

We believe this policy should be a working document that is fit for purpose, represents the Trust ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- Crime and Disorder Act 1998
- School Standards and Framework Act 1998
- Education Act 2002
- Anti-social Behaviour Act 2003
- Education Act 2005
- Education and Inspections Act 2006
- Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Education (Penalty Notices) (England) Regulations 2007
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- Education (Penalty Notices) (England) (Amendment) Regulations 2012
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education (Penalty Notices) (England) (Amendment) Regulations 2013
- [Education \(Independent School Standards\) \(England\) \(Amendment\) Regulations 2014](#)

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the Trust.

1. Inter-relationship with other Academy policies

This policy should be implemented in conjunction with a clear liaison with other academy policies, including:

- Safeguarding
- Race Equality and Equal Opportunities
- Inclusion
- Anti-Bullying
- E-Safety
- Teaching and Learning

Behaviour will be monitored by following individual academy processes, using appropriate levels, with sanctions agreed by the Headteachers (appendices)

2. Introduction

We believe the most important function of the academies across the Academy Trust is to maintain an environment in which every member of the academy is able to achieve success and self-fulfillment.

All staff endeavour to create an environment where pride in their academy and its environment are very important. We encourage the children to develop a caring, responsible and helpful attitude towards each other and those who work with them. Our aims are to:

- Develop respect for other people and their opinions, regardless of race, gender, physical and intellectual abilities
- Create a positive environment where children feel happy and secure
- Help children realise their own self-worth and potential
- Develop self-control and independence
- Develop a sense of responsibility and pride for their academy
- Respond to any concerns about bullying, investigating them thoroughly and resolving, without delay.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

3. Behaviour Principles

- All members of the academies should be able to learn in a calm, safe and purposeful environment
- The behaviour principles are the foundation for a clear, shared understanding between pupils, teaching staff, support staff, parents/carers and governors
- Behaviour is everybody's responsibility and staff should feel empowered to take action
- All adults in the Academy Trust are responsible for being a model of positive and respectful behaviour towards students and each other
- Behaviour is more effective when action to address it is taken immediately and appropriately
- An essential part of behaviour management is that a pupil understands that unacceptable behaviour results in sanctions being imposed and that good behaviour results in rewards
- Corporal punishment will **never** be used
- High expectations of all members of the academy must be clear and explicit
- Establishing and rewarding good behaviour affecting as many pupils as possible
- Good behaviour can be best promoted through outstanding teaching (linked to the Teaching and Learning

Policy.)

4. Roles and Responsibilities

The proprietors of Academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 to ensure that arrangements are made to safeguard and promote the welfare of pupils.

4.1 Governance

The Trust Board and LABs must provide clear advice and guidance to the Headteacher on which he/she can base the academy Behaviour Policy. In providing guidance to the Headteacher, governance must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside the academy.

Clear advice and guidance from the Trust Board and LABs, which feeds directly into the Behaviour Policy, will help members of staff better understand the extent of their powers and how to use them. It will also help ensure that staff can be confident of the governance support if they follow that guidance.

Governors will establish, in consultation with the staff and parents/carers, the policy for the promotion of positive behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear. Governors will support the academy in maintaining high standards of behaviour.

Governors and staff will ensure there is no differential application of the principles, policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

The LAB of each individual academy will ensure that the Behaviour Policy addresses:

- Screening and searching pupils (including identifying in the academy rules items which are banned and which may be searched for)
- The power to use reasonable force or make other physical contact
- The power to discipline beyond the academy gate
- Pastoral care for academy staff accused of misconduct
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behavior

4.2 Staff

All staff will be responsible for the implementation of this policy.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the Behaviour Principles and Behaviour Policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the principles and policy is essential.

All staff should use positive behaviour management strategies in order to focus pupils on their learning.

Staff have a key role in advising the Academy Trust, Trust Board and LABs and Headteacher on the effectiveness of the behaviour principles, policy and procedures. They also have responsibility, with the support of the SLT, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures (including sanctions and rewards) consistently.

