



Northern Lights

LEARNING TRUST



Ian Ramsey CE Academy

BEHAVIOUR AND DISCIPLINE Policy

**To be read in conjunction with the Suspension and Permanent
Exclusion Policy**

Reviewed: Spring 2024

Next review: Spring 2025

Person in charge: Mr. M Patrick

Governance: Mrs B. Miller

The quality of relationships between all members of school staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of the schools in our Trust. It is expressed in the terms of sharing and caring. In the Church schools in our Trust, we follow the teachings of:

‘Love your neighbour as yourself’ – Matthew 22:39.

‘This is my commandment: love each other’ - John 15:17.

In our schools we believe every pupil is an individual who is valued for who they are. We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community, which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks including in our Church schools in ways which reflect the Gospel. Those who are in leadership roles, which includes all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that both Christian and spiritual love will pervade all aspects of life at Northern Lights Learning Trust. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environments are created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the schools are organised and the policies are written and implemented.

PURPOSE

The purpose of the Behaviour Policy is to:

- Provide a consistent framework for behaviour and discipline.
- Lead to a culture of high expectations of behaviour, establishing a calm and supportive environment conducive to learning.
- Ensure that pupils follow the Academy's behaviour expectations of being ready, respectful, and safe.
- Promote good behaviour and self-discipline through our key Christian values of joy, hope, forgiveness, wisdom, and perseverance, allowing pupils to flourish and achieve their full potential.
- Set out our commitment to prevent all forms of bullying.
- Ensure that positive behaviour is consistently recognised, rewarded, and celebrated.
- Ensure that Class Charts is used as the mechanism to facilitate and celebrate positive pupil behaviour and that this is rewarded.

Introduction

To fulfil our Academy mission of ensuring a first-class education and a breadth of opportunity for all our pupils considering the Christian Gospel, it is essential that we encourage the highest standards of learning behaviours. We must also ensure a robust reward system where achievement and effort are praised and rewarded in equal measure. Only then will each pupil and member of staff be able to **'together to learn, to grow, to serve'**.

In the following document, we will outline how we promote positive behaviours for learning, as well as explaining what sanctions and systems are in place to support this. The result is that in all areas of the Academy, our pupils and staff should show and expect to see the highest standards of behaviour. It should be the case that every member of our community feels valued and respected, and that each person is treated fairly within a climate of mutual trust and respect. This will ensure that we provide a caring, positive, safe, and stimulating environment, which promotes the social, moral, spiritual, and cultural development of everyone.

We should recognise that the success of our behaviour and reward systems depend on the full support of parents/carers.

The Academy has a whole-school approach to managing behaviour, using positive and assertive teaching techniques where pupils are rewarded for positive behaviour. Utilising the 'restorative' approach to behaviour management there is an agreed set of pupil expectations, which are displayed in every classroom and around the academy, a system of rewards for positive behaviour and a set of sanctions for unacceptable behaviour.

The Ian Ramsey CE Academy's behaviour commitment:

- To have high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment.
- School leaders to be visible around school, consistently supporting all staff in managing pupil behaviour.
- General and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability.
- Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption to learning is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour.
- All members of the school community are focused on creating a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.
- There is a genuine commitment to preventing all forms of bullying. All incidents of bullying, discrimination, aggression, and derogatory language (including name-calling) are dealt with quickly and effectively.
- All staff will be made aware of the measures outlined in this policy and will receive regular training in relation to behaviour management. All staff understand their responsibility to provide a safe environment in which pupils can learn.
- Where circumstances arise that endanger the safety of a pupil or staff member, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

LEADERSHIP AND MANAGEMENT

Across this policy, we endeavour to outline the measures that have been put in place to fulfil the expectations of the Headteacher, senior leaders, teachers and school staff, pupils, and parents.

Role of the Headteacher

It is the Headteacher's responsibility for implementing measures to secure acceptable standards of behaviour. The Headteacher of Ian Ramsey CE Academy has determined the measures that aim to:

- Encourage good behaviour and respect for others.
- Secure an acceptable standard of behaviour for pupils.
- Promote, among pupils, self-discipline, and proper regard for authority.
- Prevent all forms of bullying.
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education.
- Regulate the conduct of pupils.

It is the Headteacher's responsibility to evaluate the effectiveness of the measures outlined in this policy.

Role of Senior Leaders

The Academy's senior leadership team, particularly the Deputy Headteacher responsible for Pupil Welfare, and the Assistant Headteachers responsible for Pastoral and SEND, will:

- Be highly visible, routinely engaging with pupils, parents, and staff on setting the behaviour culture and an environment where everyone feels safe and supported.
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them.
- Make sure that all new staff are inducted clearly into the Academy's behaviour culture to ensure they understand our expectations and routines and how best to support all pupils to participate in creating the culture of the Academy.
- Consider any appropriate training, which is required for staff to meet their duties and functions within this policy.
- Ensure that staff have adequate training on matters such as how special educational needs, disabilities and mental health needs may affect a pupil's behaviour.
- Ensure that all staff understand the strategies that have been put in place to support specific pupils in helping them to follow the high behaviour expectations.

