

Behaviour Policy

The Midland Academies Trust

Executive Principal



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Behaviour Policy 2020

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Behaviour Policy 2017

1. Introduction

- 1.1 By attending a Midland Academies Trust (the Trust) academy/school, pupils and parents/carers are agreeing to uphold and abide by this Behaviour Policy. This Policy sets out our expectations for all members of our community, pupils and staff. It clarifies the sanctions that are in place for any deviation from the Policy.
- 1.2 The academies/schools within the Trust reserve the right, at any time, to respond to any incident in a manner that best serves the interests of their community.
- 1.3 The Trust and its academies/schools expect good behaviour from every pupil.
We have a 'warm strict' approach to behaviour. We care about our pupils and have strict high standards and expectations because we care.
- 1.4 The role of Trust academies/schools goes beyond simply preventing poor behaviour and maintaining good order to systematically promoting positive relationships and good manners. This work involves a clear partnership between parents/carers, the academies/schools and Trust in helping young people become good citizens, able to make a full contribution to society and so live a happy and successful life.
- 1.5 This Policy is consistently and fairly applied and underpins effective education. Academy/school staff, pupils and parents/carers should all be clear of the high standards of behaviour expected of all pupils at all times, as detailed in this Policy.
- 1.6 Policy objectives:
 - i. to provide teaching and learning which fulfils the needs of the individual;
 - ii. to recognise achievement and engage the pupils in all aspects of academy/school life;
 - iii. to provide an orderly environment, where pupils and staff are mutually respectful;
 - iv. to implement rewards and sanctions fairly and without prejudice;
 - v. to develop positive relationships with all partners involved in the education of pupils;
 - vi. to work effectively with parents/carers and the community to ensure the best possible benefit for the pupils.
- 1.7 In a large community there is a need for a clearly understood and agreed set of expectations with regard to behaviour. The management of behaviour at our Trust academies/schools requires that every pupil takes personal responsibility and is ready to learn, by having positive behaviours for learning. We want to work in partnership with parents/carers to ensure their child achieves their best.
- 1.8 This Policy is in line with Department for Education (DfE) Guidance around behaviour and discipline, specifically:
 - i. Teachers have power to discipline pupils for misbehaviour which occurs in academies/schools and, in some circumstances, outside of academies/schools.
 - ii. The power to discipline also applies to all staff.
 - iii. Principals, Trust proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
 - iv. The proprietors of academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 to ensure that arrangements are made to safeguard and promote the welfare of pupils.
 - v. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy/school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006).
 - vi. Teachers can discipline pupils at any time a pupil is in an academy/school or elsewhere under

the charge of a teacher, including on academy/school visits.

- vii. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of academy/school.
- viii. Teachers have a power to impose detention outside academy/school hours.
- ix. Teachers can confiscate pupils' property.

2. Code of Conduct

2.1 General Rules and Expectations: all pupils are expected to follow the general rules for acceptable behaviour including:

- i. arriving on time for morning and afternoon school and to all lessons during the day;
- ii. wearing the correct uniform and follow the expected dress code; (Appendix 4)
- iii. removing all outdoor clothing when entering the building (coats, hats, gloves etc.);
- iv. 'packing their bags', the night before and ensuring they are equipped for their next day of learning;
- v. moving sensibly and quietly around buildings;
- vi. behaving in a respectful, polite and courteous manner at all times;
- vii. eating only at break and lunchtime and in permitted areas;
- viii. drinking only water during lesson time and not drinking in corridors;
- ix. not using mobile phones on academy/school sites;
- x. being responsible for ensuring that books taken home are returned on time and in good condition;
- xi. respecting the academy/school environment, not littering or causing damage to the academy/school sites.

2.2 Lesson Rules for Acceptable Behaviour:

2.2.1 All pupils are expected to follow the rules for acceptable behaviour during lessons including:

- i. arriving on time, properly equipped for the lesson and placing all required equipment on the table ready to start working;
- ii. following instructions, the first time;
- iii. listening to the person who is meant to be talking;
- iv. speaking appropriately at all times;
- v. having self-respect, respect for others and respect for the staff;
- vi. respecting other people's views and their property;
- vii. staying focused on the learning in the lesson and completing an acceptable amount of work;
- viii. following health and safety guidelines for all subjects;
- ix. spending at least an hour each night on home learning or where this has not been set using this time for personal study or revision;
- x. completing every piece of work set to the very best of their ability;
- xi. trying their best, having pride in their learning and setting high goals for achievement.

3. Home-Academy Agreement (*Individual Academies to insert their own version*)

- 3.1 All Trust academies and schools have a Home Academy Agreement, which parents/carers and pupils must follow.
- 3.2 Parents/carers will be asked to sign the Home Academy Agreement annually. Not returning the Agreement does not invalidate it.

