East Midlands Academy Trust

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Behaviour Policy

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

Inclusion Innovation Impact

Scope: East Midlands Academy Trust & Academies within the Trust	
Version: V8	**Filename:** EMAT Behaviour Policy
Approval: October 2025	**Next Review: October 2026** This policy will be reviewed every year by owner and approved by the Trust Board.
Owner: Head of Education, Improvement & Innovation	**Union Status:** Not Applicable
Policy type:	
Statutory	Replaces Academy's previous policy

Revision History

Revision Date	Revisor	Description of Revision
October 2025 v8	J Lawson	Review. Minor changes to reflect updated school leadership titles.
October 2024 – v7	JN	• Minor changes following annual review. • Reference to new policies – Safe Touch and Positive Handling & Restraint.
Sept 2023 – V6	JL / ZM	• Contents page added for clarity. • Behaviour curriculum section added. • Update in response to DfE Advice for Schools
Sept 2022 – V5	M Juan	Updates to include: • Removal of COVID restrictions mentions • Update wording across the policy in line with new 2022 guidance from the DfE: Behaviour in Schools, Suspension & Permanent Exclusion and Searching, Screening and Confiscation. • Adding to section 9 the need of recording in MyConcern all searches for prohibited items and any searches conducted by police. • Adding to section 11 the word 'pupils' to physical and verbal incidents • Adding to section 18 the 'Pupil Suspension & Exclusion' policy
June2021 – V4	M Juan	Updates to include (in line with policy provided by legal team): • Pupils with Special Educational Needs and/or Disabilities • Complaints • New list of prohibited items • Revision of policy aims • Revision on roles & responsibilities
April2021 - v3	M Juan	Updates to include: • Everyone's invited EMAT statement

March 2021 – v2	M Juan	Updates to include wording reflecting COVID 19 guidance: • serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the Headteacher, including in extreme cases permanent exclusion.
May 2020 – v1	M Juan	New EMAT Behaviour Policy issued to all schools

East Midlands Academy Trust

everyone's invited

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

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 **Vivup on 0330 380 0658** or by visiting their website www.vivup.co.uk

If you are troubled about possible wrongdoing at work, please don't keep it to yourself. Our **Speak Up 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** – Alexandra Rigler – alexandra.rigler@central.emat.uk
- **EMAT Head of People & Culture –** Vicky Donnelly – vicky.donnelly@central.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**

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EMAT BEHAVIOUR POLICY

1 Introduction

At East Midlands Academy Trust we believe the most important function of the academies across the Trust is to maintain an environment in which every member of the academy is able to achieve success. Good behaviour in our schools is central to good education. This policy sets out how we aim to provide calm, safe, supportive environments in which young people can learn and thrive. We teach pupils how to behave well because this is vital for their personal development as well as academic success. We aim to treat pupils and young people fairly and without prejudice or discrimination. We understand that pupils and young people are individuals with individual needs and will adapt our behaviour management strategies to fit the needs of all.

All staff endeavour to create an environment where pride in their academy and its environment are very important. We encourage the pupils to develop a caring, responsible and helpful attitude towards each other and those who work with them. We encourage our pupils and young people to take ownership of the behaviours they display and we teach the behaviours we want to see by teaching pupils how to behave in line with our schools' behaviour curriculums.

Our aims are to:

- Develop respect for other people and their opinions, regardless of race, gender, social, physical and intellectual abilities.
- Create a positive environment where pupils feel happy, safe and secure.
- Promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment.
- Help pupils realise their own self-worth, confidence, belief and potential.
- Develop self-control, resilience and independence.
- Enable pupils to understand the implications of their behaviour, to control and manage their own behaviour and most importantly, to independently take responsibility for their behaviour.
- Develop a sense of responsibility and pride for their academy.
- Respond to any concerns about bullying, investigating them thoroughly and resolving, without delay.
- Raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety.
- Raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- Support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

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.

This policy outlines the high behavioural standards the Trust expects from all our pupils and sets out the sanctions that will follow if this policy is not adhered to. This policy will be published on the academy's website and reviewed annually by the Board of Trustees.

