

Behaviour Policy

Approved by RET Board

Approved on September 2022

RET contact Behaviour Adviser

Revision due Every 2 years



RUSSELL EDUCATION TRUST

1. Introduction

- a. The school's behaviour strategy reflects our school values. Our approach is to build character and foster high standards of conduct in a calm, safe and supportive environments conducive to learning across the school. Good conduct and self-discipline lead to effective learning for both the individual and the community; and help prepare children and young people for life beyond the school gate.
- b. This policy outlines the high standards of conduct the school expects from all our students, as well as the range of support, interventions and consequences we apply when these expectations are not met. It also sets out how we work with parents and any third parties to resolve issues around poor behaviour to help students function effectively in and beyond the school.
- c. In circumstances where its provisions are applied the school will communicate clearly with parents (and with Virtual School Heads and Social Workers where appropriate). The aim of any intervention is resolving the issues and help students function effectively in and beyond the school.
- d. This policy should be read in conjunction with the school's exclusions and suspensions policy, anti-bullying policy, drugs policy, SEND and safeguarding and child protection policy as well as the procedures on restraint, searching, screening and confiscation Procedure, all of which can be found on the school's website. It will be reviewed annually by the RET Board.

2. Principles

- a. There is an inextricable link between the standards of teaching and learning and behaviour of students; the quality of teaching has a direct impact on the behaviour of students.
- b. Reinforcing desired behaviours positively is an effective way of establishing outstanding learning behaviour.
- c. The principles of supporting learning and supporting others must be at the heart of the behaviour policy and related procedures.
- d. Success should be genuine, and students should be given the chance to develop their self-discipline and responsibility. The school should provide suitable challenge and safe opportunities for students to fail, so that they may learn from their mistakes.
- e. It is important to understand that the reasons for students' behaviour may be complex. Sometimes they may make genuine mistakes and occasionally they may display intentionally negative behaviour. More often though the situation will be multi-faceted and will have been influenced by a range of factors, recent and historic. Students' previous adverse experiences and/or learning needs may also contribute both to their behaviour, their understanding of it and their ability to engage with resolution. It is therefore always important fully to consider any influencing factors when deciding how to manage a situation. One size does not fit all.
- f. Rewards, if used, should acknowledge and celebrate additional positive actions; they should not be routine for expected conduct. Consequences should be consistent with the behaviour or incident.
- g. Good behaviour must be encouraged and maintained, and poor behaviour improved.
- h. Communication and collaboration with home is vital. Staff will contact home frequently and regularly, as school procedure dictates. Parents are encouraged to pass on any concerns they have about behaviour to the school, immediately.
- i. The school expects:
 1. Behaviour that supports learning and engenders a nurturing environment where people feel safe, secure and supported.
 2. Excellent behaviour from students both in and out of the classroom where students model the values of the school.
 3. Students to make outstanding progress – due to consistently good and outstanding behaviour and behaviour for learning.
 4. Students to exhibit thoughtful and considerate behaviour towards others. Participation in all aspects of school life.
 5. Students to develop resilience in all aspects of school life, to take responsibility (for themselves, their behaviour and their learning) and always to try hard to improve.

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6. Students to arrive with the correct equipment and avoid bringing in any items banned by the school.
7. Parents to reinforce positively the school's expectations about student behaviour.
8. Parents to be engaged and involved in and supportive of, the school's behaviour policy and procedures.

3. Scope of Application

- a. This policy applies to all members of the school community while in school.
- b. The school will also use consequences 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. As with the application of this policy in school, parents have key responsibilities in these circumstances too, in particular to work with the school as far as it is appropriate, to ensure their child(ren)'s good conduct outside of school – see 5(f) below.
- c. When deciding whether it would be reasonable to impose a consequence for poor behaviour outside of the school, staff will consider:
 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
 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.

4. Roles and Responsibilities

All members of the school 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 school community are set out in detail below.

