



CARLTON
ACADEMY TRUST

**Carlton Academy Trust
Behaviour Policy and Written Statement of
Behaviour Principles**

Approved on behalf of Trustees:

Gareth Logan

Date:

September 2021

Next Review:

September 2022

Policy Scope and Aims

This policy applies to all Trust schools and aims to:

- Support Trust values of Ambition, Respect and Resilience.
- Provide a consistent approach to behaviour management and expectations of student behaviour.
- Ensure that staff and students can work and learn safely.
- Outline Trust responsibilities for the management of behaviour.
- Outline Trust systems for rewards and sanctions.

Statutory Guidance

This policy is written with reference to DFE statutory guidance, principally:

- The Equality Act ,2010.
- Use of Reasonable Force in Schools, 2019.
- Behaviour and Discipline in Schools, 2016.
- Searching, Screening, and Confiscation in Schools, 2018.

Further details of Trust behaviour systems are encoded in the Pastoral Operational handbook.

Definitions

Misbehaviour:

- Disruption in lessons and poor attitude to learning.
- Unruly behaviour in corridors between lessons, in and around school at break and lunchtimes, and whilst travelling to and from school.
- Undermining the expectations and values of the school as outlined in the Code of Conduct.
- Incorrect uniform and lack of equipment for learning.
- Using a mobile phone on the school site.

Serious misbehaviour

- Regular and repeated breaches of the Code of Conduct.
- Bullying.
- Discriminatory behaviour including racism, sexism, homophobia, and extremism.
- Sexual harassment, sexual assault, or any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation.
- Vandalism or theft.
- **Physical assault against staff or students.**
- Making false, unfounded, or malicious allegations against staff.
- Possession of any prohibited items

Prohibited Items comprise weapons; drugs; alcohol; stolen items; tobacco; cigarettes; e-cigarettes and vapes; drugs or associated drug-taking paraphernalia; matches/lighters; fireworks; accelerants (aerosols/lighter fluids etc); pornographic images or content; any article that a staff member reasonably suspects has



been or is likely to be used to commit an offence, cause personal injury to, or damage to the property of any person.

Roles and Responsibilities

Trustees review this policy annually, and along with local governing bodies scrutinise implementation within individual schools. Heads of School ensure this policy and associated requirements of the Trust Operational Handbook are effectively implemented within their school.

All staff must:

- Recognise that behaviour management is the responsibility of all staff. As such, staff should not fail to challenge poor behaviour when they encounter it.
- Consistently implement this policy and model correct behaviour and conduct.
- Recognise that different approaches to behaviour management may be needed with different students.
- Record behaviour incidents using appropriate school/Trust systems.
- Communicate concerns to parents/carers where relevant.

Student Expectations (Code of Conduct)

Students are expected to:

- Attend each day, being punctual and fully equipped for all lessons.
- Always wear full uniform whilst on school grounds, including lanyards in secondary schools.
- Be polite and respectful to staff, students, and visitors.
- Respect the learning environment and property of others.
- Move and behave safely within lessons and around school.
- Respond immediately and without argument to instructions from staff.

Classroom Behaviour Management

Teachers (and classroom support staff) should set a positive environment for behaviour within the classroom through:

- Greeting students at the start of lessons and ensuring an orderly exit at the end.
- Establishing clear routines within the classroom in accordance with Trust teaching and learning guidelines.
- Communicating behaviour expectations and rewarding students accordingly.
- Employing a range of skills and strategies when dealing with low-level disruption to prevent escalation.
- Following up incidents of misbehaviour, where relevant, in accordance with school/Trust guidelines.
- Avoid humiliating, overly punitive, or 'blanket' punishments which include all students in a group.



Behaviour and Special Needs

The Trust recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to behaviour management may be adapted according to the needs of the student. The school's Special Educational Needs Co-ordinator (SENCO) or Designated Safeguarding Lead (DSL) may evaluate a student who exhibits challenging behaviour to determine whether they have underlying needs that are not being met. Where necessary, support and advice will also be sought from specialist external sources to support specific needs.

