



Carlton Academy Trust

Behaviour and Anti-Bullying Policy

Ratified on behalf of trust board:

Sept 2020

Signed on behalf of trustees:

R Butterfield

Signed on behalf of CEO:

A Kneeshaw

Next Review Date:

Sept 2021

Policy Scope and Aims

This policy applies to all Trust schools. It aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Define the responsibilities of different roles within the Trust linked to behaviour management
- Outline our system of rewards and sanctions

Legislation and Statutory Requirements

In accordance with our funding agreement and articles of association, this policy has been written with reference to the following DFE statutory guidance:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

In addition to:

- Special educational needs and disability (SEND) code of practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Definitions

Misbehaviour

- Disruption in lessons and poor attitude to learning
- Unruly behaviour in corridors between lessons, in and around school at break and lunchtimes, and whilst travelling to and from school
- Non-completion of classwork or homework
- Undermining the expectations and values of the school
- Incorrect uniform and lack of equipment for learning
- Using a mobile phone on the school site

Serious misbehaviour:

- Regular and repeated breaches of the Code of Conduct
- Bullying including on-line bullying
- Discriminatory behaviour including racism, sexism, and homophobia
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism and theft
- Physical assault against adults and other students
- Smoking
- Possession of any prohibited items. These are:
 - Weapons
 - Drugs and alcohol
 - Stolen items
 - Tobacco, cigarettes, e-cigarettes and vapes, cigarette papers
 - Fireworks
 - Accelerants (aerosols, lighter fluid)
 - Pornographic images and other pornographic content
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This is deliberately hurtful, repeated over a period of time and difficult to defend against. The Trust views any action taken by a pupil against another pupil, which makes an individual feel powerless, afraid or victimised, to constitute unacceptable behaviour.

Bullying can take different forms:

| Type of bullying | Definition |
|---|--|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Discriminatory (including racial, sexism, homophobic) | Racial, sexist and homophobic taunts and repeated language, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, "up skirting" |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

The Trust is committed to good practice which protects children from harm. All staff have a responsibility to:

- Provide an environment which promotes the safety of pupils at all times.
- Create a secure and happy environment which enables all pupils to develop both socially and academically.
- Develop an atmosphere of trust and openness where pupils can discuss problems.
- Assist pupils to develop a sense of self-worth and confidence.
- Protect pupils from victimisation.
- Report incidences of bullying to the appropriate senior leaders, recording details on school systems as directed.

Actions to Prevent or Eliminate Bullying

- All bullying is taken seriously and pupils are encouraged to report any incidents. These will be immediately investigated, appropriate action taken and recorded on school systems.
- Pupils will be provided with information and guidance on how to effectively report and deal with bullying including a secure email system to report incidents of bullying.
- Schools will closely liaise with parents/carers to inform and update on incidences of bullying affecting their child.

- Victims of bullying will receive appropriate individual support, with appropriate sanctions applied to perpetrators of bullying to ensure there is no recurrence.

Roles and Responsibilities

Trustees and Local Governing Bodies

Trustees review this policy annually, and along with local governing bodies scrutinise implementation within individual schools.

Heads of School

Will ensure this policy is effectively implemented within their school.

Staff

All staff must:

- Consistently implement this policy and model correct behaviour
- Recognise that different approaches to behaviour management may be needed with different pupils.
- Actively manage and deal with any bullying or poor behaviour they encounter in line with school/Trust procedures.
- Record behaviour incidents using appropriate school/Trust systems.
- Communicate concerns to parents/carers where relevant.

Pupil Expectations

Pupils are expected to:

- Attend each day, being punctual and fully equipped for all lessons
- Wear full uniform at all times whilst on school grounds, including lanyards in secondary schools.
- Be polite and respectful to staff, other pupils and visitors.
- Respect the learning environment and property of others
- Move and behave safely within lessons and around school
- Respond immediately and without argument to instructions from staff

Rewards and Sanctions

Rewards

These will vary across schools depending on the age of the pupil and nature of achievement.