Home - Academy Agreement

The Academy expects that as a student, you:

- are punctual and attend the Academy regularly
- always wear your uniform with pride
- work to the best of your ability, complete your Homework on time and meet deadlines
- take responsibility for your own learning, organisation and conduct
- adhere to the internet access policy
- are honest, courteous and well behaved at all times
- show respect for others, their possessions and the Academy environment
- raise any concerns or problems that you might have with us and your parents/carers should they arise

Signed _____ (Student) Date _____

The Academy is entitled to expect that parents/carers:

- support the Academy and policies as set out in the Academy prospectus and on the Academy website
- ensure regular and punctual attendance by your child
- ensure your child comes to the Academy with the appropriate uniform and equipment
- do your best to provide an appropriate environment and time at home to enable your child to complete their Homework
- have aspirational but realistic expectations of your child's ability
- support the Academy's activities and encourage your child to do so
- keep the Academy informed of any changes that may affect your child's learning or wellbeing
- reply to Academy communications and supply absence notes promptly

Signed _____ (Parent/Carer) Date _____

Students and parents/carers are entitled to expect that we as an Academy:

- provide a happy, safe and caring environment for learning
- provide effective learning and teaching
- monitor your child's progress
- actively encourage and praise your child for their achievements
- set appropriate Homework for your child and advise you of our expectations in accordance with the Academy Homework Policy
- advise you about the equipment, books and materials that are required for the Academy
- provide enrichment activities
- communicate with you about your child's safety, progress and 'Behaviour for Learning'
- be professional, fair and consistent in all that we do
- listen to what you have to say

Signed _____ (Form Tutor) Date _____

4. Behaviour Responsibilities

Assistant Principal: Support & Progress

Work with the support of the Pastoral Team and Student Support Manager to manage and co-ordinate exclusions

Analyse behaviour data and to inform and lead on whole school strategies to improve behaviour

Monitor the impact of behaviour. Lead on whole school behaviour interventions

Lead reintegration meetings following external exclusion and the appropriate behaviour panel meetings

Work collaboratively with the student support manager to co-ordinate and intervene with vulnerable students in need of behavioural interventions (including working with external providers and the ABP)

Student Support Manager

Overview of students' behaviour on a short term and long term basis

To ensure that all pastoral leaders celebrate success and work with parents

To have an overview of behaviour panels and PSPs implemented by pastoral leaders

Pastoral Leader

Monitor students' behaviour on a regular basis

Celebrate successes and monitor students who make poor behavioural choices, take responsibility for communicating this to parents and working with parents to support students

Work collaboratively with Directors of learning to support students who make poor behavioural choices. Communicating with parents and working with parents to support students

Provide the student support manager and the AP with an overview of behaviour in their year group

To run and lead on detentions for year group

Director of Learning/Assistant

Director of Learning

Manage behaviour in curriculum areas

Contact parents/careers about students behaviour (positive and concerns)

Implement curriculum based interventions

Form tutors

To take responsibility for and manage behaviour in lessons

Be the first point of contact with parents

To raise profile of rewards and ensure rewards are logged onto SIMS

Classroom teacher

Take responsibility for and manage behaviour in lessons

Consistently apply the Rewards and sanctions policy

Contact parents as required about their child's behaviour

Ensure DOLs are kept informed about individuals and groups behaviour

5. Behaviour, Rewards and Sanctions

5.1 The Trust encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

5.2 Example of unacceptable behaviour are given below, (this is not an exhaustive list):

<p>Lateness</p> <p>Arriving late for the start of the academy/school day or late to lessons during the academy/school day.</p>	<p>Disruption</p> <p>Talking or chatting.</p> <p>Not listening.</p> <p>Refusing to work / producing an inadequate work.</p> <p>Shouting out.</p> <p>Inappropriate language.</p> <p>Using a mobile phone.</p> <p>Chewing, eating or drinking.</p> <p>Making noises, tapping, and throwing things, wandering around the room.</p>	<p>Lack of Equipment</p> <p>Failing to have the following basic equipment. E.g.</p> <ul style="list-style-type: none"> - a strong sensible bag; - two pens, two pencils, a ruler, a rubber; - a calculator; - a Pupil Planner. <p>Forgetting or failing to complete home learning.</p> <p>(See school uniform/equipment expectations.)</p>
<p>Non-compliance</p> <p>Talking over a teacher.</p> <p>Answering back.</p> <p>Not following instructions.</p> <p>Being rude.</p> <p>Arguing with a teacher.</p> <p>Not wearing correct uniform.</p> <p>Walking out of lesson.</p>	<p>Damage to Property</p> <p>Deliberate misuse or damage to the property of another pupil or a member of staff.</p> <p>Deliberate damage to Academy buildings, fittings or equipment.</p> <p>Vandalism.</p>	<p>Uniform / Jewellery</p> <p>Failure to wear the correct uniform.</p> <p>Wearing jewellery other than that permitted as set out in the /Uniform Expectations.</p>
<p>Litter</p> <p>Dropping litter within the building or anywhere on the academy/school site.</p>	<p>Swearing</p> <p>Using unacceptable language</p>	<p>Bullying</p> <p>Cyber / online bullying.</p> <p>Physical bullying.</p> <p>Verbal bullying.</p> <p>Threatening behaviour.</p>
<p>Racist or Prejudice incident</p> <p>Using racially offensive language or gestures,</p>	<p>Theft</p> <p>Taking an item without permission from the owner.</p>	<p>Smoking</p> <p>Smoking or carrying materials on the academy/school site, whilst in uniform, travelling to or from academy/school or on an academy/school visit.</p>
<p>Drinking</p> <p>Drinking or carrying alcohol on the school/academy site, whilst in uniform, travelling to or from academy/school, on an</p>	<p>Drugs</p> <p>Possessing, using, distributing, supplying or dealing in any illegal drugs on site, whilst in uniform, travelling to or from</p>	<p>Offensive Weapons</p> <p>Carrying any offensive weapon on the academy/school site, whilst in uniform, travelling to or from academy/school or on an</p>

