David Ross Education Trust

Broadening Horizons

Behaviour and Ethos Policy

Document Management Information

Applicable to:	All staff employed by the Trust and pupils in academies.
Development and Consultation:	The policy has been developed in accordance with the DfE guidance on

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4.2. **Senior Executive Leadership Team** means the Chief Executive Officer ("CEO") and the direct line management reports of the CEO (the "Directors").

4.3. **Internal isolation** is a term used to describe a child having a part or full day removed from lessons and isolated from their peers.

4.4. **Suspension** is the term used when a pupil is temporarily removed from the academy for one or more fixed periods up to a maximum of 45 days per academic year.

4.5. **Reasonable force** is the broad range of actions used by most teachers 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 student needs to be restrained to prevent violence or injury.

4.6. **Bullying** is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

4.7. **Online bullying is** repetitive and intentional harm of one person or group by another person or group occurring online via social media, gaming and texting, including using images and video.

4.8. **Permanent Exclusion** is the term used when a pupil is permanently removed from roll through a permanent exclusion process.

4.9. **Child on Child Abuse:** This can take many forms including but not limited to abuse within intimate partner relationships, bullying, sexual violence and sexual harassment, physical abuse, sexting and initiation type violence and rituals. Sexual harassment means unwanted conduct of a sexual nature that can occur online and offline and both inside and outside the academy. Child on child sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or

pupil is in possession of a prohibited item or any item identified in the academy rules for which a search can be made, or if the pupil has agreed. The pupil's consent is not required.

7.2. Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

7.3. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the academy's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. A member of staff can use such force as is reasonable to search for any prohibited items but not to search for items which are identified only in the academy rules.

7.4. Searches will be conducted in an appropriate location away from other pupils. The search will only take place on academy premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

7.5. The member of staff conducting the search will be of the same sex as the pupil being searched. Another member of staff must be present as a witness to the search.

7.6. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search will not require the pupil to remove any clothing other than outer clothing.

7.7. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except wheres (p)-0.3.4 (s)-7is a risksat serious harm will be causedo a person if the search is not conducte pdimmediately,and( )-2.7 (w)-3.4 ((p)2.2 (a)-2.8 (e)-3.8 ((p(rs)-7.3 (s)-1.3 (n)-6.6 (o)-6.6 (r)-1.3 (e)-1.3 (w)-0.7 (
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7.11.

the Equality Act 2010 and associated academy's guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

14.5. Academies will take such steps as are reasonable to avoid any substantial disadvantage to a disabled pupil and consider any reasonable adjustments to the sanction imposed.

15. Specific behaviours - Child on Child Sexual Violence and Sexual Harassment

15.1. Please refer to the Trust's Safeguarding and Child Protection Policy.

15.2. Child on child sexual violence and sexual harassment will not be tolerated at the Trust. All reports will be taken seriously including those allegedly occurring at the academy, off site, online and irrespective of when the incident occurred. All members of the Trust understand that it can take time for a child to come forward to talk about these harms and that they must be sensitive to the trust placed in them when a child chooses to disclose. Children who are victims of sexual violence and sexual harassment may find the experience stressful and distressing. It is very likely to adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same academy. Staff will be trained to understand that some children are more susceptible to sexual violence and sexual harassment than others including girls and pupils with SEND. However, all reports of sexual violence or sexual harassment should be taken seriously, and the victims will be reassured that they are being taken seriously, that they will be supported and kept safe.

15.3. Staff will be trained to understand that this can lead to a culture of unacceptable behaviours, an

Staff

18.7. All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All colleagues will provide mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour and punctuality expected from pupils.

18.8. All staff will uphold the whole-academy approach to behaviour by teaching and modelling expected behaviour and positive relationships.

18.9. All staff will communicate the academy's expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

18.10. The designated safeguarding lead (or deputy) will be informed of any searching incidents where the

- Positive Handling Policy
- Special Educational Needs and Disabilities Policy
- Equality, Diversity and Inclusion Policy
- Attendance Policy
- Anti-bullying Policy
- Supporting Pupils with Medical Needs Policy
- Exclusion Policy

Appendix 1 -Primary Academy Specific Ladder of Rewards

Academy name

Pupils respond well to immediate praise from teachers, and this can be reinforced when parents are notified. This could be for praising classwork, homework, an exceptional gesture of kindness or attitude to learning.

Please look at the ladder of rewards below and edit/add/delete. Personalise to your academy.

	Reward Adjust accordingly
1	Verbal Praise (House point)
2	Written Comment on work (House point)
3	Display of work (House point)
4	Public commendation in assembly (House point/s)
5	Postcard home from teacher (House point/s)
6	Special privilege such as lunch/snack with the Head (House point/s)

Stage	Pupil Behaviour	Sanction
1	Low level disruptive behaviour which may include not listening to instructions, calling out, not following group work rules, interrupting and making rude noises.	Teacher reminds the child of the classroom values.
2	Continued low level disruptive behaviour	Pupils receives a warning about the rule they are not following, may be moved within the classroom and the incident is recorded on the MIS system.
3	Disrespectful behaviour which may include speaking in a disrespectful way to another child or adult, answering back, walking	

- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills

What Academy name does when we have specific/serious concerns regarding behaviour

Actions following C3:

a) Teachers will log the reason for the C3 on BROMCOM.
b) Teachers will contact home as close to the same day as possible.
c) A detention will be issued by central admin team and parents will be notified.
d) Pupils receive a fresh start next lesson.
e) If a pupil is removed more than once in any given week, the sanction will be escalated by the pastoral team according to the Behaviour appendix.
f) Teachers will action the most appropriate of the following should a child receive C3 more than twice in a term in their class. Tutors will action the most appropriate of the following should a child receive C3 more than twice in a week.

	Teacher Action ***To be logged on BROMCOM***		Tutor Action ***To be logged on BROMCOM***
Teacher	Referral to Head of Department for report	Tutor	Removal of breaks – to be supervised. Tutor report
HOD	Class change	Head of House/year	House/tutor group change
Teacher	SEND referral for a diagnostic review	Head of House/Year	Referral to outside agencies where appropriate e.g. counsellor
Teacher/HOD	Parent meeting	Head of House/Year	Parent meeting
Teacher/HOD	Student meeting	Tutor/Head of House/Head of Year	Student meeting
Teacher	Mentoring	Behaviour Lead	Mon.88 41-0.6 (f)5.7 ( )]TJE4

[redacted]

Appendix 3 - Searching, Screening and Confiscation

(Should always be witnessed by another member of staff)

Date	Pupil Name	Staff Name 1 & 2	Search Location

Searchable items:

- Knives/weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/cigarette papers
- Fireworks
- Pornographic images
- AnyBDC /EdBDC /BDC /C28w 1.17n848 Td0.0787Tj/TT1 1 Tf0.4577 0.4ageAn a 2.6 (e)5amJ0 Tcmi Td(Tw 1.17anLBod