



**UNITED
ENDEAVOUR
TRUST**

Policy Title: Behaviour For Learning

Drafted by:	I Brailsford/A Wootton/E Thomas – Senior Leads for Behaviour and Attitude CHA/STBA/NA
Date of approval by Trust Board/Local Governing Body:	28.9.22
Review Date:	September 2023
Responsible for Day to Day Management:	Principals
Responsible for Review:	I Brailsford/A Wootton/E Thomas – Senior Leads for Behaviour and Attitude CHA/STBA/NA

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups Foster good relationships between groups
- Meet requirements under the Equality Duty
- Set Equality objectives which are specific and measurable



Behaviour for Learning Policy

Principles

1. In order to achieve the aims of United Endeavour Trust and to enable effective teaching and learning to take place, excellent attitudes to learning and good behaviour are essential.
2. The philosophy of United Endeavour Trust is based on inclusive principles. United Endeavour Trust academies recognise their duties under the Equality Act 2010. It's academies actively foster an ethos of discipline and mutual respect between pupils, between staff and pupils, and in 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 and all members of staff. United Endeavour Trust 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. United Endeavour Trust 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 behaviour procedures document.

Rewards

7. United Endeavour Trust 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 but is not limited to:
 - praise (oral and written)
 - individual rewards including team or house points
 - note in planner/homework diary
 - messages home by text, phone or in writing
 - certificates
 - displays of good work
 - praise assemblies and prize draws.

9. Each academy's rewards are detailed in the academy's behaviour procedures document.

Sanctions

10. United Endeavour Trust 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 and other paid staff 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. Teachers can discipline pupils, in line with this policy, when a pupil's misbehaviour occurs outside school when the pupil is:

- taking part in any academy-organised or academy-related activity
- travelling to or from the academy
- wearing academy uniform
- in some way is identifiable as a pupil at the academy

or at any time, regardless of whether the above conditions apply, when the misbehaviour:

- could have repercussions for the orderly running of the academy
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the academy.

13. In all cases of misbehaviour, a teacher or authorised adult can only discipline a pupil on academy premises or elsewhere when the pupil is under the lawful control of the staff member.

14. All punishments must be consistent, reasonable, proportionate and in accordance with the academy's duties under the Equality Act 2010.

15. 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 United Endeavour Trust child protection policy and local safeguarding children's board procedures.

16. Allegations of bullying are dealt with under the anti-bullying policy.

17. 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 exception, only the Principal, or a deputy acting on her/his delegated authority, may suspend a pupil from the academy.

18. United Endeavour Trust'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, academies may detain pupils for short periods after academy without informing parents in advance. For one off minor infringements of academy rules (e.g. 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 suspend 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 suspension.
- 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 Suspension or Permanent Exclusion from an 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 suspended 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 suspensions/exclusions, whether fixed-term or permanent, are put into effect strictly within the terms set out in current educational law.
- v) All fixed-term suspensions will result in a Pastoral Support Plan being set up.
- vi) The United Endeavour Trust board has delegated the responsibility for a panel to consider the reinstatement of suspended pupils to the governing body of the academy. The panel members may also be drawn from senior United Endeavour Trust staff including Executive Directors and Principals.
- vii) Permanent exclusions can only be recommended in very serious situations when no alternatives are deemed possible.
- viii) When a Principal makes a recommendation that a pupil should be permanently excluded, he or she must follow United Endeavour Trust procedures by using the report, correspondence and agenda templates provided on the United Endeavour Trust cloud. These must be used in line with the procedures and timescales set out in DfE guidance. Found at:
- ix) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_Academys_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

Confiscation of inappropriate items

19. All United Endeavour Trust academies follow the DfE guidance: Right to Search, screening and confiscation – advice for headteachers, staff and governing bodies.
20. A search can be conducted if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item, or any item identified in the academy rules for which a search be made, or if the pupil has agreed.
 - The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.
21. Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff will always seek the cooperation of the pupil before conducting the search. If the pupil is not willing to cooperate with the search, the member of staff will consider why this is. Reasons may include that they
 - Are in possession of a prohibited item
 - Do not understand the instruction
 - Are unaware of what a search may involve
 - Have had a previous distressing experience of being searched.
22. If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the academy's behaviour procedures document.
23. Academy staff can search a student for any item if they agree. The Principal and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting a student may have a prohibited item.

