



LYDIATE
LEARNING
TRUST

ENGAGE, ENABLE,
EMPOWER

Behaviour for Learning Policy

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we mean by good behaviour for learning and conversely what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how students are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

2. 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](#)
- [Use of reasonable force in schools](#)
- [Supporting students 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:

- 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
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

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3. Principles

All students at Lydiate Learning Trust are entitled to a safe, secure environment which is conducive to effective learning. Good behaviour underpins the success of an Academy, and we expect all students to demonstrate high standards of behaviour at all times. We recognise that some students experience some individual challenges, and we will do all we can to support them, but every student is expected to do their very best.

All incidents of unacceptable behaviour will be dealt with in a fair and appropriate way. It is important that the Academy recognises and rewards positive behaviour and achievement. The support of all parents and carers is essential to the Academy's successful implementation of this policy.

The aims of the Behaviour Policy are:

- To create an orderly and educationally stimulating environment both inside and outside the classroom.
- To encourage positive attitudes in students towards fellow students and staff.
- To develop in all students a sense of self-discipline and responsibility for their actions.
- To develop in students respect for the environment of the Academy and property within it.
- To develop a praise culture as opposed to a blame culture – to reward good behaviour and effort.
- To ensure a consistent approach with regard to behaviour related expectations and the management of behaviour.
- To ensure that students understand that poor behaviour is not acceptable.
- To adopt a Restorative Conversations approach to behaviour in order for all relevant parties to take ownership.
- To develop systems of recording to ensure that detailed information on student behaviour (positive and negative) is available to all staff as appropriate and is utilised to refine systems and practice and to engage appropriate external support in order to further improve behaviour.

1. High expectations of Learning Behaviours (Student Culture)

Our behaviour policy is directly linked to the Six Lydiate Levers.

Principles of better practice...	So that...
a. Consistent routines and effective classroom management is enhanced by deliberate practice	a. Students are clear about expectations: minimal valuable lesson time is wasted dealing with low-level disruption
b. Consistent application of The Behaviour for Learning Policy	b. Students can think hard about their learning free from distraction
c. Promote active participation not compliance	c. All students are engaged in thinking and co-constructing learning
d. Reinforcing effort and providing recognition	d. Students understand the connection between effort and achievement

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4. Roles and Responsibilities

4.1 The Board of Trustees

The Board of Trustees is responsible for reviewing and approving this behaviour policy.

4.2 The CEO and Executive Team

The CEO and Executive Team are responsible for ensuring that all schools within the Trust are supported to consistently implement this policy so that all students develop positive attitudes to learning and are able to make outstanding progress with their learning.

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4.3 The Governing Committee

The academy governing committee is responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation.

4.4 The Headteacher

The headteacher 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.

4.5 Staff

Promoting positive behaviour is everyone’s responsibility in LLT Academies. Within the Academy we aim to provide a positive, creative, and supportive teaching and learning environment. We expect all staff to encourage students to recognise the benefits to both themselves and others, of good conduct, co-operation, and application to study. Praise and reward should be a key instrument to encourage students to participate, engage and progress. Quality First Teaching will also provide for full engagement and all our staff are expected to effectively plan stimulating and engaging lessons that can be accessed by all to foster good behaviour for learning. Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of individual students.
- Recording behaviour incidents.

The senior leadership team will support staff in responding to high level behaviour incidents.

4.6 Parents and Carers

Parents and carers play a crucial role in ensuring good behaviour.

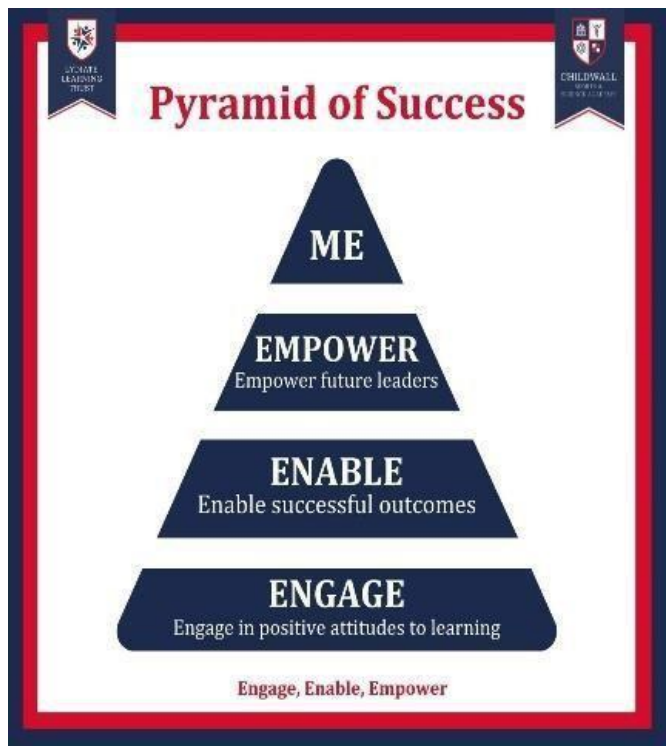
Parents are expected to:

- Support their child in adhering to the student code of conduct.
- Inform the school of any changes in circumstances that may affect their child’s behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

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5. Classroom Management – Empowering Routines and School Culture

Our empowering routines include detailed guidance on the expectations for staff and students as they move around school and during lessons. This includes detailed guidance for the start and end of each lesson and is designed to maintain high expectations and enable success. These routines are embedded into our vision to engage, enable, and empower our students.



The Pyramid of Success is our LLT visual that demonstrates the behaviour for learning vision in one image. It is our intention to **engage** all students in their learning. Our curriculum, processes, and systems to manage positive attitudes to learning **enable** our students to be successful and achieve well. The opportunities and celebration we provide within our schools allows students to feel **empowered** and confident to lead and be the best person they can be.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive attitudes within the classroom. Our empowering routines are the key levers to support this, and they are supported by our ATL (Attitudes To Learning) tracking system. Staff will record an ATL grade for every student every lesson via the register. Further guidance for each grade is included in the Empowering Routines and processes booklet.

**Please note every lesson is a new beginning. Students, if present are awarded an ATL 2 on the class register at the beginning of each lesson.

See Appendix 1

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Restorative Conversations

Lydiat Learning Trust is developing a culture of restorative approaches and conversations to further support positive behaviour and relationships. The expectation is that staff will apply this approach when discussing incidents with students.

Examples of Restorative Conversation Questions:

- 1) What happened?
- 2) What were you thinking/feeling at the time?
- 3) What do you think/feel about it now?
- 4) Who has been affected by what happened and in what way?
- 5) What has been the hardest thing for you?
- 6) What needs to happen to put this right?
- 7) What will you do differently next time?

Pro-formas and guidance are available.

6. Student Culture

Lydiat Learning Trust has high expectations of all students in that they will act in such a way as to actively promote our ethos of **'Engage, Empower and Enable'** by:

- Showing respect for other people and the Academy both inside the Academy and in the wider community.
- Using appropriate language and behaving in a sensible manner.
- Acting responsibly at all times.
- Following instructions, first time, every time.
- Never acting in a manner which could bring the Academy into disrepute including when outside the school.
- Taking pride in their appearance by wearing the full uniform.
- Accepting sanctions when given.
- Treating the buildings and school property with respect.
- Arriving to school and lessons on time, fully equipped and ready to learn.
- Believing in themselves and always giving of their very best.

Lydiat Learning Trust have a system of empowering routines to ensure that student culture is positive and safe for all students. These routines explicitly describe every step of the day from arrival through lessons, transition, breaks to departure at the end of the day.

Please note:

Students may bring mobile phones into Academy, but they must remain switched off and out of sight at all times. Students may use their phones for educational purposes if the teacher gives permission. Please see Mobile Phone Policy.

We have an expectation that the above are fully supported by parents/carers.

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7. Rewards and Sanctions

The Academy works to ensure students are rewarded for excellent work, effort, and attitude. We celebrate the hard work our students do and try to create a positive culture within the Academy.

➤ Rewards include: -

- Praise/Positive Language.
- Classroom/Subject rewards.
- Outstanding attitudes to learning (ATL).
- Phone home/Synergy/Email home/Letter home.
- Empowering Fridays – a celebration of students’ excellent work.
- Numerous attendance awards.

This list is not exhaustive and will be constantly reviewed as we strive to celebrate and reward success. (Further detail available in School Culture, Empowering Routines booklet.)

