



Northern Lights
LEARNING TRUST



Venerable Bede CE Academy BEHAVIOUR Policy

Review Date: Autumn Term 2024

Next Review Due: Autumn Term 2025

Person in Charge: Mrs T Burgess

Governance: Chair of the Local Governing Body

Northern Lights Learning Trust

Signed off by: Chair of Board

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The quality of relationships between all members of school staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of the schools in our Trust. It is expressed in the terms of sharing and caring. In the Church schools in our Trust, we follow the teachings of:

‘Love your neighbour as yourself’ – Matthew 22:39.

‘This is my commandment: love each other’ – John 15:17.

In our schools we believe every pupil is an individual who is valued for who they are.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks including in our Church schools in ways which reflect the Gospel. Those who are in leadership roles, which includes all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that both Christian and spiritual love will pervade all aspects of life at Northern Lights Learning Trust. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environments are created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the schools are organised and the policies are written and implemented.

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PURPOSE

The purpose of the Behaviour, Discipline, Suspension and Permanent Exclusion Policy is to:

- Provide a consistent framework for behaviour, discipline, suspension, and permanent exclusion.
- Lead to a culture of high expectations of behaviour, establishing a calm and supportive environment conducive to learning.
- Ensure that pupils follow the Academy's behaviour expectations of being ready, respectful and safe.
- Promote good behaviour and self-discipline through our key Christian values of joy, hope, forgiveness, wisdom, and perseverance, allowing pupils to flourish and achieve their full potential.
- Set out our commitment to prevent all forms of bullying.
- Ensure that positive behaviour is consistently recognised, rewarded and celebrated.
- Ensure that Class Charts is used as the mechanism to facilitate and celebrate positive pupil behaviour and that this is rewarded.
- Recognise that this policy must apply to the behaviour of all its members: to adults (teachers, other staff, parents/carers, and visitors) as well as to pupils' behaviour. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

Introduction

In order to fulfil the Academy's mission of ensuring a first class education and a breadth of opportunity to all of our pupils in light of the Christian Gospel, it is essential that we encourage the highest standards of learning behaviours. We must also ensure a robust reward system where achievement and effort are praised and rewarded in equal measure. Only then will each pupil and member of staff be able to "soar to the heights together".

Across this policy, we will outline the behaviours that are expected of all of our pupils, how we promote positive behaviours for learning, reward positive behaviour, as well as explaining what sanctions and systems are in place to support this. The end result is that in all areas of the Academy, our pupils and staff should show and expect to see the highest standards of behaviour. It should be the case that every member of our community feels valued and respected, and that each person is treated fairly within a climate of mutual trust and respect. This will ensure that we provide a caring, positive, safe and stimulating environment, which promotes the social, moral, spiritual and cultural development of everyone. We expect all pupils and staff to model the Academy's Christian values of joy, hope, forgiveness, wisdom, and perseverance. As well as fulfilling Jesus' commandment of loving your neighbour as yourself.

We should recognise that the success of our behaviour and reward systems depend on the full support of parents/carers. The role of parents/carers is crucial in helping us to develop and maintain good behaviour. We expect all parents to support the Academy and to encourage and reinforce the need for good behaviour from their child. Where a parent/carer has a concern about the management of behaviour, we expect them to raise this directly with the Academy to continue to work in partnership with us.

The Academy has a whole-school and consistent approach to managing behaviour. Positive and assertive teaching techniques are used; this helps to establish our high behaviour expectations, allowing for positive behaviour to be rewarded and sanctions to be put in place for negative behaviour. Pupils develop an understanding of what the Academy's agreed set of behaviour expectations mean (ready, respectful, and safe). These behaviour expectations are displayed in each classroom and are used to frame conversations about behaviour and link to the Academy's rewards and sanctions system.