Role of Teacher and Staff

All teachers and staff across the Academy have an important role in developing and maintaining a calm environment for pupils and establishing clear boundaries of acceptable pupil behaviour. All staff should:

- Uphold the Ian Ramsey CE Academy's whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as outlined in this policy.
- Challenge pupils to meet the Academy's behaviour expectations and maintain the boundaries of acceptable conduct.
- Communicate the Academy's vision, values, expectations, routines, and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Consider the impact of their own behaviour on the Academy's culture and how they can uphold the Academy's vision, values, and expectations.

Role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity and respect. At Ian Ramsey CE Academy all pupils will:

- Be made aware of the Academy's behaviour expectations, pastoral support, and consequences process.
- Be taught that they have a duty to follow the Academy's behaviour policy and uphold the Academy's behaviour expectations.
- Be asked about their experience of behaviour and provide feedback on the Academy's behaviour culture.
- Be supported to achieve the high behaviour expectations, including an induction process that familiarises them with the Academy's behaviour culture.

The Academy will endeavour to ensure that all new pupils understand the Academy's behaviour policy, behaviour expectations and wider culture. Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals (this includes pupils who are in-year transfers and those on managed moves).

Role of Parents

The role of parents is crucial in helping the Academy develop and maintain good behaviour. To support the Academy, parents should be encouraged to:

- Get to know the Academy's behaviour policy.
- Take part in the life of the Academy and its culture.
- Support the Academy's behaviour policy and reinforce the policy at home as appropriate.
- Raise any concern about management of behaviour directly with the Academy to continue to work in partnership.

The Academy will reinforce the whole-school approach to behaviour by building and maintaining positive relationships with parents. This includes the Academy updating parents about their child's behaviour (both positive and negative) and where appropriate, including parents in any pastoral work following misbehaviour (such as intervention strategies or support plans).

Academy Behaviour Systems

Pupil Behaviour Expectations (See Appendix A)

For pupils to achieve their full potential, all pupils have a responsibility to follow the simple behaviour expectations:

- To be **ready** (for school and learning)
- To be **respectful** (to others, to themselves and to the environment around them)
- To be **safe** (in lessons and around the Academy)
- Through following these expectations pupils will put Jesus' teaching of 'love your neighbour as yourself' into practice and promote the Academy's core Christian values of joy, hope, forgiveness, wisdom, and perseverance.

Tutor Time, Personal Development lessons, and Collective Worship will be used to ensure that all pupils understand what the behaviour expectations are, what they mean in practice, and the standard of behaviour that is expected of them. This process will take place at the start of each academic year and will be revisited across the year.

Recognising, rewarding, and celebrating positive behaviour

The Academy will positively reinforce the behaviour that reflects the values of our school and prepares pupils to engage in their learning. Pupils learn more successfully and have their self-esteem raised through positive recognition, praise, reward, and celebration. Therefore, all staff will strive to consistently recognise, reward, and celebrate positive behaviour. The Academy will use the Class Charts programme to consistently recognise and record incidents of positive pupil behaviour.

Examples of recognising, rewarding, and celebrating positive behaviour will include:

- Praise and positive verbal and written feedback.
- Positive behaviour points recorded on the ClassCharts system.
- Use of the Positive Behaviour and Good Conduct awards.
- Constant communication with parents/carers of positive behaviour points through the ClassCharts app.
- Positive recognition emails sent home to parents/carers through the Class Charts app.
- Regular celebration of pupil achievement through Heads of Year and the Senior Leadership Team.
- Positive behaviour cards, postcards, and certificates.
- Year Group award ceremonies.
- Positive behaviour mentioned in school reports.
- Prefect status.
- Head Teachers' Silver and Gold Cross awards.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

The Ian Ramsey CE Academy consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Good behaviour from all pupils helps to create a calm environment, which will benefit pupils with SEND, enabling them to learn and achieve their full potential.

Some behaviours are more likely associated with types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

The Academy recognises that we need to manage pupil behaviour effectively, whether the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

The Academy understands that the law requires schools to balance several duties which will have bearing on this behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

Every endeavour is made by the Academy to support pupils with SEND and as far as possible, anticipate likely triggers of misbehaviour and put in place to prevent these. Personalised support plans will be created for each pupils identified as having SEND. These plans will

outline the SEND issues for each pupil and detail support measures that can be used. Plans will be shared with member of staff.

Examples of preventative measures could include:

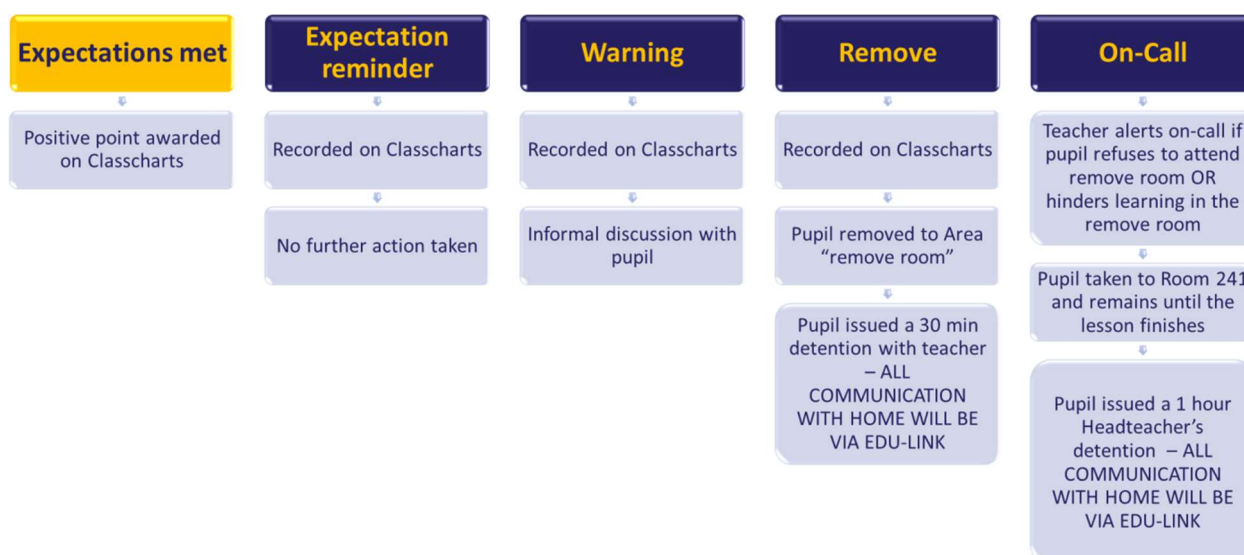
- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Consequences for negative behaviour

Whilst we encourage, promote and reward positive behaviour, any negative behaviour will not be tolerated, and appropriate sanctions will be put in place. Clear pupil expectations exist, and all pupils are expected to follow these guidelines. Pupils are expected to be responsible for their own behaviour and actions.

Serious breaches of the Academy's Behaviour and Discipline Policy, for example, bringing illegal substances and offensive weapons into the academy, are likely to result in an immediate permanent exclusion. Please see Suspension and Permanent Exclusion Policy.

Disruption to learning and good order within the Academy will be dealt with positively and as soon as it occurs by the member of staff who is responsible at that time for the pupil displaying inappropriate behaviours. So that pupils can understand how to regulate their behaviour the following classroom procedures should be applied consistently. During tutor time and as part of the Personal Development curriculum it will be explained to pupils.



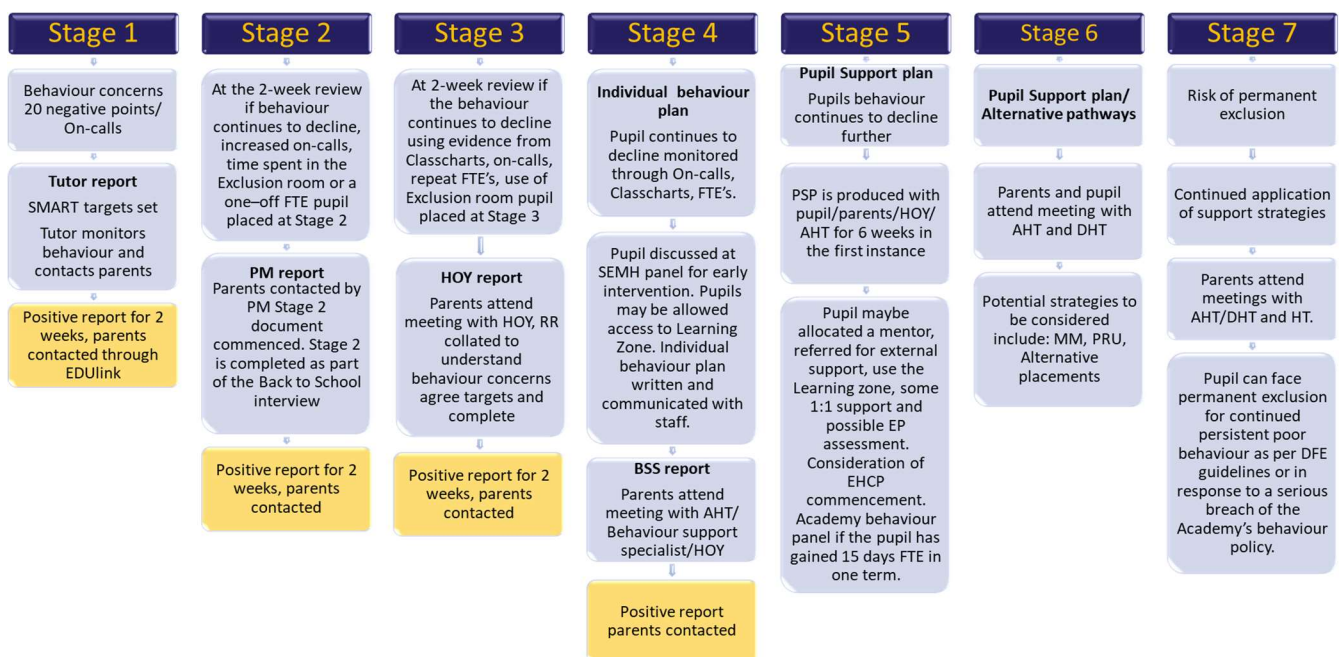
Across the Academy, the aim of any response to misbehaviour is to restore a calm and safe environment in which all pupils can learn, thrive, and reach their full potential, as well as preventing the recurrence of misbehaviour. To achieve this aim, a response to misbehaviour may have various purposes, including:

- Deterrence: to stop/deter a specific pupil or a general deterrent for all pupils in school.
- Protection: a protective measure in response to inappropriate behaviour.
- Improvement: support pupils to understand and meet the Academy's behaviour expectations and to reengage in meaningful education. This could include reflective conversations or targeted pastoral support for example.