2 Behaviour Principles

- All members of the academies should be able to learn in a calm, safe and purposeful environment.
- The behaviour principles underpin the culture and ethos of each academy. They are the foundation for a clear, shared understanding between pupils, teaching staff, support staff, parents/carers and governors.
- All members of the academies should aim to teach pupils to have the moral purpose to do the right thing regardless of reward.
- Behaviour is everybody's responsibility and staff should feel empowered to take action and provided support where this is needed.
- 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, and modelled and demonstrated by all members of the academies.
- Establishing and rewarding good behaviour affecting as many pupils as possible.
- Good behaviour can be best promoted through high-quality teaching (informed by the principles set out in EMAT's *Teaching and Learning Framework*) and the implementation of academies' behaviour curriculums.
- Good behaviour and ensuring the safety of students and staff on site is also detailed in EMATs Safe Touch and Positive Handling & Restraint policies.

3 Academy behaviour curriculum

Positive behaviour reflects the values of the academy and ensures pupils are ready to learn and have respect for others. This is established through creating an environment where good conduct is more likely and poor conduct less likely. Good behaviour is taught to all pupils, so that they understand what behaviours are expected and encouraged as well as those that are unacceptable. Our behaviour curriculum (see appendix 1) outlines the expected behaviours, habits and routines in the academy and what positive behaviours look like.

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 2014 to ensure that arrangements are made to safeguard and promote the welfare of pupils.

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below:

Board of Trustees

The Trustees will work with the Executive Team and School leaders to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its academies. Trustees will monitor and evaluate the impact of the policy and will hold the CEO, Director of Primary Education, Executive Headteachers, Headteachers and Heads of School to account for its implementation. Trustees will ensure that they and Local Advisory Board (LAB) Members receive relevant training on exclusions, behaviour and discipline regularly.

Chief Executive Officer

The CEO will ensure that this Behaviour Policy is applied consistently across all academies within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

Local Advisory Board

Local governors in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the Executive Director of Primary Education, Executive Headteachers and Headteacher on behavioural sanctions and support put in place for pupils at the respective academy. Local governors will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the Head.

Academy leaders

Academy leaders will be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. They make sure all staff understand the academy's behavioural expectations and the importance of maintaining them.

Each Headteacher or Head of School, with support 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 and their implementation of the behaviour curriculum.

Leaders will ensure that all staff receive induction training and ongoing training and support in relation to the management of pupils' behaviour.

Leaders will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently. They act as a source of support and guidance for staff on behaviour management strategies and discipline.

Staff

All staff across the EMAT have high expectations of pupils' conduct and behaviour and apply the behaviour policy fairly, proportionately, and without discrimination, taking account of pupils' different needs and challenges that some vulnerable pupils may face. Staff develop a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour. Staff implement the whole-academy approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed. Staff also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

Specific roles and responsibilities at all levels from class teacher to the Senior Leadership Team (SLT) can be found in Appendix 5; in an EYFS setting there will be a nominated person with responsibility for behaviour.

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. Staff are responsible for teaching the behaviours (the behaviour curriculum) they want to see. They are responsible for implementing the behaviour curriculum and ensuring pupils know and remember what they have been taught.

Staff will support pupils who are new to the school to understand the academy's behaviour systems, rules and routines.

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

Staff have a key role in advising the Trust Board, CEO, LABs and School Leaders 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.

Parents/carers

The role of parents is crucial in helping the academy develop and maintain good behaviour. To support the academy, parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the academy and its culture. Parents have an important role in supporting the school's behaviour policy and are expected to take responsibility for the behaviour of their child/ren both inside and outside the academy as well as reinforcing the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the academy while continuing to work in partnership with them. In some circumstances, academy staff will provide support for parents to be able to implement positive behaviour strategies outside of school.

Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. Pupils are 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 are taught that they have a duty to follow the school behaviour policy and uphold the school rules and contribute to the academy culture. Pupils are asked about their experience of behaviour and provide feedback on the academy's behaviour culture. This helps support the evaluation, improvement and implementation of the behaviour

policy.
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.

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 must be carried out by two staff together. In secondary academies pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. In primary academies pupils who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw, and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the academy will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to determine the truth. Staff will make no pre-judgements and will be non-biased. Pupils will be listened to and encouraged to be honest.

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.

In exceptional circumstances, pupils may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy.

6 Recognition of Positive Behaviour

An 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. Staff will also be aware where there are exceptional cases where praise has a negative impact on a pupil's behaviour.