academy/school visit or activity.	academy/school on a visit. Any involvement in illegal drugs.	academy/school visit or activity.
Verbal Assault Any outburst of aggressive, violent or threatening language directed at a pupil or staff member.	Physical Assault Any physical, aggressive or violent attack against another pupil or staff member. Fighting between pupils.	Any other extreme behaviour including inciting others to extreme behaviour.

5.3 Behaviour Procedure

- 5.3.1 Trust academies/schools have a range of options and rewards to reinforce and raise good behaviour, and clear sanctions for those who do not comply with this Policy. These will be proportionate and fair responses that may vary according to the age of pupils, and any other special circumstances that affect pupils.
- 5.3.2 When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with this Policy.
- 5.3.3 The Trust expects good behaviour from every pupil. Its aim is to promote good behaviour and to avoid the need for sanctions and exclusions. Good behaviour leads to positive and secure relationships which support:
- i. teaching and learning (behaviour for learning);
 - ii. academic success (attainment and achievement);
 - iii. personal, social and moral development (feeling secure).
- 5.3.4 Trust academies/schools apply a range of consequences for pupils who break the general or lesson rules or behave in an unacceptable way. Consequences are there to remind pupils that they have made a poor choice by breaking the rules or behaving in an unacceptable way. Consequences will be issued fairly and consistently with pupils being given a few moments to respond appropriately and a reason will be given as to what behaviour is expected. All consequences will be logged on the SIMS system.
- 5.3.5 The system of applying consequences can be found in Appendix 1.

5.4 Rewards Procedure

- 5.4.1 Trust academies/schools have in place a rewards system which recognises positive behaviour. Pupils will be praised for positive behaviour.
- 5.4.2 Trust academies/schools believe in:
- i. providing a positive and rewarding culture, permeating all aspects of academy/school life, enabling all pupils to achieve their potential;
 - ii. ensuring that all pupils can achieve recognition of their successes and efforts;
 - iii. increasing pupils' self-esteem through consistent, meaningful and positive rewards.
- 5.4.3 Rewards will be given for good work, either individual or over a period of time as well as for sustained effort and organisation. Staff will record rewards given on the SIMS system.
- 5.4.4 The system of applying consequences can be found in Appendix 2.

5.5 Sanctions and Disciplinary Measures

- 5.5.1 Trust academies/schools have a range of disciplinary measures that are communicated to academy/school staff, pupils and parents/carers. These can be found in Appendix 1 and include detentions, seclusion and exclusion.
- 5.5.2 Pupils' conduct outside the academy/school gates and teachers' powers; what the law allows:

- i. Teachers have the power to discipline pupils for misbehaving outside of the academy/school premises “to such an extent as is reasonable”.
- ii. Trust academies/schools will respond to non-criminal bad behaviour and bullying which occurs off the academy/school premises and which is witnessed by a staff member or reported to the academy/school. Pupils can be disciplined for this behaviour, in line with this Policy.
- iii. Teachers may discipline pupils for misbehaviour when the pupil is:
 - taking part in any academy/school-organised or related activity; or
 - travelling to or from an academy/school; or
 - wearing academy/school uniform; or
 - in some other way identifiable as a pupil at the academy/school.
- iv. Teachers may discipline pupils for or misbehaviour at any time, whether or not the conditions above apply, where:
 - there could be repercussions for the orderly running of the academy/school; and / or
 - a threat is posed to another pupil or member of the public; and / or
 - there could be an adverse impact on the academy/school’s reputation.