Staff have the power to discipline pupils for misbehaviour which occurs in the academy, and, in some circumstances, outside the academy.

4.3 Parents/carers

Parents and carers will be expected to take responsibility for the behaviour of their child/ren both inside and

outside the academy. They will be encouraged to work in partnership with the academy to assist the academy in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the application of this policy.

4.4 Pupils

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy Trust's Principles, academy policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

5. Procedures

The policy will make clear to pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents/carers. The policy will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the academy has a responsibility towards the whole community.

6. Recognition of Positive Behaviour

An Academy Trust ethos of encouragement is central to the promotion of good behaviour. It is our duty to promote and encourage positive behaviour and not just to react to unacceptable behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and the rewards systems are clearly defined in the academy's Behaviour Policy. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

In the Academy Trust we believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable, not the child.

7. Reward Systems

The reward systems used in the academy are constantly reviewed to ensure consistency of use. Our aim is to celebrate success which will raise the self-esteem of our children and their corresponding behaviour at home and in our academies. Good behaviour is encouraged through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils and between staff and pupils. The reward system for the academy is detailed in Appendices.

8. Sanctions

Sanctions are needed to respond to inappropriate behaviour. The sanctions used will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

The use of sanctions in the academy is detailed in Appendices. The sanctions are guidelines, the individual needs of the child and their circumstances are crucial to good behaviour management. Knowledge of this child and their situation is paramount. Sanctions may include the use of detentions, including detention outside academy hours.

9. Detention

9.1 What the law allows

Teachers have the power to issue detention to pupils (aged under 18), including detention outside academy hours. The times outside normal academy hours when detention can be given (the 'permitted day of detention') include:

- Any academy day where the pupil does not have permission to be absent
- Weekends - except the weekend preceding or following the half term break and
- Non-teaching days – usually referred to as 'training days', 'inset days' or 'non-contact days'.

The Headteacher can decide which members of staff can issue pupils with a detention.

9.2 Matters academies should consider when imposing detentions

- Parental consent is not required for detentions
- As with any disciplinary penalty a member of staff must act reasonably and appropriately given all the circumstances, when imposing a detention
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet

9.3 Detentions outside academy hours

Academy staff should not issue a detention where they know that doing so would compromise a child's safety.

When ensuring that a detention outside academy hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short end-of-day detention where the pupil can get home safely and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

10. Searching, Confiscation and Screening

10.1 Searching

All academy staff can search a pupil for **any** item with consent.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Headteachers and authorised staff can also search for any item banned by the academy rules which has been identified in the rules as an item which may be searched for.

10.1.2 Searching with consent

All academy staff can search pupils with their consent for any item. Academies are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

Academies should make clear in their behaviour policy and in communications to parents and pupils which items are banned.

10.1.3 The following items can be searched for:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property of, any person (including the pupil)
- Any item banned by the academy rules which has been identified in the rules as an item which may be searched for

Searches must be conducted by a member of staff of the same sex as the pupil being searched; there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.

Staff can carry out a search of a pupil of the opposite sex and without a witness present only where there is reasonable belief that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

10.1.4 During the search

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets, but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Where the pupil refuses to remove outer clothing, the searcher can use reasonable force to remove, for example, an overcoat. Staff must not require a searched pupil to remove, and must not themselves remove, clothes beneath outerwear.

10.1.5 Confiscation

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline or for health and safety reasons.

10.1.6 Screening

Academies can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

Academies' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Any member of academy staff can screen pupils.

If a pupil refuses to be screened, the academy may refuse to have the pupil on the premises. Health and Safety legislation requires an academy to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

If a pupil fails to comply, and the academy does not let the pupil in, the academy has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

11. Serious breaches of academy discipline

Certain actions by pupils at the academy constitute serious breaches of discipline. Such breaches may attract a period of fixed term exclusion, to be served either internally or externally depending on the circumstances, or in extreme cases permanent exclusion may be considered. Reference should be made to the DfE statutory guidance for those with legal responsibilities in relation to exclusion. Serious breaches of discipline may include:

- Physical assault on staff
- Verbal abuse of staff
- Damage to academy property including the building
- Substance abuse
- Racially motivated incidents
- Other behaviour which is against the criminal law
- Carrying an offensive weapon

Further guidance can be found in Appendix 6 and 7.