At EMAT 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 pupils and their corresponding behaviour at home and in our academies. Good behaviour is encouraged through a mixture of high expectations, clear policy, an effective behaviour curriculum creating an ethos which fosters discipline and mutual respect between pupils and between staff and pupils. The reward system for the academy is detailed in *Appendix 2.*

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 *Appendix 2.* The sanctions are guidelines, the individual needs of the child and their circumstances are crucial to good behaviour management. Knowledge of the child and their situation is paramount. Sanctions may include the use of detentions, including detention outside academy hours.

Detention

a) What the law states

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.

b) 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.

c) 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.

9 Pupils with Special Educational Needs and/or Disabilities

In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the academy will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil 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 an adapted sanction for a pupil whose behaviour is a consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability.

An Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps will be used for pupils 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. Parents will be part of the Behaviour Plan process and where appropriate these will be shared with the child. *Please refer to EMAT's SEND policy for further information.*

10 Searching, Confiscation and Screening

Searching

If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.

A teacher or someone who has lawful control of the child can search a pupil with their consent to look for any item banned by the academy rules. Pupils must be first asked to empty pockets and bags themselves. If the pupil refuses to give permission the academy may impose a sanction for failing to follow a reasonable instruction.

The Executive Director of Primary Education, Executive Headteachers, 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
- 'Legal highs'
- Stolen items
- E-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)

The Executive Director of Primary Education, Executive Headteachers, 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. Any search by a member of staff for a prohibited item listed above and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found.

Any search **without consent** must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

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

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.

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.

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 Use of Reasonable Force

The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

This power extends to times when staff are lawfully in charge of pupils but are off the academy 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.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils 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 pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged. Any use of physical intervention will be carried out in line with Team Teach training and guidance.

All incidents where pupils need to be held to help them to calm down will be recorded and if necessary, any individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps reviewed, and parents will be informed as a matter of course. Staff involved will also be provided with a debrief relating to the incident.

Please refer to the Trust's Positive Handling and Restraint Policy for further details. Copies can be distributed on request.

12 Serious breaches of academy discipline

Certain actions by pupils at the academy constitute serious breaches of discipline. Such breaches may attract a period of suspension, 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 or pupils
- Verbal abuse of staff or pupils
- 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 Executive Director of Primary Education, Executive Headteacher, Headteacher or, in his/her absence, the Deputy Headteacher, Head of School and/or Assistant Headteacher, as soon as practicable.

13 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.

The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. 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.

The Trust will ensure that the PSHE curriculum implementation and impact is monitored so that pupils are taught about bullying and know what to do when bullying occurs.

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

14 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 pupils engage safely and responsibly with social media, through parents' evening, advice in the academy newsletter or signposting to other sources of support and advice.

School staff will inform parents immediately, if they discover that there are concerns relating to the access of social media at home.

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.

15 Academy rules/code of conduct

The rules/code of conduct relating to the academy are detailed in Appendix 4.

16 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.
- Clinical Psychologist
- Educational welfare officer.
- School health nurse.
- Social services.

17 Complaints

If parents/carers have any concerns or wish to complain in regard to the application or implementation of this policy, they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's Complaints Policy.

If the concern relates to a suspension and/or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

18 Review of the Behaviour Policy

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 Executive Director of Primary Education, Executive Headteachers, 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 Executive Director of Primary Education, Executive Headteachers, Headteachers will keep the Trust Board and LABs informed.

The outcome of the review will be communicated to all those involved, as appropriate.

Behaviour will be monitored by following individual academy processes, using appropriate levels, with sanctions agreed by the Headteachers (Appendix 3).

19 Linked Academy policies

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

- Safeguarding & Child Protection Policy
- Equality & Diversity Policy
- Anti-Bullying Policy
- Online Safety Policy
- Teaching and Learning Framework
- SEND Policy
- Pupil Suspension & Exclusion Policy
- Safe Touch Policy
- Positive Handling and Restraint Policy

20 Further guidance

Additional guidance to support behaviour can be found in Appendix 1. Associated resources and legislative links can be found in Appendix 7 -

Key principles for school leaders to help improve school behaviour Policy

- Ensure that behaviour is taught as outlined in the academy behaviour curriculum.
- 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 them.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that pupils 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 a visible presence 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 academy environment is clean and well-maintained.

Staff

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

Pupils

- Praise good behaviour.
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and consequences given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils.
- Ensure that staff are aware of those pupils where praise may not have the desired impact.