- a. The Trust and Local Governing Body (LGB) - The Trust and LGB will work with the school's Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from students attending its schools. Governors will monitor and evaluate the impact of the policy and will hold the Headteacher to account for its implementation. Governors will ensure that they receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.
- b. The Chief Executive Officer - The CEO 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.
- c. Local Governing Body - Local governors in the school will review and monitor the application and implementation of this policy by receiving regular reports from the school Headteacher on behavioural consequences and support put in place for students at the school. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Headteacher. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they will consider whether any actions should be taken to prevent this.
- d. Headteacher – The Headteacher, with assistance from their 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 consequences are applied fairly and consistently, searches are carried out lawfully and respectfully, and the use of removal from the classroom is used appropriately and not having a disproportionate effect on students sharing particular protected

characteristics. The senior leader responsible for behaviour and the Headteacher will act as sources of support and guidance for staff on behaviour management strategies and discipline.

- e. Staff will:
- communicate the contents of this policy to all students and parents to ensure that the school's expectations are transparent to all students and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by through assemblies, tutor time, PSHE lessons and as part of induction to the school
 - apply this policy fairly, consistently, proportionately, and without discrimination, taking into account 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 conduct
 - not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards
 - challenge students to meet the school expectations and maintain the boundaries of acceptable conduct
 - record incidents of poor behaviour and any given consequence in the student's behavioural log
 - provide praise and recognition and reinforce positive conduct
 - 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 school community and ensure that the majority of 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 conduct
 - recognise that there may be contributory factors which affect students' 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 may include:
 - more frequent engagement with parents;
 - mentoring and coaching
 - report cards
 - an Individual Behaviour Plan / Pastoral Support Plan / Individual Provision Map with set targets and support strategies embedded within
 - time in an alternative provision
 - engaging with local partners and agencies to address specific challenges
 - consideration of whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan
 - contact parents 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 an annual written report on their child's progress and arrange Parents' 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.
- f. Parents - Parents play an important role in ensuring good behaviour from their children. Parents 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' 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.
- g. Students - The rights and responsibilities of students are communicated to students on joining and regularly throughout their time in school. Reminders of 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. Recognition

- a. The school believes that it is important to encourage good conduct throughout the school by recognising and celebrating good conduct.

6. Consequences

- a. Where students' conduct falls below the standard which could reasonably be expected of them the first 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. These may include:
- Giving clear warnings
 - Giving them time and space to calm
 - Speaking to a child outside the classroom before bringing them back in
 - Removing a student from a classroom by sending to a specific staff member or location (see f below)
- b. The school will impose consequences in response to student misconduct. All consequences 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.
- c. The particular level of consequence 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 consequences in response to incidents of poor behaviour. These consequences include:
1. verbal reprimand
 2. requiring a written apology
 3. confiscation of a student's property
 4. missing break time
 5. extra work or repeating unsatisfactory work until it meets the required standard
 6. school-based community service or imposition of a task – such as picking up litter, tidying a classroom; helping clear up the dining hall after mealtimes or removing graffiti;
 7. 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
 8. detention including during lunch time, after normal school hours and at weekends
 9. regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring
 10. temporary removal from a class or groups

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11. internal inclusion
 12. education off-site for a designated period
 13. suspension or permanent exclusion.
- d. Where possible, we will use restorative justice and reconciliation to support the resolution of situations where has not been in keeping with the school's ethos and values.
- e. 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 or cause harm to others. 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.
- f. 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:
1. verbal abuse to staff and others; including defamatory comments
 2. verbal abuse to students
 3. physical abuse to/attack on staff
 4. physical abuse to/attack on students
 5. any form of bullying (to the extent not covered above)
 6. indecent behaviour
 7. damage to property
 8. gambling on school property
 9. recording or taking images of students or staff without their express consent or misusing images of them
 10. consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs"
 11. carrying, supplying or taking prescription drugs or non-prescription drugs or supplements without lawful reason
 12. theft
 13. serious actual or threatened violence against another student or a member of staff
 14. sexual abuse, harassment or assault
 15. carrying or making an offensive weapon
 16. arson
 17. unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the student's behaviour
 18. gratuitous, offensive, unfounded or malicious allegations against staff or students (including online);
 19. racist, sexist, homophobic or other forms of discriminatory behaviour
 20. persistent truancy/lateness
 21. possession of items prohibited under the school rules (see Annex).
- g. Removal from the classroom for more than a short period will 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:
1. to maintain the safety of all students and to restore stability following an unreasonably high level of disruption
 2. to enable disruptive students to be taken to a place where education can be continued in a managed environment
 3. to allow the student to regain calm in a safe space; and
 4. to give time for restorative conversations to take place.
- During the period of removal, the student will receive continual, supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is

needed. Parents should be informed on the same day if their child has been removed from the classroom for any significant time and could not be reintegrated. In that instance a reintegration strategy will be discussed with the student and parents 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.

