



Behaviour Policy

Policies approved by the Board of Trustees

Signed: 

Name: Katie Dominy

Date: 2nd September 2021

Chair of Board of Trustees

Authorised for Issue

Signed: 

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Date: 2nd September 2021

Chief Executive Officer

History of Policy Changes

Date	Version	Change	Origin of Change eg TU request, change in legislation	Changed by
May 2017	1			
June 2018	2	Added Headteacher as well as Principal. Changed the Trust to TPLT	Review of Policy	Kirsty Aaron
Feb 2019	3	Amendment to homework detentions (page 5)		Angelos Markoutsas
Feb 2019	4	Added Guidance note on Governors Panels		Tricia Brabham
May 2019	5	Page 5 taken out the consequences because they are school appropriate. Page 6 Taken out the examples of detentions because they are school specific.	Review of policy	Geoff Dixon
May 2020	6	Removal of exclusion guidance because there need to be a separate policy. Undated links for relevant documents.	Review of policy	Gail Webb
May 2021	7	Change academy to school. Add section on peer to peer abuse as per guidance issued in March 2021.		

This policy applies to The Priory Learning Trust and its schools.

Date Policy Adopted	September 2020
Review cycle	Annual
Review date	May 2021

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1. Aims

Students will behave, at all times, in a way that demonstrates courtesy and consideration for others and respect for learning both inside and outside of the classroom as well as within the community.

At The Priory Learning Trust (TPLT) the core value is that all students can learn and must have the opportunities to learn. We aim to provide a positive and rewarding culture permeating every aspect of school life that enables students to achieve their educational potential. Parents and carers have a responsibility in ensuring individuals are ready to learn, are in the correct uniform and have the appropriate equipment to allow them to be successful with their learning. This will ensure we are collectively reinforcing positive aspects to learning as well as high standards of conduct both in and out of school.

All staff seek to manage behaviour through the provision of high-quality lessons for students that encourage students to choose to behave well.

We pride ourselves on rewarding students for all achievements, be they academic, pastoral or extracurricular. However, if school expectations are not being met then a range of sanctions will be applied See School Exclusion Policy.

This policy is supported by the School Behaviour Policy: Practices and Procedures.

2. Standards of behaviour

All staff, volunteers and anyone else who comes into school must act responsibly and professionally, modelling good behaviour and will never denigrate pupils or colleagues.

Good behaviour will be acknowledged and rewarded with behaviour boundaries and sanctions clear to all and applied consistently, fairly, proportionately and without discrimination taking into account SEN needs and disabilities as well the additional needs and

challenges that some vulnerable pupils may face.

Pupils are ambassadors for their school and are expected to show respect to one another, to school staff and anyone else they meet both in and out of school.

Relationships and communication with parents are crucial to building an effective learning community and each school should report behaviour good or bad, regularly. Parents should also communicate regularly with positive feedback or concerns so that the school can support the pupil and their family.

3. Drugs

Drug use will not be tolerated on school property or during off site school activities which includes supplying, possessing or taking drugs.

4. Searching Students

Teachers have the powers to search students or their possessions, without consent, where they suspect the student has a prohibited item.

Prohibited items are:

- knives or 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, will be confiscated.

Please refer to the link below, which explains the TPLT's commitment to adhering to policies regarding 'Searching students'.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

5. Pupil Restraint

School staff should always try to avoid acting in a way that might cause injury

TPLT has developed this procedure to reflect its statutory duties and pastoral responsibilities. We have referred to the procedures and advice to be followed and drawn upon the guidance from the DfE - *Use of Reasonable Force: advice for headteachers, staff and governing bodies* published in 2013.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

All staff who work with students are authorised by the Principal to use reasonable force to prevent a child from doing the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury, or damage to the property of, any pupil (including him or herself)
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or not.

The power to restrain children applies on school premises or on an authorised school activity, for example a school trip.

Reasonable Force

The term 'reasonable force' covers 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.

'Reasonable in the circumstances' means using no more force than is needed. 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 is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. Positive Handling

This policy should be read in conjunction with TPLT Behaviour, Safeguarding & Child Protection Policies and Using Team Teach - Positive Handling Policy. It details how we will implement guidance provided by DfE, Team Teach and other relevant advice.

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent positive handling policy supports all students, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety.

Staff will be trained to look after students in their care and aim to focus on de-escalation techniques wherever possible. If a member of staff ever needs to intervene physically they will follow the Trust's behaviour policy which is based on:

- The DfE non-statutory guidance document 'Use of reasonable force' (dated July 2013- reviewed 2015) provides advice for headteachers, staff and governing bodies:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- Section 93 of the Education and Inspections Act 2006 (the Act) enables school staff to

use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

- DfE guidance on the [use of reasonable force in schools \(2013\)](#) also states that in addition to the general power to use reasonable force, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for “prohibited items”. Force cannot be used to search for items banned under the school rules.

All staff will Team Teach training which is accredited through ICM (Institute of Conflict Management). Staff undergo a 6 hour or 12 hour course (depending upon the needs of the children they are working with) led by two qualified trainers with a refresher course undertaken every two years.

Physical intervention should only be used when there is no realistic alternative and for the shortest amount of time possible. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to challenging behaviour should be **reasonable, proportionate and necessary**.

Risk management is regarded as an integral part of behaviour management planning. All students who have been identified as presenting a risk, should have a Student Education plan or Pupil passport. The plan details strategies which have been to be found effective for that individual, along with any particular responses which are to be avoided. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective or which have caused problems in the past. Student Education plans or Pupil passports should be considered along with the child’s EHCP or any other planning document relevant to the student such as an Individual Health Care Plan or Pupil Passport. The Student Education plan or Pupil passport should take account of the age, sex, level of physical, emotional and intellectual development, special needs and social context. Parents will be involved in the writing of each Student Education plan or Pupil passport and review.

7. Anti-bullying

Occasionally incidents of bullying, intimidation or harassment can prevent a student from enjoying their basic rights. The emotional distress caused by bullying, in whichever form it takes, can prejudice school achievement, lead to lateness or unauthorised absence or in extreme cases ill health.

Bullying can result in someone feeling hurt, threatened or frightened and can be physical, verbal or psychological. Physical may include hitting, kicking or theft. Verbal bullying may include name calling, homophobic or racial taunts. Some bullying is relational and may include excluding peers from social groups or spreading rumours while Cyber bullying uses modern technology such as mobile phones or the internet.

All staff will be alert to the signs of bullying and will act promptly and firmly and follow the procedures in accordance with our policy.

TPLT students will be encouraged to develop the self-discipline and tolerance necessary to maintain acceptable levels of behaviour within the school community. They will be encouraged to accept responsibility for their actions and be aware of the consequence of their behaviour. Students must not be afraid to report an incident, either as a victim or witness, and have the confidence that something positive will be done.

Anti-Bullying Code

1. Every student has the right to learning and leisure in an atmosphere free from fear and intimidation (in school and surrounding community).
2. Everyone has the right to be treated with dignity and respect. Unkind actions or remarks are not tolerated even if these were not intended to hurt.
3. Any unkind action or comment which causes stress to another will be called bullying.
4. We are 'telling' schools - bullying is too important not to report.

No one deserves to be bullied. TPLT takes bullying seriously. Every reported incident of bullying will be followed up and appropriate action will be taken. Students and parents can also report incidents of bullying, either as a victim or witness.

8. Policy Review

This policy is reviewed annually by the Trust and where materially amended is consulted on, where necessary. We will monitor the application and outcomes of this policy to ensure it is working effectively.