6. Detention - What the Law Allows:

- 6.1 Teachers have a power to issue detention to pupils (aged under 18).
- 6.2 The times outside normal academy/school hours when detention can be given include:
 - i. any academy/school day where the pupil does not have permission to be absent;
 - ii. weekends - except the weekend preceding or following the half term break; and
 - iii. non-teaching days; usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’.
- 6.3 Parental consent is not required for detentions.
- 6.4 As with any disciplinary penalty a member of staff must act reasonably when imposing a detention.
- 6.5 With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
- 6.6 Detentions outside academy/school hours: staff should not issue a detention where they know that doing so would compromise a pupil's safety. When ensuring that a detention outside academy/school hours is reasonable, staff issuing the detention should consider the following points:
 - i. Whether the detention is likely to put the pupil at risk.
 - ii. Whether the pupil has known caring responsibilities, which mean that the detention is unreasonable.
 - iii. Whether the parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after academy/school detention where the pupil can return home safely.
 - iv. Whether suitable travel arrangements can be made by the parent/carer for the pupil. It does not matter if making these arrangements is inconvenient for the parent/carer.
- 6.7 **Behaviour Panels**
 - 6.7.1 Trust academies and schools will conduct Behaviour Panels where a pupil has failed to comply with expectations and this Policy, despite intervention.
 - 6.7.2 Pupils will attend Behaviour Panels with their parents/carer, or another responsible adult if their parent/carer is unable to attend. The Panel will be constituted of senior academy / school staff or Raising Achievement Board members.

- 6.7.3 The Behaviour Panel will undertake an interview with the pupils and the parents/carers which will focus on, the seriousness of the situation, academy/school expectations, areas of concern, and a commitment to the Trust's Behaviour Policy and the Code of Conduct.
- 6.7.4 Behaviour panel meetings will be minuted and a copy of the notes placed on the pupil file.

7. Seclusion (Internal Exclusion)

- 7.1 The Trust allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what is often referred to as 'seclusion' or 'isolation'.
- 7.2 Seclusion or isolation may take place in another Trust academy/ school to allow respite for the pupil and enable them to reflect on their behaviour. All Trust academies/schools ensure the health and safety of pupils and will meet all requirements in relation to safeguarding and pupil welfare when using this measure.
- 7.3 Staff ensure that pupils are kept in seclusion no longer than is necessary and that their time spent in seclusion or isolation is used as constructively as possible. Pupils are allowed time to eat or use the toilet.
- 7.4 Pupils placed in internal exclusion at another Trust academy/school will be provided with curriculum work to complete from their usual academy/school, together with a seclusion/internal exclusion report
- 7.5 Pupils placed in internal exclusion at another Trust academy/school will be required to abide by the behaviour procedures of the academy/school in which they are placed. These can be found via the links below:
- i. The George Eliot School <https://www.george-eliot.warwickshire.sch.uk/>
 - ii. Hartshill School <http://www.hartshill.warwickshire.sch.uk/>
 - iii. The Heath Lane Academy <http://www.hla.leics.sch.uk/>
 - iv. The Nuneaton Academy <http://www.nuneatonacademy.co.uk>
- 7.6 If a pupil misbehaves when serving an internal exclusion at another Trust academy/school or they fail their internal exclusion report, this is likely to trigger a fixed term exclusion

8. External Exclusions

- 8.1 The Trust follows statutory guidance by the Department for Education.
- 8.2 There are two types of academy/school exclusion:
- i. fixed term for a maximum of 45 days per academy/school year;
 - ii. permanent exclusion where a pupil may not return to the academy/school;
- 8.3 Exclusion whether fixed term or permanent, is the most serious sanction.
- 8.4 The recommended procedures are followed for:
- i. fixed term exclusion under 5 days
 - ii. fixed term exclusion over 5 days;
 - iii. fixed term exclusion at lunchtimes;
 - iv. permanent exclusion.
- 8.5 Any form of poor behaviour could ultimately result in permanent exclusion. All Trust academies/schools will do their best to support their pupils at every stage of the disciplinary process, to enable pupils to adopt standards of behaviour which support the core purpose of the academy/school; namely teaching and learning.
- 8.6 The full support of pupils and their parents/carers is expected at every stage to avoid any exclusion

being permanent.

