



FEVERSHAM
EDUCATION TRUST

Feversham Education Trust

TRANSFORMING LIVES, TRANSFORMING COMMUNITIES

BEHAVIOUR POLICY IN A SECONDARY SETTING

PUBLISHED	Website	✓	Pre-admission documentation		Student/Parent Planners		On-request	
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Document Control Table		
Purpose of this statement:	To outline the Trust policy on behaviour in a secondary setting.	
This policy has been approved for operation within:	All Trust Secondary Schools	
Version number:	V1	
Date approved:	March 2018	
Approved by:	Board of Trustees	
Date of review:	March 2020	
Review period:	2 years	
Policy status:	Statutory	
Owner:	Feversham Education Trust	
Document History:		
Version	Date	Note of revisions
V1	March 2018	

Contents

1. Introduction
2. Aims
3. Policy Ownership
4. Roles and Responsibilities
5. Code of Conduct
6. Praise and Rewards
7. Behaviour Management
8. Sanctions used within School
9. Detention System
10. Report Card System
11. Internal Isolation / Reflection
12. Fixed Term Exclusions
13. Permanent Exclusions
14. Appeal against Exclusion
15. Behaviour Risk Register
16. Use of Reasonable Force
17. Powers of Search and Confiscation
18. Recording Behaviour Incidents
19. Allegations against Staff
20. Monitoring, Evaluation and Review
21. Appendix 1: Behaviour Checklist for Teachers (Charlie Taylor 2011)

Introduction

At Feversham Education Trust, we recognise the importance of promoting and managing pupil behaviour and the power that praise and rewards can exert on the raising of self-esteem and the improving of personal aspirations and the whole school experience for our young learners.

The Behaviour Policy derives directly from the Trust's mission statement. At Feversham Education Trust, we aim to 'provide the best quality of education for all our learners within a secure learning environment'. To achieve this, all pupils must have an excellent attitude to learning, maintain high levels of attendance at school and model outstanding behaviour in all aspects of school life.

Feversham Education Trust endeavours to provide a safe and secure learning environment in which pupils can feel and be safe, enjoy and achieve. The school will take every step to ensure each pupil succeeds; the school will operate a firm, but fair approach, applied rigorously, robustly and consistently; ensuring that any disruptive behaviour from the few will not hinder or impact on the learning of the many.

The Trust promotes inclusivity, where all pupils are rewarded and praised regularly, consistently and fairly and where staff take cognisance of any barriers to learning which individual pupils need to overcome to achieve progress.

The school recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment on promoting positive behaviours. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order to ensure that the school environment is one of co-operation, respect and shared responsibility.

Aims

- Recognise, reward and celebrate good behaviour.
- Be fair and consistent in our behaviour management.
- Help pupils understand that actions have consequences, both positive and negative and to encourage pupils to take responsibility for their own actions.

To achieve our aims the school will:

- Place the emphasis on learning and teaching
- Ensure there is a calm, productive atmosphere that is conducive to learning
- Recognise, praise and reward appropriate behaviour
- Ensure that behaviour management is consistent across the school
- Ensure pupils follow the core expectations in all areas and at all times
- Ensure early intervention
- Ensure sanctions are in proportion to the nature of the incident and the circumstances/needs of the pupil
- Ensure all staff understand and are consistent with the application of the behaviour policy
- Work in partnership with parents and carers
- Provide a safe, secure and welcoming environment

Policy ownership

The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework.

The Trust has delegated day-to-day responsibility for operating the policy to the Trust Central Team, Local Governing Body and Principal of each Trust school.

The Local Governing Body and Senior Leadership Team at each Trust school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Roles and responsibilities

All pupils have the right to receive the highest quality of education in a safe and stimulating learning environment.

Promoting positive behaviour and good attendance is the collective responsibility of all members of the school community, in whatever role. We will hold all individuals, pupils and staff to account for their attendance and behaviour and their contribution to the areas they are specifically responsible for. Specific roles and responsibilities include:

Role of Pupils

- To follow the school expectations of behaviour and maintain an exemplary attendance and punctuality record at the school.