The Venerable Bede CE Academy's behaviour commitment:

- To have 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.
- School leaders to be visible around school, consistently supporting all staff in managing pupil behaviour.
- 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.
- Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption to learning is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour.
- All members of the school community are focused on creating 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.
- There is a genuine commitment to preventing all forms of bullying. All incidents of bullying, discrimination, aggression, and derogatory language (including name-calling) are dealt with quickly and effectively.
- All staff will be made aware of the measures outlined in this policy and will receive regular training in relation to behaviour management. All staff understand their responsibility to provide a safe environment in which pupils can learn.
- Where circumstances arise that endanger the safety of a pupil or staff member, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

LEADERSHIP AND MANAGEMENT

Across this policy, we endeavour to outline the measures that have been put in place to fulfil the expectations of the Headteacher/Head of School, senior leaders, teachers and school staff, pupils and parents.

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Role of the Headteacher/Head of School

It is the Headteacher/Head of School's responsibility for implementing measures to secure acceptable standards of behaviour. The Headteacher /Head of School of Venerable Bede CE Academy is responsible for:

- Encouraging good behaviour and respect for others.
- Securing an acceptable standard of behaviour for pupils.
- Promoting, among pupils, self-discipline and proper regard for authority.
- Preventing all forms of bullying.
- Ensuring that pupils complete any tasks reasonably assigned to them in connection with their education.
- Regulating the conduct of pupils.
- Ensure the school environment encourages positive behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

It is the Headteacher/Head of School's responsibility to evaluate the effectiveness of the measures outlined in this policy.

Role of senior leaders

The Academy's senior leadership team, particularly the Deputy Headteacher responsible for Pupil Welfare, and the Assistant Headteachers responsible for Pastoral and SEND, will:

- Be highly visible, routinely engaging with pupils, parents, and staff on setting the behaviour culture and an environment where everyone feels safe and supported.
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them.
- Make sure that all new staff are inducted clearly into the Academy's behaviour culture to ensure they understand our expectations and routines and how best to support all pupils to participate in creating the culture of the Academy.
- Consider any appropriate training, which is required for staff to meet their duties and functions within this policy.
- Ensure that staff have adequate training on matters such as how special educational needs, disabilities and mental health needs may affect a pupil's behaviour.
- Ensure that all staff understand the strategies that have been put in place to support specific pupils in helping them to follow the high behaviour expectations.

Role of teacher and staff

All teachers and staff across the Academy have an important role in developing and maintaining a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. All staff should:

- Uphold the Venerable Bede CE Academy's whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as outlined in this policy.
- Challenge pupils to meet the Academy's behaviour expectations and maintain the boundaries of acceptable conduct.
- Communicate the Academy's vision, values, expectations, routines, and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Consider the impact of their own behaviour on the Academy's culture and how they can uphold the Academy's vision, values and expectations.

Role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity and respect. At Venerable Bede CE Academy all pupils will:

- Be made aware of the Academy's behaviour expectations, pastoral support, and consequences process.
- Be taught that they have a duty to follow the Academy's behaviour policy and uphold the Academy's behaviour expectations.
- Be asked about their experience of behaviour and provide feedback on the Academy's behaviour culture.
- Be supported to achieve the high behaviour expectations, including an induction process that familiarises them with the Academy's behaviour culture.

The Academy will endeavour to ensure that all new pupils understand the Academy's behaviour policy, behaviour expectations and wider culture. Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals (this includes pupils who are in-year transfers and those on managed moves).

Role of parents/carers

The role of parents /carers is crucial in helping the Academy develop and maintain good behaviour. To support the Academy, parents/carers should be encouraged to:

- Get to know the Academy's behaviour policy.
- Take part in the life of the Academy and its culture.
- Support the Academy's behaviour policy and reinforce the policy at home as appropriate.
- Raise any concern about management of behaviour directly with the Academy to continue to work in partnership.

The Academy will reinforce the whole-school approach to behaviour by building and maintaining positive relationships with parents. This includes the Academy updating parents about their child's behaviour (both positive and negative) and where appropriate, including parents in any pastoral work following misbehaviour (such as intervention strategies or support plans). This can be viewed every day via the Class Charts app.

Academy Behaviour Systems

Pupil Behaviour Expectations

In order for pupils to achieve their full potential, all pupils have a responsibility to follow the simple behaviour expectations:

- To be **ready** (for school and learning)
- To be **respectful** (to others, to themselves and to the environment around them)
- To be **safe** (in lessons and around the Academy)

Through following these expectations pupils will put Jesus' teaching of 'love your neighbour as yourself' into practice and promote the Academy's core Christian values of joy, hope, forgiveness, wisdom and perseverance.