- 8.7 Pupils are at risk of either fixed term or permanent exclusion if they:
- i. use physical/verbal aggression or bully other members of academy/school or local communities;
 - ii. persistently ignore any aspect of the behaviour for learning policy;
 - iii. act in a manner which endangers the health and safety of pupils;
 - iv. persistently disrupt teachers' teaching and pupils' learning;
 - v. act in a disrespectful manner towards staff.
- 8.8 The exclusion of a pupil is a very serious matter. It is not a step which Trust academies/schools take lightly and it is the consequence of a serious breach of this Policy. Each and every situation will always be thoroughly investigated, judged on its own merits and decided on the 'balance of probability' when all reasonable efforts have been made to ascertain the facts of the situation.
- 8.9 As a general guide, the following behaviour will normally be deemed so serious as to warrant exclusion being the considered as the most appropriate punishment:
- 8.9.1 Violence and physical assault:**
- i. against another pupil - fixed term / permanent exclusion;
 - ii. extreme or repeated act(s) against another pupil(s) - fixed term / permanent exclusion;
 - iii. violence against a member of staff - permanent exclusion;
 - iv. any act of physical aggression will result in exclusion; the advice is to walk away and seek help from a member of staff immediately.
- 8.9.2 Sexual assault and sexually offensive and racist behaviour:** fixed term / permanent exclusion depending on the seriousness of the incident.
- 8.9.3 Drugs and tobacco:**
- i. being in possession of illegal drugs on the journey to and from an academy/school, in an academy/school, on an academy/school activity, or on academy/school transport including buying, selling, distributing, carrying for others or any involvement with illegal substances - permanent exclusion.
 - ii. being in possession of intoxicating liquor or alcohol, any involvement with alcohol on the journey to and from school, within school, or a school activity, including buying, selling, distributing, carrying for others or any involvement with illegal substances, fixed term exclusion.
 - iii. being in possession of tobacco or cigarettes, any involvement with tobacco or cigarettes on the journey to and from or within academies/schools, or an academy/school activity, including buying, selling, distributing, carrying for others or any involvement with illegal substances - internal / fixed term exclusion.
- 8.9.4 Vandalism and theft:** fixed term / permanent exclusion depending on the severity of the incident and also any danger caused to others.
- 8.9.5 Defying a member of staff:** fixed term / permanent exclusion.
- 8.9.6 Arson, deliberately setting off a fire alarm or tampering with health and safety equipment e.g. fire extinguishers:** fixed term / permanent exclusion.
- 8.9.7 Extreme appearance:** fixed term / internal exclusion until rectified.
- 8.9.8 Bullying:** fixed term / permanent exclusion.
- 8.9.9 Possession of a weapon or replica:** being in possession of or supplying an item which has been made, used, or adapted for the purpose to cause harm to, or distress to, others, in academy/school including the journey to and from an academy/school or any academy/school activity, (this includes knives, BB guns and replicas/or actual firearms) - permanent exclusion.

8.9.10 Mobile Phones:

- i. using a camera phone to record, post on the internet and/or exhibit clips for video footage of 'happy slapping', unwanted attention and/or violence towards another person - fixed / permanent exclusion.

Note: where a criminal offence is suspected, the matter will be referred to the Police.

- ii. targeting, abusing or humiliating other pupils, through text-messaging, through voice mail, email or through any other electronic communication will be taken as a form of bullying or harassment and will be treated as a serious offence.
- iii. refusal to hand a mobile phone to a member of staff when requested - internal/fixed term exclusion.

8.10 Notes

8.10.1 Certain examples of behaviour described above are criminal offences. In such cases, Trust academies/schools will involve external agencies such as the Police and Social Services, where appropriate.

8.10.2 Any of the above examples of pupil behaviour will warrant the same sanctions if they happen on journeys to or from academies/schools or whilst on any academy/school-based activity such as a field or residential trips

8.10.3 Trust academies/schools reserve the right to add to the above list should the need arise. It must be remembered that the above are only broad guidelines and cannot cover every situation where exclusion may be the correct sanction

8.10.4 An appeals process is in place for fixed term exclusions of over five days and permanent exclusions.

8.10.5 If an exclusion is required, parents are informed by letter of:

- i. the length of exclusion;
- ii. the reason for exclusion;
- iii. their right of appeal.

8.10.6 During an exclusion an academy/school will provide work until the pupil returns. Work must be completed in stages before further work is set. It is the responsibility of the academy/school to set and mark the work. It is the responsibility of parents/carers to make arrangements for the work to be collected and returned.

9. Power to Search, Use of Reasonable Force and Confiscation

9.1 Trust academies/schools operate within the two sets of legal provisions which enable academy/school staff to confiscate items from pupils:

9.1.1 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 law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

9.1.2 Power to search without consent for "prohibited items" including:

- i. knives and weapons
- ii. alcohol
- iii. illegal drugs
- iv. stolen items
- v. tobacco and cigarette papers
- vi. fireworks
- vii. pornographic images
- viii. any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

- ix. any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- 9.2 Weapons, knives and extreme or child pornography must always be handed over to the police. In other cases, it is for Trust academy/school staff to decide if, and when to return a confiscated item.

10. Power to Use Reasonable Force

- 10.1 In line with Department for Education guidance, 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.
- 10.2 The Principal and authorised school 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.
- 10.3 Definition of Reasonable Force
- 10.3.1 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.
 - 10.3.2 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.
 - 10.3.3 'Reasonable in the circumstances' means using no more force than is needed.
 - 10.3.4 Academies/schools generally use force 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.
 - 10.3.5 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.
 - 10.3.6 Academy/school 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.
 - 10.3.7 All academy/school 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.
 - 10.3.8 The Principal and staff authorised by the Principal, can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by academy/school rules.
- 10.3 When can reasonable force be used?
- 10.3.1 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
 - 10.3.2 In an academy/school, force is used for two main purposes; to control or restrain pupil.
 - 10.3.3 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.
 - 10.3.4 An academy/school can use reasonable force to:
 - i. remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
 - ii. prevent a pupil behaving in a way that disrupts an academy/school event, trip or visit;
 - iii. prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- iv. prevent a pupil from attacking a member of staff or another pupil, to stop a fight in the playground or to restrain a pupil at risk of harming themselves through physical outbursts.
- 10.3.5 An academy/school cannot use force as a punishment; it is always unlawful to use force as a punishment.