Role of Parents / Carers

- To support and reinforce the school expectations of behaviour with their children.
- To take responsibility for their child's attendance and behaviour, both inside and outside the school, working in partnership with the school to maintain high standards of behaviour and attendance.
- To check, sign and comment daily if their child has received a sanction or has been put on a report card for behaviour that falls below the standard expected.

Role of All Staff

- To ensure:
 - that the policy is consistently and fairly applied to all.
 - that pupils are taught and retaught the behaviours which are conducive to learning and well-being.
 - that high standards of behaviour, attendance and punctuality are modelled and actively promoted at all times.
 - that good behaviour is recognised and praised.
 - that poor behaviour is challenged and appropriate sanctions implemented.
 - that all incidents are recorded on the school's management information system and appropriate action is taken. If necessary, discuss with the head of department/director of learning or member of the pastoral team.

Refer to Appendix 1: Behaviour checklist for Teachers (Charlie Taylor 2011)

Role of Head of Department / Director of Learning

- To set high standards and monitor the implementation of the behaviour policy in their department to ensure that it is being used fairly and consistently.
- To organise departmental awards, contributing to the termly rewards assemblies.
- To support departmental staff in maintaining excellent standards of work and behaviour and assist with classroom management where applicable.
- To liaise with the form tutors and student services officers.

Role of Form Tutor

- To liaise with the staff who teach their tutor group.
- To create a year team and class identity where each pupil feels a sense of responsibility for helping and supporting others and promoting excellent performance.
- To set high standards and support each member of the tutor group in their learning to ensure that all pupils make good progress and are happy and secure in school.
- To monitor behaviour and achievement points for their tutor groups.
- To work closely with the student services officer for their year group and refer any pupils that exhibit challenging behaviour across all departments.
- To monitor pupils who have been put on form tutor report card and take responsibility for checking the report card daily.
- To contact parents / carers as necessary.

Role of Student Services Manager

- To support staff to ensure that the behaviour policy is being used fairly and consistently.
- To create a year team and class identity where each pupil feels a sense of responsibility for helping and supporting others and promoting excellent performance.
- To set high standards and monitor the behaviour and learning of all pupils who are referred to them.
- To use a range of strategies available to improve pupil behaviour, including a Pastoral Support Plan or Individual Behaviour Plan.
- To contact parents/carers in consultation with tutor and student service officers.
- To work closely with the student service officers to contact and liaise with external agencies, such as Children's Social Services, CAMHS, Channel, School Nurse, Counselling services etc.
- To liaise and work closely with the school's SENDCo and Learning Support department
- To work closely with the Senior Leader responsible for Pastoral Support and Pupil Well-being.

Role of the Student Service Officer

- To support tutors to ensure that the behaviour policy is being used fairly and consistently.
- To create a year team and class identity where each pupil feels a sense of responsibility for helping and supporting others and promoting excellent performance.
- To set high standards and monitor the behaviour and learning of all pupils who are referred to them.
- To liaise closely with tutors when a pupil is put on a form tutor report.
- To administer and monitor pupils put on a student service officer report card and take responsibility for checking this daily.

- To contact parents/carers in consultation with the form tutors and student services manager.
- To work closely with the student services manager to contact and liaise with external agencies, such as Children's Social Services, CAMHS, Channel, School Nurse, Counselling services etc.
- To liaise and work closely with the heads of department / directors of learning and SENDCo
- To work closely with the Senior Leader responsible for Pastoral Support and Pupil Well-being.

Role of the Senior Leader responsible for Pastoral Support and Pupil Well-being

- To set high standards and monitor the effectiveness of the behaviour policy and its application, to promote equality for all pupils.
- To work closely with the student service officers and student services manager to initiate Pastoral Support Plans when necessary.
- To attend behaviour and attendance partnership meetings to discuss strategies to support pupils to improve their challenging behaviour.
- To liaise with relevant external agencies and parents/carers.

Role of the Senior Leadership Team

- To ensure they are visible around school and are known to pupils across school.
- To actively seek out pupils for praise and recognition, demonstrating a genuine care and respect for pupils.

Role of the Senior Leader assigned to lead a year group

- To ensure that each and every pupil receives the personal attention they need to ensure excellent standards of behaviour and great learning.
- To administer and monitor pupils who have been placed on SLT report and take responsibility for checking progress.

