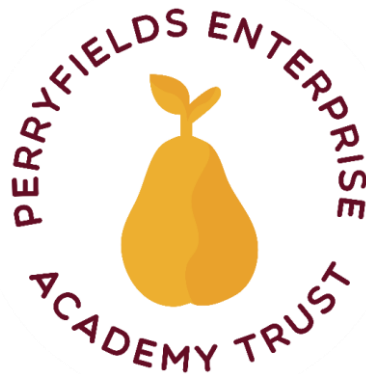


Perryfields Enterprise Academy Trust

Behaviour Policy



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SUMMARY OF CHANGES – OCTOBER 2022

Section	Detail
Section 9	Change of wording from 'external exclusion' to 'suspension'
Section 13	New section

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Perryfields Enterprise Academy Trust

Behaviour Policy

The academy embraces this principle and seeks to create an environment within the academy which encourages and reinforces good behaviour.

1. Aims:

- To create an environment that encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the academy's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and academy in the implementation of this policy.

2. Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the academy has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals. As an academy we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

3. Academy Ethos

The adults encountered by the children at schools within the Trust have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

4. The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Teachers take into account the impact which emotional needs may have on pupils' learning, and appropriate support is provided. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping are used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. Effort, challenges and mistakes are valued because they lead to learning. This is in line with the Growth Mindset initiative which the academy has adopted.

5. Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms provide a welcoming environment. They are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour.

Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption.

Displays help develop self-esteem through demonstrating the value of every individual's contribution.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Effective praise is used to encourage good behaviour as well as good work. Pupils are given specific process feedback that recognises: strategies, effort, perseverance, challenge-seeking and improvement.

We have created a whole academy visual reward system which recognises good, excellent and incredible behaviours. It can also be used to record unacceptable behaviour. Children have the opportunity to redeem themselves with good behaviour and children will always begin each new day at 'good'.

6. Rules and Procedures

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures: -

- are positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- are consistently applied and enforced;
- promote the idea that every member of the academy has responsibilities towards the whole.

7. Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The usual reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour are as high as for work. Public recognition of good behaviour is acknowledged through house points and via a weekly celebration assembly and giving of certificates. Additionally, the House system is used to encourage positive behaviour and acting as a positive role model to others. Credits are awarded by all members of staff and celebrated at half-termly assemblies.

8. Sanctions

A whole academy protocol has been put in place for the consistent management of behaviour. Sanctions that range from expressions of disapproval, withdrawal of privileges and ultimately referral to the Headteacher, letters to parents and, in the last resort, exclusion, have been set out below:

- 1) Children consistently displaying unacceptable behaviour during the week or whose behaviour warrants an immediate sanction outside the class will attend the 'Positive Attitude club' on a Thursday break time with a member of the SLT and a level 1 behaviour slip will be sent home to parents.
- 2) If the child has received two level 1 behaviour slips in a half term, a meeting between the school and the child's parents will be arranged to discuss next steps.
- 3) If a child displays more extreme examples of behaviour (e.g. violence towards pupils or adults, dangerous behaviour, extreme insolence, swearing or disrespect), they will be sent directly to the Headteacher or Assistant Headteachers. Parents will be contacted and invited into school to meet with a member of the senior leadership team.

Careful evaluation of the curriculum on offer, classroom organisation and management, and whole academy procedures take place to reduce inappropriate behaviour and to create a positive working environment. Additional specialist help and advice from the Educational Psychologist or Specialist Teacher Team may be necessary. This possibility should be discussed further with the Headteacher.

9. Serious or continued inappropriate behaviour

If problems persist, or for more serious incidents, including those that involve bullying or abusive behaviour, the Senior Leadership will go through the following stages of intervention:

- 1) Fixed term internal exclusion.
- 2) Fixed term suspension followed by a reintegration 'Back to school meeting' with the child and parents/carers.
- 3) Pastoral Support Plan meeting - multi agency meeting.
- 4) Positive Referral If there is no improvement and other children are being put at risk on a daily basis, e.g. to an external provider such as a grow unit where they would stay on our register and hopefully return to mainstream education.
- 5) Permanent suspension.

10. Harmful sexual behaviour

We want everyone to feel included, respected and safe in our school.

We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Phone call to inform parents
- If necessary, separate children in school
- If appropriate, consider pastoral support

11. Sexual harassment and Sexting (see Harmful Sexual Behaviour/Peer on Peer Abuse Policy)

If there is evidence that this is a one-off incident that the school decides should be managed internally, the school will take the following action:

- Support and educate them to improve their behaviour
- Record and monitor their behaviour for any recurrence (CPOMS)
- Phone call to inform parents
- If necessary, separate children in school
- Internal exclusion
- If appropriate, consider pastoral support

Our PSHE/RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

12. Communication and parental partnership

We give high priority to clear communication within the academy and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

13. Confiscation and searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Possession of any prohibited items

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member 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 pupil)

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher/Assistant Headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or desks.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

Desks
Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's

appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.