



Behaviour for learning policy

This policy covers all Creative Education Trust (CET) academies and should be read in conjunction with the individual behaviour management procedures for each academy.

Principles

- 1) In order to achieve the aims of a CET Academy and to enable effective teaching and learning to take place, excellent attitudes to learning and good behaviour are essential.
- 2) The philosophy of CET is based on inclusive principles. CET recognises its duties under the Equality Act 2010. Its academies actively foster an ethos of discipline and mutual respect between pupils, between staff and pupils, and positive relationships with parents. They monitor actions taken to reward good behaviour and sanctions for unacceptable behaviour to help ensure that any prejudice is tackled.
- 3) Excellent attitudes to learning and good behaviour are dependent on strong leadership and high expectations from the Principal/Headteacher and all members of staff. CET expects a consistent approach to behaviour management from all adults in each of its academies.

Teaching and Learning

- 4) The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are implicitly taught and modelled on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas.
- 5) CET fully understands that better teaching typically leads to better behaviour. Disruption in lessons is frequently the result of pupils not being properly engaged in purposeful learning. Dealing with behaviour problems is primarily the responsibility of teaching staff themselves.
- 6) Where intervention is necessary, each academy has its own staged approach to managing classroom behaviour, beginning with the classroom teacher and escalating to senior leadership as required. These approaches are described in detail in each academy's procedures document.



Rewards

- 7) CET recognises that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement.
- 8) Positive recognition includes:
 - a) praise (oral and written)
 - b) individual rewards including team or house points
 - c) note in planner/homework diary
 - d) messages home by text, phone or in writing, such as praise postcards
 - e) certificates
 - f) displays of good work
 - g) praise assemblies and prize draws.
- 9) Each academy's rewards are detailed in the academy's behaviour procedures document.

Sanctions

- 10) CET recognises that unacceptable behaviour must be addressed and that teachers have a statutory right to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006). This power also applies to all paid staff with responsibility for pupils.
- 11) Teachers can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on academy visits.
- 12) All punishments must be consistent, reasonable, proportionate and in accordance with the academy's duties under the Equality Act 2010.
- 13) If the behaviour of a pupil gives cause to suspect that a child is suffering, or is likely to suffer, significant harm academy staff must follow the CET child protection policy and local safeguarding children's board procedures.
- 14) Academy staff will consider each incident individually and recognise that a variety of responses will be necessary to deal with incidents. They will consider very carefully the implications of any action staff may take. In general, all staff have access to the sanctions detailed in the academy's behaviour management procedures with the following exceptions.



- a) Only the Principal/Headteacher, or a deputy acting on her/his delegated authority, may exclude a pupil from the academy.
- b) Only the Principal/Headteacher or a delegated member of staff may place a pupil in an isolation unit.

15) CET's policy with regard to the following sanctions applies across all of its academies.

a) Detentions

- i) Academies which use detention as a sanction must make this clear to parents by including it in the published behaviour management procedures.
- ii) With lunchtime detentions, staff must allow reasonable time for the pupil to eat, drink and go to the toilet.
- iii) If a detention is to take place after the end of the academy day for matters of a serious or persistent nature, the academy must inform parents that their child has been given a detention, including its date, time and duration. As long as it does not pose a safety risk to a pupil, schools may detain pupils for short periods after school without informing parents in advance. For one off minor infringements of academy rules (eg one-off non-completion of homework or late to lesson) it may not always be necessary to inform parents of a detention.

b) Isolation Units

- i) Isolation units are used in some academies for pupils whose behaviour warrants a serious sanction which should exclude them from the normal activity and social interactions of the academy. These units enable pupils to work and learn under close supervision and can be used as an alternative to a short fixed-term exclusion.
- ii) Where an academy uses an isolation unit this must be stated clearly in the academy's behaviour procedures document.
- iii) Pupils may be placed in an isolation unit: to keep a pupil out of circulation while an incident is investigated, pending a decision about appropriate action; for persistent poor behaviour in a number of lessons; for failure to comply with reporting requirements to a senior member of staff; for infringement of uniform rules that cannot be rectified by sending the pupil home to change.
- iv) Staff must allow reasonable time for pupils in isolation units to eat, drink and go to the toilet.