The ClassCharts programme will be used to record incidents of negative behaviour, both within classrooms and around the Academy. This allows for consistent communication with parents/carers through the ClassCharts app. Using ClassCharts to record negative behaviour will also allow for tutors, Heads of Department, Heads of Year, and the Senior Leadership Team to monitor pupil behaviour in their respective areas.

Summary of Behaviour Stages

Note - movement between the behaviour stages would usually be sequential. However, it may be necessary to move to a specific behaviour stage e.g. if there is a significant breach of academy rules and expectations.



Stage	Summary of behaviour concern - including possiblebehaviour strategies	Potential communication withparents
Stage 1	<p>Poor behaviour seen in a subject. A pupil acquires 20 negative points in ClassCharts in a ½ term.</p> <p>Behaviour management strategies include:</p> <p>Monitoring of behaviour by tutor via tutor report for a maximum of two weeks, targets set must be SMART and agreed.</p> <p>Monitoring of behaviour by individual classteachers.</p> <p>If a pupil gains more than on-call a day they will be placed in Room A for the remainder of that day</p>	<p>ClassCharts</p> <p>Phone calls from tutor/class teachers</p> <p>EduLink messages</p>
Stage 2	<p>At the 2-week review if the behaviour has continued to decline (using evidence from ClassCharts, on-calls, detentions) the pupils will be moved to Stage 2.</p> <p>Any pupil returning from a Fixed term suspension will be placed on Stage 2 report, at the reintegration meeting it will be decided if the pupil will report to theirtutor/PM or HOY.</p> <p>Behaviour management strategies include:</p> <ul style="list-style-type: none"> • Pastoral manager report, the targets must be SMART and agreed. • If the behaviour is only in one subject area, the pupil will go on HOA report. • Pupils are placed on a Behaviour support plan 	<p>ClassCharts</p> <p>Phone calls/EduLink messages from class teachers/Heads of Department/ contact withPastoral manager</p>
Stage 3	<p>Repeated FTS or use of the Room A, increasing numbers of on-calls, and increasing numbers of negative points on ClassCharts.</p> <p>Behaviour management strategies include:</p> <ul style="list-style-type: none"> • Round robin collated to identify strengths and areas of concern. • Parents attend meeting with HOY. • Pupil placed on HOY report. • THRIVE assessment identifying strategies for support. 	<p>ClassCharts</p> <p>Parents invited into the academy for meeting with Head of Year.</p>

Stage 4	<p>Pupil behaviour has not improved though strategies implemented at Stages 1-3. Evidence would include repeated FTS or use of Room A, increasing numbers of on call and increasing numbers of negative points on ClassCharts.</p> <p>Behaviour management strategies to include:</p> <ul style="list-style-type: none"> • Use of Learning Zone for a specific period (i.e. internally isolated) or to attend the Learning Zone at specific points across the week. • Pupil discussed at SEMH panel, external agencies to be identified. • Individual behaviour plan to be written and disseminated to staff. • Pupil placed on Stage 4 report with BSS specialist, targets to be SMART and agreed with pupil. 	<p>Continued use of Class Charts</p> <p>Phone calls from Head of Year</p> <p>Parents invited into the academy for meeting with Head of Year/ AHT/ BSS</p>
Stage 5	<p>Pupil's poor behaviour has still not improved through strategies implemented at stages 1-4.</p> <p>Behaviour management strategies to include:</p> <ul style="list-style-type: none"> • A personalised support plan is to be put in place to address the pupil's poor behaviour. This would be monitored daily by the HOY/AHT and formally reviewed part way through the half term. A pupil support plan will run for half a term in the first instance. • Pupil placed on Stage 5 report with AHT. <p>The Pupil Support Plan may involve the following:</p> <ul style="list-style-type: none"> • 1:1 support and/or counselling • Support from the Learning Zone and behaviour support workers. • THRIVE assessment. • Introduction of a mentor • Review of any special educational needs • Involvement of an educational psychologist to consider if any learning needs have been missed. • Consider changes to classes/sets. • Referral to external agencies e.g. Behaviour Intervention Team/Early Help. • Continued use of Room A / Learning Zone or fixed term suspension to home for serious behaviour incidents. • If the pupil has accrued 15 days FTE in a term the parents and pupil must attend a LGB behaviour panel. 	<p>Continued use of Class Charts</p> <p>Parents invited into the academy for meetings with Head of Year/ AHT to discuss, review and evaluate Pupil Support Plan</p> <p>Parents to meet with DHT at review if not proceeding well</p>

