

# drb Ignite Multi Academy Trust

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## **Behaviour Policy**

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## Trust Vision

*'all pupils achieve the highest standard of educational outcomes regardless of circumstances or background.'*

The Trust has been established through a shared belief that lives can be transformed by what goes on in schools. The Trust believes that the process of teaching and learning shapes futures. To this end the Trust's vision is to give every pupil learning experiences that excite them and give them the power to begin to shape their own lives.

### 1. Introduction

- a. drb Ignite Multi Academy Trust's ("the Trust's") behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across all schools. Positive behaviour, mutual respect and support leads to effective learning and helps prepare children and young people for life beyond their school.
- b. This Policy outlines the high behavioural standards the Trust expects from all our pupils, the support and interventions used to address inappropriate behaviour and sets out the consequences that will follow if this policy is not adhered to. This Policy should be read in conjunction with the Trust's Exclusions and Suspensions Policy, Anti-bullying Policy, SEND and Safeguarding and Child Protection Policy, all of which can be found on the Trust's website. It will be reviewed annually by the Board of Trustees.

### 2. Aims and Objectives

By setting high standards of expected behaviour, the Trust aims to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment.
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively.
- enable pupils to understand the implications of their behaviour, to understand their own behaviour and most importantly to take responsibility for their behaviour.
- ensure every member of the Trust community feels valued, respected and treated fairly.
- provide an ethos and environment within which everyone feels safe.
- foster discipline and mutual respect between pupils and their peers and between staff and pupils.
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety.
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions.
- support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

### **3. United Nations Convention on the Rights of the Child**

All Trust schools are working to achieve or maintain the UNICEF Rights Respecting Schools Award.

This transformative award supports teachers to talk to children of all ages about the big issues facing the world today, from such things as the refugee crisis to climate change and the impact of the global pandemic.

Together children and the school community learn about children's rights by putting them into practice every day. The Award is not just about what children do but also, importantly, what adults do. In Rights Respecting Schools children's rights are promoted and realised, adults and children work towards this goal together.

A Rights Respecting School is a place where everyone can feel confident and encouraged to have their voice heard and listened to. The Award supports the values of the Trust, enabling them to be brought to life in our schools every single day.

As a result of a Trust wide approach, the following articles were considered when agreeing the Behaviour Policy:

#### **Article 15**

Every child has the right to meet with other children and to join groups and organisations as long as this does not stop other people from enjoying their rights.

#### **Article 28**

All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

#### **Article 22**

Children who come into a country as refugees should have the same rights as children born in that country.

#### **Article 23**

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

#### **Article 29**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures, and the environment.

#### **4. Application of Policy**

- a.** This Policy applies to all members of the Trust community. The Trust uses a relational model, which is trauma informed and restorative. Schools will apply consequences for behaviour that takes place outside of Trust premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.
- b.** When deciding whether it would be reasonable to impose a consequence for behaviour outside of the school, staff will consider:
  - i.** Whether the pupil is taking part in any school or school activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or
  - ii.** The severity of the behaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or Trust.

#### **5. Roles and Responsibilities**

All members of the Trust community are expected to follow this Policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

##### **a. Board of Trustees**

The Trustees will work with the Executive Team and the Trust's Leadership Teams to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools. Trustees will monitor and evaluate the impact of the Policy and will hold the CEO and Headteachers to account for its implementation. Trustees will ensure that they receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.

##### **b. The Chief Executive Officer**

The CEO will ensure that this Behaviour Policy is applied consistently across the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. The CEO will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

##### **c. Headteachers**

Each school, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with Policy changes. They will ensure that

lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies.

The Headteacher will ensure that behaviour expectations are included in induction for all staff and pupils, regardless of whether they enter the school at standard or non-standard entry points. The Headteacher will monitor how staff implement this Policy to ensure rewards and consequences are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

#### **d. Staff**

All staff will:

- communicate the contents of this Policy to all pupils and parents to ensure that the Trust's expectations are transparent to all pupils and parents and that expectations of, and responses to behaviour are consistent, fair, proportionate and predictable. Staff will do this by routinely reminding pupils of expectations through e.g. assemblies, part of PHSE, discussed as part of pupil induction to the school.
- apply this Policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face.
- make reasonable adjustments for disabled pupils as required.
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need
- model positive behaviour.
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour.
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log.
- provide praise, rewards and reinforce positive behaviour.
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively.
- focus on de-escalation and preventative strategies rather than being solely reactive.
- consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils.
- contribute to the development of systems which support and reinforce positive behaviour.
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need.
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support.

This could include:

- more frequent engagement with parents.
- home visits.
- mentoring and coaching.
- time in a pupil support unit.
- engaging with local partners and agencies to address specific challenges.
- consideration of whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan.
- designing an Individual Behaviour Plan and Pastoral Support Plan with set targets and support strategies embedded within.
- contact parents if there is a problem with attendance or punctuality and about any concerns or problems that affect their child's work or behaviour.
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed.
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

#### **e. Parents**

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- sign the schools Home School Agreement.
- support the school in the application and enforcement of this Policy.
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour.
- ensure their child attends the school on time, appropriately dressed, fed and rested.
- work with the school in support of their child's learning.
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place.
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" Policy).
- support their child in homework and other opportunities for home learning.
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible.
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and if invited, attend a reintegration interview at the school with their child.

