

Student Behaviour and Discipline Policy

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| Policy Code: | SW4 |
| Policy Start Date: | December 2020 |
| Policy Review Date: | December 2022 |

Please read this policy in conjunction with the policies listed below:

- HR6 Data Protection Policy
- SW5 Safeguarding and Child Protection Policy
- SW9 Parental Communications and Complaints Policy
- SW3 Misuse of Drugs Policy
- SW6 Anti-Bullying Policy
- ICT2 E-Safety Policy

1 Policy Statement

- 1.1 The policy outlines the manner in which student behaviour will be managed and relates to the following legislation: *Education Act 1996; Education and Inspections Act 2006; Section 93, Education and Inspections Act 2006; Education (Independent School Standards) (England) Regulations 2014; DfE Behaviour and discipline in schools 2016.*
- 1.2 The Priory Federation of Academies Trust supports the principles enshrined in Articles 28 (right to education) and 29 (goals of education) of Unicef’s Rights of the Child Charter. The Trust endorses the position that: “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.”
- 1.3 Any procedures used specifically to support children with challenging behaviour will be in line with the Local Authority’s “Ladder of Intervention”.
- 1.4 References to the Trust or Academy within this policy specifically include all primary, secondary and special academies within the Trust, as well as the Early Years setting at the Priory Witham Academy, Priory Training, Priory Apprenticeships, Lincolnshire Teaching School Alliance and Lincolnshire Teaching School Alliance SCITT.
- 1.5 This policy does not form part of any member of staff’s contract of employment and it may be amended at any time.
- 1.6 The Trust is committed to leading a mentally healthy organisation, which includes a commitment to and promotion of emotional wellbeing and mental health. Therefore, all Trust policies and procedures ensure this commitment is incorporated in order to support all staff and students. Members of staff are encouraged to speak to their line managers, and students are encouraged to speak to any member of staff, if they feel any part of this policy would affect their emotional wellbeing and mental health. Any such comments should be passed to the Trust’s HR department (via FederationHR@prioryacademies.co.uk) for appropriate consideration at the next available point in the policy review cycle.
- 1.7 During the Covid-19 pandemic, settings may need to amend their behaviour procedures to reflect ongoing and updated government guidance. Any resulting additions or adjustments will be reflected in the setting’s own guidance/procedures and not in this policy. No changes adopted by any setting will be contrary to any statements set out in this policy.

2 Roles, Responsibility and Implementation

- 2.1 The Education and Standards Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Director of Student Welfare.
- 2.2 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all staff are responsible for supporting colleagues and ensuring its success. The implementation of this policy on an operational level is the responsibility of the Senior Leader responsible for student welfare in each Academy.

3 Aims

- 3.1 The Priory Federation of Academies aims to promote an environment where everyone feels valued and respected. We will endeavour to develop positive relationships between students, staff, parents/carers and other members of the wider community where everyone is treated fairly and with equal respect. We are a caring community whose values are built on mutual trust and respect for all. Our aim is to encourage and help to develop self-discipline and responsible behaviour in all students in order to support this ethos.
- 3.2 This policy provides generic responses to student behaviour, which need to be implemented having due regard to the age and maturity of students.

4 A Positive Approach Supporting Principles and Values

- 4.1 We acknowledge that positive behaviour is a prerequisite for effective teaching and learning, to which all students have equal access and with equal regard. We will ensure the reinforcement of Academy aims at individual, class and Academy levels, supported by positive adult role models. This policy aims not only to promote a set of values for each Academy, but a set of values that our students will take into the community both whilst they are at Academy and after they leave. A curriculum that promotes the spiritual, moral, social and cultural development of the students in our care will support this philosophy. Each Academy will play an important part in providing students with these values.
- 4.2 Our policy and practice seeks to lead students towards high self-esteem and self-discipline. Good discipline arises from positive relationships and from setting expectations of good behaviour.
- 4.3 The Trust's values are:

- Wisdom
- Curiosity
- Generosity
- Courage
- Passion

Each Academy/setting will promote these values alongside the following principles of:

- Awareness of the needs of others
- Compassion
- Courtesy
- Fairness
- Honesty
- Respect for truth and justice
- Trust
- Responsibility for one's own actions
- Tolerance
- Self-discipline

5 General Rights and Responsibilities

- All teachers have the right to teach
- All students have the right to learn
- Everybody has the right to be and feel safe
- Everybody has the right to be listened to
- Everybody has the right to dignity and personal respect

5.1 Rights and Responsibilities of all staff members

- To recognise their duty to work together with students to ensure they can achieve their potential, whilst promoting mutual respect
- To ensure lessons are adequately prepared and resourced
- To create an orderly atmosphere conducive to learning and effective teaching
- To make expectations of behaviour clear to all students
- To provide positive adult role models of caring, considerate and cooperative behaviour
- To have high expectations of the students in terms of behaviour
- To treat each student fairly and ensure that the Academy's expectations are applied consistently
- To reward and celebrate good behaviour
- To adhere to the Academy's reward and sanction system