Examples include:

- Praise
- Achievement points
- Letters, postcards or phone calls home to parents
- Certificates of achievement

Sanctions

These will vary across schools depending on the age of the pupil and nature of the incident.

Examples include:

- Verbal reprimand
- Being moved within the class
- Being removed from the lesson
- Detention at break, lunch or after school
- Letters or phone call home to parents/carers
- Placing pupils on 'behaviour contracts' or "report".
- Placement in another school or a Managed Move

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site. This commonly includes school trips, sports fixtures or travelling to and from school whilst wearing school uniform

Exclusions

Exclusions are used as a last resort for serious incidents and can be fixed term or permanent.

Only the Head of School is able to exclude a pupil but may delegate this responsibility to another senior leader in their absence.

Further details may be found in the Trust Exclusions policy.

Behaviour Management

Classroom Management

Teachers and classroom support staff should set a positive environment for behaviour within the classroom through:

- Greeting pupils at the start of lessons
- Establishing clear routines
- Communicating behaviour expectations and rewarding pupils accordingly.
- Employing a range of skills and strategies when dealing with low-level disruption to prevent escalation.
- Following up incidents, where relevant, to school/Trust guidelines.
- Avoid humiliating, overly punitive, or 'blanket' punishments which include all pupils in a group.

Out of Lessons

Staff may issue a sanction to a pupil who is failing to follow the code of conduct during break, lunchtime or when moving between lessons. Sanctions may be implemented when pupils don't follow this code, which may commonly include:

- Dangerous or boisterous behaviour
- Not respecting the environment
- Using mobile phones at any time whilst in school

- Not following the instructions of a member or staff

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force for a minimum duration
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on school systems and reported to parents

A small minority of pupils may need a risk assessment which identifies the occasional need for restraint due to Special Needs or Social Emotional Health Needs.

Confiscation Prohibited Items

Prohibited items will be confiscated from students. They will be returned to parents or another adult family member, or passed on to the police, as deemed appropriate.

In secondary schools, mobile phones will be returned on Friday after school. The exception is when the phone has been confiscated on that or the previous day (Thursday), when they will be returned the following Friday.

We will also confiscate any item which is harmful or detrimental to school discipline. These will be returned to pupils or parents as deemed appropriate.

Pupil Searches

Searching with Consent

Trust staff can search pupils with their consent for any item. They do not require written consent for this, with a verbal request sufficient to begin a search. If a pupil refuses the request, the school may impose a sanction as a consequence.

Staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

Searching without Consent

By statute, schools can search for the following items without the consent of students:

- Knives or weapons
- Alcohol, and 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, or damage to property

Schools may also search for any item specified as being banned by the school. These include:

- *Cigarettes, e-cigarettes, vapes, matches or lighters*
- *Accelerants such as lighter fuel or aerosols*
- *Other pornographic content*
- *Chewing gum, sweets, fizzy drinks (secondary schools)*

Searches can also include pupil lockers, desks or similar.

Staff carrying out a search without consent can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Guidelines for Searches

- Any member of staff can complete a search provided they have authorisation from the Head of School. This only needs to be verbal authorisation.
- Searches can be conducted when there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item.
- The person conducting the search must be the same sex as the pupil being searched, and have a witness present. The witness should preferably be the same sex as the pupil. The only exception to the same-sex rule is when a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- Searches should be conducted on school grounds.
- Pupils should only be asked to remove outer garments of clothing (those which are not the last layer closest to the skin) to be searched, or requested to turn out pockets.
- Staff can use force, where appropriate, to search for any prohibited items as determined by statute.
- Schools are not required to keep a record of pupil searches

Parents/Carers

There is no legal requirement to inform parents/carers before a search takes place, or to ask their consent. Schools should inform parents/carers when alcohol, illegal drugs or potentially harmful substances are found during searches.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated according to the needs of the pupil.

The school's Special Educational Needs Co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with this policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the process involved in permanent and fixed term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between home and school
- Violence or threatening behaviour will not be tolerated in any circumstances
- Steps are taken to promote good behaviours and minimise opportunities to engage in poor behavior