

**Behaviour Policy**

**(incorporating PDET’s Statement of Behaviour Principles)**

**Appendices**

**This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in *Appendix 2*.**

**(*For a copy of the policy for a specific academy which includes Appendix 2 – see individual academy websites).***

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| **Date** | **Revision &****Amendment Details** | **By Whom** |
| September 2022 | Review and Approval |  |
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**Appendix 1 - Misbehaviour / Serious Misbehaviour**

**Definitions**

**Misbehaviour** is defined as:

* Non-compliant behaviour (to adult requests)
* Low level disruption in lessons and at unstructured times
* Non-completion of classwork
* Rudeness to adults and other pupils
* Poor language.

**Serious Misbehaviour** is defined as, but not limited to:

* Persistent non-compliant behaviour (to adult requests)
* High level disruption in lessons and at unstructured times
* Repeated breach of the academy rules
* Threatening and / or intimidating behaviour
* Verbal aggression
* Swearing
* Any form of bullying\*
* Racist, sexist, homophobic or discriminatory behaviour
* Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
* Sexting
* Physical aggression and / or violence
* Vandalism
* Theft
* Smoking
* Possession of any prohibited items. These are:
* Knives or weapons;
* Alcohol;
* Illegal drugs;
* Stolen items;
* Tobacco and cigarette papers;
* Fireworks;
* Pornographic images.
* Having any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

**\*Bullying**

Bullying is defined as:

“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.” (Torfaen definition 2008)

Bullying is, therefore:

* Deliberately hurtful
* Repeated, often over a period of time
* Difficult to defend against
* Premeditated and usually forms a pattern of behaviour rather than an isolated incident
* Involves dominance of one pupil by another, or group of others.

Bullying can include:

|  |  |
| --- | --- |
| **Type of Bullying** | **Definition** |
| Emotional | Being unfriendly, excluding, tormenting, ridiculing |
| Physical | Hitting, kicking, pushing, taking another’s belongings, any use of violence |
| Psychological | Deliberate acts which cause fear or anxiety |
| Discriminatory and Prejudice-based (including racial) | Taunts, graffiti, gestures |
| Homophobic | Because of, or focussing on, the issue of sexuality |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Religious | Related to religious beliefs and practices |
| Cultural | Related to cultural beliefs and practices |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites  |

As a Trust it is recognised that:

* Bullying can occur. However, our intention is to ensure pupils learn in a supportive, caring and safe environment without the fear of being bullied and that staff are free from the fear of being bullied by pupils
* Everyone has the right to feel welcome, secure and happy
* Bullying of any sort prevents equality of opportunity
* All forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing
* By effectively preventing and tackling bullying, the Trust can help to create a safe and disciplined environment where pupils are able to learn and to fulfil their potential.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the academy to end the bullying. It is the Trust’s aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos across the Trust.

Details of an individual academy’s anti-bullying strategy are set out *Anti-Bullying Policy.*

**Appendix 2 - Individual Academy Information**

**Name of Academy:**

**Vision and Values**

[*Insert details and include a positive statement about your academy’s approach.*]

**The Behaviour Curriculum: Teaching, Encouraging and Responding to Good Behaviour**

* **The explicit teaching of good behaviour will be in relation to the following school rules:**
* [*Insert rules*]
* **Rewards / incentives and sanctions:**

[*The points below are suggestions only and should be adapted to suit your academy’s specific circumstances.*]

*[Positive behaviour will be rewarded with:*

* *Praise*
* *Merit marks*
* *Letters or phone calls home to parents*
* *Special responsibilities / privileges*

*The academy may use one or more of the following sanctions in response to misbehaviour:*

* *A verbal reprimand*
* *Move to another place in the classroom*
* *Sending the pupil out of the class*
* *Expecting work to be completed at home, or at break or lunchtime*
* *Loss of playtime / lunchtime*
* *Eating separately*
* *An apology letter*
* *Filling in a reflection sheet*
* *Referring the pupil to a senior member of staff*
* *Letters or phone calls home to parents*
* *Agreeing a behaviour contract*

*We may [insert details] in response to serious or persistent breaches of this policy. Pupils may be sent to [insert details] during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.]*

* **Encouraging good behaviour during unstructured times:**

[*Insert details of your strategies for encouraging good behaviour during unstructured times*]

* **Responding to misbehaviour outside the academy:**

[insert *details of what you will do in response to poor behaviour and bullying which occurs off the academy premises or online and which is witnessed by a staff member or reported to you, including the sanctions that will be imposed on pupils.*]

**Bullying**

*[Our anti-bullying strategy is as follows:*

*Insert details and ensure, in particular, that cyberbullying, prejudice based bullying and discriminatory bullying are covered .*

You may wish to consider the following points:

* How pupils, parents and staff can report incidents of bullying
* How the academy investigates allegations of bullying
* Sanction procedures
* How the academy supports pupils who have been bullied, and those vulnerable to bullying
* Whole-academy proactive strategies to prevent bullying
* How the academy trains staff and governors in preventing and handling bullying]

*[Or] [*See the academy’s Anti-Bullying Policy]

**Pupil Code of Conduct**

[*Explain your academy’s approach here. The points below are suggestions only and should be adapted to suit your academy’s specific circumstances.*]

*[Pupils are expected to:*

* *Behave in an orderly manner*
* *Show respect to members of staff and each other*
* *In class, make it possible for all pupils to learn*
* *Accept sanctions when given*
* *Treat the academy buildings and academy property with respect*
* *Refrain from behaving in a way that brings the academy into disrepute, including when outside the academy]*