Prohibited items are:

- Knives & Weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, vapes and e-liquid
- Fireworks
- Pornographic images

24. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). Principals and authorised staff can also search for any item banned by the academy rules which has been identified in the rules as an item which may be searched for. These items and the ones above are also listed in relevant legislation and the Behaviour procedures document.
25. When exercising their power, the academy will consider the age and needs of the pupils being searched. This includes the individual needs and learning difficulties of pupils with SEN and making reasonable adjustments that are required when a pupil has a disability.

Use of reasonable force

26. Detailed guidance about the use of reasonable force is included in the restrictive intervention policy.
27. 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.
28. 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

29. Any pupil who is found to have made a malicious allegation against a member of the academy or other United Endeavour Trust staff will be referred to the Principal who will determine what sanction would be appropriate. As a minimum, the parents will be invited into the academy to discuss the matter.
30. 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,

Parent/Carers

31. The academy values the support of parents to maintain good behaviour and excellent attitudes to learning.
32. Academy staff will be proactive in communicating with parents about pupils' good behaviour.
33. The Principal will ensure that parents are fully informed about detentions and suspensions in line with this policy and statutory guidance.
34. 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

35. 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.

36. 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.
37. 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

38. 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.
39. 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

40. Every United Endeavour Trust academy keeps written records of all significant behaviour incidents and these are reported at Governing Body meetings.
41. Governing Body members evaluate behaviour at meetings, providing challenge and support to the academy's senior leaders to help them achieve consistent good behaviour and excellent attitudes to learning.

Complaints

42. All complaints are dealt with under the UET Complaints Policy. Complaints should be made in writing and will follow the UET complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person. The outcome of the complaint will be communicated in writing.

EQUALITY IMPACT ASSESSMENT POLICY CHECKLIST

Equality Impact Assessment of UET Policy						
Title of Policy	Behaviour for Learning – Sir Thomas Boughey Academy					
PART 1	Positive Impact – reducing inequalities					
<p>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</p> <p>D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</p>	<p>How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist? All students have a clear understanding of expectations and consequences of unsatisfactory behaviour.</p> <p>Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics? No</p>					
Characteristics Indicate areas of likely impact	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/protect human rights
D	✓	✓	✓	✓	✓	✓
GA	✓	✓	✓	✓	✓	✓
P	✓	✓	✓	✓	✓	✓
R	✓	✓	✓	✓	✓	✓
R/B	✓	✓	✓	✓	✓	✓
S	✓	✓	✓	✓	✓	✓
SO	✓	✓	✓	✓	✓	✓
A	✓	✓	✓	✓	✓	✓
M/CP						
Equality Impact Assessment of UET Policy	Records					
Person responsible for policy	Principal					
Date of EIA of Policy	28.9.22					

Equality Impact Assessment of UET Policy	Evidence
PART 2	
Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.	<p>What is the evidence for your answers above? (list any quantitative and qualitative)</p> <p>Robust behaviour processes in place, regular reviews and routine monitoring in place.</p> <p>Half termly analysis undertaken.</p> <p>Report to SLT/ Governors via termly report.</p>

Equality Impact Assessment of UET Policy	Conclusion
PART 3	The behaviour policy allows all students to positively engage in lessons. It allows students to rectify any poor behaviour prior to sanctions being applied.
Summary of findings	Routine tracking of behaviour to continue to analyse where changes may be needed.

Equality Impact Assessment of UET Policy	Next steps
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PART 4			
Category	Actions	Target Date	Person responsible
Next Steps – Action Plan	Annual review	Sept 2023	Principal
Practical changes required to reduce adverse impact			
Monitoring and evaluation and Review (publish revised policy)			