Behaviour Policy

Policy Owner:	**Director of Inclusion**
Approved by:	**Trust Board**
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inspiration
trust

Due to the evolving nature of Inspiration Trust, procedures behind this Policy will be reviewed and amended accordingly to reflect changes.

This policy does not form part of any employee's contract of employment and it may be amended at any time following consultation.

Contents

1. Aims

This policy aims to:

- Outline the principles that underpin the work undertaken by leaders and other staff across the Inspiration Trust family of schools to promote excellent pupil behaviour
- Outline the importance of systems, structures and routines in establishing and maintaining strong positive and inclusive learning environments
- Summarise the roles and responsibilities of different people in our school communities with regards to ensuring excellent behaviour
- Provide a consistent approach to leading on behaviour across our schools
- Define what we consider to be acceptable and unacceptable behaviour in our trust, including bullying
- Outline how pupils are expected to behave
- Outline our approach to rewards and consequences

2.   Principles

At Inspiration Trust we believe that great leaders create the climates and cultures that are needed for pupils to be successful, not just in school but in their lives beyond school too. This is because the best leaders set, and communicate, a clear vision for their schools which is underpinned by a set of values and principles. At the Inspiration Trust five core principles guide our leaders at all levels:

These five principles are:

1. *We have rules and systems to ensure good behaviour so that all children can learn, disruption-free. But we realise that behaviour needs to be taught, and some children need more support to reach that standard than others.*
2. *We use routines to make school efficient and increase learning time. But we ensure that over time this scaffolding is removed to prepare children for the independence of adulthood.*
3. *We raise our children to be comfortable in the social norms of most workplaces. But we think hard about where those norms may not feel inclusive; we want our children to feel welcome.*
4. *We teach powerful knowledge so that children can understand, access and influence our society. But we also teach critiques of this knowledge – to give our children an edge and show them that a canon is always up for debate.*
5. *We guide learning carefully to ensure that all children can access the curriculum and know it. But we also challenge children to apply their thinking to complex problems to strengthen their intellectual resilience.*

3. Culture and Standards

As a family of schools each of our academies has its own identity, but shares a common purpose: to transform the lives of the young people and communities that they serve.

Inspiration Trust schools are built on strong cultures that are welcoming, warm and inclusive. Our schools are places where pupils behave with consistently high levels of respect and regard for others. They are polite and have good manners; they wear their uniform smartly with pride. Our pupils are proud of their schools and play a highly positive role in them. They are part of a school culture in which pupils are able to learn disruption free, difference is valued and celebrated, and bullying, harassment and violence are never tolerated.

Our pupils have consistently positive attitudes and demonstrate commitment to their education. We support them in being highly motivated and remaining positive in the face of difficulties. We support them on the pathway to becoming increasingly independent through the development of resilience and self-regulation. Academically, we also support them in developing intellectual resilience. Our pupils are given every opportunity to make a highly positive, tangible contribution to the life of their school and/or the wider community.

Our pupils behave consistently well, demonstrating high levels of self-control. We have unapologetically high expectations - our pupils deserve this. However, we are also clear that if pupils struggle to meet our expectations it is our role to support them, taking intelligent, fair and highly effective action to support them in being highly successful in their education and reaching their potential.

We recognise that our schools serve diverse communities across Norfolk and North Suffolk and that our schools need to be welcoming and meet the needs of these communities.

The cultures in our schools create the conditions necessary for pupils to excel in all areas of school life, to aspire for the highest standards of both behaviour and attendance and to be proud of the school community to which they belong.