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student ‘on report’
- Involve the student in a restorative activity that will help them to take responsibility and ‘Put it right’
- Students will progress through the ATL (Attitudes to Learning) sanctions if not compliant

Intervention

Understanding that disruptive behaviour can be an indicator of unmet needs, where monitoring reveals concerns about a student’s behaviour the school will seek to identify any causal factors and intervene early. The school adopts a graduated approach to meet the needs of each student appropriately. Students potentially at risk of exclusion will be identified and offered alternative or additional provision to meet their individual needs. These additional measures may include:

- Active involvement and engagement with parents.
- Placement on a daily monitoring report.
- A change of class or group.
- Curriculum alternatives.

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- Assessment of Special Educational Needs, including possible application for an Education Health.
- Care Plan, or placement in a special school.
- Implementation of a Behaviour Support Plan.
- Active involvement and engagement with appropriate external agencies.

Detentions Policy

On the rare occasion a student receives a detention, the Academy is no longer obliged to give parents 24 hours’ notice of a detention and parental permission to detain a child is not required. Parents will not normally be informed of any detention that is of 15-minutes duration or less. A text Synergy will inform parents of a longer detention and notice will normally be given as a courtesy.

Our detention system is tiered with the class teacher in the first instance. If there are further concerns students will attend a detention with the faculty leader, pastoral leader or SLT.

Restorative Conversations will take part during the detention between the student and the member of staff who has issued it.

In giving detentions, the academy will ensure that the impact of the detention on the student’s travel arrangements is reasonable. However, we do not need to amend this simply because it is inconvenient. The welfare of the child will be considered along with factors such as any caring responsibilities held by the child.

By law, the permitted times for detentions are:

- any Academy Day when the student does not have permission to be absent.
- weekends but not those at the beginning and end of half term holidays.
- teacher training days.
- The Academy reserves the right to impose a detention on a student outside Academy sessions which may include ‘after Academy’ on a normal Academy Day, a Saturday during Academy term or a training day.

Inclusion Provision

Students in persistent breach of school policy or those that find themselves vulnerable, with a change of personal circumstance may be invited to learn in our bespoke inclusion provision as part of our graduated approach to behavior management.

1. **The Study room** – this room is utilised if a student is not engaging in their learning despite the teachers’ warnings and use of the ATL (Attitudes to Learning) system. Visits to the Study room could be for the remainder of the lesson, a full lesson, a morning, or afternoon or for a full day. This is guided by senior leaders and the Study room manager, and the nature of the incident a child has been involved in.
 - Learning continues in the Reflection Room in the form of work set by the teacher or online learning.

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2. **Student support** – This environment provides a personalised learning space for students who are vulnerable or at risk in terms of attendance and/or behaviour. Students will be expected to continue with their learning each day whilst following a personalised timetable. Students may be taught by specialists 1:1, or in small groups, or there will be provision for them to remotely access their usual lessons. In addition, these students may be referred for assessment of need or any other therapy, counselling or workshop with external agencies deemed appropriate. Personal circumstance will determine whether a student is placed in Student support full time or part time over a number of weeks. *Students do not remain in Student support indefinitely. They will be expected to reintegrate into the main body of the school, or an alternative educational placement overtime.

Entrance and exit to the inclusion provision is determined by senior leaders responsible for behaviour, attitudes, and school culture, in liaison with the Headteacher.

The school will also liaise with the local authority to determine the best outcome for students persistently causing concern. The local authority has responsibility to arrange educational provision on the 6th day of a permanent exclusion

Suspension

School recognises the need to be creative in response to breaches of school rules and will strive to consider alternatives to a suspension wherever possible.

However, if necessary, a suspension from school can be applied for extreme and/or severe breaches of the school rules. They can range from 1-15 days. School has a responsibility to educate students from the 6th day of any suspension.

When reaching the decision to suspend a child, the head teacher must apply the civil standard of proof, i.e., ‘on the balance of probabilities’, which means it is more likely than not that a fact is true.

A suspension means that the student is instructed to be absent from school for a specified period of time. Parental contact to inform them of the decision to award a suspension will initially be made via telephone or email, followed by a letter of confirmation. In addition, the headteacher will notify the academy governance committee and (as appropriate) the student’s social worker virtual headteacher and local authority.

A suspension should not be a barrier to academic progress and any student completing this is expected to access the curriculum available on the school website, or Microsoft Teams as directed, and is expected to complete all provided work, to the best of their ability.