- h. Detentions can be issued by any member of teaching or support staff. When issuing detentions outside of school hours staff will consider whether it is reasonable after having considered whether:
 1. the detention may put the student at increased risk or compromise their safety
 2. the student has known caring responsibilities or religious requirements
 3. the detention timing conflicts with a medical appointment
 4. parents ought to be informed of the detention; and
 5. whether suitable travel arrangements can reasonably be made by the parent for the student, disregarding any inconvenience for the parent.
 6. Detentions will not be issued for the same day (although teachers may discuss conduct with a student at the end of a lesson at the end of the day for up to 10 minutes in the same way as they can at break or lunchtime)
- i. Permanent exclusion will only be used as a consequence 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 school'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

- a. In the context of this policy, a child is considered to have SEND if he or she:
 1. has difficulties in learning which are significantly greater than the majority of other students of the same age; or
 2. has a disability which prevents or limits them from accessing the curriculum; or
 3. has behavioural, emotional or social difficulties which impact adversely on their learning and progress.
- b. The school is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the student receives appropriate support. The school 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 consequence for a student, whose behaviour is due to their disability, than would be imposed for a student exhibiting the same behaviour who does not have that disability. The school 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 school on the facts of the situation.
- c. An Individual Behaviour Plan / Pastoral Support Plan / Individual Provision Map 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 school's special educational needs policy for more information.
- d. The 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.

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- e. If preventative measures are not successful and the behaviour is not manageable in the classroom, then the students IEP/EHCP must be reviewed.
- f. 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

- a. 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. Students who have witnessed the behaviour will be asked to provide written, signed and dated statements. 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 present at all times and will inform the student's parents of what has happened as soon as possible.
- b. The school uses Close Circuit Television ("CCTV") within its premises. One reason why the school 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 by staff as part of the investigation and the content considered before imposing a consequence. Please see the school's CCTV policy and privacy notices for more information. CCTV evidence is not however required in order to make judgements about incidents.
- c. 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 still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.
- d. 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

- a. 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 the Headteacher or staff authorised by them. Staff will follow the latest DfE and Trust 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.
- b. The 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). The Headteacher will ensure that a sufficient number of 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.
- c. Detailed information about this procedure is contained in the Trust's Searching, Screening and Confiscation Procedure which follows the DfE procedure and guidance.

10. Use of reasonable force

- a. The school 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, or causing disorder.
- b. This power extends to times when staff are lawfully in charge of students but are off the school premises i.e. 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. The degree of force used should be the minimum needed to achieve the desired result.

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- c. Sometimes, students may get anxious or agitated and strategies used to help students calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the student's own safety, the safety of other students and staff, or to ensure that property is not seriously damaged.
- d. All incidents where students need to be held to help them to calm down will be recorded in writing, any Individual Behaviour Plan /Pastoral Support Plan /Individual Provision Maps] reviewed and parents will be informed as a matter of course.
- e. Detailed guidance on the Use of Reasonable Force from the DfE is provided to staff.

11. Bullying

- a. The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The school 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.
- b. The school wants to make sure that all students feel safe in the school and are accepted into the school community. The school'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.
- c. 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 school practices a preventative strategy to reduce the chances of bullying, and the school's anti-bullying strategy is instilled in the school'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.
- d. The school 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.
 - 1. There is a separate student agreement of the Safe and Acceptable use of ICT that explains clearly how students must conduct themselves online.
 - 2. 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 school 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. In the event that 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.

12. Child-on-Child Abuse

- a. Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school 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 consequences being imposed in accordance with the terms of this policy.

13. Complaints

- a. If parents 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 school's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.