Role of the Principal

- To ensure effective operation of the behaviour policy at school level.
- Establish procedures that encourage positive behaviour, discourage bullying and promote respect, diversity and equality.
- To perform any applicable statutory duties.

Role of the Governing Body

- To ensure effective operation of the behaviour policy at school level.
- Establish procedures that encourage positive behaviour, discourage bullying and promote respect, diversity and equality.
- To perform any applicable statutory duties.

Role of Feversham Education Trust

- To define the principles underlying the behaviour policy; and hold the local governing body and principal to account for the overall performance of the school in this area.

Code of Conduct

The Staff Code of Conduct is made available to all staff and they are routinely taken through this, e.g. at the start of the year and during their induction period.

The Pupil Code of Conduct is modelled by adults and taught and retaught to pupils in all areas of school. It is displayed around school so that all pupils are clear about their responsibilities.

The critical role that parents play in ensuring their child can learn in school and at home is captured in the Home School Agreement.

Praise and Rewards (to be delivered by all staff)

Faversham Education Trust recognises the power of making explicit the desired standards and expectations of behaviour for learning and of positively reinforcing high expectations and standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping pupils to realise that good behaviour is valued and rewarded. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

The school seeks to motivate pupils, create a positive learning environment, raise student self esteem and provide systems which can be used by all staff to contribute to raised levels of achievement. The most important aspect of effective praise and consequence, in motivating pupils to learn and achieve well, is to foster and maintain outstanding relationships with all pupils.

The simplest and most effective reward that our pupils can have is **praise**.

Praise is given consistently as a routine part of each lesson to reward those pupils who show consistently high levels of effort and who achieve or exceed expected progress.

This positive approach to behaviour management means staff will take every opportunity to praise positive pupil contributions in all areas of school life.

In order for praise to be most effective it needs to be:

- specific and linked to an achievement or action of merit;
- sincere and genuinely expressed with appropriate language and tone;
- personalised through the use of the pupil's name;
- consistently used in all lessons as a part of our teaching;
- discreet and private at times when appropriate.

The school has a detailed Rewards and Sanctions Policy which outlines the specific arrangements for recognising and rewarding pupils who demonstrate positive behaviours and for celebrating success.

Behaviour Management

All pupils are expected to behave in a manner which displays respect not only for themselves and other members of the school community, but in all areas of school life, including their surroundings. This applies to the use of language, to the way in which they act and behave and to the custom in which they respond, all of which should demonstrate courtesy and consideration towards all fellow pupils and staff.

Positive behaviours include attending school regularly, being punctual to lessons, wearing the correct uniform and being equipped for learning. Pupils are required to demonstrate at all times a positive attitude to learning and they must not disrupt the learning of others. They should respect and care for their learning environment and ensure the health and safety of themselves and others. Pupils are encouraged to take responsibility for their own actions and by doing so make the correct choices in terms of their behaviour and conduct. The staff in school will take a firm but fair approach and set clear expectations in line with the behaviour policy to enable pupils to demonstrate the positive behaviours that will ideally become routine to them.

Inevitably there will be occasions when school staff are required to challenge behaviours which are not conducive to learning. In order to effectively challenge and improve pupil behaviour, we actively promote non-confrontational behaviour management.

As with the 'correct' use of praise, the use of verbal reprimand should:

- be clearly linked to learning and conduct;
- criticise the behaviour rather than the pupil;
- be discreet and not intended or perceived as making an example of a pupil;
- should not describe the behaviour, but direct the remedial action required;
- delivered in a reasonable tone and at an appropriate volume;
- be followed up by discreet praise once the remedial action has been taken by the pupil.

Sanctions Used Within School

On the occasions when a pupil chooses not to behave in a manner which is acceptable and encouragement alone may not be significant to improve their behaviour. The behaviour for learning system sets out transparent sanctions to deal with this. All sanctions adopted will depend on the individual circumstance, the nature of offence and the severity of the behaviour, but will generally follow the behaviour for learning sanctions, guidelines and exclusion policy. The following is a range of disciplinary measures which the School reserves the right to use.