Stage 6	<p>Pupil's poor behaviour has not improved through strategies implemented at stage 5.</p> <p>Potential behaviour management strategies:</p> <ul style="list-style-type: none"> • Pupil will take part in a 6-week managed move to another local partner secondary school. This will give the pupil the opportunity of a fresh start and attempt to modify their poor behaviour. • A referral to be made for a placement at an alternative provision e.g. Skills Academy. Designed to provide intensive support to address pupil's specific needs. • Pupil and parents invited to the Academy. • LGB Behaviour Panel to discuss poor behaviour. • Continued use of Room A/ Learning Zone or fixed term suspension to home for serious behaviour incidents. 	<p>Parents and pupil invited into the academy to discuss alternative pathways with AHT and DHT.</p> <p>Parents to attend meetings with representatives from other schools or Alternative provision.</p>
Stage 7	<p><u>Risk of Permanent Exclusion</u></p> <p>There has been no significant improvement of the pupil's behaviour despite the strategies implemented during Stage 6.</p> <p>Potential behaviour management strategies: Continued application of the behaviour support strategies offered by the academy:</p> <ul style="list-style-type: none"> • Parental meetings with AHT, DHT and HT. • Continued use of Room A/Learning Zone or fixed term suspension to home for serious behaviour incidents. <p>Pupil is permanently excluded from the Academy because of persistent breaches of the Academy's behaviour policy and consistent poor behaviour inline with DFE statutory guidance.</p> <p>Note: a permanent exclusion might occur in response to one serious breach of the Academy's behaviour policy.</p>	<p>Parents and pupil invited into the academy for meetings with AHT, DHT and HT.</p>

Sanctions

Sanctions should be applied consistently and sequentially. Pupils should be aware of which Stage that they are at and move through the sequences, the teacher should employ pivotal strategies to deescalate the pupils' behaviour. If there is a serious breach of discipline teachers should use the pastoral assistance 'On-Call' system.

Teachers must record all stages on ClassCharts to allow effective analysis and support for pupils. All staff must log detentions on ClassCharts and EDULINK. To ensure a reduction in repeat behaviour phone-calls home are an effective method of establishing a relationship between parents and staff.

If a pupil fails to attend a HOA detention, it's still your responsibility to address this. Teachers should always ensure the child was in school, if so, they can escalate to a Headteachers detention the following evening, but they must inform the pupil of this. Check any information on SIMs first as there are some instances where a phone call may not be appropriate.

Ecclesiastes 4:9

'Two are better than one, because they have a good reward for their toil. For if they fall, one will lift up his fellow. But woe to him who is alone when he falls and has not another to lift him up!'

Teaching staff should always report to the HOD any incident which has escalated to step 4 as soon as possible, but no later than the end of the same school day.

Each lesson should be seen as a fresh start. For this to be effective, the negative behaviours should have been appropriately addressed by the member of staff concerned, with the help and support from HOD/HOY and senior staff as appropriate. Equally, each pupil should be afforded the opportunity to explain their behaviours and why they occurred. All staff should reflect on the situation and look at whether they could have taken any alternative actions, which might have enabled the pupils to react in a more positive way. Ian Ramsey CE Academy therefore emphasises the importance of restorative justice. This chimes with the Christian values of forgiveness and Jesus' teachings in relation to the forgiveness of others. There is an expectation that staff model the value of forgiveness and put Jesus' teachings on forgiveness into practice.

By having a consistent approach, all staff will support each other, and the pupils will be supported and encouraged to manage their own behaviour consistently well.

When dealing with the consequences of negative behaviour, it is important to have the fullest picture of a pupil's behaviour so that any incident may be seen in the widest possible context. This detail will be used to judge which sanction is appropriate and may also help to identify any underlying cause for the behaviour. This in turn may impact on future work with the pupils and their parents/carers to improve future behaviour. All unacceptable behaviours should be recorded using ClassCharts. Any of the following outcomes may result following an episode of unacceptable behaviour displayed by a pupil:

- Moving a pupil's position in class.
- Loss of break/lunchtime.

- Withdrawal of other privileges.
- Detention.
- Discussion with parents of unacceptable behaviours - which may be by phone call, letter, or in person by invitation to attend the Academy for a behaviour review meeting.
- Referral to the Head of Department / Head of Year / Pastoral Manager.
- Being placed on report to the Head of Department or Head of Year.
- Removal from class by 'On Call' and working in the Room A.

For continuous or more serious breaches of the expectations, a pupil may be:

- Removed from mainstream lessons and placed in Learning Zone/Room A. During this time, additional 1:1 support work/behaviour modification techniques will be explored. A referral to the SEMH panel maybe made. This will be logged on ClassCharts.
- In consultation with Head of Year, parent / carers, and Assistant Heads or Deputy Heads, the drawing up of a 'Pupil Support Plan' which could include the involvement of agencies outside of the Academy if it is thought that this would benefit the pupil or family. See below for further details of Pupil Support Plans.
- 'Internal Fixed Term Suspension' in Room A – where any single episode (or ongoing behaviours) is extreme enough, it might also be necessary to educate a pupil in Learning Zone. This will mean a different start and finish time to the main school population.
- Fixed term suspension 'Offsite' – when a single extreme event occurs which significantly undermines the good order of the Academy, it may be necessary to exclude a pupil to home (see ['Exclusion from maintained schools, Academies and pupil referral units in England'](#) linked at the end of this policy).
- THRIVE assessment and a behaviour support intervention with trained pastoral staff.
- Involvement of an educational psychologist to determine whether any learning needs have been missed or referral to external agencies for support.
- Managed move: where a pupil's behaviour has not improved through any of the behaviour modification processes, despite the best attempts of the Academy and parents, a managed move to another local secondary school might be considered to give the pupil the opportunity for a fresh start.
- Permanent Exclusion could occur in response to a serious breach, or persistent breaches, of the Academy's behaviour policy, where allowing a pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