#### **f. Pupils**

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the school expectations to which all pupils must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

Pupils will be asked to give feedback on their experience of the behaviour culture in school to support the evaluation, improvement and implementation of the Behaviour Policy.

## **6. Rewards and Consequences**

Each school has its own rewards and consequences system that details how positive behaviour is rewarded and how inappropriate behaviour is responded to. Please see the schools Behaviour Procedures on the school's website.

## **7. Pupils with Special Educational Needs and/or Disabilities**

- a.** In the context of this Policy, a child is considered to have SEND if he or she:
- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
  - has a disability which prevents or limits them from accessing the curriculum; or
  - has behavioural, emotional or social difficulties which impact adversely on their learning and progress.
- b.** The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. 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 school on the facts of the situation.
- c.** An Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's Special Educational Needs Policy and SEND Information Report for more information.
- d.** The school will as far as possible, anticipate likely triggers of unacceptable behaviour for pupils identified as having SEND and will put in place support to prevent these. 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.
  - 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.
- e.** Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as Counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

## **8. Investigating Incidents**

- a.** Initial investigations of minor behaviour incidents may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious incidents may be carried out by two staff together. Any questions raised by staff will be open and non-leading.
- b.** The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered. Please see the Trust's CCTV policy and privacy notices for more information.
- c.** When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.
- d.** In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

## **9. Search, Screen and Confiscate**

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. This Policy aims to outline the Trust's Policy and procedures for the rare situation where a pupil may bring an offensive weapon or prohibited item into a Trust school. The Policy follows the latest government guidance on searching, screening and confiscation. This can be accessed through the following link: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

As part of the Trust's culture of safeguarding all risks are taken seriously and cannot be ignored. Please see the Trust's Search Screen and Confiscate Policy for further information.

The Trust's Offensive Weapons and Prohibited Items Policy details the Trust's procedures for the rare situation where a pupil may bring an offensive weapon or prohibited item into a Trust school. Evidence shows that, a substantial number of crimes are committed where a pupil aged 17 and under is known to have been in possession of an offensive weapon. Although most of these offences are committed outside of school, it would be reasonable to assume that

pupils were in possession of the offensive weapons during school hours and therefore, the potential for violent incidents is real.

## **10. Mobile Phones and Electronic Devices**

Mobile phones and personal electronic devices must not be brought onto site under any circumstances. Where they are, staff may confiscate or seize the device in accordance with section 9 of this policy.

## **11. Use of reasonable force**

- a.** The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.
- b.** This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- c.** Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.
- d.** All incidents where pupils need to be held to help them to calm down will be recorded, any Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Plans reviewed and parents will be informed as a matter of course.

For further information please see the Positive Handling Policy.

## **12. Bullying**

The Trust is committed to providing a warm, caring and safe environment for all pupils so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated. All incidents of bullying are taken seriously. Everyone has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. At the Trust, we acknowledge that bullying does happen from time to time. It would be unrealistic to claim that it does not. However, when bullying occurs, incidents will be dealt with promptly and effectively in accordance with the Anti-Bullying Policy. If any parent has a concern regarding bullying please see the Trust's Anti Bullying Policy.

## **13. Child-on-Child Sexual Abuse**

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe

statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this Policy.


#### **14. Complaints**

If parents have any concerns or complaints over the application or implementation of this Policy they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's Complaints Policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

#### **Monitoring and review**

This *Behaviour Policy* will be reviewed by the CEO, Trust Board and Headteachers on an annual basis. Individual school *Behaviour Procedures* will also be reviewed annually.

Should there be any changes/further national guidance issued relevant to this Policy, it will be updated accordingly prior to the review date shown above and referred to the next Trust Board meeting.

<b>Monitoring and review:</b>	CEO, Trustees and Headteachers
<b>Links:</b>	Attendance Policy Anti-Bullying Policy Complaints Policy Cyberbullying Policy Equality and Diversity Policy Offensive Weapons and Prohibited Items Policy Positive Handling Policy Relationships and Health Education Policy Safeguarding Policy Special Educational Needs and Disabilities (SEND) Policy
<b>Staff responsible:</b>	CEO Executive Director of School Improvement Headteachers Teachers
<b>Committees responsible:</b>	Trust Improvement Board and Achievement, Support and Scrutiny Committee
<b>Next review:</b>	March 2025
<b>Sign off by Trust Chair:</b>	 <p style="text-align: right;">Date: March 2024</p>

### Change Management

Issue no:	Date:	Change description:
1.0	November 2017	Initial release
2.0	November 2018	Review
3.0	November 2019	Review
4.0	November 2020	Review
5.0	November 2021	Review
6.0	March 2022	Review
7.0	March 2023	Review
8.0	March 2024	Review