Tutor Time, Personal Development lessons, and Collective Worship will be used to ensure that all pupils understand what the behaviour expectations are, what they mean in practice, and the standard of behaviour that is expected of them. This process will take place at the start of each academic year and will be revisited across the year.

Recognising, rewarding and celebrating positive behaviour

The Academy will positively reinforce the behaviour that reflects the values of our school and prepares pupils to engage in their learning. Pupils learn more successfully and have their self-esteem raised through positive recognition, praise, reward and celebration. Therefore, all staff will strive to consistently recognise, reward and celebrate positive behaviour. The Academy will use the Class Charts programme to consistently recognise and record incidents of positive pupil behaviour.

Examples of recognising, rewarding and celebrating positive behaviour will include:

- Praise and positive verbal and written feedback.
- Positive behaviour points recorded on the Class Charts system.
- Constant communication with parents/carers of positive behaviour points through the Class Charts app.
- Regular celebration of pupil achievement through Heads of Year and the Senior Leadership Team.
- Positive behaviour cards, postcards and certificates.
- Year Group award ceremonies.
- Positive behaviour mentioned in school reports.
- Prefect status.
- Gold Cross awards.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

The Venerable Bede CE Academy consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Good behaviour from all pupils helps to create a calm environment, which will benefit pupils with SEND, enabling them to learn and achieve their full potential.

Some behaviours are more likely associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will

often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

The Academy recognises that we need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

The Academy understands that the law requires schools to balance a number of duties which will have bearing on this behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

Every endeavour is made by the Academy to support pupils with SEND and as far as possible, anticipate likely triggers of misbehaviour and put in place to prevent these. Personalised support plans will be created for each pupils identified as having SEND. These plans will outline the SEND issues for each pupil and detail support measures that can be used. Plans will be shared with member of staff.

Examples of preventative measures could include:

- 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.
- Bespoke behaviour support plans
- Classroom adaptations

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection policy

Consequences for negative behaviour

Whilst we encourage, promote and reward positive behaviour, any negative behaviour will not be tolerated and appropriate sanctions will be put in place. Clear pupil behaviour expectations exist, and all pupils are expected to follow these expectations. Pupils are expected to be responsible for their own behaviour and actions. It is important for pupils to understand that there are consequences for their negative behaviour.

Disruption to learning and good order within the Academy will be dealt with positively and as soon as it occurs. Staff will respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed and not tolerated.

Across the Academy, the aim of any response to misbehaviour is to restore a calm and safe environment in which all pupils can learn, thrive, and reach their full potential, as well as preventing the recurrence of misbehaviour. To achieve this aim, a response to misbehaviour may have various purposes, including:

- Deterrence – to stop/deter a specific pupil or a general deterrent for all pupils in school.
- Protection – a protective measure in response to inappropriate behaviour.
- Improvement – support pupils to understand and meet the Academy’s behaviour expectations and to reengage in meaningful education. This could include reflective conversations or targeted pastoral support for example.

The Class Charts platform will be used to record incidents of negative behaviour, both within classrooms and around the Academy. This allows for consistent communication with parents/carers through the Class Charts app. Using Class Charts to record negative behaviour will also allow for tutors, Heads of Department, Heads of Year and the Senior Leadership Team to monitor pupil behaviour in their respective areas.

