



Policy Behaviour (inc Exclusions)

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| References: | |

Revision History

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Contents

| | |
|---|----|
| Policy Statement..... | 4 |
| Purpose | 4 |
| Scope..... | 4 |
| Responsibilities..... | 4 |
| Equality and Diversity | 5 |
| Introduction..... | 6 |
| Discipline..... | 6 |
| Parental Support..... | 6 |
| High Expectations..... | 6 |
| Rewards | 7 |
| Sanctions | 7 |
| Unacceptable behaviour | 7 |
| Children’s needs..... | 7 |
| Low-level | 7 |
| Behaviour plans | 7 |
| Isolation/internal exclusion | 7 |
| Exclusion..... | 7 |
| Child on Child abuse | 8 |
| Malicious allegations of sexual violence or sexual harassment | 8 |
| Malicious allegation against a member of staff (by a child)..... | 8 |
| Staff Behaviour | 8 |
| Children misbehaving outside of school premises | 9 |
| Bullying (See Anti – Bullying Policy) | 9 |
| Racist incidents | 9 |
| Confiscation | 9 |
| Using reasonable force | 10 |
| Physical Contact..... | 10 |
| Positive Handling..... | 10 |
| Physical Intervention | 10 |
| Sharing the behaviour policy with staff and parents..... | 10 |

Policy Statement

At Edukos Trust we strive to be: **EXCEPTIONAL. TOGETHER.** Creating great schools, ensuring better lives for all who we serve through our 3 core values:

- **Friendly**
- **Growth**
- **Trust**

Purpose

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practice philosophy. Restorative Practice aims to build our community and to repair and strengthen relationships within our community.

Its purpose is to provide the staff and children with a consistent whole school approach and give guidance to parents. It includes, amongst other things, the way in which:

- Children and staff address one another, (this includes lunchtime supervisors, support staff and clerical officers);
- Children move around the school;
- Children consider the feelings and belongings of others.

Children might expect to be sanctioned should they fail to keep their promise as laid down by the individual school (see, local school protocols for details).

Scope

This policy applies to all stakeholders within the Trust.

Responsibilities

The **Trust Board and the CEO** are responsible for monitoring the effectiveness of this policy, ensuring that a consistent approach to Policy for Behaviour is applied across the Trust.

The **Head Teachers** are responsible for ensuring that staff adhere to this policy and procedure and it is applied consistently across their school. [They are also responsible for monitoring and evaluating behaviour over time. Incidents records should be completed for:](#)

- [All racial and discriminatory incidents](#)
- [Acts of bullying and harassment](#)
- [Serious incidents](#)
- [Repeated low-level incidents over a short period of time](#)
- [Any other incident which in the teacher's judgement needs logging](#)

Employees are required to actively engage with the policy and implement it accordingly. [Further detail about expectations for staff behaviour is contained within our Staff Code of Conduct.](#) All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around the school. This will be achieved by asking all staff:

- To role model good behaviour and positive relationships
- To create positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone
- To foster a restorative approach to behaviour management

- To think carefully about how we use language to encourage positive behaviour and promote self-regulation

Equality and Diversity

Edukos Trust is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines;
- Ensuring staff are protected from unlawful direct or indirect discrimination resulting from a protected characteristic (e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation).
- Delivering high quality teaching and services that meet the diverse needs of its children and its workforce, ensuring that no individual or group is disadvantaged

Introduction

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed up by senior staff and the head teacher.

(Behaviour and discipline in schools – Advice for head teachers and school staff – February 2014)

Edukos Trust stands against all forms of disruptive, antisocial or aggressive behaviour, whether exhibited in the classroom, the playground or indeed within the wider community out of school hours. This includes bullying or harassment and will be dealt with under the trust's policy for Anti-Bullying.

The Trust embraces Restorative Practice (RP) as a means of empowering all members of the schools' community to be successful within the classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible children.

The trustees, governors and staff believe it is the right of every child to have equality of access to a broad, balanced, relevant, well-matched and coherent curriculum.

For this philosophy to hold true, the environment in which the children are, ensures the progression and continuity to which they are entitled, must be as secure and supportive as the parents and staff can possibly provide.

As adults, it is our responsibility to 'make a difference'.