To successfully return to school after a suspension, a reintegration meeting is to be held. The meeting will be led by the most appropriate member of staff and will include the student, and their parent/s. In this meeting a range of reintegration strategies will be discussed and agreed upon to ensure that students are supported to be successful. For example, placement in one of our inclusion suites, behaviour contracts, support plans and parent contracts, Governor behaviour panels will also be considered as part of the re-integration discussion and applied if appropriate.

Should a student or their parents refuse / fail to attend the Governor’s Behaviour Panel (taking into account reasonable attempts to schedule or reschedule the Panel in line with parent/parents’ work or caring commitments), the school may consider higher level interventions or sanctions up to and including permanent exclusion.

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Governors' Behaviour Panel

A student's conduct may place them at risk of permanent exclusion, either as a result of persistent poor behaviour or a one-off serious breach of discipline. When this is the case, a student will be issued a final warning and / or instructed to appear before the Governors' Discipline Committee. The purpose of such a measure is to give the student an opportunity to account for their actions to the Governors and to benefit from the guidance the Governors will provide.

Parenting Contracts

Parenting contracts can be used where a child has seriously misbehaved even when the child has not been excluded.

A parenting contract is a formal written signed agreement between parents and either the local authority or the governing body of the school. The contract should contain:

- A statement by the parents that they agree to comply for a specified period with whatever requirements are set out in the contract
- A statement by governing body agreeing to provide support to the parents for the purpose of complying with the contract.

The local governing body should fund any support required to implement a parenting contract (such as referral to parenting classes) and provide information to parents about other types of support available, such as details of national and local agencies and helplines.

Parenting contracts are voluntary, but any non-compliance should be recorded by the academy as it may be used as evidence in court where an application is made for a behaviour parenting order.

Permanent Exclusion

If the Head teacher is absent, then the person acting in their position can make the decision to permanently exclude a student.

Making a decision to exclude

Before deciding whether to exclude a student, the Headteacher will:

- Ensure that an appropriate investigation has been carried out
- Consider all the evidence available to support the allegations
- Allow the student to give his/her version of events
- Look at the particular circumstances of each case.

The Headteacher must be satisfied on the balance of probabilities that the student was responsible for the behaviour in question. In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

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1. The gravity of the incident, or serious of incidents, and whether it constitutes a serious breach of the Academy’s Behaviour for Learning Policy.
2. The effect that the student remaining in the Academy would have on the education and welfare of other members of the Academy community.

In the event of a decision to permanently exclude a student, all relevant staff and governors will follow the Department for Education guidelines and will. [DfE Guidance for the exclusion of students from school](#)

7.1 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.

Students 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
 - Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children’s social care
 - Report to the police

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

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7.2 Off-site Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student at our school
- Sanctions may also be applied where a student 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 student 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 student is under the lawful control of the staff member (e.g., on a school-organised trip).

7.3 Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student 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 student 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 students 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 students.

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8. Anti-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.

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: <ul style="list-style-type: none"> • 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

Details of our approach to preventing and addressing bullying are set out in each school's anti-bullying policy

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8.2 Reasonable Force

In exceptional circumstances, staff may use reasonable force to restrain a student to prevent them from:

- Hurting themselves or others
- Seriously damaging property

Reasonable force can be applied by a member of staff on the premises or off the premises if the student is under the supervision of that member of staff. It can also be applied by a person who the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on an Academy organised visit.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

Force is usually used either to control or restrain. This must only be used in exceptional circumstances. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Staff at the Academy are permitted by law to use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction and become a danger to themselves and/ or other students
- Prevent a student behaving in a way that disrupts an Academy event, trip or visit
- Prevent a student leaving the classroom, where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- Restrain a student at risk of harming themselves through physical outbursts
- Causing personal injury to any person, including him/herself
- Causing damage to property

They cannot:

Use force as a punishment – it is always unlawful to use force as a punishment. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

DfE Guidance on the use of reasonable force can be found here:

[Gov.uk/Use of reasonable force](https://www.gov.uk/use-of-reasonable-force)

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8.3 Searching, Screening and Confiscation

Powers to Search: Academy staff can search a student for any item if the student agrees to this.

