



Rationale

Pupils have a right to learn and teachers to teach and, without good behaviour, neither is possible. The school has a responsibility both to manage pupils' behaviour and to encourage pupils to self-regulate their own behaviour in such a way that learning and teaching can be effective in school, on school visits and on their way to and from school. Whilst it is possible to produce a list of school rules, pupils' good behaviour is secured in the longer term through modelling very high expectations, respectful relationships and clear boundaries, underpinned by a values based curriculum which prepares pupils for adulthood, upholding the qualities and characteristics of positive contributors to society. The management of pupils' behaviour in schools is a complex and challenging area for schools' and school leadership and the aim is to ensure that effective learning and teaching can take place in a well-ordered environment. To this end, the school's expectations of pupil behaviour, of the quality of teaching, of the interactions between pupils and staff which facilitate positive behaviour for learning and of the supportive involvement of parents and outside agencies in promoting good behaviour, are high.

Academy Values

At the heart of our behaviour management is our values based ethos on developing well-rounded individuals through Self-regulation, Pride, Ambition, Respect, Kindness (SPARK) and (GRIT) Gratitude, Resilience, Integrity, Tolerance. These are embedded in our curriculum provision and are also at the heart of our wrap-around pastoral care, when focussing on any aspect of behaviour, be it of a positive or negative nature. Pupils and staff use these values in daily Academy life and these very much underpin all of the work that we do.

Policy Aims

This policy aims to:

1. Provide a consistent approach to behaviour management that is applied equally to all pupils
2. Define what we consider to be unacceptable behaviour, including bullying and discrimination
3. Outline how pupils are expected to behave
4. Identify any safeguarding concerns that are the root of any unacceptable behaviour
5. Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
6. Outline our system of rewards and sanctions
7. Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010

- Keeping Children Safe in Education School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that academies should publish their behaviour policy and antibullying strategy online

This policy complies with our funding agreement and articles of association.

Rationale

Our core purpose is to enable all pupils to learn and to achieve and our behaviour policy is designed to facilitate this. Pupils develop into responsible learners through living in an environment in which the rights, responsibilities and dignity of each individual are recognised and actively promoted. These are set out in the Statement of Rights and Responsibilities.

School policies define the entitlement of all pupils to be able to access the curriculum and their inclusion within the school community. For these reasons, our Behaviour Policy needs to relate to other policies dealing with issues of equal opportunity and inclusion such as special educational needs, race and ethnicity, gender, class and with issues of bullying.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying, or child on child abuse
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These include but are not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, vapes and vaping paraphernalia
- Fireworks
- Pornographic images
- 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 and Child on Child Abuse

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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

All members of our school community should feel that they can report bullying to any member of staff. We have established channels through our pastoral structure to enable this to happen.

Roles and responsibilities

The Governing Body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Leadership Team

The Headteacher and Assistant Headteacher for Pastoral Care are responsible for reviewing this behaviour policy in conjunction with the governing body. The governing body is responsible for approving this policy.

The Headteacher and Leadership Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The Assistant Headteacher for Pastoral Care will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

Data from the behaviour log on CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

The Leadership Team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the Academy standards and expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or form tutor promptly
- Be courteous and respectful towards school staff, in line with the parent and carers partnership agreement, in the parent handbook

Pupils

Pupils are expected to:

- Behave in an orderly and self-regulated way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and calmly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school, wearing our uniform
- Use their mobile phones/devices at break and lunch times only, outside of the building

Rewards and sanctions

This policy will not identify all the rewards and sanctions which may be utilised at Shavington Academy. Rewards and sanctions will be fair, equitable, applying context where necessary and ensuring that serious incidents are fully investigated.

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

A zero-tolerance approach to sexual harassment and sexual violence.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report and logging this on CPOMS

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to Early Help
- Refer to Social Care
- Report to the Police

Please refer to our child protection and safeguarding policy for more information.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform in any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g., on a school-organised trip).

Malicious allegations

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption, following Academy protocols - Using positive reinforcement

Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with Pastoral Leaders
- Meetings with Parents/Carers
- Use of teaching assistants

Physical restraint

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

- A. Causing disorder
- B. Hurting themselves or others
- C. Damaging property

Incidents of physical restraint must:

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

Confiscation

Any prohibited items (listed in section 3 of this policy) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the leadership team and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

The powers of search are given to the Headteacher, Deputy Headteacher, Assistant Headteachers, Pastoral Leaders and Deputy Pastoral Leaders.

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 to cater 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.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Training

Our staff are provided with training on managing behaviour, and this is a continued CPD focus for developing a positive culture within the Academy

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Assistant Headteacher for Pastoral Care and the Governing Body at least annually, or more frequently, if needed.

Links with other policies

This behaviour policy is linked to the following policies:

Exclusions policy

Child protection and Safeguarding policy

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Signed: *J. Chapman*

(Chair of Governors)

Date: 14.10.2022

Review Date: Autumn 2023