Discipline

Any paid member of staff has the power and responsibility to discipline a pupil, unless stated otherwise by the head teacher.

DfE: Behaviour and Discipline in Schools guidance, 2016.

Parental Support

We believe that open, honest and accurate communication with parents and carers is essential. This is particularly important when supporting a child with behaviour difficulties. Regular communications may include:

- Teachers speaking directly with parents either through organised meetings or informally on the playground/at school events
- Regular parent consultation meetings that are a three-way process involving the child (where appropriate) the teacher and parents/carers
- An open-door policy where parents are encouraged to consult with the school over matters of concern
- Dedicated parent events e.g. workshops, 'stay and..' events, coffee mornings, class assemblies, family sessions
- Regular general written communication via letters, the school website and social media (e.g. Twitter)
- Individual written communication e.g. annual reports

High Expectations

At Edukos Trust, our schools have high expectations of behaviour. This is provided through the Restorative Practice Approach of 'high challenge, high support'. We therefore expect our children's behaviour to be exceptional and where it falls below this expectation, we give them the support to improve.

Behaviour curriculum

Please see [Local School Protocol](#) for the school's approach to this area.

Preventative measures for pupils with SEND

Please see [Local School Protocol](#) for the school's approach to this area.

Rewards

Good behaviour is essential in any community and at our schools we have high expectations for this. Children recognise and understand the school's rules/charter and this is referred to often in class and assemblies.

There are numerous rewards available to children. See local school protocols for how individual schools give out rewards.

Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children.

Sanctions

When a child's behaviour falls below expectation or they misbehave, the schools will have a range of sanctions available to use. See local school protocols for how individual schools will do this.

Unacceptable behaviour

Children's needs

Staff will consider whether persistent poor behaviour or changes in behaviour, gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Staff will follow the school's Safeguarding Policy where this may be the case. Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

Low-level

Each Edukos Trust school has individual systems to deal with unacceptable low-level behaviour.

Behaviour plans

Where persistent poor behaviour occurs, staff and parents will meet with the teacher, and where necessary a member of the Senior Leadership team or SENDCo, to discuss a behaviour plan for the child. This may include specific rewards and sanctions that are relevant to that child's behaviour and needs and which may differ to the general class and school rewards systems.

Isolation/internal exclusion

Disruptive children can be placed in isolation (also termed an internal exclusion) away from other children for a limited period to an appropriate room within the school. Isolation should only be used when it is in the best interests of the child and other children and a member of staff should remain present at all times. Isolation will be used until it is deemed safe for the child to return to the classroom situation or the child can be taken home by a parent or carer. Often this will be part of a specific behaviour plan for a child.

Exclusion

We see exclusions as the very last resort and actively work with all stakeholders to ensure that everything possible is put into place to avoid excluding a child from our school. This starts with a graduated response to behaviour. Where behaviour choices start to escalate and the usual behaviour systems are not working for the child, there is a review of behaviour. This involves the senior leadership team of the school and the trust's appointed/nominated person. At this stage, strategies are put in place to support the child which lead to effective change in the behaviour choices they make. Following this, if the behaviour continues to escalate, schools will present the case to a 'behaviour panel' made up of senior staff from the trust. At this point several options are available to the panel to suggest as ways forward. This may be that further work needs

putting in place by the school or that a referral is made for the child to receive more intensive behaviour support provision. As a very last resort or after a serious incident a fixed term/permanent exclusion may take place.

Child on Child abuse

In Edukos Trust schools, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people. We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child. There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated or passed off as ‘banter’ or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child’s emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or East Riding EHaSH. It may be necessary to risk assess a situation in order to put appropriate safeguards in place which will protect all involved, whilst any investigation are undertaken.
- Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either the trust’s Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If appropriate, sanctions will be applied.

When dealing with cases of child-on-child abuse, consideration will be given to the child’s functional age, not purely on their chronological age. Guidance is available (supporting documents folder) to support staff in knowing what is and isn’t appropriate. The NSPCC also provides guidance on this matter.

Malicious allegations of sexual violence or sexual harassment

If a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Malicious allegation against a member of staff (by a child)

If an allegation made by a child against a member of staff is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children’s Social Care to determine whether the child concerned is in need of services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head Teacher will consider the appropriate disciplinary action against the child who made it.