Where serious breaches of academy discipline occur, they must be brought to the attention of the Headteacher or, in his/her absence, the Vice Headteacher, as soon as practicable.

12. Bullying

East Midlands Academy Trust is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated in any of our academies.

Bullying will be dealt with in accordance with East Midlands Academy Trust Anti-Bullying Policy.

13. Cyber Bullying

Academy leaders, teachers, school staff, parents and pupils all have rights and responsibilities in relation to cyber bullying and should work together to create an environment in which pupils can learn and develop and staff can have fulfilling careers free from harassment and bullying.

The academy will offer support to parents on how to help their children engage safely and responsibly with social media, through parents' evening, advice in the academy newsletter or signposting to other sources of support and advice.

Creating a good academy - parent relationships can help create an atmosphere of trust that encourages parents to raise concerns in an appropriate manner. Part of this is making sure that parents and carers are aware and understand how to communicate with the academy. It is not acceptable for any pupil, parent or member of staff to carry out any form of bullying either face to face or via Social Media. Academies should encourage all members of the school community including parents to use social media responsibly. Parents have a right to raise concerns about the education of their child, in an appropriate manner.

14. Academy rules/code of conduct

The rules/code of conduct relating to the academy are detailed in Appendices.

15. Involvement of outside agencies

The academy works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

This might include:

- Educational psychologist;

- Educational welfare officer;
- School health nurse
- Social services.

16. Review

The Academy Trust will regularly review the Behaviour Policy and associated procedures, to ensure their continuing appropriateness and effectiveness. The review will take place in consultation with the Academies, Local Advisory Boards, Headteachers, staff and parents/carers.

The Headteachers and East Midlands Academy Trust, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the individual academy Behaviour Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteachers will keep the Trust Board and LABs informed. The outcome of the review will be communicated to all those involved, as appropriate.

17. Further guidance

Additional guidance to support behaviour can be found in Appendix 1

APPENDIX 1 – GETTING THE SIMPLE THINGS RIGHT: CHARLIE TAYLOR’S BEHAVIOUR CHECKLISTS

Key principles for headteachers to help improve school behaviour Policy

- Ensure absolute clarity about the expected standard of pupils’ behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership

- Model the behaviour you want to see from your staff.

Building

- Visit the lunch hall and playground and be around at the beginning and the end of the school day.
- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

Staff

- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Children

- Praise good behaviour.
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils.

Individual pupils

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.

Behaviour checklist for teacher's classrooms

- 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

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad one



APPENDIX 2 to 5 – Shepherdswell Academy Behaviour Expectations

At Shepherdswell Academy

Together we learn and grow
through community, collaboration, curiosity, courage and creativity
Every day, we are ready, respectful and safe

Aims

All members of our school community are valued equally. We rely on a positive partnership between pupils, staff, parents and carers, visiting professionals and the wider community. We want pupils to be the best they can be, be successful, value their achievements, monitor their own progress and celebrate the success of others.

At Shepherdswell Academy we aim to:

- Provide a safe, secure and happy environment in which effective teaching and learning can take place.
- Ensure all our pupils attend school and are here on time every day.
- Motivate pupils to learn, be ambitious and enable them to improve on their personal best.
- Promote self-esteem, self-regulation and metacognition.
- Develop a culture of mutual support, understanding, honesty and tolerance.
- Ensure that the emotional, social and learning needs of individuals are addressed appropriately.
- Ensure a consistent, positive approach to behaviour management across the school.
- Establish clear procedures for dealing with and managing unacceptable behaviour.
- Praise and reward good work, behaviour and attitudes.

