



Behaviour Principles Statement

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Monitoring and Evaluation	
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1.0	Initial set up of Trust-wide policy	September 2023
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Introduction

SAND Academies Trust (the “Trust”) aims to promote good behaviour and ensure that every pupil benefits from a safe and rewarding learning environment. The Trust’s first priority is safeguarding and promoting the welfare of all our pupils. This policy complies with the Department for Education’s (DfE’s) advice for Headteachers and staff “*Behaviour in Schools*” (February 2024). The Trust Board is responsible for setting the framework of the behaviour policies for each academy by providing a statement of general principles relating to behaviour and attitudes to learning.

This policy should be read together with our policies on Bullying; Exclusions and Suspensions; Use of Reasonable Force; Searching, Screening and Confiscation; Child Protection and Safeguarding; and Special Educational Needs and Disability.

Principles

The headteacher of each academy will implement measures to secure acceptable standards of behaviour. They will ensure that the academy’s approach meets the following national minimum standards:

- a) the school has 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;
- b) school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the Behaviour policy;
- c) measures are in place and both 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 as required;
- d) pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- e) all members of the school community create 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; and
- f) any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

Mission

Nurturing inclusive learning communities:

We are focussed on maximising the life chances of all children. The Trust embraces a forward-thinking and open-minded outlook, informed by a thorough understanding of the strengths, and needs of our pupils, parents/carers, local schools and the wider community.

All members of our Trust community are fully committed to working together to establish a positive academy ethos and promote effective learning within an environment where all children can feel safe, enjoy and achieve, be healthy, develop resilience and be prepared for the next stage of their educational journey.

Behaviour should not jeopardise the health and safety of any member of the school community and all stakeholders are encouraged at all times to be positive role models.

Through consistently applying the principles of nurture and trauma informed approaches our pupils are given the strategies to be able to engage fully in learning whilst being supported by staff who are skilled in identifying and addressing all aspects of their needs.

The right to feel safe at all times

All staff and pupils have the right to:

- feel safe;
- learn;
- be treated **with** respect;
- work in a positive, welcoming school community;
- be heard.

With rights go responsibilities, which apply to staff and pupils who all have a responsibility to:

- keep the school a safe place to be;
- allow each other to learn;
- feel physically and emotionally safe;
- treat each other with respect and dignity;
- develop and maintain a positive, welcoming school community;
- co-regulate and communicate needs calmly and safely;
- listen to each other.

Inclusivity

SAND Academies Trust is an inclusive Trust. All members of the Trust's community should be able to work and learn, free from any form of discrimination, harassment or bullying (as laid down in the Equality Act, 2010.) We recognise that challenging behaviour may be linked to a pupil's SEND. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored for their effective implementation.

The Trust will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the academy on the facts of the situation. Trust leaders will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil.

As part of meeting its Equality Act duties, the Trust will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Reasonable adjustments will be made to day-to-day life, policies and procedures in order to meet individual needs. Examples of preventative measures include (but are not limited to) short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long. The Trust is also committed to complying with its SEND policy.

Community/Parental Involvement

At SAND Academies Trust we believe that a positive, supportive relationship between parents/carers/families and each academy is key to meeting the needs of every child. Regular opportunities to visit school through parent consultation meetings, open days and fundraising events aim to encourage and support parents/carers/families to be actively involved within the academy community. Parents/carers/families and pupils will be made aware of the behaviour expectations of the academy during the induction process, which may include a 'Home School Agreement'.

Parents/carers/families are contacted on a regular basis, often daily but at least weekly, to share positive news and discuss any concerns. Involvement with parents/carers/families will be on an individual basis.

Academy Expectations

The Academy Expectations are clearly stated in each academy's Behaviour Policy. These set out expected standards of behaviour, which are shared with and explained to all pupils. The Trust Board expects these expectations to be consistently applied by all staff.

Training

Trust leaders should make sure that all new staff are inducted clearly into the academy's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the academy.

Trust leaders should consider any appropriate training which is required for staff to meet their duties and functions within the Behaviour policy. Schools should consider aligning this training with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications. The Trust will ensure that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

Behaviour

Parents and pupils will receive a copy of the Behaviour policy before starting at the Trust. Parents will be expected to read this policy with their child from time to time. This policy will be reinforced in lessons and at assemblies.

The Headteacher is in overall charge of behaviour management and teachers are responsible for day to day issues. This Behaviour Policy applies to all age groups at the Trust at all times (including in some circumstances for behaviour outside the academy). It applies when the pupil is:

- at the academy, representing the Trust or wearing the academy uniform;
- travelling to and from the academy;
- on a Trust visit;
- identifiable as a pupil of the academy; or
- involved in any activity that could have repercussions for the orderly running of the Trust, pose a threat to another pupil or member of the public, or that may adversely affect the reputation of the Trust.

Rewards

The Trust believes that praise and encouragement are the best motivation for good behaviour. The emphasis will be on encouraging positive behaviour and school attendance through:

- high expectations;
- the modelling of good behaviour;
- a focus on learning;
- praise and rewards.