- c) Fixed-term or Permanent Exclusion from Academy
- i) The Academy will follow the procedures laid down in DfE guidance with regard to good practice and the parental right to appeal to an independent review panel against an exclusion.
 - ii) Pupils are only excluded when the pupil's behaviour constitutes such a serious challenge to the good order of the academy that other punishments are not sufficient.
 - iii) Behaviour that may lead to exclusion includes, although this is not an exhaustive list: violence, whether expressed in actions or threats, towards other people on the premises; actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority; offensive written material which is judged to have the effect of undermining the authority of a member of staff; persistent misbehaviour which prevents other pupils from learning; bringing to the academy, or handling, items likely to endanger the safety of other people or to be injurious to the well-being of others, such as weapons or dangerous/illegal substances; attending the academy under the influence of alcohol, illegal drugs or volatile substances; acts of major and/or malicious damage; actions likely to cause significant disruption to the orderly running of the academy; being in persistent or serious breach of a previously drawn-up contract of behaviour.
 - iv) All exclusions, whether fixed-term or permanent, are put into effect strictly within the terms set out in current educational law.
 - v) All fixed term exclusions will result in a Pastoral Support Plan being set up.
 - vi) The CET board has delegated the responsibility to consider the reinstatement of excluded pupils to a sub-committee of the Academy Council (AC) or rapid improvement board (RIB). Permanent exclusions can only be recommended to the AC or RIB in very serious situations when no alternatives are deemed possible.
 - vii) When a Principal or Headteacher makes a recommendation that a pupil should be permanently excluded, he or she must follow CET procedures by using the report, correspondence and agenda templates provided on the CET cloud. These must be used in line with the procedures and timescales set out in DfE guidance. The recommendation template, once completed, must be approved by the Director of Standards prior to being distributed to those individuals invited to attend the panel hearing.

Confiscation of inappropriate items



- 16) All CET academies follow the DfE guidance: Screening, searching and confiscation – advice for headteachers, staff and governing bodies.
- 17) CET recognises that a teacher has the right to search without consent for 'prohibited items' (section 94 of the Education and Inspections act 2006).
- 18) CET recognises that a teacher has the right to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. (section 94 of the Education and Inspections act 2006).
- 19) Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the academy to decide if and when to return a confiscated item.

Use of reasonable force

- 20) Detailed guidance about the use of reasonable force is included in the restraint policy.
- 21) Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 22) Principals/Headteachers and authorised academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for 'prohibited items'.
- 23) Whenever a member of staff uses force, this must be recorded in the academy behaviour record and the parent must be informed.

Malicious allegations against staff

- 24) Any pupil who is found to have made a malicious allegation against a member of academy staff will be referred to the Principal/Headteacher who will determine what sanction would be appropriate. As a minimum, the parents will be invited into the academy to discuss the matter.
- 25) The pupil will be referred to the special needs coordinator who will assess if he/she may need support in terms of safeguarding and mental health,

Roles and Responsibilities



26) The academy's arrangements for transition, organisation and specific facilities are detailed in the academy's procedures document.

Parent/Carers

27) The academy values the support of parents to maintain good behaviour and excellent attitudes to learning.

28) Academy staff will be proactive in communicating with parents about pupils' good behaviour.

29) The Principal/Headteacher will ensure that parents are fully informed about detentions and exclusions in line with this policy and statutory guidance.

30) Where academy staff have concerns about a pupil's behaviour they will communicate with the parents in line with the academy's published procedures.

Support Systems for Pupils

31) In addition to lessons which are well paced and delivered, set suitable learning challenges and remove barriers to learning, some children will need additional support.

32) Some of the children experiencing Social, Emotional and Behavioural difficulties will be identified through the academy's SEND screening system. The academy follows the SEND Code of Practice and has a staged intervention process.

33) The designated safeguarding lead will maintain a list of pupils whom the academy has identified to be at potential risk and ensure that relevant staff are made aware and that these pupils are monitored closely. Many of these children will be looked after children (LAC) or have special educational needs or disabilities (SEND).

Support Systems for Staff

34) The majority of unacceptable behaviour will be dealt with quickly by teachers or support staff in the classroom or around the academy. There will be occasions when staff will need a greater level of support. When this is the case, staff follow the guidance in the academy's behaviour procedures document, enlisting the support of pastoral and senior staff as appropriate.



35) All staff will be introduced to the academy's behaviour management processes as part of their induction and provided with on-going training and support as part of the academy's professional development programme.

Monitoring and evaluation

36) Every CET academy keeps written records of all significant behaviour incidents and these are reported at each AC or RIB meeting as part of the academy report.

37) AC/RIB members evaluate behaviour at every meeting, providing challenge and support to the academy's senior leaders to help them achieve consistent good behaviour and excellent attitudes to learning.