Academy Support for Pupils whose Behaviour Needs to Improve

There are occasions, exceptional cases, when the usual sanctions, which would be applied, might require adapting because of the individual circumstances of the pupil. In such a case a 'Pupil Support Plan' might be considered. This plan would be organised by the Head of Year in consultation with the Assistant Headteachers. Parents would be invited to be part of the process, to meet in the Academy and to discuss what an appropriate course of action would be. This meeting may involve other agencies from outside the Academy as necessary. This meeting will consider the causes for concern and the steps suggested to improve the situation.

In drawing up the pastoral support programme, the Academy will, in discussion with others:

1. Consider offering structured 1:1 support and counselling.
2. Review any learning difficulties and put in place programme where necessary.
3. Consider a THRIVE assessment and package of interventions.
4. Consider changes of sets or class.
5. Consider a placement for a period at either an on or off-site alternative education provision.
6. In consultation with the pupil's parents/carers and the LA, consider a managed move to another School.

The Pupil Support Plan should have an agreed time limit, be monitored regularly by the Head of Year, and be reviewed at least halfway through its duration. Rewards for meeting targets and sanctions for noncompliance should be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

1. Be reduced or removed.
2. May be continued for a further period with or without amendments.
3. Or, where there has not been enough improvement in the pupil's behaviour consider the next steps that need to be taken.

What the law allows

Teachers can discipline pupils whose conduct falls below the standard, which could reasonably be expected of them. This means that if a pupil misbehaves, breaks an Academy expectation, or fails to follow a reasonable instruction, the teacher can impose a sanction on that pupil.

In our academy, we apply the core principle that any activity, which disrupts the day-to-day smooth running of the Academy, or disrupts the effective learning and teaching of its pupils and staff would constitute a breach of expectations and therefore could incur an appropriate sanction.

To be lawful, the sanction (including detentions) should satisfy the following three conditions:

1. The decision to sanction a pupil must be made by an appointed member of Academy staff or a member of staff authorised by the Headteacher.
2. The decision to punish the pupil and the sanction itself must be made on the Academy premises or while the pupil is under the charge of the member of staff.
3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the

circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment is illegal in all circumstances.

Sanctions should be appropriate to meet the needs of the pupils and the Academy, and this subsequently may require a referral to other agencies.

Key points in relation to sanctions

- All Staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- These powers also apply to all paid staff at a level agreed by the Headteacher and the Local Governing Body, who have responsibility for pupils in the Academy or in a learning environment outside of the Academy.
- Teachers can discipline pupils at any time the pupil is in the Academy or elsewhere under the charge of a teacher or designated member of staff, including on Academy visits.
- Teachers can also discipline pupils for misbehaviour outside Academy when and if appropriate. An example of this might be following a complaint about pupil behaviour on the way to or from the Academy, or because of something, a pupil does over a weekend or holiday, which in all reasonable circumstances is likely to bring the Academy into disrepute.
- Teachers have a specific legal power to impose detentions inside or outside of Academy hours e.g. break time, lunchtime, before or after school, including detentions at weekends or holidays.
- The Academy staff can confiscate pupils' property where appropriate. Academy staff can seize any prohibited item found because of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline. Common law powers to search mean that Academy staff can search pupils with their consent for any item. **Please refer to the Searching, Screening and Confiscation Policy**

Negative Behaviour which will Lead to a Sanction

Not following the academy's expectations as outlined earlier. This may include the following examples:

- No homework
- Off task / distracted / talking
- Misuse of Academy equipment
- Failure to follow instructions
- Out of seat
- Pushing or shoving in corridors/queues
- Derogatory or inappropriate language
- Inappropriate behaviour at break and lunch time
- Rude and disrespectful behaviour towards staff

It may also include the following more serious negative behaviour leading to more severe punishment:

- Damage to Academy property
- Swearing at or threatening a member of staff
- Behaviour likely to endanger another individual
- Misuse of fire detection system and equipment
- Pupil found in possession of any controlled or banned substance
- Pupil found in possession of an offensive weapon or item
- Failure to adhere to the Academy's anti bullying policy
- Intimidating or threatening behaviour
- Absconding from the school site

Detention

What the law allows

Teachers have a legal power to put pupils (on the roll at their Academy) in detention.

In our Academy, we will use detentions both inside Academy hours, as well as outside Academy hours as a strategy to modify unwanted pupil behaviours.

The times outside normal Academy hours when detention can be given (the 'permitted day of detention'). Detentions can be given on any school day where the pupil does not have permission to be absent.

The Headteacher has decided that any member of staff employed by the Academy has the right to issue a detention to a pupil, and the power to ensure that this detention is carried out.