All members of staff will recognise and celebrate appropriate behaviour at all times around the academy through informal praise. Children's best efforts for behaviour and learning will be celebrated regularly and success shared with parents/carers and families. The Trust Board recognise that a wide range of **rewards are consistently and fairly applied in such a way as to encourage and reward good behaviour** in the classroom and elsewhere. These are made clear in the Behaviour policies of each academy.

Rewards used across the Trust are varied and can include:

- Star of the Week
- Peer-to-peer awards
- Verbal praise
- Written praise
- Rewards assemblies
- Contact with Parents & Carers and families, letters/text messages/post cards/phone calls
- Reward points (stickers, stamps, trophies)
- Reward trips
- Displays of work

School Discipline

The Headteacher has authority to discipline pupils whose behaviour is unacceptable, who breach the Trust's rules, or who fail to follow a reasonable instruction.

Lawful

For the sanction to be lawful it must satisfy the following 3 conditions:

- the decision to punish a pupil must be made by a teacher or paid member of staff with responsibility for pupils (such as teaching assistants) authorised by the Headteacher
- teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school
- the sanction must not breach any other legislation (for example, equalities law) and it must be reasonable in the circumstances

Mitigation

The Headteacher and authorised staff can apply sanctions which must be proportionate to the conduct of the pupil. The punishment must be reasonable in all the circumstances and account will be taken of the pupil's age and special educational needs or disability (**SEND**) and any religious requirements affecting them. Staff must act fairly and consistently in applying sanctions and should take in to account the pupil's previous behaviour and any mitigating circumstances: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has been subject to criminal exploitation, or is experiencing significant challenges at home.

Sanctions

Consequences for unacceptable behaviour should be known and understood by all staff and pupils and consistently applied. The range of consequences are described in the Behaviour policy of each academy so that pupils, staff, parents and families can understand how and when these are applied. Consequences, when necessary, will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible.

Sanctions that may be applied are determined by each Trust school, and may include:

- a verbal reprimand
- repeating unsatisfactory work
- setting of written tasks
- being sent to the Headteacher
- loss of privileges
- missing break time
- detention (including during lunch time and after school)
- Trust community service (such as picking up litter)
- being placed on report for behaviour monitoring
- confiscation of pupils' property
- use of an isolation room
- suspension
- permanent exclusion

Detentions may be imposed during school hours or outside normal school hours. The times outside school hours when detentions can be given include any school day or non-teaching days.

Parental consent is not required for detentions. Staff will not issue a detention without considering the following points:

- whether the detention is likely to put the pupil at risk
- whether the pupil has known caring responsibilities
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so but it may not be necessary for a short after school detention where the pupil can get home safely
- whether suitable travel arrangements can be made by the parents, even if inconvenient

A pupil will be liable to be excluded for a serious breach of discipline only in accordance with the Trust's Suspension and Permanent Exclusions policy. Corporal punishment is prohibited for all pupils under Section 131 of the Schools Standards and Framework Act 1998.

Reintegration

The Trust has a strategy for reintegrating pupils following time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the academy, pupils, parents and, if relevant, other agencies. Staff will consider what support is needed to help the pupil return to education and meet the expected standards of behaviour.

Safeguarding

The Trust leaders will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, academy staff will follow the child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Intervention

The Trust will endeavour to intervene early in incidents of poor behaviour to avoid it escalating. Staff will also consider whether continuing disruptive behaviour may be the result of unmet educational or other needs and will consider whether a multi-agency assessment is necessary.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

The Trust will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed.

Use of Reasonable Force

The use of force by staff in dealing with incidents of misbehaviour will be in accordance with our policy on the Use of Reasonable Force. Given the overriding need to keep the pupils and staff safe, the Headteacher,

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or representative(s), will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

Situations in which reasonable force may be used will be included in the policy on the Use of Reasonable Force. The Trust Board expects appropriate staff to be trained in the use of reasonable force and restraint. Key staff are Team Teach trained, with the Trust having a number of Team Teach trainers. "Reasonable Force" should only be used as a last resort once all other strategies have been exhausted and it is reasonable, proportionate, justified and necessary.

Searching, Screening and Confiscation

Any searches of pupils, screening, or confiscation of items will be in accordance with our policy on Searching, Screening and Confiscation. Mobile phones are prohibited in school throughout the school day.

The Trust Board would expect the Headteacher to inform the relevant authorities when items prohibited by law, weapons and/or non-prescription drugs are brought onto the academy premises.

Procedures to be followed when issuing sanctions

Teachers may impose sanctions for day to day behavioural issues. Persistent bad behaviour will be referred to a named member of staff at your school to impose appropriate sanctions. The Headteacher or acting Headteacher will impose sanctions for serious incidents such as bullying and aggression. It is only the Headteacher or acting Headteacher who may exclude pupils. Staff will consider the seriousness of the incident and will act fairly and reasonably in imposing the appropriate sanction.

Managed moves

A managed move may be used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then an off-site direction may be used. Managed moves will only occur when it is in the pupil's best interests.

Records

The administration of sanctions are recorded centrally. The records will include:

- the name of the pupil concerned
- the reason for the punishment
- the type of punishment
- the name of the person administering the punishment

The records will be kept in a confidential file.

Monitoring

The Headteacher of each academy will ensure that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Trust Board is responsible for monitoring the Behaviour policy's effectiveness.