4. Systems, Structures and Routines

4.1 Academy Leaders

Academy Leaders ensure that the Inspiration Trust principles are embedded in the systems, structures and routines that they put in place to provide the frameworks that help them create calm and orderly environments for staff and pupils. These environments allow and encourage good pupil behaviour, both during structured (lesson) and unstructured time (break/lunch) as well as promoting and developing positive learning and life habits. Leaders create and manage whole-school behaviour systems and structures that ensure:

- Students and staff feel safe and secure at all times and during all Academy activities.
- Systems, structures and routines that are simple, clear and consistently followed by all staff. These are deliberately taught to staff and pupils to ensure that they are understood by all.
- Staff are trained in proactive approaches to behaviour management and employ these so that learning time is maximised and pupils have the best chance to succeed
- Teachers can deliver effective lessons employing effective pedagogy that is inclusive and allows all learners to access the curriculum whilst maintaining high expectations.
- Leaders can create and maintain a culture, both in and outside of lessons, in which excellent behaviour is the norm and both staff and pupils understand their responsibility for explicitly teaching, modelling, promoting and developing positive learning behaviours. These behaviours include, but are not limited to, resilience and self-regulation.

4.2 Academy Staff

All staff across the Inspiration Trust family of schools implement and follow the systems, structures and routines that have been developed to ensure good learning cultures are established. School leaders actively support teachers to develop their knowledge and understanding of the systems, structures and routines used in their academy so that they can employ them consistently and effectively. Academy staff at all levels are instrumental in ensuring good pupil behaviour, both during structured and unstructured time as well as teaching, promoting and creating situations where pupils can develop positive learning and life habits.

This is best achieved by:

- Planning and using highly effective school routines and systems during both structured (lesson) and unstructured (break/lunch) times that are appropriate for the educational phase and developmental stage of the pupils that they are used with.
- Creating and maintaining an engaging environment that encourages pupils to be focused, attentive and active participants in lessons.
- Deliberately and methodically teaching the routines and systems that will be used in school and displaying the pupil code of conduct, rules or reminders of behaviour management techniques that are used within the school.
- Clearly explaining how pupils can be successful and achieve rewards in lessons.
- Providing additional guidance, structure and support where necessary to ensure that all pupils can benefit from the calm and orderly environments that the routines and systems, when learnt and used, will create.
- Employing effective pedagogy that is both inclusive and also embodying high expectations, allowing all learners to access the curriculum whilst maintaining high expectations.
- Building a focused and productive Academy climate for learning, in which behaviours falling short of expectations are consistently addressed and corrected; and restorative conversations harnessed to enable pupils and adults to better understand and respond to conflict.
- Ensuring pupils and their parents/carers understand, and can see, the relationship between their choices about learning behaviour and their learning outcomes.
- Developing a positive relationship with pupils, which may include:

   o Greeting pupils in the morning/at the start of lessons

   o Establishing clear routines

   o Communicating expectations of behaviour in ways other than verbally

   o Highlighting and promoting positive behaviour

   o Concluding the day positively and starting the next day afresh

   o Having a plan for dealing with low-level disruption, in line with school procedures and policies

   o Using positive reinforcement

5. 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
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- 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

This policy will be published online, along with our Anti-bullying policy.

6. Definitions

Each of our academies will regularly and deliberately teach its pupils about both acceptable and unacceptable behaviours including those that are acceptable/unacceptable in school and in society at large. This will be achieved through planned induction activities at the start of the academic year, through assemblies and in class times, through PSHE lessons, through working with partners such as the Safer School Partnership and by the pastoral teams in our schools.

6.1 **Acceptable behaviour** includes, but is not limited to

- Being polite and respectful
- Being kind to others
- Being on time
- Having good school attendance
- Listening to others
- Helping and supporting others
- Behaving sensibly in corridors and at unstructured times
- Following instructions
- Acceptable use of electronic devices (Sixth form settings only)
- Wearing the correct uniform
- Actively participating in learning activities
- Asking and answering questions in lessons
- Seeking help and support when needed

6.1 **Unacceptable behaviour** includes, but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Truancy
- Eating or drinking outside of designated areas
- Refusing to follow reasonable instructions
- Chewing gum
- Use of mobile phones/electronic devices by pupils in primary and secondary settings
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Verbal or physical assault on either staff or pupils
- Vandalism
- Theft
- Fighting/acts of physical violence towards others
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Not following 'Covid' safety procedures
- Any other behaviour deemed unacceptable by the Principal and communicated to parents/carers

6.3 **Prohibited items.** These include, but are not limited to:

- 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 pupil)

Our academies will ensure that parents/carers are aware of rules and expectations that apply in their setting as well as what constitutes acceptable and unacceptable behaviour. This will be achieved by ensuring that this policy is available online via the academy website as well as in hard copy upon request.