School Expectations

As Shepherdswell Academy we are:

- **Ready** to learn and participate in school life.
- **Respectful** of the individual differences, opinions and values of each other
- **Safe** in our actions and behaviours towards ourselves and others

Around school in general

At all times all staff should be positive role models to the pupils, parents and visitors at our school. Expecting acceptable behaviour is the responsibility of all staff. All staff should reward pupils positive behaviour and challenge unacceptable behaviour no matter where they see it across the school, and in the wider community when out with our pupils.

To ignore inappropriate behaviour is to condone it.

All pupils should:

- knock on doors and then enter a room
- hold doors open for others
- be polite to each other and visitors
- walk, not run
- move about quietly
- show respect for our school environment

The classroom

All pupils should:

- come in and out of class quietly and in an orderly manner
- address the teacher by name (no Miss/Sir)
- sit quietly and listen to the person speaking without interrupting
- put their hands up to show that they wish to speak or during lessons wait for the teacher to ask for their response
- not distract or stop other pupils from learning
- ask permission when they leave the room so the teacher knows where they are
- behave appropriately to all the adults and pupils in the school

To help the pupils the staff should:

- follow the rewards and sanctions fairly for all pupils, setting clear expectations and boundaries
- continually observe and scan the behaviour in the class
- never accept inappropriate behaviour on any level
- be happy and positive
- know every day is a new day – ‘start with a clean slate every morning’ and don’t give pupils negative behaviour labels
- be aware of the pupils as individuals - know their needs, characters and any clashes of personality between class members
- give meaningful praise and encouragement during lessons
- keep a stimulating, purposeful and tidy classroom with up to date displays
- plan work carefully and match it to the needs of the pupils in your class, making sure the learning taking place has is engaging and has a purpose
- respond to work promptly
- diffuse potential incidents and situations before they occur and don’t allow difficult situation to disrupt the learning
- listen and always investigate both sides of a story before acting on a situation

Assembly

The pupils should:

- be silent when they leave the classroom, assembly starts when they leave the room
- walk in an orderly manner into the room, holding doors open for one another
- have their hands by their sides and space out without touching each other
- sit silently facing the front with their arms folded and their legs crossed
- put their hands up to answer questions
- leave the hall with an adult and be silent
- understand that unacceptable behaviour is not tolerate and the consequence is that they will miss their playtime

To help the pupils staff should:

- leave enough time to prepare the class for assembly
- be punctual
- walk in silently without talking to the pupils
- keep a watchful eye on the pupils during assembly and if a pupil isn’t following the rules catch their

attention either by looking at them or moving towards them without disturbing the assembly

- ensure that any pupil who has been disruptive is spoken to and an appropriate sanction has been put in place

Playtimes and Lunchtime

Pupils should:

- stay within the boundaries of the playground
- play together and not fight
- walk along covered areas, the courtyard and within the school building
- only go to the toilet if given a permission band and use the toilets for their proper use
- not enter the building or classrooms without permission
- play with the equipment appropriately and tidy away at the end of a session
- not climb on ramps or trees
- use the benches for sitting on
- stand silently and still when the first whistles goes
- walk silently to their classes or lines on the second whistle
- respect and listen to any pupil that is on duty at the time

To help the pupils staff should:

- engage with the pupils and support play and activities
- be vigilant by watching for potential incidents and diffuse them before they start
- remind the pupils of the expectations and that they are responsible for following the rules
- listen to the pupils and not turn them away, what may seem trivial to an adult may be very important to a child
- be outside promptly at the beginning and end of each break (where applicable)
- always follow up incidents and don't ignore anything seen that breaks school rules
- always make sure that an adult blows the whistle and insists that they stop, stand silently and then walk to their class or line
- inform class teachers of any incident involving a pupil or pupils in his/her class
- inform a senior member of staff of any serious incident and if possible lead those involved to the office

The dinner hall

Pupils should:

- walk in sensibly and quietly without disturbing or distracting those who are already eating
- pupils with a packed lunch should quietly collect their lunch box and fill the spaces on the benches
- pupils having hot lunch should line up for lunch quietly and responsibly
- speak politely to those adults who are serving or supervising in the hall and to pupils on duty
- stay seated and talk quietly to the pupils on their own table while they are eating their lunch
- put up their hands to show that they have finished their meal and wish to start pudding or have their lunch box checked
- tidy away and leave the hall quietly