Off-Site Conduct and Behaviour

Behaviour sanctions will be applied when a student misbehaves off-site. This commonly includes school trips, sporting fixtures or travelling to and from school whilst wearing school uniform.

Rewards and Recognition

These vary dependent on the age of the student and nature of achievement to be rewarded.

Examples include:

- Praise.
- Achievement points.
- Letters, postcards, or phone calls home to parents/carers.
- Certificates of Achievement.
- Celebration assemblies.
- Prizes.

Sanctions

These vary dependent on the age of the student and nature of the incident.

Examples include:

- Verbal reprimand.
- Being moved within the class.
- Being removed from the lesson.
- Detention at break, lunch or after school.
- Letters or phone call home to parents/carers.
- Placing students on 'behaviour contracts' or 'report'.
- Placement in another school or a Managed Move.
- Fixed Term or Permanent Exclusion (Further details can be found in the Trust Exclusions policy).



Restraint

Staff may use reasonable force to restrain a student to prevent them causing disorder, hurting themselves or others, or damaging property. Restraint must always be:

- Used as a last resort.
- Applied using the minimum amount of force for a minimum duration.
- Used in a way that maintains the safety and dignity of all concerned.
- Recorded on school systems and reported to parents/carers.

Some students may have a risk assessment which identifies the occasional need for restraint due to Special Needs or Social Emotional Health Needs.

Confiscation Prohibited Items and Student Searches

Schools will confiscate any item which is deemed harmful or detrimental to school discipline. They will be returned to parents/carers/another adult family member or police, as appropriate. In secondary schools this includes mobile phones, which will be returned on Friday after school. Where they are confiscated on Thursday or Friday, they will be returned at the end of the following week.

Searching with Student Consent

Staff can search students with their verbal consent for any item. Where a student refuses, the school may decide to impose a sanction. Staff will use discretion to confiscate, retain and/or destroy any item found in a search.

Searching without Student Consent

Schools may legally search for the following items without consent:

- Knives or weapons.
- Alcohol, and illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- 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, or damage to property.

Under the terms of this policy, schools may also search for any other banned item such as:

- E-cigarettes, vapes, matches, or lighters.
- Accelerants such as lighter fuel or aerosols.
- Other pornographic content
- Chewing gum, sweets, fizzy drinks (secondary schools.)

Staff may confiscate anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence. Searches can also include student lockers, desks or similar.

Offensive weapons must be passed to the police. Other items may also need to be passed to the police dependent on their type and nature.



Search Guidelines

Any member of staff can complete a search provided they have authorisation or delegated authority from the Head of School and there are reasonable grounds for suspecting that a student is in possession of a prohibited item. Searches must adhere to the following guidelines:

- Should be conducted on school grounds.
- The person conducting the search should be the same sex as the student being searched and have a witness present. The witness should preferably be the same sex. The only exception to the same-sex rule is when a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- Students should only be asked to remove outer garments of clothing (not the last layer closest to the skin), requested to turn out pockets or turn down socks. Bags can also be searched.
- Staff can use force, where appropriate and needed, to search for any prohibited items.
- There is no requirement to inform parents/carers or seek their consent before a search is made. They must be informed when alcohol, illegal drugs, weapons, or potentially harmful substances are found.

Written Statement of Behaviour Principles

- Every student has the right to feel safe, valued, respected, and learn free from disruption.
- All students, staff and visitors are free from any form of discrimination.
- Staff always set a positive example of proper behaviour standards to students.
- Rewards and sanctions are consistently applied in line with the behaviour policy
- Behaviour systems are understood by staff and students.
- Exclusions will only be used as a last resort to address serious misbehaviour.
- Students are encouraged to take responsibility for their actions.
- Schools will seek to foster open, positive relationships with parents/carers when dealing with behaviour incidents.
- Violent or threatening behaviour will not be tolerated in any circumstances.
- Schools take proactive steps to promote good behaviour and minimise opportunities to engage in poor behaviour.