These will be implemented consistently, openly and fairly:

- verbal reprimand;
- setting extra work or repeating unsatisfactory work;
- loss of privileges, for example, having the privilege of representing the school in sports events withdrawn;
- missing social time at break;

- detentions, including lunchtime and after-school and also, where necessary, at weekends;
- being placed on conduct or attendance report for monitoring and improving behaviour;
- instigating a Pastoral Support Plan.

For more extreme behaviour, the School may use internal isolation within a Reflection or Isolation Area or invoke a temporary or permanent exclusion.

Teachers also have the power to discipline a pupil for conduct outside of the school premises, this includes:

- misbehaviour when the pupil is:
 - taking part in any school organised or school related activity;
 - travelling to or from school;
 - wearing the school uniform;
 - in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether the above conditions apply or not, when behaviour:
 - could have repercussions for the orderly running of the school;
 - poses a threat to another pupil or member of the public;
 - could adversely affect the reputation of the school.

Reasonable adjustments will be made for pupils with identified Special Educational Needs, especially those which impact on behaviour such as; ADHD, Attachment Disorders, SEMH and Autistic Spectrum Condition. We ensure guidance strategies, provided within any support plans for pupils with any of the above needs, are incorporated into lesson planning and behaviour management.

In addition, the circumstances of individual pupils and their safety in relation to child protection and safeguarding will always be considered when applying any sanction.

The School has a detailed Rewards and Sanctions Policy, which outlines the specific arrangements for addressing challenging behaviour and imposing sanctions.

Detention System

Pupils whose behaviour does not respond to informal reprimands will receive clear warnings, setting out the behaviour which is causing concern and giving the pupil time to reflect and improve their own behaviour.

Should this fail to improve the behaviour causing concern and a pupil continues to misbehave, they will receive a short detention which may be carried out at break, lunchtime, or after school.

Any pupil who repeatedly fails to follow school expectations may be given a longer detention at the end of the school day. Examples of behaviours which may lead to this sanction include:

- lack of punctuality to lessons or registration;
- misconduct in the classroom or around school (e.g. lack of respect);
- persistently disrupting a lesson.

A detention may be given **without any warning** for:

- failure to attend a previously issued detention;
- serious misconduct;
- swearing at anybody or rudeness to staff;
- fighting or threatening violence;
- truancy from lessons;
- graffiti or vandalism of any property;
- failing a behaviour report;
- undermining the ethos or reputation of the School.

Any detention which takes place after school for more than 15 minutes will be carried out at the end of the following school day, unless the parents/carers of the pupil have been contacted by school staff, in which case it may be carried out the same day.

Report Card System

When general concerns about the progress or attitude of a pupil have been raised or a pupil has exceeded a trigger for negative behaviours, they will be placed on monitoring reports.

Pupils may also be placed on a monitoring report for concerns around punctuality to lessons or when truancy is a concern.

Pupils on report cards may be considered for a Pastoral Support Plan.

A Pastoral Support Plan may involve multi – agency support to meet the specific needs of a pupil as identified through the Schools' Behaviour Risk Register.

Internal Isolation/Reflection

Internal isolation/reflection from the school community is the preferred alternative to any period of fixed term exclusion.

Agreement for any referral to Internal Isolation/Reflection can only be sanctioned by a Senior Leader. They will consider the recommendation following a full investigation or when substantial evidence has been submitted to justify this course of action.

Internal Isolation/Reflection may be used for the following reasons:

- to sanction a pupil who has been removed from a classroom for persistent or serious disruption or defiance;
- during an investigation into a serious behaviour incident and whilst awaiting senior leadership intervention and/or a decision on next steps;
- as a result of a referral from a faculty or subject head, where behaviour in the subject has seriously disrupted the learning of others;
- for a period of reflection following an investigation into a serious incident or persistent breach of the detention and/or reporting systems.

Should a pupil be booked into isolation/reflection for one or more days:

- they will be isolated from their peers at both break and lunchtime;
- whilst in isolation/reflection the pupil will, wherever possible, follow their normal timetabled curriculum.

Should the pupil fail to comply with expectations in the Isolation/Reflection area, they may have additional time added to the sanction or in extreme cases, they may receive a fixed term exclusion.