To help the pupils staff should:

- engage with the pupils and encourage them to eat their lunches independently

- reward acceptable behaviour with verbal praise and stickers
- be vigilant so pupils needing help receive it
- inform class teachers of pupils you have concerns about not eating their lunch or haven't been provided with a healthy lunch

Rewards and Positive Reinforcement

General Rewards

Pupils are rewarded by using:

- positive praise
- verbal and written feedback
- stickers
- class rewards/treat
- peer acknowledgement

In addition to these rewards, we have more specific awards, which encourage all pupils to participate fully in their own learning, and these are celebrated in Friday assemblies where each term parents of those pupils are invited to attend.

These may include:

- Star of the Week
- Work of the Week
- PE Ambassador
- Music Ambassador
- Attendance Award

Effort Marks

In Key stage 1 pupils can earn effort ticks, which become effort marks and work toward reward badges in school. These are also presented in assembly. Effort ticks are awarded for a variety of reasons to include good effort, progress, achievement, manners, initiative, supporting others, sporting or musical achievements. For every 10 effort ticks, they receive 1 effort mark in their passports.

Set 1

- 10 Effort Marks = a blue badge
- 20 Effort Marks = a green badge
- 30 Effort Marks = a red badge
- 40 Effort Marks = a yellow badge

Set 2

- 10 Effort Marks = a bronze badge
- 20 Effort Marks = a silver badge
- 30 Effort Marks = a gold badge

Sanctions

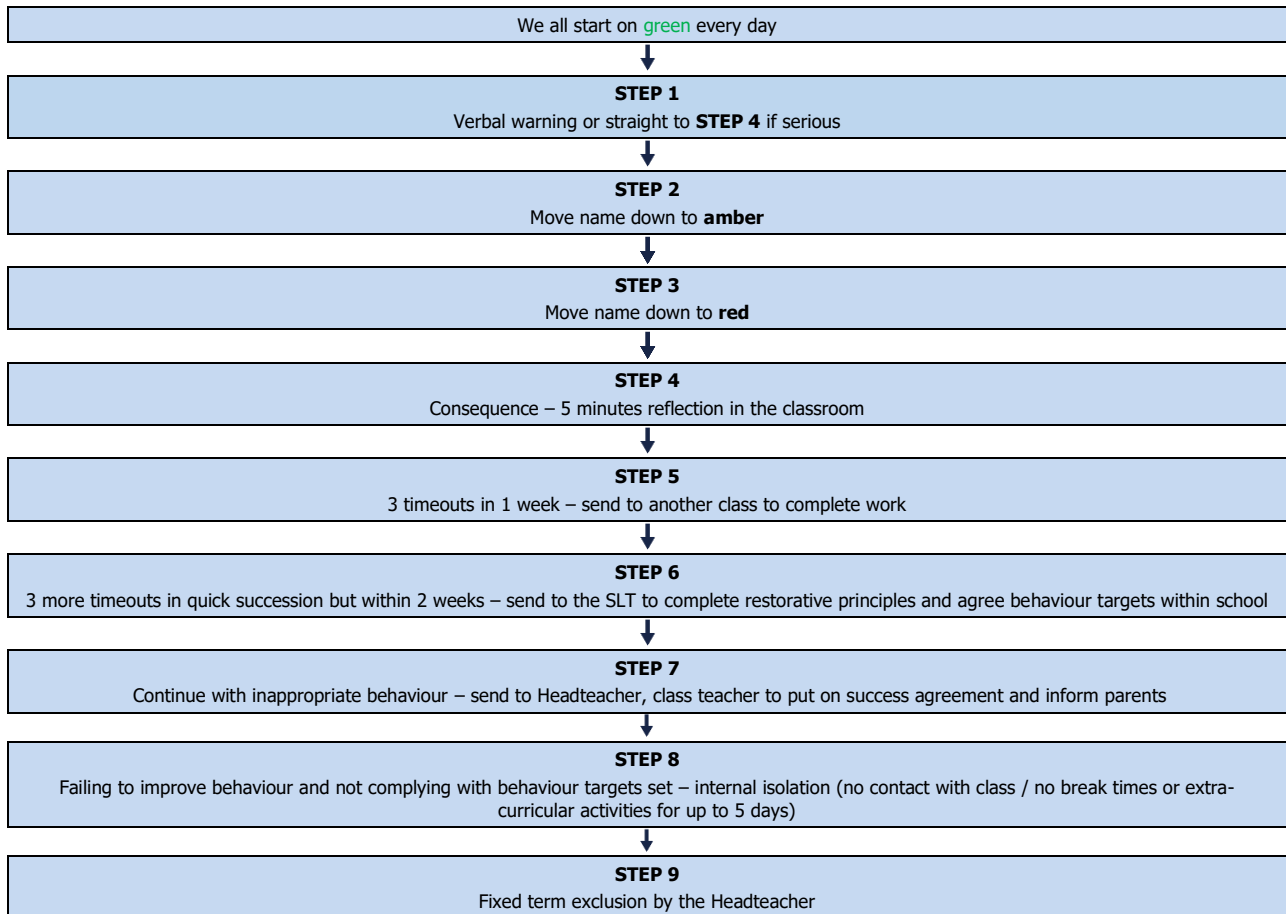
It is our aim to use sanctions that are a logical consequence of unacceptable behaviour. Sanctions may be used to reinforce a rule. Pupils are encouraged to be aware of the reasons for rules and are given an opportunity to make amends.