Leaders within our academies will explain the school's expectations to all parents/carers of prospective pupils during engagement events as part of transition and through literature that they will be provided as part of the admissions process.

7. Bullying

We want our schools to be warm and welcoming. Bullying is never acceptable. All pupils have the right to attend school without fear of harassment or prejudice. We deliberately teach pupils about bullying through the curriculum and through assemblies and tutor time activities. We teach its impact on both the bully and the victim. We ensure that pupils that are victims of bullying are supported through the pastoral system and ensure that those that engage in bullying behaviours are educated about its effect on others and provided with the advice and guidance needed to ensure that they behave in more socially acceptable ways in the future.

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

Details of our trust's approach to preventing and addressing bullying are set out in our anti-bullying policy and include:

- How pupils, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- consequence procedures, making reference to this policy where applicable
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

8. Roles and Responsibilities

All members of The Inspiration Trust, regardless of role, have a responsibility for promoting and maintaining positive behaviour.

Specific roles are as follows:

8.1 Trustees
- Set and ensure clarity of vision, ethos and strategic direction for the trust including the vision and direction for behaviour in all of our schools
- Approve trust wide policies (including the behaviour policy) and review these as appropriate

8.2 Trust executive
- Ensures that the trust principles, vision, ethos of the trust is developed and embedded in all of the trust schools
- Ensures that behaviour in our schools is regularly and effectively monitored and senior leaders are supported to develop and implement effective behaviour procedures and practices
- Provides support and challenge to senior leaders about the use of exclusions to ensure that all reasonable steps are taken to support pupils prior to exclusion being used

8.2 Academy Committees
- Ensures that all aspects of the behaviour policy promote equality for all pupils and address individual needs.
- Monitors and evaluates the implementation of the policy by receiving reports and data.
- Supports the practical strategies of the policy by holding disciplinary and attendance panels for pupils and their parents when there are serious concerns.

8.3 The Principal and the Senior Team
- Lead on the development of positive learning cultures that embed the five principles of the trust
- Frame systems, structures and routines that promote positive behaviour, inclusion and good attendance.
- Provide training and support for staff that ensures the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all pupils and addresses individual needs.
- Ensure that the policy is implemented fairly and that the underlying issues that may cause poor behaviour are identified. Where there are underlying causal factors for poor behaviour

the principal and senior team are responsible for ensuring that these are considered when deciding which actions to take in response.

- Monitor consequences and rewards to ensure that they are consistent and so that both effective strategies and concerns can be highlighted effectively.
- Support the practical strategies of the policy by: dealing with serious issues, setting up and leading teams i.e. Inclusion team, SEND team, Attendance team, communicating effectively with parents and outside agencies, providing appropriate class grouping and timetable arrangements, allocating appropriate resources to support the systems.

8.4 Teachers

- Ensure that the policy and procedures developed and used in their school are consistently and fairly applied.
- Use teaching approaches that encourage positive behaviour.
- Prepare lessons that support all pupils in their learning, ensuring they can access the curriculum appropriately.
- Model, in their own actions, the expectations the academy has for pupils.
- As form tutors or subject teachers act in the first instance in dealing with disruptive behaviour and in identifying early causes for concern.
- Encourage the development of social, emotional and behavioural skills.
- Ensure that the policy is applied consistently outside the classroom as well as in lessons.

8.5 Support Staff

- Provide support programmes for identified individuals and groups.
- Communicate with parents/carers regarding concerns and provide advice or support for families.
- Monitor individuals or groups to allow for early intervention and review the support provided and the impact that this has.
- Evaluate support for individuals through reports to the Senior Leadership Team and Governors.
- Ensure that the policy is applied consistently outside the classroom as well as in lessons.

