

Title	Behaviour and Discipline
Associated Policies	<ul style="list-style-type: none"> • Attendance and Lateness (TPO/STU/02) • Exclusions (TPO/STU/04) • Anti-Bullying (TPO/STU/01) • Drugs and Alcohol (TPO/HS/02) • Safeguarding (TPO/HS/05) • Dealing with Allegations of Abuse Against Staff (TPO/STA/21)

REVIEWED: SEPTEMBER 2019

NEXT REVIEW: SEPTEMBER 2022

1. Policy Statement

- 1.1 Brooke Weston Trust is committed to ensuring all students have access to a safe, calm, orderly and positive environment in which to learn. This means that high expectations are placed on students to adhere to behavioural standards and the ethos within each Academy. These expectations are enforced by all members of staff within the Academy community.
- 1.2 Brooke Weston Trust requires everyone to show respect, tolerance and understanding towards others and aspires for its students the ability to build relationships with others from similar and different backgrounds. In this atmosphere, punishment and imposed discipline are irrelevant, and the staff and students - through self-discipline and consideration - will behave in a sensitive and civilised fashion.
- 1.3 Disciplinary procedures identify the appropriate action to be taken when a student's behaviour fails to meet the requirements of this policy and academy-level expectations. The decision to exclude a student on a fixed term or permanent basis lies with the Principal/Associate Principal (see Exclusions Policy (TPO/STU/04)).
- 1.4 Each Academy will advise the police of any criminal activity; this includes racist incidents that are categorised as crimes.

2. Who does this policy apply to?

- 2.1 This policy applies to all staff and students of all Brooke Weston Trust academies.

3. Who is responsible for carrying out this policy?

- 3.1 The implementation of this policy will be monitored by the governors of each Academy and remain under review by The Brooke Weston Trust (Executive Leadership Team).
- 3.2 It is imperative that all members of Academy staff, whatever their role, accept that they have an obligation to promote the values of each Academy's ethos through their interactions with students wherever they take place and for whatever purpose. These are to be clearly communicated throughout each Academy and with key stakeholders.
- 3.3 All decisions taken in respect to poor behaviour must take place within the framework set out by this policy and the disciplinary procedures set at Academy-level. See Appendix 1 for definitions of poor behaviour.

4. What are the principles behind this policy?

- 4.1 Each Academy is committed to treating its students fairly and with the same respect and consideration as adult members of the Academy.
- 4.2 Each Academy will provide an environment in which students are encouraged to respond positively and independently aiming to achieve the high expectations established by the Academy.

- 4.3 Each Academy will adopt a series of high expectations of behaviour based on individual responsibility and mutual respect in order to generate an environment where positive relationships between students and staff and students are encouraged to flourish.
- 4.4 Each Academy will ensure that individual students who do not meet the high expectations of behaviour are not allowed to adversely affect the learning of others. Each Academy will have a Code of Conduct and disciplinary procedures, formed from this policy and associated DfE guidelines (Behaviour and Discipline in Schools, Searching Screening and Confiscation in Schools and the Use of Reasonable Force in Schools). Sanctions may be imposed under this policy, or the individual academy disciplinary procedures to regulate and/or improve their behaviour.
- 4.5 The Academy acknowledges its duties under the Equality Act 2010, its safeguarding duties and those duties owed towards students with special educational needs and those subject to the Education Healthcare Plan (EHCP) process.

5. Code of Conduct

- 5.1 Each academy will have a Code of Conduct which sets out the standards of behaviour expected of students and the sanctions which may be imposed by the Academy where behaviour falls short of these expectations. Expectations are also set out in the Home School Agreement.
- 5.2 The Code of Conduct will include references to other policies which provide expected standards of behaviour (Anti-bullying, Drugs and Alcohol) and will regulate student behaviour outside of the Academy premises and where students are outside the control of the Academy.

6. Procedures

- 6.1 Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.
They will:
 - Create and maintain a stimulating environment that encourages students to be engaged
 - Display the student code of conduct or their own classroom rules
 - Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low
- 6.2 Parents will be informed of persistent poor/disruptive behaviour and will be invited to the Academy to discuss the matter. Depending on the severity of a one-off or series of incidents, parents may be invited to the Academy. Sanctions may be imposed, including detention, without parental consent. Such sanctions are outlined in each academy's disciplinary procedures.
- 6.3 Where the behaviour amounts to a serious breach of the behaviour policy or amounts to persistent breaches of that policy, the Principal/Associate Principal may decide to exclude the student from the Academy.
- 6.4 Staff have the authority to search students where they reasonably believe that they are in possession of any item below:
 - Knives and other weapons
 - Alcohol
 - Illegal drugs, solvents, psychoactive substances and drugs with no accepted medical purpose
 - Stolen or missing items

- Tobacco and cigarette papers
 - Fireworks or any other type of incendiary or explosive device/substance
 - Pornographic images
 - Any article which in the reasonable opinion of the staff member may have been or is likely to be used to commit an offence or cause damage to any person or property
 - Any other additional items banned under the Code of Conduct which may disrupt learning in the Academy
- 6.5 Any item found following a search under 6.4 may be confiscated or, if relevant, passed to the police. The Principal/Associate Principal will ensure that appropriate action is taken under the behaviour and discipline policy.
- 6.6 Where a search takes place, two members of staff should normally be present and be of the same sex as the student. The nature and outcome of the search must be documented. A search is limited to removal of outer clothing such as coats and jackets only. Where other intimate searches are required, the police must be informed. Searches will be undertaken in line with the DfE Searching, screening and confiscation at school guidance.
- 6.7 All school staff have authority to use reasonable force to prevent students committing an offence, injuring themselves or others and damaging property and to maintain good order and discipline in the classroom (or other learning environment). The DfE guidance, Use of Reasonable Force (July 2013), will be followed at all times.
- 6.8 Incidents of physical restraint must:
- **Always be used as a last resort**
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned
 - Never be used as a form of punishment
 - Be recorded and reported to parents
- 6.9 Allegations against staff will be dealt with under the Safeguarding (TPO/HS/05) and Dealing with Allegations of Abuse Against Staff (TPO/STA/21) policies. Where false allegations are made by a student against a member of staff, this will be treated as a breach of the Behaviour policy and Code of Conduct.
- 6.10 Each Academy 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. 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.

7. Training

- 7.1 All staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

8. Policy Review

- 8.1 This policy will be monitored as part of the Academy's annual internal review and reviewed on a three year cycle or as required by legislature changes.

Appendix 1: Definitions

1.1 Misbehaviour is defined as:

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

1.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

1.3 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
Racial	Racial taunts, graffiti, gestures

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