Staff will aim to 'match' the level of their response to the degree of the seriousness of the misbehaviour and follow the school's steps in behaviour sanctions, so that pupils are aware that:

- their behaviour is being responded to fairly and appropriately
- if their behaviour is repeated it will be treated with increasing severity

In foundation stage, year 1 and year 2 have adopted the traffic light faces and rainbow to support with children with the expectations within class and school. Each day all children start on green and then can move up or down depending on their behaviour choices. They have also adopted the school sanction steps, to support with a consistent approach to behaviour management across the school. In Sparrows the reward and sanctions are individualised to support the children.

These are the sanctions:



For pupils having difficulty to improve their behaviour or pupils with specific needs a personal behaviour plan will be written for them by the SENCO in conjunction with the pupil, class teacher and parents and this will be followed by all staff.

Sudden or unexpected changes in behaviour or work patterns can indicate a problem affecting a pupil. Staff need to be aware and sensitive to this.

At any stage, a pupil may be asked to leave the room immediately. He/she may be sent to another class or to a senior member of staff if their behaviour is deemed dangerous to themselves or others or excessively rude to adults.

Some pupils will need more than this to encourage acceptable behaviour. Each case will be dealt with individually.

Pupils should never miss work as a consequence of their behaviour. They should always be given the opportunity to catch up with work that has not been completed, in their own time including sending it home where appropriate.

Under the Education Act 1997, teachers and other approved staff will have the legal right to use reasonable force to prevent a pupil from:

- Committing an offence
- Injuring themselves or others
- Damaging property

- Disrupting good order or discipline

Staff who have been 'Team Teach' trained will be called if a pupil is in need of a physical intervention. All incidents will be recorded in the 'Bound and Numbered Book'. Both the pupil and staff members will be offered support if involved in a physical intervention. Within school, there is a rolling programme of 'Team Teach' training, where staff undertake training on positive handling theory, de-escalation skills and techniques.

Exclusions

Principles:

- Exclusions should only be used in School as a last resort and in response to serious breaches of school policy on behaviour or of the criminal law
- It should be clear that to allow a child to remain in School would be seriously detrimental to the education or welfare of that pupil, or to that of others at the school
- All reasonable steps should have been taken to avoid exclusion of a child and the steps set out in the Behaviour Policy should, in normal circumstances have been implemented
- A Principal can permanently exclude a child for a first offence, for example involving violence, but only after time to consider the incident in question
- Children with EHCPs and children who are looked after by the Local Authority should not be excluded except in exceptional circumstances.