Appendix 1

School Specific Systems for Consequences and Detentions

(Individual Academies to insert their own version)

Appendix 2

School Specific Systems for Rewards

(Individual Academies to insert their own version)

Appendix 3

Interventions e.g. Report Cards.

(Individual Academies to insert their own version)

Appendix 4

School Specific Systems - Uniform, Technology, Mobile Phones, and Acceptable User Policy

(Individual Academies to insert their own version)

Appendix 5

Behaviour Policy: COVID-19 Addendum 2020/21

1. Trust Principles Relating to this Addendum
2. Organisational Parameters for Socially Distanced Provision (SDP)
3. Hygiene Protocols within SDP
4. 'Stay Alert' Reporting Processes for Parents, Teachers and Pupils
5. SDP Support for Pupils Who Have Special Educational Needs
6. Organisation of the School Day
7. SDP Protocols for:
 - i. Pupil Uniform and Equipment.
 - ii. Pupil Entry and Exit to the School
 - iii. Pupil Movement Around the School
 - iv. Social Times
8. Behaviour Necessitating the Immediate Removal of a Pupil from the SDP
9. Behavioural Expectations for Pupils to Support Successful Remote Learning
10. Exclusions

Behaviour Policy: COVID-19 Addendum 2020/21

1. Trust Principles

- 1.1. This addendum to The Midland Academies Trust's Behaviour Policy applies until further notice and responds to guidance issued by the Government to support the safe re-admittance back into school of pupils during the social distanced parameters of the Covid-19 lockdown.
- 1.2. The Trust's previously approved Behaviour Policy and 'usual' procedures for each Trust school will continue to apply, unless they are specifically referenced in this Addendum.
- 1.3. The Trust's schools may need to amend or add to this Addendum as circumstances or official guidance changes. Any changes will be communicated to staff, parents and pupils.

2. Organisational Parameters for Socially Distanced Provisions (SDP)

- 2.1. When pupils are in school, they are expected to follow all of the rules set out in this Addendum to keep themselves and the rest of the school community safe.
- 2.2. The provision within all schools has been established to ensure that:
 - i. The safety of pupils and staff is central within all Trust and school planning.
 - ii. All Trust schools are acting in a manner that is mindful of the most recent recommendations made by the Department for Education (DfE) regarding schooling within the Covid-19 socially distanced period.
 - iii. Pupils who are accessing a school have the opportunity to access appropriate curriculum that is delivered in an effective fashion.
- 2.3. It is the expectation that all parents/carers whose children are accessing a school site are aware of the school's behavioural expectations and that they are fully supportive of the school's implementation of them. Specific queries regarding the school provision from parents should be directed to the following designated persons via the individual school's website:

TO BE INSERTED BY EACH ACADEMY

3. Hygiene Protocols within SDP

- 3.1. Pupils in attendance at school should follow all protocols to maintain the directed social distance within the school sites.
- 3.2. All schools will provide hand sanitiser; the expectation is that pupils and staff use hand sanitisers following any transition around the school site. This includes upon entry to the school site in the morning and upon leaving the site at the end of the school day.
- 3.3. Pupils should be mindful of government advice ('Catch It, Bin It, Kill It') and use this necessary protocol in response to instances of sneezing, coughing and the appropriate disposal of tissues. Pupils must ensure appropriate washing of their hands following any visits to the school toilets.
- 3.4. Pupils should apply safe personal practices regarding hygiene. This includes avoiding touching their face with their hands and specifically not placing their hands in the areas of their eyes or their mouths. Parents should aim to re-enforce these safe personal practices within the home environment. School staff will be vigilant with regards to this and will remind pupils as appropriate.

4. 'Stay Alert' Reporting Processes for Parents, Teachers and Pupils

- 4.1. Pupils, parents and staff should be vigilant to the potential symptom of COVID-19 and the potential risk to others if there were any case of infection. This vigilance is an expectation within pupil and staff conduct.
- 4.2. Recent Government guidance indicates that the main symptom of Covid-19 are:
 - i. a high temperature;
 - ii. a new continuous cough;
 - iii. a loss or change to an individual's sense of smell or taste.
- 4.3. Parents have a responsibility to be vigilant to these symptoms and if they are present, to follow the appropriate Government guidance regarding self-isolation and, where required, to seek appropriate medical advice.
- 4.4. To ensure appropriate safeguarding of pupils, particularly within the lockdown context of Covid-19, parents must ensure that the school has accurate contact details. This includes:
 - i. two contact telephone numbers for use if immediate parental contact is required;
 - ii. current home address;
 - iii. an email address.
- 4.5. A parental contact must be accessible for the school throughout the school day and arrangements should be in place for a pupil to be collected from the school site if required.
- 4.6. Where parents or pupils have symptoms and the pupil has been or is scheduled to be in attendance within the school, parents should contact the school to make them aware of the situation. Parents should not send their child into school but follow the most recent isolation processes issued by the Government. Contact details for each individual school are available to parents on each school website alongside other key contacts pertaining to safeguarding and welfare
- 4.7. Staff have a responsibility to be vigilant to these symptoms, and if they are present to immediately contact parents or carers so that the child can be collected from the school site.
- 4.8. Pupils have a responsibility to be vigilant about their own well-being and that of other pupils. If they are concerned regarding their own well-being or the well-being of others due to the presence of Covid-19 symptoms, they should report this to an adult within the school so that members of staff can investigate and respond as appropriate.
- 4.9. The school will respond to any instances of unexplained pupil absence in line with its existing attendance policy