5.2 Rights and responsibilities of all students

- To show consideration to others
- To be polite at all times
- To act in a responsible manner at all times
- To dress smartly and to adhere strictly to the Academy's uniform expectations
- To complete all the work set to the best of your ability
- To show respect for other people's property
- To support each other and staff
- To be punctual to Academy and lessons
- To arrive at the Academy properly equipped and ready for work
- To follow the Academy rules
- To engage in their learning at all times, never distracting others

6 Rewards and Sanctions

6.1 Students who demonstrate the aforementioned may be rewarded by;

- praise from staff
- comments in books
- the Academy's reward system
- displays of work
- letters home to parents/carers
- involvement in Academy trips
- an invitation to meet the Governors and/or the Headteacher
- awards at the Academy's Award Ceremonies

6.2 The Form Tutor/Class Teacher is responsible for inducting students in the expectations of the Academy, and thereafter sustaining the basis of good discipline and responsible behaviour.

6.3 For those students who demonstrate unacceptable behaviour, the following sanctions may be appropriate:

- classroom strategies
- departmental or year detention
- Academy detention
- telephone call to parent/carer
- letter home
- withdrawal of certain privileges

6.4 For more serious incidents such as bullying, persistent disruption of learning, fighting, vandalism, theft, actions likely to put students or staff at risk of harm, some of the measures below may be appropriate, after there has been consultation with Senior Staff:

- meeting with Pastoral Leader or Senior Teacher (Pastoral)

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- withdrawal of privileges
 - removal from timetable (parents/carers notified by phone or in writing)
 - the use of the report system
 - student and parent/carer meeting
 - placement on a Pastoral Support Plan (PSP)
 - fixed-term exclusion
 - referral to external providers of appropriate alternative provision
 - placement for a specified period with an external provider of appropriate alternative provision
 - a managed move/supported transition
 - permanent exclusion (parents/carers have a right to make representation to governors and the right to make an independent appeal)
- 6.5 Any measures related to an exclusion period of any duration will follow DfE guidance *Exclusion from maintained schools, academies and pupil referral units in England 2017*.
- 6.6 In circumstances where intervention by the Class Teacher/Member of Staff/Form Tutor has left the situation unresolved or the behaviour continues, then a senior member of staff will be consulted and therefore take on the responsibility for addressing particular difficulties and implementing their Academy sanction and reward systems.
- 6.7 Each Academy will respond, as far as possible and where appropriate, to reported student behaviour outside the Academy e.g.:
- taking part in any Academy-organised or Academy-related activity
 - travelling to or from the Academy
 - wearing Academy uniform
 - in some other way identifiable as a student at the school

It will also respond to misbehaviour at any time, whether or not the above conditions apply, that:

- could have repercussions for the orderly running of the Academy
- poses a threat to another student, a member of staff or member of the public
- could adversely affect the reputation of the Academy/Trust

In all of these circumstances, the Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed.

6.8 Academy staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case, the Academy staff should follow the safeguarding policy and inform the Designated Safeguarding Lead (DSL) or a Designated Safeguarding Officer (DSO). Please refer to SW5 Safeguarding and Child Protection Policy.

6.9 Each case will be treated individually and specific circumstances taken into account.

7 Support strategies

7.1 The Trust recognises that challenging behaviour is rarely without cause and that effective behaviour management will include support strategies that explore the reasons for any behaviour and provide appropriate responses. Some of the support measures which may be used include:

- Restorative conversations
- Mentoring
- Referrals to external services
- Referral to Academy safeguarding team
- Pastoral Support Plan (PSP)

8 Drug-related incidents

8.1 Students who commit a drug-related offence may expect to be excluded (Please refer to SW3 Misuse of Drugs Policy.) However, exclusion should not be the automatic response to a drug incident and permanent exclusion should only be used in serious cases, where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.

9 Fixed Term Exclusions

9.1 The Trust takes the view that fixed term exclusions should be used sparingly and in instances where other Academy sanctions/consequences/support strategies and involvement of parents/carers have not had a positive impact upon student behaviour. Where a very serious 'one-off' incident occurs, where a student's behaviour is seriously persistently disruptive or where a student's behaviour has placed the safety of students or staff at risk the Headteacher may decide that a fixed term exclusion is appropriate.

9.2 The final decision for a fixed term exclusion rests with the Headteacher following consideration of all available evidence of each individual case. A student can only be excluded by the Headteacher or in their absence from the Academy by a delegated Senior Leader.