Things to Consider about Detentions

- Parental consent is not legally required for detentions (although it would be good practice to have partnership with parents). Contact through Edulink/ClassCharts or phone calls are acceptable communication tools.
- As with any sanction, a member of staff must act reasonably when imposing a detention. A sanction must be proportionate. In determining whether a punishment is reasonable section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances, and that account must be taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them.
- With lunchtime detentions, staff should ensure that pupils are still able and have a reasonable time to eat, drink and use the toilet. Staff may decide to supervise pupils in detention over the duration of the lunchtime period.

Detentions outside Academy hours

Academy staff should not issue a detention where they know that doing so would compromise a child and/or adult's safety.

When ensuring that a detention outside academy hours is reasonable, staff issuing the detentions should consider the following points:

- Whether the detention is likely to put the pupil or member of staff at risk.
- Whether the pupil has known caring responsibilities, which mean that without notice the detention, would be unreasonable.
- Whether 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 after school detention where the pupil can get home safely.
- Whether the parent for the pupil can make suitable travel arrangements. It does not matter if making these arrangements is inconvenient for the parent/carer.
- In considering sanctions, safeguarding the pupil and member of staff is paramount.

Reset

Where pupils are punctuality is an issue, i.e., pupils not in lessons within the first 5 minute of the lesson without a valid reason, pupils will be placed in Reset for the remainder of the lesson.

Pupils placed in Reset will be expected to complete work using their Chromebook via Google Classroom.

If a pupil is placed in Reset more than once in the day, they will be placed in Room A for the remainder of the day.

Pupils placed in Reset are tracked by SLT and Pastoral staff and, where repeat instances are identified, parents/carers will be contacted to discuss the concerns.

Room A

Pupils being placed 'On-Call' in lessons will be taken to Room A. Here pupils will remain for the remainder of the lesson and complete work via Google Classroom or work brought with them from their lesson.

Pupils placed in Room A twice in one day will remain there for until 4pm. Parents will be contacted via Edulink to inform them of this.

Room A is also used as an alternative to suspending a pupil. Pupils can be placed in Room A by members of the SLT or pastoral team and, where this is pre-arranged, work will be provided for pupils from subjects that would have been studied that day. Parents will be informed of this via a telephone conversation by pastoral staff or Edulink message, where necessary.

Where pupils cause disruption in Room A, this could lead to a suspension. Should this occur, following the reintegration meeting, pupils will be required to complete the time in Room A.

Suspension and Permanent Exclusion

PLEASE ALSO SEE SUSPENSION AND PERMANENT EXCLUSION POLICY

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Academy will therefore use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The Academy has used the statutory guidance in '*Suspension and Permanent Exclusion for maintained schools, academies and pupil referral units in England*' (September 2023) to inform this policy. A link can be found at the end of this policy.

Wherever possible at the Ian Ramsey CE Academy we attempt to not suspend pupils to home. As a Christian Academy, we are inclusive in our approach of valuing all pupils and attempt to address behavioural issues within the Academy where possible. Great emphasis is placed on behaviour intervention strategies and the use of the Academy's Learning Zone. This provides an opportunity for some pupils to spend time with behaviour support workers to address their behaviour and to consider strategies to help regulate their behaviour. Therefore, some pupils may be internally isolated to the Academy's Learning Zone as opposed to being suspended to home for a fixed period.

Following any suspension, pupils and parents will be required to attend a reintegration meeting to discuss the reason for the suspensions and support needed to mitigate the likelihood of further suspensions. **Please see Suspension and Permanent Exclusion Policy for more information.**

The Use of Reasonable Force

The legal provisions on Academy discipline also provides members of staff with 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 Academy has used the guidance in '*Use of Reasonable Force - advice for Headteachers, staff and governing bodies*' (July 2013) to inform this policy. A link can be found at the end of this policy.

Academies cannot use force as a punishment, it would always be unlawful to use force as a punishment.

What is reasonable force?

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

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

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

Reasonable force would generally be used to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

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

Academy staff will 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 pupil.

Who can use reasonable force?

All members of Academy staff have a legal power to use reasonable force.

This power applies to any member of staff at the Academy. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents/carers accompanying pupils on an Academy organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom (or any other area of the Academy) where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom (or any other area of the Academy) where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.
- Stop a pupil from hurting themselves or others, from damaging property, or from causing disorder.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Staff Training

Some key senior staff may receive appropriate training in the use of reasonable force and restraint using Positive Handling. Where possible, the expectation is that staff will exhaust all behavioural management strategies before they physically intervene. Where and when there is time, the physical interventions should be viewed as a 'last resort option'.

It needs to be understood that any member of staff may need to use reasonable force or restraint, depending on the circumstances. There is the expectation that any member of staff will always act in line with their "duty of care" to ensure the safety of pupils and staff alike, whilst always having due regard for their own personal safety.

This legislation relates to the Education Act 1996, School Standards and Framework Act 1998, Education Act 2002, Education and Inspections Act 2006, Education Act 2011, Children Act 1989 – revised 2004.

All teaching-based staff will receive regular training in relation to the Behaviour and Discipline Policy, (as well as all new staff when they join the Academy). This is supplemented by update training throughout the academic year.

Informing Parents When Force has been used on their Child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Staff Induction, Development and Support

All teaching-based staff will receive training in relation to the Academy's Behaviour and Discipline Policy at the start of each academic year. This will provide an opportunity for staff to develop an awareness of the policy and to consider any updates to the policy.