Behaviour outside of school premises

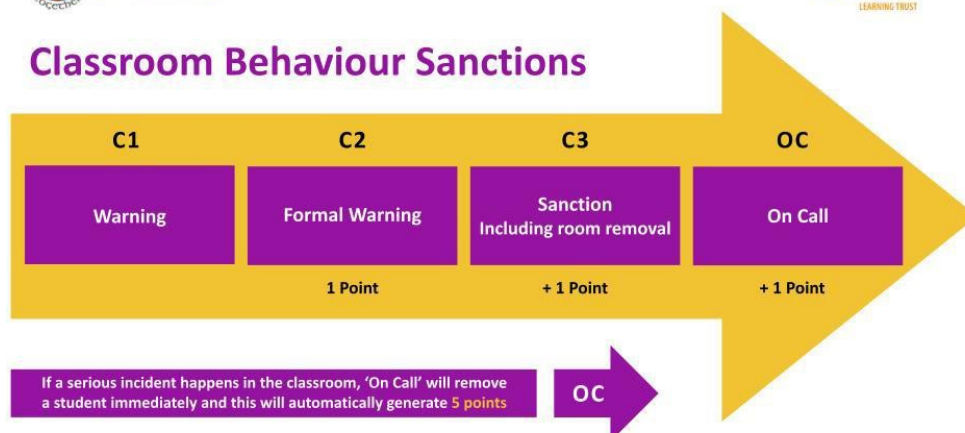
Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When in some other way identifiable as a pupil at the school;
- That could have repercussions for the orderly running of the school;
- That poses a threat to another pupil; or
- That could adversely affect the reputation of the school.

Process of Sanctions



Classroom Behaviour Sanctions



Where possible, sanctions should be applied rigorously and sequentially. Pupils should be aware of the stage they are at, and should move up one stage at a time, unless there is a serious breach of discipline e.g. violence/verbal abuse. In such cases, immediate use of the on-call system would be appropriate.

So that Heads of Department (HOD) and Pastoral staff can effectively manage behaviour across the Academy, steps should be recorded on the Class Charts programme. Teachers should also ensure that serious behaviour incidents are discussed with the appropriate HOD at the earliest convenience.

Non-teaching pastoral staff will be monitoring the live use of Class Charts every lesson and regularly visiting classes where sanctions have been recorded, in order to support a teacher and/or intervene with, or support a child.

Each lesson should be seen as a fresh start. In order for this to be effective, the negative behaviours should have been appropriately addressed by the member of staff concerned, with the help and support from HOD/HOY and senior staff as appropriate. Equally, each pupil should be afforded the opportunity to explain their behaviours and why they occurred. All staff should reflect on the situation and look at whether they could have taken any alternative actions that might have enabled the pupils to react in a more positive way. The Academy therefore emphasises the importance of restorative justice. This chimes with the Christian value of forgiveness and Jesus' teachings in relation to the forgiveness of others. There is an expectation that staff model the value of forgiveness and put Jesus' teachings on forgiveness into practice. Detentions should be used to model the restorative justice approach.

In order for this system to work smoothly, it is important to remember that the class teacher is empowered to be responsible for the management of pupils within their classroom, and will be supported to do so by senior colleagues (HOD/HOY/SLT).

Pupils failing to respond to sanctions will be followed up, in the first instance by the class teacher, then supported by the HOD and HOY. More serious breaches of pupil behaviour may need to be dealt with by Assistant Headteachers or in extreme circumstances, the Deputy Headteachers or Headteacher/Head of School.

Bullying

Bullying is not tolerated at Venerable Bede C of E Academy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Type of bullying	Definitions
Emotional	Being unfriendly, excluding, tormenting, ridiculing, humiliating
Physical	Hitting, kicking, pushing, punching, taking another's belongings, any use of violence
Direct or indirect verbal	Name-calling, insulting, sarcasm, indirect bullying through spreading stories or rumours or teasing someone, threats, making fun of someone's size, shape, appearance.
Racial	Racial taunts, graffiti, gestures, making fun of someone's religion
Sexual	Explicit sexual remarks, sexually abusive or sexist comments, display of sexual material, sexual gestures, unwanted physical attention or contact, comments about sexual reputation or performance, or inappropriate touching. This includes homophobic bullying
Ability based	Because of learning ability or physical ability
Cyber-bullying	<p>Cyber bullying through the use of communication technology devices, text, email, social media, emails or websites. This can take many forms, for example:</p> <ul style="list-style-type: none"> • Sending abusive, intimidating or threatening text messages or emails, personally or anonymously. • Making insulting comments about someone on a website, social networking site. • Making or sharing derogatory or embarrassing images of someone
Transphobic bullying	This bullying stems from a hatred or fear of people who are transgender, Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected.