9.3 The Trust is keen to ensure there is a balance between the use of exclusions to deal with persistent disruption and their impact on an individual student's ability to re-engage with their learning.

9.4 Upon return from a fixed term exclusion the student and parents/carers will attend a reintegration meeting with either the Headteacher or delegated Senior Leader (and a member of the Pastoral Team if appropriate) to discuss the incident and agree any further intervention or support strategies needed.

10 Permanent Exclusions

10.1 The Trust takes the view that permanent exclusions are a last resort; in instances where other Academy sanctions/consequences/support strategies/fixed term exclusions and involvement of parents/carers have not had a positive impact upon student behaviour and where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy. Where a very serious 'one-off' incident occurs or where a student's behaviour is seriously persistently disruptive the Headteacher may decide that a permanent exclusion is appropriate.

10.2 Cases where this decision would be taken might include instances where allowing the student to remain within the Academy will seriously harm the education or welfare of students or others in the Academy.

10.3 The final decision for a permanent exclusion rests with the Headteacher following consideration of all available evidence of each individual case.

11 Prohibited and banned Items

11.1 All stakeholders will recognise that there is a broad range of items which, if brought into a school setting or in the possession of a young person, could compromise the health and safety of the individual student and other members of the school community, including students, staff or visitors to the Academy.

11.2 The Priory Federation of Academies Trust has a duty under paragraph 7 of Schedule 1 to the Independent School Standards (England) Regulations 2010 to ensure that arrangements are made to safeguard and promote the welfare of the students in all its academies.

11.3 See Appendix A for a list of prohibited items and those items held by The Trust to be 'banned items' in each setting.

11.4 The Trust considers that all of the items listed in Appendix A are inappropriate and possession of such items on academy premises, on

the journey to and from the academy, on an academy visit or any extra-curricular activity (on or off the academy premises) is unacceptable.

12 Responding to an incident involving prohibited or unauthorised items

12.1 The Trust understands that students can make poor choices and that these choices may from time to time breach the standards of expected behaviour, or a student may foolishly or unwittingly bring into the Academy an inappropriate, prohibited or banned item. When considering the consequences of such an event, the Headteacher or designated member of staff will thoroughly investigate the circumstances. If necessary the Headteacher may issue a fixed-term exclusion whilst this process is underway.

12.2 When considering the appropriate response, the Headteacher will have regard to the reason for the student's actions, the student's own vulnerability, any mitigating factors or history of trauma. The Headteacher will also consider any intent to use the item, and any history of intimidating or threatening behaviour from the student.

12.3 The following will be considered:

- Motivation and intent
- The specific item
- Student's awareness of the health and safety implications of the item in possession
- The student's own account and rationale for possession of the item
- Any threats or intimidation made in relation to the item
- Any mitigating circumstance, e.g. victim of bullying
- Perceived or actual threats/intimidation from others towards the student (inside or outside of the Academy)
- Frequency/repeated breaches
- Manipulation/duress of the student by others
- Mental health of the student/history of self-harm
- History of trauma
- Vulnerability of the student
- SEND the student may experience

12.4 The Headteacher will thoroughly assess the response to any such breaches and give balanced consideration to safeguarding all staff and students, including the student involved, the impact of the incident on the student of any decision to permanently exclude them from the Academy.

13 Screening

13.1 In accordance with the DfE's guidance *Searching, Screening and Confiscation 2018* Headteachers, and staff authorised by them, have a

statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for (see Appendix A).

- 13.2 All searching, screening or confiscation will be carried out by the Headteacher and/or staff authorised by them and in accordance with the DfE guidance *Searching, Screening and Confiscation*.
- 13.3 Any prohibited or banned items found will be confiscated and locked in a secure place.
- 13.4 A photograph/photocopy of the confiscated item will be taken, including a scale to illustrate the size.
- 13.5 A search form will be completed and signed by the members of staff carrying out the search and the student.
- 13.6 The student will be removed from normal Academy activities and given the opportunity to make an account concerning their reasons for having this item in school.
- 13.7 Parents/carers will be contacted by telephone and may be invited to the Academy to discuss the issue.
- 13.8 If necessary, a fixed term exclusion will be considered to give opportunity for the incident to be investigated by the Headteacher or a senior member of the Academy.
- 13.9 The Headteacher will consider whether appropriate to inform the police. However, for all incidents which involve the possession of a weapon or an item used offensively, the police will be informed. 'Items used offensively' refers to routine items, e.g. compass, pencil, used inappropriately to cause harm, distress or intimidation.
- 13.10 In the event that the item has been used to intimidate, threaten or harm others, the police should be informed. The Headteacher will follow the advice in the DfE guidance *Searching, Screening and Confiscation* when deciding whether to pass the confiscated item to the police, destroy it or return it.
- 13.11 The response to any student found with or believed to have possession of a prohibited or banned item will be managed in accordance with this policy.