5. SDP Support for Pupils with SEND

- 5.1. In order to support pupils who have special educational needs within the socially distanced provision, each individual school will ensure that appropriate strategies are implemented which meet the individual needs of the child involved.
- 5.2. Indicative actions from each individual school may include, but are not exclusive to:

AMEND AS APPROPRIATE

- i. High quality teaching which includes appropriate scaffolding of work so that it is accessible to the learning needs of the pupils within the classroom.
- ii. Access to appropriate, and where required, additional resources to support the curriculum being delivered by the teacher.
- iii. Identification of areas within a classroom where pupils can employ targeted de-escalation strategies.

- iv. School deployment of additional members of staff where identified as necessary to support the learning of pupils.

6. Organisation Of the School Day **AMEND AS APPROPRIATE**

- 6.1. Each Trust school has organised its SDP as appropriate for the practicalities of their individual school setting.
- 6.2. Within **INSERT ACADEMY** the provision is organised as following
 - i. Three independent socially distant 'bubbles' of pupils accessing schooling as a socially distanced provision on a daily basis.
 - ii. Two 'bubbles' to be composed of identified year 10 pupils.
 - iii. One 'bubble' of pupils who are accessing the school's ongoing provision for pupils that are identified as 'vulnerable' or whose parents fit the criteria of 'key worker.'
- 6.3. Each bubble will be kept apart from the others throughout the duration of the day. Pupils will be taught within designated areas of the school site and required to stay within the boundaries of these school areas. This includes designated areas of the site for any social times within the school day and access to any potential communal areas such as toilets and a dining area.
- 6.4. Each bubble will have allocated teaching staff that will only engage with the pupils within their individual bubble
- 6.5. Each bubble will have separate time slots for the start and end of their SDP school day so that the school can reduce the potential for congestion outside the school site at the start and the end of the school day, and also control the entrance of pupils to the school site so that SDP protocols can be maintained.

7. SDP Protocols

7.1. Uniform and Equipment

- 7.1.1 Pupils up to the end of the summer term 2020 are not required to wear uniform.
- 7.1.2 At the Midland Academies Trust, we pride ourselves on having the highest expectations of our pupils. Our school uniforms are an essential part of our ethos. We work hard to ensure all of our pupils follow our policies on uniform and appearance so that they are appropriately dressed for school and ready for the expectations in the workplace when they move to future employment.
- 7.1.3 Currently the government guidance during COVID 19, means that for hygiene reasons people should regularly wash clothing to reduce the risk of the spread of the infection. "Normal washing of clothes will reduce the risk of germs being transmitted. In certain situations, clothes should be washed at higher than normal temperatures and with a bleach-based product to minimise the transmission risk as much as possible." (NHS). We understand therefore that the wearing of blazers and ties at this time is not appropriate for pupils and therefore are relaxing our uniform requirements until the October half-term break.
- 7.1.4 We are also conscious that there is not yet a clear start date for the return of pupils to school, and therefore would not want parents to order uniform that is not ultimately going to be able to be worn and pupils may grow out of. We do however intend to have our uniform policy fully operational again from after the October half term break.
- 7.1.5 Pupils are not required to wear a blazer and tie to school at this time. Pupils are however required to wear:
 - i. White Shirt (or Academy Polo Shirt at the Nuneaton Academy).
 - ii. Black Plain School Trousers or Skirt.

iii. Black School Shoes.

7.1.6 All other aspects of the school uniform policy remain in place including jewellery, PE Kit, make-up and equipment.

7.1.7 This position will be reviewed in September 2020.

7.1.8 School's policies regarding the use of mobile phones and any other electronic devices remain unchanged.

7.2. Entry and Exit To The School Site **AMEND AS APPROPRIATE**

7.2.1. At **INSERT ACADEMY**, pupils should arrive at the school at their allocated time and line up in accordance with the directed social distance between one another.

7.2.2. Pupils will be met at the gate by a member of staff, they will be asked to comply with necessary hygiene protocols and then they will be directed to walk to their designated learning area within the school.

7.2.3. Once within their learning area, pupils will be required to sit in an allocated space within a classroom

7.2.4. Once all pupils are sat in the classroom as appropriate the lesson will commence.

7.2.5. At the end of a pupil's allocated school day they will be directed to leave the school site. Pupils will leave in a controlled fashion maintaining the appropriate social distance between one another. A member of staff will be present at the school gate to ensure compliance with necessary hygiene protocols and that there is no congestion at or outside the school gate.