All new teaching-based staff go through an induction programme into the Academy. As part of this induction programme staff develop an awareness of the Academy's Behaviour and Discipline Policy and the behaviour systems that are in place.

All teaching-based staff take part in a CPD programme across each academic year. This provides the opportunity to focus on specific behavioural issues and to develop staff awareness and understanding of these. This could include developing staff understanding of how to effectively manage specific SEN-based issues or re-affirming staff understanding of the behaviour systems that we have across the Academy. There are also regular opportunities for class-teachers to meet to discuss specific pupils e.g. with behavioural or SEND issues and consider the most appropriate support for these pupils.

Pupil Transition

The transition process for each new Year 7 pupil starts when they are in primary school. The Head of Year will visit the primary school and talk to the pupils about what is expected of them at the Ian Ramsey CE Academy. Pupils are also invited into the Academy for a 2-day transition programme. This provides the opportunity for the pupils to develop an understanding of our Academy, including our behaviour expectations and processes.

As pupils start school, tutor time, Collective Worship, and the Personal Development curriculum are used to develop pupils' understanding of the Academy's behaviour expectations. Pupils also develop an understanding how to model these expected behaviours, the positive behaviour rewards system, the consequence system, and what support is in place for behavioural issues. The behaviour expectations are displayed in each classroom and are used to frame conversations about behaviour.

As has been highlighted towards the start of this policy, all pupils at the Ian Ramsey CE Academy all pupils will:

- Be made aware of the Academy's behaviour expectations, pastoral support, and consequences process.
- Be taught that they have a duty to follow the Academy's behaviour policy and uphold the Academy's behaviour expectations.
- Be asked about their experience of behaviour and provide feedback on the Academy's behaviour culture.
- Be supported to achieve the high behaviour expectations, including an induction process that familiarises them with the Academy's behaviour culture.

The Academy will endeavour to ensure that all new pupils (including mid-year transfers and those on managed moves) understand the Academy's behaviour policy, behaviour

expectations and wider culture. Where necessary, extra support and induction will be provided for these pupils.

Child-on-Child Sexual Violence and Sexual Harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, the Academy will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) - especially Part 5. The Academy will also follow the Child-on-Child Abuse Policy and the Child Protection Policy. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the Academy's initial response. Each incident should be considered on a case-by-case basis.

The Academy is unequivocal in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. The Academy makes it clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.

The Academy never normalises sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy, and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. The Academy utilises Part 5 of KCSIE that provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the Academy will consider whether any disciplinary action is appropriate for the individual who made it as per our behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage

given issues of anonymity, and online incidents occur both on and off the school premises. The Academy is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect, and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the Academy's response. Handling such reports or concerns can be especially complicated and the Academy will follow the principles as set out in Keeping children safe in education.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The Academy will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the Academy, when the pupil is identifiable as a member of the Academy or if the behaviour could adversely affect the reputation of the Academy.

Discriminatory Behaviour

It is against the law to discriminate against someone because of characteristics deemed 'protected characteristics.' This includes discriminating against someone because of their age, sex, disability, race, religion or belief, sexual orientation, gender identity, marriage and civil partnership and pregnancy and maternity.

Staff will deal promptly with any incidents related to the discrimination of protected characteristics. These incidents will be reported to a senior member of staff and recorded in accordance with Academy recording systems. There is a need to monitor any discriminatory behaviour or incidents which occur in the Academy to get a full picture of the frequency and nature of these incidents and measure the effectiveness of the methods used by the Academy in responding to all hate incidents.

All incidents of discriminatory behaviour (linked to the categories outlined above) will be dealt with according to the sanctions outlined in this policy. Discriminatory behaviour or language will not be tolerated at the Ian Ramsey CE Academy.

Useful links to government documents used to inform this policy:

Keeping Children Safe in Education – September 2023

https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf

Behaviour in Schools: Advice for Headteachers and School Staff - September 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf

Suspension and Permanent Exclusion from Maintained Schools, Academies, and Pupil Referral Units in English Schools – September 2023

https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Searching, Screening and Confiscation, guidance for schools – July 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Use of Reasonable Force in Schools – July 2013

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Child-on-Child Abuse Policy
- Child Protection Policy
- Searching, Screening and Confiscation Policy
- Suspension and Permanent Exclusion Policy

Appendix A

Classroom expectations

Ready	<ul style="list-style-type: none">• Arrive to lessons on time• All doors must remain open• Teachers meet and greet pupils at the door• Pupils enter in silence• Pupils sit in seating plan without discussion• Pupils commence starter activity
Respect	<ul style="list-style-type: none">• Do not speak whilst others are speaking• Treat others as you wish to be treated• Follow all instructions first time, every time
Safe	<ul style="list-style-type: none">• Pupils remain in allotted seat and do not move around the classroom• Class registers must be taken within the first five minutes of the lesson• Always correctly follow corridor signage• Mobile phones are always switched OFF and out of sight• End and send – all pupils stand behind their chairs and are dismissed by the class teacher

Appendix B – Classroom Procedures



**Ian Ramsey
CE Academy**

Together to learn, to grow, to serve

Classroom procedures