Parents/carers will be expected to attend school for a meeting with the SLT lead for the year group to sign a reintegration contract before the pupil is allowed back to mainstream lessons.

Fixed Term Exclusion

Only the Principal can exclude from school. In their absence, a Vice Principal may execute this responsibility.

Before any Fixed Term Exclusion is recommended, a full investigation will have taken place. This investigation will be used to judge the need for any exclusion and whether or not it should be internal or external.

All decisions relating to exclusion will take into account the individual needs and circumstances of the pupil(s) involved.

All exclusions will be made in line with Government guidance and the School will have due regard for the implications of the following when making these decisions:

- DfE – Exclusion from maintained schools, academies and pupil referral units;
- DfE – Behaviour and Discipline in Schools;
- The Disability and Discrimination Act;
- Keeping Children Safe in Education;
- Code of Practice for Special Educational Needs;
- The Children’s Act (with particular reference to children in the Care of the Local Authority).

A pupil will never be placed in a situation which is detrimental to his/her health and safety as a consequence of exclusion. In school, advice on these issues can be obtained from the Designated Safeguarding Lead, who will seek clarification from Trust and Local Authority Designated Officers, if necessary.

Government legislation states that *‘a pupil may not be fixed term, or permanently, excluded for any of the following:*

- minor incidents e.g. low level disruption or failure to do homework;
- lateness or truancy;
- pregnancy;
- breaches of school uniform and rules on appearance (e.g. jewellery/hairstyles);
- a pupil cannot be refused admission following a fixed period of exclusion as a result of parental disengagement’.

Fixed term exclusions will be considered for **serious misbehaviour** such as:

- actual physical violence;
- direct verbal abuse to a member of staff;
- failure to comply with Internal Isolation procedures;
- placing other members of the school community at risk;
- systematic and persistent bullying;
- bringing materials into the school that are prohibited.

The exclusion can be for a fixed period (up to a maximum of 45 school days in any one academic year) or permanent.

A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

The behaviour of pupils outside the school can be considered as grounds for exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases, the legal requirements in relation to the exclusion, such as the Principal's duty to notify parents/carers, still apply.

Once a decision to exclude has been reached, the Principal will, without delay, provide parents/carers with the following information in writing:

- the reason for the exclusion;
- the period of the fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents/carers' right to make representations about the exclusion to the Local Governing Body and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the Local Governing Body to consider the exclusion, that parents/carers have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

For exclusions of up to 5 days:

- It is the duty of the parent/carer to supervise their child and ensure the child is not found in a public place during school hours for the first 5 days of a Fixed Term Exclusion. This will be explained clearly to the parent/carer at this meeting;
- work will be sent home for the pupil for the following day, and subsequent days, if available and arrangements will be made for it to be collected, returned and marked.

For exclusions of 6 days or more:

- should the Fixed Term Exclusion be for longer than 5 days, the school is responsible for making provision, at an alternative recognised educational site or through home tuition, for the excluded pupil from Day 6 of any Fixed Term period of Exclusion;
- it is the parents/carers responsibility to ensure their child attends the identified provision;
- as above, work will be sent to the alternative provider or home tutor for the period of exclusion and arrangements will be made for it to be collected, returned and marked;
- the Local Governing Body, Local Authority and Central Team will be informed.

In all cases of exclusion, pupils cannot be denied the opportunity to complete External Examinations or Controlled Assessments. Appropriate arrangements will be put in place by the school, including off-site arrangements where necessary, to complete external assessments.

Following a fixed period exclusion and prior to re-admission, parents/carers will attend a re Integration meeting where a Pastoral Support Plan will be agreed.

Permanent Exclusion

Permanent exclusion is an extremely rare occurrence and will only be considered once every effort has been made to consider an alternative course of action.

Prior to any decision to permanently exclude a pupil from school, the Principal must discuss the circumstances of the exclusion with Chief Executive of the Trust and gain support and approval before any decision is made.

The Principal / Senior Leader deputising for the Principal, in deciding whether to permanently exclude a pupil, will take into consideration statutory guidance published by the DfE in the 'Exclusion from maintained schools, academies and pupil referral units'.