8.6 Educational and Admin Support Staff

- Ensure that the policy is applied consistently outside the classroom as well as in lessons.
- Provide role models for pupils in their own actions and dealings with others.
- Support staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance.

8.7 Parents and Carers

- Support their child in meeting the expectations of their school.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Support the academy in carrying out consequences and celebrating success.
- Discuss any behavioural concerns with staff at the academy promptly so that effective support can be put in place.

9. Rewards and consequences

9.1 Rewards

Achieving and maintaining good behaviour requires schools to be able to use both rewards and consequences when appropriate. Inspiration Trust Leaders and teachers understand that positive reinforcement of good behaviour is a powerful tool for establishing an effective and inclusive learning environment. Staff in our schools actively try to 'catch pupils doing well' so that they can use rewards.

Leaders in our schools develop systems that are phase appropriate and embrace the unique nature of the schools in which they are used. Pupils, staff and parents/carers will be made aware of these

systems and the rewards that are used through regular communication, displays in the school and through celebration events.

Rewards that are used by Inspiration Trust schools may include, but are not limited to;

- Verbal praise
- Written praise in exercise books
- Merit/Achievement/House Points
- Golden Tickets
- Work of the week awards
- Positive postcards
- Reward badges/stickers
- Letters or phone calls home to parents/carers
- Special responsibilities/privileges
- Reward assemblies
- Principal's awards
- In school celebration events
- Reward trips

9.2 Consequences

When pupils demonstrate unacceptable behaviour consequences will be used. Consequences are an important tool for maintaining good order and the calm learning environments pupils deserve but also help pupils learn what is right and wrong, what is acceptable and unacceptable in school and society in general. Consequences are not punitive; they provide staff the opportunity to work with the pupils to correct behaviour and help the pupil take responsibility for their actions. When pupils demonstrate unacceptable behaviour, school leaders, behaviour and inclusion teams and teachers will always ensure that any consequence is fair, proportionate and appropriate in any given situation. When consequences are required, the lowest level consequence that will bring about the required change in behaviour and help the pupil learn what to do differently in the future will be used.

As with rewards, leaders in our schools will develop consequence systems that are appropriate to the educational phase that they serve.

Consequences that are used by Inspiration Trust schools include, but are not limited to;

- A verbal reprimand
- Demerit/Negative/Behaviour points
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Restorative activity
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Internal Inclusion/Reflection
- Restriction of activity (e.g. playing for a school team)
- Internal Trust Exclusion (ITE)
- Fixed Term Exclusion (FTE)
- Permanent Exclusion (PEX)

In Early Years our schools have adopted a positive behaviour management system which focuses on positive reinforcement, supporting the children to make good decisions. Staff use empathic language to support children in their decision making. In EYFS our schools provide a separate 'thinking space' within the classroom to enable children to consider their actions before rejoining the rest of the class. In EYFS we encourage emotional resilience and articulacy through class discussions and encouraging the children to recognise and manage their feelings effectively.

Some Inspiration Trust schools use a removal system in response to serious or persistent breaches of this policy during lesson times. This offers pupils important 'time-out', and also allows other pupils to learn without disruption. Pupils that are removed from lessons will continue to follow the curriculum and will complete the same work as they would in class or, if this is not possible, will be provided with appropriate work for their age and ability. In addition to completing work during the period of removal pupils will be supported with their behaviour, be provided with the opportunity to reflect and consider how they can avoid the same behaviours in the future. If necessary, they will be provided with strategies that will help them do so.

Details about how behaviour systems work are set out in 'school behaviour procedures' documents.

9.3 Fixed Term and Permanent Exclusion

Fixed term and Permanent exclusions are the highest level consequences that a school can employ and will only be used as a last resort. Inspiration Trust schools actively seek to prevent exclusions through proactive approaches to behaviour leadership and management. Our academies have systems and procedures in place to identify pupils whose behaviour is causing concern, or emerging behaviours that are starting to cause concern, and will act early to ensure that these pupils are provided with the support and guidance that they need to prevent these behaviours escalating. Strategies that might be used to support pupils are outlined in Appendix 1.