Preventing Bullying

The School will:

- Create and promote an inclusive environment where mutual respect, consideration, and care for others.
- Recognise that bullying can be perpetrated or experienced by any member of the school community, including adults and children (child on child abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Prevent cyberbullying by educating students and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.

- Work with staff, the wider school community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying Policy.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school’s culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. The Academy is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the Academy’s response. Handling such reports or concerns can be especially complicated and the Academy will follow the principles as set out in Keeping children safe in education.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The Academy will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the Academy, when the pupil is identifiable as a member of the Academy or if the behaviour could adversely affect the reputation of the Academy.

Discriminatory behaviour

It is against the law to discriminate against someone because of characteristics deemed ‘protected characteristics.’ This includes discriminating against someone because of their age, sex, disability, race, religion or belief, sexual orientation, gender identity, marriage and civil partnership and pregnancy and maternity.

Staff will deal promptly with any incidents related to the discrimination of protected characteristics. These incidents will be reported to a senior member of staff and recorded in accordance with Academy recording systems. There is a need to monitor any discriminatory behaviour or incidents which occur in the Academy to get a full picture of the frequency and nature of these incidents and measure the effectiveness of the methods used by the Academy in responding to all hate incidents.

All incidents of discriminatory behaviour (linked to the categories outlined above) will be dealt with according to the sanctions outlined in this policy. Discriminatory behaviour or language will not be tolerated at the Venerable Bede CE Academy.

Detentions

Members of Academy staff have authority to issue a detention to any pupil on the school roll, including same-day detentions.

At the Venerable Bede CE Academy, staff may issue call backs (10/15 minutes) during break time, lunchtime or the end of the school day – this may be on the same day as when the sanction has been issued. Detentions will take place at the end of the school day for 30/60 minutes. Unless in extreme circumstances, detentions will not take place on the same day that they have been issued. This allows for the member of staff to inform parents of the detention and when this will take place. Parental consent is not required for detentions.

A detention outside of normal school hours will be lawful if it meets the following conditions:

- The Headteacher has communicated to pupils and parents that detentions outside of school hours may be used (through this Behaviour policy);
- The detention is held at any of the following times:
- Any school day where the pupil does not have permission to be absent;
- Weekends during term time - except a weekend during, preceding or following the half term break; or Non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘noncontact days’.

The Headteacher/Head of School has decided that any member of staff employed by the Academy has the right to issue a detention to a pupil, and the power to ensure that this detention is carried out.

Things to consider about detentions

- Parental/carer consent is not legally required for detentions (although it would be considered to be good practice to have partnership with parents/carers).
- With lunchtime call backs, staff should ensure that pupils are still able and have a reasonable time to eat, drink and use the toilet. Staff may decide to supervise pupils in call backs over the duration of the lunchtime period. This is acceptable as long as the pupil is able to carry out the functions described above.
- School staff should not issue a detention where there is reasonable concern that doing so would compromise a pupil’s safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
- Whether the detention is likely to put the pupil at increased risk;
- Whether the pupil has known caring responsibilities;
- Whether the detention conflicts with a medical appointment;
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parents.

Removal from classrooms

Removal is where a pupil, for serious misbehaviour, is required to spend a limited time out of the classroom at the instruction of a member of staff. As outlined in the Academy’s process of sanctions, a pupil may be withdrawn from a lesson/lessons and work in our Reset or Inclusion room. This may be as a result of a pupil progressing through the steps outlined in the process of sanctions or as a result of an example of serious poor behaviour.

From time to time, the Academy’s on call system may need to be used. The member of staff would phone for on call and a senior member of staff would attend. The on-call member of staff would discuss the incident with the member of staff to ascertain what the outcome will be for the pupil. The pupil may be removed to another classroom or the Reset/Inclusion Room. The Academy’s on call process may also be used to respond to incidents of misbehaviour outside of the classroom. Pupils, for example, may be on-called at break or lunch time, and placed in the Reset/Inclusion Room and will

continue to receive education.

Removal from classrooms and from other areas of the academy should be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- To ensure a calm and purposeful learning environment for all pupils; and
- To allow the pupil to reset.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher/Head of School.