Individual pupils

- Have clear plans for pupils who find school more challenging 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.

Appendix 1: Academy behaviour curriculum guidelines

The framework we use to consider our behaviour is based upon three overarching principles: being ready, being respectful, and being safe. These are also our school values approach.

Behaviour Principles		
Be Ready	Be Respectful	Be Safe
• We arrive at school on time, every time. • We get to lessons on time. • We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. • We make sure we have the right equipment for the day. • We take part fully in lessons and show resilience.	• We always listen when an adult is talking. • We always listen to pupils in our class giving ideas and feedback. • We are polite and show good manners to everyone. • We respect difference and know we are all equal. • We look after our equipment and share it. • We look after our environment and never drop litter. • We respect the law and the rules of school and society	• We follow instructions -first time, every time. • We do not tolerate bullying of any kind. • We walk sensibly around our school. • We line up sensibly. • We know who to go to for help and support. • We stay safe online and outside school. • We use equipment safely.

The caring and nurturing of the pupils by staff, and the behaviour of staff towards each other, are vital for the wellbeing and success of the academy. Thus, being a positive role model, i.e. behaving in the way we would like our pupils to behave, is central and shows our expectations in actions and words.

Our policy has been written in consultation with pupils and staff. The aim of our policy is to promote self-esteem, secure safe and effective learning and ensure consistency in practice.

At Culworth CofE Academy, we believe that, for pupils to behave well, they must not only be taught explicitly, but be given plenty of opportunity to rehearse, practise and refine their behaviour. Our behaviour curriculum is based on a firm foundation of research such as Rosenshine's principles of instruction and Willingham's ideas about memory. Students can improve their confidence and fluency of behaviour routines and expectations by engaging in plenty of practice – so our curriculum is designed to do just that.

Please click here to access the full behaviour curriculum document. You can also access the parental version of the document here.

Our behaviour policy is a key document in achieving the aims of the academy. We are a caring, inclusive academy at the heart of our community. Our aim is to promote excellence in teaching and enjoyment in learning as the foundation for success in life through a rich, broad, and balanced curriculum. We believe that we make a difference by creating a safe and stimulating environment where our pupils and families feel happy and secure. We want every pupil to be able to engage *actively* in learning and reach their full potential in all areas of academy life knowing that they are cared for and supported.

We believe that an understanding of shared values is at the centre of life in our academy, so we encourage our pupils *and* staff to think and reflect on their behaviour and values. Actions have consequences and we work to support everyone in understanding how what they do and say, and what they do not do and do not say, can impact on others.

Please see our behaviour curriculum for more guidance on how we teach the behaviours we wish to see.

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Appendix 2: Academy reward system

We believe that the quality of relationships in our school is our biggest strength and the most powerful tool in creating a positive learning environment. Classrooms should always be calm, positive, and secure places in which pupils feel valued and safe. Class expectations, based on our core values, are established at the start of each year and displayed clearly in each classroom. Class routines are essential in creating a sense of security.

Celebrating Success

All pupils are expected to make positive choices. We will celebrate individual success, accordingly, including sharing beyond the classroom.

Proud Cloud

Pupils' names will be added to the Proud Cloud throughout the school day for making positive choices within the classroom and around the school. The aim would be for all pupils to be on the Proud Cloud at some point during the day. Teachers will support and challenge those who struggle to get their names on the board, utilising a range of strategies. **Names should not be removed from the cloud until the end of the day.**

House Points

Pupils in our Academy are all allocated to one of houses. The house names were created by the pupils and voted for by the school council. They reflect the local community and reflect the need to become a positive global citizen. House Points are awarded to children for their work, for showing positive behaviour, good manners, being helpful, and going above and beyond with work and/or attitude. House Points are collated each week by the school's Pupil Parliament representatives, and the total points awarded to each team and overall winners announced in the weekly Celebration Assembly. Each week, the winning team is rewarded with an extra break.

Houses are used at other points in the year: Team Intra-sports competitions are held at the end of each short term. In these, the children across Years 1 to 6 compete in house point teams using the PE skills they have been taught in the curriculum that term. The Intra-Sports scores throughout the year are added to the house point team points on sports day to make an overall Sporting Champion. The winning team is rewarded with additional activity time.