14 Safeguarding response to an incident involving banned items

- 14.1 The Headteacher will always consider their safeguarding responsibilities arising from the discovery of a prohibited or banned item and the Designated Safeguarding Lead (DSL) will make referrals as appropriate. Each academy will always consider a multi-agency approach to addressing wider needs including completing an Early Help Child and Family Assessment with the child/family. Referrals to appropriate external support agencies will be made where necessary.
- 14.2 In the event that a student is found with racist or extremist material a safeguarding referral will be made to the Local Authority, in accordance with the Prevent duties. The Academy will also establish internal interventions and support to address these concerns with the student and the wider Academy community.
- 14.3 Some young people experiencing distress may have a tendency to self-harm and may in this circumstance be particularly vulnerable to breaches of this policy and be found in possession of an inappropriate item. In all instances of this nature, the Academy should seek to safeguard the student by responding in a sensitive and supportive rather than a punitive manner.

15 Consequences

- 15.1 The Trust does not condone any behaviour which places the individual student, or any other person, at risk; a serious breach of the Academy's behaviour policy will result in a consequence. However, any decision to fixed term or permanently exclude the student will be made in line with exclusion legislation. That is, the decision will be rational, reasonable, fair and proportionate.
- 15.2 Before any decision to permanently exclude a student, the Headteacher will:
- Thoroughly investigate the incident
 - Enable the student to make their own account regarding the incident
 - Consult with the Local Authority (where appropriate)
 - Consider a referral for a restorative conversation or conference
 - Complete a risk-assessment to inform how the Academy can support the continuation of the student in the Academy
 - Thoroughly consider the support and interventions the Academy can establish in order to sustain the student in their current setting
 - Explore a managed move or suspended permanent exclusion (where applicable)
 - For students with an Education, Health and Care (EHC) plan or for Looked after Children, contact the relevant team at Lincolnshire Children's Services

15.3 Following a thorough investigation the Headteacher will consider the appropriate response which could include one or a combination of:

- Family/Academy meeting
- PSP
- A period of internal exclusion
- Amended timetable
- Restrictions on movement around Academy site
- Detentions
- Loss of privileges
- Fixed term exclusion
- Managed move
- Changing classes or teaching groups
- Restorative conversation
- Formal restorative conference
- Behaviour contract
- Referral to external support
- Implementation of risk-assessment
- Permanent exclusion

16 Policy change

16.1 This policy may only be amended or withdrawn by The Priory Federation of Academies Trust.

Appendix A

Prohibited items

The DfE's *Searching, Screening and Confiscation* advice from 2018, identifies prohibited items as:

- Knives or weapons

The definition of 'knife' in this document includes any bladed article including – craft knife, Stanley knife, Swiss Army knife, fishing knife, razors, kitchen knives or any bladed item including improvised or self-made items. The term 'weapon' refers to any gun, including air rifle, BB gun, toy guns, pellet guns, crossbow, tasers, blow pipes, knuckledusters or any similar item made for the purpose of assault or defence. Self-made items are those that have been crafted or adapted for the purpose of self-harm, or to threaten others, and include but is not restricted to shards of glass, mirrors, sharpened sticks, pencil sharpener blades, broken rulers.

- Alcohol
- 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 to, or damage to the property of, any person (including the student).

This list is not exhaustive; it is not constrained by the criminal definition of an offensive weapon but refers to any item which could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others.

Banned items

In addition to the items identified above there are a number of other items which could cause harm, distress or injury to students or persons, or could adversely affect good order and discipline of the school community. The Trust consider that the following items are inappropriate and should not be brought into the Academy:

- Chains

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- Catapults
 - Chewing gum
 - Lighters/matches
 - Tools, e.g. screwdrivers, hammer, nails etc.
 - Pepper sprays and gas canisters
 - Any item fashioned to cause injury, e.g. a sharpened stick, laser pen
 - Laser pens
 - Dangerous chemicals, e.g. acids, hair dyes, bleaches
 - Aerosol (including deodorant and hair spray)
 - E-Cigarettes
 - Stink bombs/smoke bombs/flares
 - Solvents, legal highs or other substances
 - Super glue
 - Needles (syringes, if required for medical grounds, should be kept in accordance with the student's Individual Medical Care Plan and the Trust's HS2 Medical Treatment Policy)
 - Offensive material, e.g. anything pornographic, racist, homophobic, transphobic, extremist material
 - Rope and cable ties

This is not an exhaustive list and the Headteacher may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

The Priory Federation of Academies Trust Student Behaviour and Discipline Policy

This Policy has been approved by the Education and Standards Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.