Our academy principals will explore all possible ways of addressing the misbehaviour of a pupil before considering a fixed term or permanent exclusion.

Where a fixed term or permanent exclusion is being considered the principal will consider the impact that this action will have on the pupil, their family and the school as a whole. Key to this is understanding the pupil and any underlying reasons for the behaviours that have been seen. To ensure that this is the case our principals take the following actions before issuing either a fixed term of permanent exclusion:

- Accounts are collected from pupils involved, other witnesses and staff
- The SEND team are consulted about any recognised SEND that may have caused/contributed to the behaviour
- The pastoral team are consulted about any known pastoral issues that may be affecting the pupil(s) as well as the level of support that has been provided to the pupil(s) in the past
- The safeguarding team are consulted and consideration is made about whether an exclusion will place a pupil at risk

Only when all of the above steps have been taken and the information provided has been reviewed will the principal decide what action will be taken.

Schools work with our Director of Inclusion once they identify that a pupil is at risk of permanent exclusion to try and prevent this. Decisions around permanent exclusions are also reviewed by our Primary or Secondary Director before making the final decision to permanently exclude. This means we can ensure we have explored all other options and preventative measures.

More information about how both fixed term and permanent exclusions are used is available in our Exclusion Policy

9.3 Off site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

9.4 Monitoring and evaluation

Rewards and consequences will be monitored to provide academy leaders and staff with information about how well the behaviour policy is working. Academies will also monitor the use of rewards and consequences to ensure that there is no conscious or unconscious bias in the way that they are used and that no group, or groups, are treated unfairly as a result of the behaviour policy, procedures and systems that have been put in place. Rewards and consequences data will be analysed by:

- Gender
- Ethnicity
- SEND
- Disadvantage (determined by pupil premium eligibility)
- Age

10. Confiscation

Any prohibited items (listed in section 6) found in pupils' possession will be confiscated. These items will not be returned to pupils.

Schools will also confiscate any item which is harmful or detrimental to school discipline. The schools will define what these are and will ensure that pupils, staff and parents/carers know which items are included on this list. School leaders will review their lists of items for confiscation regularly and will update these as required. These items will be returned to pupils or their parents after a period of time set by leaders in the school.

Academy staff will ensure that, where confiscated items will be returned, parents/carers and pupils are informed of when the period of confiscation will end and how the item will be returned.

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

11. Pupil support

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

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12. Training

Our staff are provided with training on managing behaviour through the continuing professional development sessions planned and delivered in each academy. Additional training and support can be accessed through the Educational Standards team and by accessing inclusion focused CPD sessions offered centrally by the trust.

13. Monitoring arrangements

This behaviour policy will be reviewed by the Director of inclusion and approved by the board of trustees every year.

The Principal/Head of School at each academy will ensure that this policy is promoted and implemented effectively in their school.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- The single equality and community cohesion policy
- The PSHE policy
- The physical intervention and restraint policy

Appendix 1 - Pastoral support strategies

Pupils who have challenging behaviour often need additional support to help them meet the expectations of the school or society at large. The following is a list of strategies that may be used:

- Class report
- In class monitoring by senior staff
- Positive Behaviour report
- Meetings with parents/carers
- Behaviour for Learning programme
- Supervised Time Out/Reflection
- Acceptable Behaviour Contract
- Behaviour Support Plan
- Mentoring
- SEND referral
- Additional classroom support
- Therapeutic support
- Counselling
- Referral to outside agency
- Alternative Provision
- Use of cognitive behavioural approaches e.g. zones of regulation

The list of pastoral strategies is regularly reviewed and updated.

(The list of available strategies may vary from school to school and area to area depending on the phase of education and availability of external resources. Academies can provide a complete list of support strategies that they can access upon request)