Treat Track Points

Treat Track Points are a whole class award given when everyone in the class demonstrates positive behaviour choices, works as a team and achieves. Each class has a Treat Track or marble/star jar to monitor the treat track points collected. The class achieves a whole class reward for each 20 points collected. The reward for each 20 points accumulated is voted for by the class and may include activities such as a whole class visit to a park, a pyjama party, a short movie and popcorn, a classroom disco, a craft or games afternoon.

Celebration Assembly

On a Friday morning, all year groups attend our Celebration Assembly. Class teachers select a pupil weekly to receive a certificate: 'star of the week.' These reflect positive behavioural choices but also positive behaviour for learning. Teachers ensure that all of the pupils receive the award at some point throughout the academic year. During this weekly assembly, the top three classes for attendance are announced and an award of additional Treat Track points given to the top class.

At the end of each short term, additional awards are given to one member of each class in the Celebration

Assembly. These additional awards consist of:

- Core Values certificate for someone in each class who has consistently demonstrated the school core values throughout the term.
- Sports Star Award for someone in each class who has demonstrated sporting skills and sportsmanship.
- Reading Role Model
- Afternoon Team invite for someone in each class who always works hard and goes the extra mile.

Appendix 3: Academy sanctions system

Sanctions:
We believe that all actions have consequences. Our approach is to ensure we listen to pupils and support them to understand how their choices impact on others. This will enable our pupils to make better decisions in the future.

Each child is different, so it is important that the cause of the behaviour is investigated.
and plans made to meet individual needs. Where necessary behavioural targets will be set with the class teacher, SENCo, child and parents.
By using a positive system of rewards and reinforcing good behaviour we help pupils to positive about themselves and enabling them to reach their true potential.

We recognise that mistakes are made by everyone, and we can use these opportunities as a learning tool.

Below are the strategies to support and intervene

Stage 1
If expectations are not being met, a gentle reminder will be given to the pupils
(Reminder 1). This will usually be non-verbal. This needs to be discrete towards the child being addressed only.

Stage 2
However, if they choose to continue with the behaviour then they have a second reminder (Reminder 2). This needs to be given verbally, again in a discrete manner. Pupils need to be reminded at this stage of how they can change their behaviour and make better choices.

Stage 3
Once the child reaches Reminder 3, the class teacher will explain to the child that a consequence will follow. This needs to be age-appropriate and managed by the adult who has given the reminder. Pupils receiving R3s will need to have their names recorded. (this will be logged on Arbor and kept in class teacher files).

Immediate 3

An Immediate 3 is issued if a pupil continues to make the wrong choices or specific behaviours:

- Swearing;
- Hurting another person;
- Making a racist or any other discriminatory comment;
- Damage to academy or others property;
- Defiant refusal

On the rare occasion where a child receives an immediate 3, a member of SLT will be available to support. In this instance, a letter will be sent home, parents are requested to sign to acknowledge receipt. SLT and the SENCO will support both the pupil and class teacher to address any ongoing issues or concerns.

Appendix 4: Academy rules/code of conduct

Our behaviour policy is a key document in achieving the aims of the academy. We are a caring, inclusive academy at the heart of our community. Our aim is to promote excellence in teaching and enjoyment in learning as the foundation for success in life through a rich, broad, and balanced curriculum. We believe that we make a difference by creating a safe and stimulating environment where our pupils and families feel happy and secure. We want every pupil to be able to engage *actively* in learning and reach their full potential in all areas of academy life knowing that they are cared for and supported.

Academy Ethos

We believe that an understanding of shared values is at the centre of life in our academy, so we encourage our pupils *and* staff to think and reflect on their behaviour and values. Actions have consequences and we work to support everyone in understanding how what they do and say, and what they do not do and do not say, can impact on others.

Please see the Behaviour Curriculum for more detailed guidance.

Appendix 5: Staff roles and responsibilities

Teaching and learning is the core purpose of our school. We believe that every child can achieve well and we operate within a 'no excuses' culture to enable this. We are one team with shared responsibility and accountability.

'Children first' is a core non-negotiable for us all. We are committed to our vision and want to do the very best we can to ensure that our pupils are safe, happy and achieve well. By adhering to the expectations and guidelines here, we are assured that our pupils will share similar experiences and leave us with a respect for each other, knowing the correct way to treat others and be treated. This will put them in a position of great strength on their continued journey.