The decision to exclude a pupil can only be taken by the Principal, or in her absence, by the most senior teacher. Shepherdswell Academy follow the DfE guidance 'Exclusion from maintained schools, academies and pupil referral units in England (Statutory guidance for those with legal responsibilities in relation to exclusion) September 2017.

APPENDIX 6 - SERIOUS BREACHES OF ACADEMY DISCIPLINE

Physical assault on staff

In cases where a pupil deliberately and with intent, either offers violence or assaults a member of staff, then this should be viewed with severity and may be punishable in the first instance by fixed term exclusion. Depending on the circumstances permanent exclusion may be considered.

Where the assault was unintentional as the result of careless or reckless behaviour, then parents should be notified as soon as practicable; one formal warning will be issued to the pupil together with an academy sanction which may involve exclusion.

Verbal abuse of staff

Where a pupil deliberately and maliciously directs verbal insults or abuse at a member of staff, subject to confirmation, the pupil may be excluded for a fixed term.

Where a pupil swears or utters insults in such a manner that there is some doubt as to whom the abuse is directed at or is, for example, muttered whilst walking away from the incident, parents will be informed as a matter of course and a formal warning issued. A repeat offence may attract an exclusion.

Malicious damage to academy property

For incidents of deliberate, significant and malicious damage to academy property, pupils may be excluded and, where possible will be required to help make good the damage. Parents will be billed for repairs where appropriate.

Substance abuse

Any pupil buying, selling, using or in possession of illegal substances may be excluded. It is not permitted to use exclusion pending investigation by the academy and police and then to transfer a fixed term exclusion to a permanent one without significant new information coming to light. The school will assess the information available and may decide to implement a permanent exclusion during the investigation, withdrawing this if the evidence does not support the decision after further investigation.

Racist abuse and other racially motivated incidents

Consideration will be given to an exclusion for a fixed period. The incident must be recorded and, depending on the circumstances, the police will be informed.

Other behaviour deemed to be criminal including sexual abuse and assault.

As a matter of course, the police will be involved if the incident is of a serious nature. In minor cases of petty theft between pupils, parents will be informed and unless the matter can be resolved internally to everyone's satisfaction, further appropriate sanctions, including exclusion, will be considered.

Where such a crime is committed against a member of staff, subject to evidence, the pupil may be excluded pending further investigation, possible police action or meeting with parents.

Weapons

Carrying an offensive weapon in the academy will result in an exclusion.

APPENDIX 7 - BRINGING WEAPONS INTO THE ACADEMY

(Produced from Croner's Headteachers Legal Guide – Education Now Issue 30: Jan 2013)

In January 2012, the Government produced updated guidance about how schools should tackle this problem: *Screening, Searching and Confiscation – Advice for Head Teachers, Staff and Governing Bodies*. Further updated guidance was produced in February 2014.

The guidance relates to maintained schools and was updated to clarify powers to target the bringing of weapons into school. It states that all schools should have behaviour policies outlawing weapons and setting out how the school will deal with searches.

With-consent searches

Schools are allowed under common law to search pupils with their consent for any item which is banned under behaviour policies, including weapons. They are not required to have formal written consent from the pupil. If the pupil refuses, the school staff can apply an appropriate punishment as set out in the school's behaviour policy. They can also insist on a without-consent search.

Without-consent searches

Schools have statutory powers to search a pupil without his or her consent if there are reasonable grounds for suspecting that the pupil has any of the following items:

- knives or weapons, alcohol, illegal drugs and stolen items
- tobacco and cigarette papers, fireworks and pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- any item banned by the school rules.

Examples of "reasonable grounds for suspicion" are that a teacher may have heard pupils talking about the item or they might notice suspicious behaviour. Schools should normally only use the power of without-consent searches as a last resort. Where staff suspect that a pupil is carrying a weapon, they should ask them to surrender the weapon or consent to a search.