Support for pupils whose behaviour needs to improve

There are occasions, when the usual sanctions, which would be applied, might require adapting because of the individual circumstances of the pupil. In such a case, a Pupil Support Plan might be considered. This plan would be organised by the Head of Year in consultation with the Assistant Headteachers. All Pupil Support Plans will take into consideration Sunderland Local Authority's Social Emotional Mental Health ranges. Parents/carers would be invited to be part of the process, to meet in the Academy and to discuss what an appropriate course of action would be. This meeting may involve other agencies from outside the Academy as necessary. This meeting will consider the causes for concern and the steps suggested to improve the situation. In drawing up the Pupil Support Plan, the Academy will, in discussion with others:

- Consider offering structured 1:1 support and counselling
- Review any learning difficulties and put in place a programme where necessary
- Consider changes of sets or class
- Consider a placement for a period of time at either an on or off site alternative education provision
- An off site direction to another school may be considered.

The Pupil Support Plan should have an agreed time limit, be monitored and reviewed regularly by the Head of Year and/or Assistant Headteachers. Rewards for meeting targets and sanctions for noncompliance should be made clear at the outset.

Behaviour stages

At the Venerable Bede CE Academy, we adopt a range of intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. The Academy strives to help pupils understand our behavioural expectations and provide support for pupils who struggle to meet these expectations.

Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Academy will therefore use suspension and permanent exclusion as a last resort in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The Academy follows the Northern Lights Learning Trust 'Suspensions and Permanent Exclusions' policy which has been underpinned by the statutory documentation – 'Suspension and Permanent Exclusions for Maintained Schools, Academy's and Pupil Referral Units in England', Sept 2023.

Please refer to the school's Suspension and Exclusion Policy.

Searching Screening and Confiscating

The school's general power to search, screen or confiscate items is set out in the DFE's 'Searching, Screening, Confiscation Advice For Schools', July 2022.

The Headteacher/Head of School will use their discretion to confiscate, retain and/or destroy any item found as a result of disciplinary action. The Headteacher can delegate the power of search to any member of the Senior Leadership Team and a search will always be carried out in the presence of two members of staff, alongside the presence of the pupil. Parents/carers will be notified. If the pupil refuses, the behaviour policy will be implemented and parents/carers informed. If there is a serious risk, the police will also be informed. Any prohibited items (see below list) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Prohibited items.

- Knives and weapons
- Alcohol
- Illegal drugs
- Substances identified as 'legal highs'
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Other potentially harmful materials which cannot immediately be identified
- 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)

Informing the designated safeguarding lead (DSL)

The staff member/s 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
- If they believe that a search has revealed a safeguarding risk

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Headteacher/Head of School will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Mobile phones and other electronic equipment

Mobile phones and any other internet-linked electronic devices are not to be used by pupils on the Academy premises during the school day. A pupil may choose to bring these to school; however, they must be placed either in their locker or their bag during the entire school day.

If a pupil is found to be using their mobile phone or another internet-linked electronic device, then this will be confiscated and securely stored. The pupil can collect this at the end of the day.

If a pupil has been using their mobile phone or another internet-linked electronic device inappropriately e.g. taking photos of pupils/staff, or sending inappropriate messages on social media or through text, then the device will be confiscated and parents will be contacted to discuss. A consequence may be put in place that is appropriate to the action.

The use of reasonable force

The legal provisions on Academy discipline also provides members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Academy has used the guidance in "Use of Reasonable Force - advice for Headteachers, staff and governing bodies" (July 2013) to inform this policy. A link can be found at the end of this policy.

Academies cannot use force as a punishment, it would always be unlawful to use force as a punishment.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers and Academy staff at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Reasonable force would generally be used to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It would typically be used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Academy staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents/carers accompanying pupils on an Academy organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom (or any other area of the Academy) where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom (or any other area of the Academy) where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.
- Stop a pupil from hurting themselves or others, from damaging property, or from causing disorder.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Staff Training

Some key senior staff receive appropriate training in the use of reasonable force and restraint using Positive Handling. Where possible, the expectation is that staff will exhaust all behavioural management strategies before they physically intervene. Where and when there is time, the physical interventions should be viewed as a "last resort option".