Staff Behaviour

We expect staff to model our school values and display exemplary behaviour to our children at all times. We recognise that building positive relationships is the most powerful way of promoting outstanding behaviour, and we expect all staff to make this a priority. We think carefully about how we use language to encourage

positive behaviour and promote self-regulation. Further detail about expectations for staff behaviour is contained within our Staff Code of Conduct which all staff sign upon appointment.

Children misbehaving outside of school premises

Teachers have the power within reason to discipline pupils for misbehaving outside of the school premises
DfE: Behaviour and Discipline in Schools guidance, 2016.

Staff may therefore, discipline children for incidents outside of the school premises when the child is:

- Taking part in any school-organised or school related activity;
- Travelling to or from school;
- Wearing school uniform;
- Is identifiable as a child at school;
- Where the behaviour could have repercussions for the orderly running of the school;
- The behaviour poses a threat to another child or member of the public;
- The behaviour could adversely affect the reputation of the school.

The staff member can only discipline the child on school premises or when the child is under the lawful control of the staff member e.g. a school trip.

Bullying (See Anti – Bullying Policy)

Any incidents of bullying will be dealt in the first instance by the class teacher. If deemed necessary, this will be referred to the head teacher. All incidents will be recorded and filed using the schools determined procedures, see local protocols for recording keeping details. Where possible a restorative system for dealing with the bullying behaviour will be used.

Racist incidents

Any racist incidents will be referred to the head teacher and will be dealt with in accordance with the sanctions above. Parents of both the miscreant and any victims will be informed and the incident will be recorded in the school's records of racist incidents, see local protocols for recording keeping details. Where possible a restorative system for dealing with the racist behaviour will be used.

Confiscation

The Education Act 2011, allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- disrupt teaching
- break school rules
- commit an offence
- cause personal injury, or
- damage property.

The teacher may allow the child to have their items back after a set amount of time e.g. at the end of break, end of the day/week, or they may ask the child's parent to come in to school to pick up the item.

Prohibited items, searching pupils and confiscation

Head teachers and staff authorised by them will 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. Authorised members of staff will be permitted to use reasonable force when conducting a search without

consent for the prohibited items listed, in line with the school's Physical Intervention Policy, (see Local School Protocol).

Using reasonable force

There is no legal definition of when it is reasonable to use positive handling/physical interventions and each case must be judged on its circumstance.

Positive Handling describes a broad spectrum of risk reduction strategies. Positive Handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessments identifies positive prevention strategies and how children may need to be supported in a crisis.

Physical Contact

Situations in which proper physical contact occurs between staff and children could be, e.g. in the care of children and in order to support their access to a broad and balanced curriculum. It would be reasonable that young children do require opportunities for close contact, if this is within public view, sensitively carried out and age appropriate.

Positive Handling

This may be used to divert a child from a destructive or disruptive action, for example guiding or leading a child by the arm or shoulder where the child is compliant. This technique can help deflect from a potentially volatile situation into a less confrontational situation i.e. it may be possible to 'defuse' a situation by a timely intervention.

Physical Intervention

This will involve the use of reasonable force when there is an immediate risk to children, staff or property. Force must not be used to prevent trivial misbehaviour. Circumstances when Physical Intervention may be necessary included:

- If a child is at risk of harming themselves through physical outbursts.
- To remove a disruptive child from the classroom where they have refused to follow an instruction to do so
- Prevent a child behaving in a way that disrupts a school event or a school trip or visit
- Prevent a child leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a child from attacking a member of staff or another child, or to stop a fight

Before using any form of positive handling or physical intervention, staff should:

- Tell the child to stop misbehaving
- Communicate in a calm and measured manner
- Never act out of anger or frustration or to punish a child
- Make it clear to the child that physical contact or restraint will stop as soon as it ceases to be necessary

Staff should always avoid touching or restraining a child in a way that could be interpreted as sexually inappropriate conduct.

Sharing the behaviour policy with staff and parents

The Trust will publicise the Policy for Behaviour (inc Exclusions) on its website. The head teacher will publish their Local School Protocol on the school's website and this will be included as part of an induction process for new staff.