If the pupil refuses, a Headteacher or member of staff authorised by the Head can conduct a search without consent. Two members of staff must be present, a searcher and a witness. The searcher and the witness must be of the same sex as the pupil searched and must be school staff.

However, the guidance states that staff can carry out a search of a pupil of the opposite sex and without a witness present in exceptional circumstances — where it is reasonably believed there is a risk of serious harm if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Authorised staff

Headteachers can decide who to authorise to use these powers. Staff must agree to the role and, other than security staff, may refuse. There is no requirement to provide authorisation in writing or for a member of staff to be trained before undertaking a without-consent search. However, a Headteacher should consider whether any additional training is required to enable him or her to carry out these responsibilities.

During the search

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets, but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. Where the pupil refuses to remove outer clothing, the searcher can use reasonable force to remove, for example, an overcoat. Staff must not require a searched pupil to remove, and must not themselves remove, clothes beneath outerwear.

Use of force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Headteachers and authorised staff can use reasonable force when searching a pupil without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

The guidance emphasises that the power to search is not a duty and should only be used where staff judge that it is safe to do so. If a school suspects a pupil is carrying a weapon and decides a search would not be safe, it should call the police.

The power to seize

Section 91 of the Education and Inspections Act 2006 empowers a member of school staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Any article thought to be a weapon must be passed to the police.

Staff liability

The power to search pupils without consent and confiscate knives or other weapons is a statutory power and, as long as staff act lawfully, they will have a robust legal defense.

Liaising with parents

The updated guidance contains little detail about liaising with parents. It does, however, state that schools:

- are not required to inform parents before a search takes place or to seek their consent
- have no legal obligation to make or keep a record of a search
- should inform the individual pupil's parents or guardians about searches, though there is no legal requirement to do so.

In practice, it is likely that schools will want to inform and work with parents whether or not a weapon is found, and to keep records. In addition, the school Trust Board and LABs will undoubtedly want to monitor searches conducted and their results.

Screening

Calls for routine weapons screening in schools have been made over the years and the law does allow schools to require pupils to undergo screening by a walk-through or hand-held metal detector even if they do not suspect them of having a weapon and without their consent, if necessary. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent. If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. In such cases, the school has not excluded the pupil and the absence should be classed as unauthorised absence.

Prevention

Powers to screen and search without consent should be applied with care and within a framework of safety policies agreed by school governors, senior management teams and staff and communicated to parents. Schools strive to maintain relationships of trust between pupils and teachers and will want to ensure that the problem of weapons does not threaten that relationship. Many believe that the best way to keep weapons out of schools is to educate pupils in better behaviour and in the dangers of carrying a knife by effective prevention campaigns. The aim of these should be to help pupils resolve conflicts without violence and to know more about the dangers of, and penalties for, carrying a weapons.

APPENDIX 8 - ASSOCIATED RESOURCES AND LEGISLATIVE LINKS

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
<https://www.gov.uk/school-discipline-exclusions>
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Legislation

- [Children Act 1989](#)
- [Education Act 1996](#)
- [Crime and Disorder Act 1998](#)
- [School Standards and Framework Act 1998](#)
- [Education Act 2002](#)
- [Anti-social Behaviour Act 2003](#)
- [Education Act 2005](#)
- [Education and Inspections Act 2006](#)
- [Education \(Parenting Contracts and Parenting Orders\) \(England\) Regulations 2007](#)
- [Education \(Penalty Notices\) \(England\) Regulations 2007](#)
- [Education and Skills Act 2008](#)
- [Apprenticeships, Skills, Children and Learning Act 2009](#)
- [Equality Act 2010](#)
- [Education Act 2011](#)
- [Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2012](#)
- [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
- [Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- [Education \(Independent School Standards\) \(England\) \(Amendment\) Regulations 2014](#)

The following documentation is also related to this policy:

- [Equality Act 2010: Advice for Schools \(DfE\)](#)
- [Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website \(Cabinet Office\)](#)