A decision to permanently exclude will only be taken in relation to a serious breach or persistent breach of the Behaviour Policy or where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.

In the case of a one off incident of serious misbehaviour, a full investigation will have taken place prior to any decision being made.

When a permanent exclusion is issued as a result of persistent failure to comply with school expectations, this should not come as a shock, the School will be able to show extensive evidence of the interventions which have been put in place to support the pupil, including the use of a Pastoral Support Plan.

For permanent exclusions, the Local Authority will be informed immediately and will arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different Local Authority.

Appeal against Exclusion

Parents/carers have the right to ask for the Local Governing Body to consider the exclusion of Their child if they feel he/she has been treated unfairly.

The Discipline Committee of the Local Governing Body of the School has the responsibility to consider parents/carers representation about any exclusion.

All witness statements (anonymised) and supporting evidence will be shared with the parents/carers.

Parents/carers also have a right to complain through the School's complaints procedure. In the case of a fixed term exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the Local Governing Body will consider any representations made by parents/carers, but it cannot direct reinstatement and is not required to arrange a meeting with parents/carers.

If applied for by parents/carers within the legal time frame, the Trust will arrange for an Independent Review Panel Hearing to review the decision of the Local Governing Body not to reinstate a permanently excluded pupil.

Behaviour Risk Register

A Behaviour Risk Register will underpin the management of behaviour and inform a range of interventions.

All learners in the school will be categorised into one of five categories:

- Category 1 - Exemplary;
- Category 2 - Intermittent disruptive;
- Category 3 - Frequently disruptive;
- Category 4 - Seriously disruptive;
- Category 5 - Violent and abusive (including those at critical risk of exclusion).

The criteria for qualification in each of the categories will be reviewed annually.

Pupils on Category 3, 4 and 5 will attend half-termly 'Pastoral Review Meetings' accompanied by their parents/carers, with a senior leader or a Student Services Officer.

All pupils in Category 5 and some who are most at risk in Category 4 will be subject to a Pastoral Support Plan.

The School is committed to working with external agencies in meeting the holistic needs of all pupils who have barriers to learning. Pupils who are subject to Behaviour Support Plans will, where appropriate have multi-agency support services involved in any intervention.

Use of Reasonable Force

Members of staff have 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 Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items,

tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Full guidance can be found in the Trust Use of Reasonable Force Policy.

Powers of Search and Confiscation

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

The School also holds the power to search without consent for "prohibited items" including:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography will be handed over to the police, otherwise it is for the SLT to decide if and when to return a confiscated item.

Full guidance can be found in the Trust Powers of Search Policy.

Recording Behaviour Incidents

All behaviour incidents, particularly those that result in a reward or sanction, must be recorded on the pupil record on the Behaviour Module within the computerised School Information Management System (SIMS).

SIMS is regularly monitored and reviewed by pastoral staff and the Senior Leadership Team to identify patterns and trends and to provide early intervention to avoid escalation of negative behaviours.

Allegations Against Staff

If anyone makes an allegation that any member of staff (including any volunteer or governor) may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or

- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children (including the promotion of extreme ideologies)

then the allegation will be dealt with in accordance with national guidance and agreements, as implemented by the Bradford Safeguarding Children Board (see FET Safeguarding (Child Protection) Policy for further information).

A thorough investigation will always take place following any allegation made against a member of staff in line with our Safeguarding (Child Protection) Policy and in order to exercise our duty of care to all those involved.

However, should a pupil be found to have made malicious allegations, they are likely to have breached the School Behaviour Policy.

In this instance, we will consider whether to apply an appropriate sanction, which could be up to and including temporary or permanent exclusion depending upon the circumstances.

In extreme cases, and where there are grounds for believing a criminal offence may have been committed, we may refer this to the police and/or local authority children's services.

Monitoring, Evaluation and Review

The Trust will review this policy every two years in consultation with each Trust school.

The Trust will monitor the operation and effectiveness of arrangements referred to in this policy at each Trust school.

The policy will be promoted and implemented throughout all Trust schools.

Appendix 1 - Behaviour checklist for teachers (Charlie Taylor 2011)

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents/carers

- Give feedback to parents/carers about their child's behaviour - let them know about the good days as well as the bad ones.