It needs to be understood that any member of staff may need to use reasonable force or restraint, depending on the circumstances. There is the expectation that any member of staff will always act in line with their "duty of care" to ensure the safety of pupils and staff alike, whilst always having due regard for their own personal safety.

This legislation relates to the Education Act 1996, School Standards and Framework Act 1998, Education Act 2002, Education and Inspections Act 2006, Education Act 2011, Children Act 1989 – revised 2004.

All teaching-based staff will receive regular training in relation to the Behaviour, Discipline, Suspension, and Permanent Exclusion Policy (as well as all new staff when they join the Academy). This is supplemented by update training throughout the academic year.

Informing parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- Pupil's behaviour and level of risk presented at the time of the incident;
- Degree of force used;
- Effect on the pupil or member of staff; and
- The child's age.

Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Staff induction, development and support

All teaching-based staff will receive training in relation to the Academy's Behaviour Policy at the start of each academic year. This will provide an opportunity for staff to develop an awareness of the policy and to consider any updates to the policy.

All new teaching-based staff go through an induction programme into the Academy. As part of this induction programme staff develop an awareness of the Academy's Behaviour Policy and the behaviour systems that are in place.

All teaching-based staff take part in a CPD programme across each academic year. This provides the opportunity to focus on specific behavioural issues and to develop staff awareness and understanding of these. This could include developing staff understanding of how to effectively manage specific SEN-based issues or re-affirming staff understanding of the behaviour systems that we have across the Academy. There are also regular opportunities for class-teachers to meet together to discuss specific pupils e.g. with behavioural or SEND issues and consider the most appropriate support for these pupils.

Pupil transition

The transition process for each new Year 7 pupil start when they are in primary school. The Head of Year will visit the primary school and talk to the pupils about what is expected of them at the Venerable Bede CE Academy. Pupils are also invited into the Academy for a 2-day transition programme. This provides the opportunity for the pupils to develop an understanding of our Academy, including our behaviour expectations and processes.

As pupils start school, Tutor Time, Collective Worship and the Personal Development curriculum are used to develop pupils' understanding of the Academy's behaviour expectations. Pupils also develop an understanding how to model these expected behaviours, the positive behaviour rewards system, the consequence system and what support is in place for behavioural issues. The behaviour expectations are displayed in each classroom and are used to frame conversations about behaviour.

As has been highlighted towards the start of this policy, all pupils at the Venerable Bede CE Academy all pupils will:

- Be made aware of the Academy's behaviour expectations, pastoral support, and consequences process.
- Be taught that they have a duty to follow the Academy's behaviour policy and uphold the Academy's behaviour expectations.
- Be asked about their experience of behaviour and provide feedback on the Academy's behaviour culture.
- Be supported to achieve the high behaviour expectations, including an induction process that familiarises them with the Academy's behaviour culture.

The Academy will endeavour to ensure that all new pupils (including mid-year transfers and those on managed moves) understand the Academy's behaviour policy, behaviour expectations and wider culture. Where necessary, extra support and induction will be provided for these pupils.

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, the Academy will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The Academy will also follow the Child on Child Abuse policy and the Child Protection Policy. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the Academy's initial response. Each incident should be considered on a case-by-case basis.

The Academy is unequivocal in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. The Academy makes it clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.

The Academy never normalises sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. The Academy utilises Part 5 of KCSIE that provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the Academy will consider whether any disciplinary action is appropriate for the individual who made it as per our behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Useful links to government documents used to inform this policy

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Appendix 1 - Glossary of key terms

HOD - Head of Department (Head of a curriculum area such as English, Maths or RE)

HOY - Head of Year (Head of a specific year group such as Year 7 or Year 11)

SLT - Senior Leadership Team (leadership group of the academy, comprised of assistant headteachers, deputy headteachers and the headteacher).

AHT - Assistant Headteacher DHT - Deputy Headteacher HT - Headteacher

SENDCo - Special Needs and Disability Coordinator (in the academy this is an AHT)