Consistency is key. Individual brilliance is wonderful but as a team we are even stronger. However, no matter how well we perform collectively, the reputation of the team (and thereby the school itself) always depends upon each individual within it. It takes just one of us to fall below our minimum standard and our entire team's integrity is at risk.

We are expect staff to:

- Greet and treat all in a welcoming and positive way.
- Always behave in a professional manner and exercise professional respect and integrity.
- Model exemplary behaviour in and out of lessons.
- Be an ambassador for the school within the local community.
- Promote positive relationships with all stakeholders.
- Be open and honest.
- Maintain integrity and confidentiality.
- Ensure that personal beliefs and biases do not influence others.

Staff Code of Conduct

- The promotion of positive behaviour, British Values and Citizenship is the responsibility of every member of staff across the school.
- Staff must think carefully about their use of voice. Raising our voices so that we can be heard (i.e. in assemblies) does not constitute shouting; raising a voice to prevent a child from an act that could injure themselves or others may be justified.
- People naturally question – we encourage them to do so. It is up to us to encourage others to understand the reasoning behind our instructions and actions. This is a healthy way for us to review constantly what we are doing, and why.
- Pupils should be shown that, by questioning, it is not what they say but the way they say it. Healthy debate should be encouraged as long as clear boundaries are understood.
- We will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We will advocate strenuously for high standards of conduct at all times.
- All staff should demonstrate and model manners, courtesy and dignified/respectful relationships.
- Sarcasm or belittling has no place in our school and the strongest possible actions will be taken against individuals who do so.

- Confrontation with parents, pupils or colleagues must be avoided. If people challenge us openly, it is our responsibility to ensure that any necessary debate takes place in a quiet area and with a professional response.
- Every member of staff must be proactive in addressing any form of bullying. Any child who discloses that they are being bullied must be listened to sympathetically and the entire matter addressed as a priority. The seeds of bullying must never be allowed to flourish because of any complacency on our part.
- We regard teamwork as an essential requirement of our school community. As such, any lack of loyalty by any individual member of staff or governor can be very damaging to the whole organisation. We must always remember that we are committed to our open-door policy. Our ethos is based upon partnership and mutual respect between staff, parents, governors and pupils. Our message is welcoming, and we positively invite constructive advice from others who wish to help us achieve our goals. However, when, at times, a small minority of our stakeholders may not demonstrate the same, we must retain our professionalism. We listen with empathy, respond constructively and, at times, may agree to disagree.

Appendix 6: Serious breaches of academy discipline

Physical assault on staff and pupils

In cases where a pupil deliberately and with intent, either offers violence or assaults a member of staff or another pupil, then this should be viewed with severity and may be punishable in the first instance by suspension. 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 and pupils

Where a pupil deliberately and maliciously directs verbal insults or abuse at a member of staff or another pupil, subject to confirmation, the pupil may be suspended.

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 a permanent exclusion.

Malicious damage to academy property

For incidents of deliberate, significant and malicious damage to academy property, pupils may be permanently 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 permanently excluded. It is not permitted to use suspension pending investigation by the academy and police and then to transfer a suspension to a permanent exclusion 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 a suspension. 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 suspension, will be considered.

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

Weapons

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

– Bringing weapons into the academy

The new *Searching, screening and confiscation guidance: advice for schools* issued by the government came into force on 1st September 2022. This publication is intended to explain the screening, searching and confiscating powers a school has, ensuring that the Executive Headteacher and members of staff have the confidence to use these powers and schools are a calm, safe and supportive environment to learn and work. This publication also provides advice to the Executive Headteacher and staff on their related legal duties when it comes to these powers. It also includes statutory guidance which schools must have regard to.

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, the Executive Headteacher or member of staff authorised by the Executive Headteacher 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

The Executive Headteacher 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, the Executive 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.

The Executive Headteacher 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 defence.

Liaising with parents

The updated searching, screening and confiscation guidance states the following about liaising with parents:

- Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff

should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

- Schools should consider that in some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.
- Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

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.

If the Executive Headteacher decides to introduce a screening arrangement, they should inform pupils and parents in advance to explain what the screening will involve and why it will be introduced.

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 weapon.

Appendix 7: 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/government/publications/school-exclusion

https://www.gov.uk/government/publications/keeping-pupils-safe-in-education--2

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

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

Legislation

- Pupils 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, Pupils 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
- Keeping Children Safe in Education (KCSIE).

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)
- Behaviour in Schools - Advice for headteachers and school staff Feb 2024