The Headteacher and staff authorised by her have a statutory power to search students or their possessions, without their consent, **where they have reasonable grounds to suspect that the student may have a prohibited item.**

Prohibited items include:

- Knives or other weapons
- Alcohol
- Illegal drugs
- Prescription drugs which have not been issued to that student and which they should not be in possession of
- Over the counter medicines which, on balance of probability, it is inappropriate for the student to be in possession of
- ‘Legal’ highs such as those containing methoxetamine, synthetic cannabinoids and 5 and 6 APB (but not exclusively restricted to these)
- Stolen items
- Tobacco, smoking paraphernalia, and E-Cigarettes
- ‘Energy Drinks’ such as those containing caffeine, taurine or other, similar ingredients.
- Fireworks
- Pornographic materials, whether printed or stored electronically
- Any other article which a member of staff reasonably suspects has been, or is likely to be used to commit an offence

The search may be carried out on the Academy premises or where the member of staff has lawful control of the student. The search may only be carried out by the Headteacher or by a member of staff who has been authorised by the Headteacher to carry out the search. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The person carrying out the search:

- May require the student to remove outer clothing
- Must be of the same gender as the student
- Must be carried out in the presence of another member of staff
- The student’s possessions may only be searched in the presence of the student and another member of staff

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Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the Academy rules. The Academy also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The Academy is entitled to retain the device if it contains material which has been or could be used to cause harm, to disrupt teaching or break the Academy rules.

If a student refuses to cooperate in a search staff authorised by the Headteacher may use the academy super scanner to detect metal items such as weapons, vapes and other electronic items.

Any formal complaints about students being searched should be made in accordance with the Academy’s usual complaint’s policy.

Confiscation of Items

Confiscation is lawful as a disciplinary penalty. The Academy reserves the right to confiscate any item of students’ property which has been, or it is suspected might be used to:

- Commit an offence;
- Cause personal injury to any person, including himself or herself;
- Cause damage to property;
- Prejudice the maintenance of good order either during a lesson or otherwise

Confiscation may be for any period, or the property may be disposed of.

If the confiscation falls within this behaviour policy and is reasonable, the person confiscating is not liable in respect of the confiscation, the disposal or any damage or loss arising. The Academy will follow statutory guidance issued when deciding what to do with a seized prohibited item.

Please note: Students may bring mobile phones into the Academy, but they must remain switched off and out of sight at all times. Where students do not comply with this expectation, mobile phones will be confiscated in accordance with the mobile phone policy.

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

8.4 The Hive

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The school’s special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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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 student, 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.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student'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.

9. Transition

To ensure a smooth transition to the next year or phase, students may have transition sessions with their new teacher(s). In addition, staff members hold transition meetings where possible.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

Students with specific needs are supported by specially trained staff including the SENCO and their team.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process and throughout the continuous professional development programme.

Behaviour management will also form part of the CPDL programme including developing student culture.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and academy governance committee annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

➤ https://www.deyeshigh.co.uk/downloads/policies/dhs_2022-23/dhs_behaviour_policy_july_2022.pdf

Child protection and safeguarding policy

- Anti-bullying Policy
- Mobile Phone Policy
- Remote Learning Policy

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Appendix 1

ATL	
<p>ATL 1</p> <p>Outstanding attitude to learning where a student has exceeded expectations.</p> <p>For example</p> <ul style="list-style-type: none"> • Exceptional piece of work • Actively leading and supporting another 	
<p>ATL 2</p> <p>Meeting expectations.</p> <p>Student meets all expectation for the lesson. For example</p> <ul style="list-style-type: none"> • Completing all work • Completing and independent study • Complying with all instructions • Engaging actively with learning 	
<p>ATL 3</p> <p>Student has not met expectations.</p> <p>For example</p> <ul style="list-style-type: none"> • Student is late • Continued low level disruption despite warnings • Lack of effort/poor learning 	
<p>ATL 4</p> <ul style="list-style-type: none"> • Student repeatedly ignores instruction • Issue ATL 4 on register <p>If student persists, use the 'buddy' system to remove the student from the lesson.</p>	
<p>ATL 5</p> <ul style="list-style-type: none"> • Student refuses to be buddied • Student continues to misbehave after buddy • Extreme behaviour 	

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Type 6 (Extreme poor behaviour outside of the classroom)**Examples include:**

- Bullying
- Vandalism
- Verbal abuse to student
- Disruptive behaviour on corridor/yard
- Internal truancy
- External truancy
- Physical abuse to student
- Smoking

Type 7 (Internal exclusion/Suspension)**Examples include:**

- Theft
- Illicit substance
- Verbal abuse: serious, directly to staff
- Physical abuse: serious, to staff
- Sexual incident
- Weapons
- Fighting

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