7.3. Movement and Transition Around the School Site

7.3.1. At **INSERT ACADEMY** pupil movement around the school site will be deliberately kept to the minimum necessary levels. Teachers will rotate around classrooms rather than pupils transitioning between classrooms. This is to reduce the potential for non-adherence to appropriate social distancing measures.

7.3.2. Pupils should not use the school toilets within their allocated lessons. Where use of a toilet is required, pupils will be accompanied by a member of staff and will go individually. When using toilets, the school hygiene protocol will be applied

7.3.3. When pupils are transitioning at social times to a designated area of the school site, they will be accompanied by members of staff and will be expected to maintain the appropriate social distance between one another

7.4. Pupil Conduct at Social Times

7.4.1. At **INSERT ACADEMY** only pupils accessing the school provision who are designated as vulnerable, or who are children of key workers, will have designated social time.

7.4.2. Pupils will have a dedicated space for social time. Within this space pupils will be expected to continue to maintain appropriate social distances from one another.

7.4.3. Pupil activities must not include physical contact or the sharing of resources which offer an increased potential for transmission of any potential infection. Activities will follow the approved Government guidance at that time around sports/games in school.

8. Behaviours That Would Necessitate the Immediate Removal of a Child From The SDP

8.1. The majority of behaviour instances within school will be covered by the Trust's overarching Behaviour Policy; however, there are operational differences to the SDP which means that in certain instances there will be an impact upon the manner with which the Behaviour Policy will be implemented

8.2. Due to social distancing protocols, specific behaviours now carry increased risks to the health and safety of pupils and staff. As a result, the school reserves the right to request that parents collect a

child from the school site with immediate effect if their behaviour compromises the school's ability to maintain a safe environment.

- 8.3. Indicative behaviours where the immediate removal of a child from the site include, but are not exclusive to instances of:
- i. purposeful coughing at or in the direction of another pupil;
 - ii. purposeful spitting at or in the direction of another pupil;
 - iii. persistent refusal to comply with required social distancing protocols;
 - iv. persistent refusal to comply with hygiene protocols;
 - v. refusal to adhere to the parameters of 'bubble' cohorts;
 - vi. behaviours that would necessitate the removal from a lesson or to have time spent within a school's withdrawal or seclusion area;
 - vii. other behaviours that would indicatively lead to an instance of fixed term exclusion.
- 8.4. Where a pupil's conduct leads to a necessary removal from the school site, a risk assessment for that child will be completed to ascertain whether their continued access to the SDP would be appropriate, or whether it would pose a disproportionate risk to the health and safety to other pupils and staff.

9. Expectations for Pupil Engagement with Home Learning **AMEND AS APPROPRIATE**

- 9.1. As pupils are not in daily attendance of the school, parents should support them so that they are able to meet the following behavioural expectations that would be conducive to positive home learning
- 9.2. To maintain consistent daily habits, such as getting up in the morning by 8am and being in bed asleep by 11pm.
- 9.3. To ensure that pupils maintain strong hygiene routines and get dressed into appropriate day clothes before commencing with their home learning activities.
- 9.4. To have a planned home learning schedule that is reflective of a level of work that pupils can reasonably be expected to complete within their home learning environment.
- 9.5. To have access to appropriate resources to enable home learning to be completed, and to contact the school for support with this as required.
- 9.6. To have the name of the designated academic and pastoral contacts for their year group.
- 9.7. To seek feedback and advice from teachers as required, for example in instances where work is not understood or is unable to be completed.
- 9.8. To attempt to engage in some form of physical exercise at least twice a week.
- 9.9. To limit the amount of time spent on social media and other electronic platforms to two hours per day.
- 9.10. To avoid the use of a screen from 9pm onwards so that this does not compromise a pupils' sleep.
- 9.11. To be contactable during the times of a typical school day.
- 9.12. To conduct themselves within the local community and within an online platform in a manner that does not bring them or the school into disrepute.

10. Exclusions

- 10.1. Due to COVID-19, the following arrangements are in force as from 1 June 2020 and will apply to all exclusions occurring from then until 24 September 2020 (inclusive of those dates). The arrangements also apply to:
- i. permanent and fixed term exclusions occurring before 1 June which have not yet been considered by the governing board of the school;

- ii. permanent exclusions occurring before 1 June which have been considered by the governing board, if they have chosen not to reinstate the pupil and the time limit to apply for a review of this decision has not passed;
 - iii. permanent exclusions occurring before 1 June where a parent (or pupil aged 18) has requested a review of a governing board's decision, but this has not yet happened;
- 10.2 Any exclusions covered by the arrangements will continue to be subject to them after 24 September 2020, until the procedures for scrutiny of the exclusion have been exhausted.
- 10.3 An exclusion should be taken as having 'occurred' on the first day of the exclusion (not the date when the decision to exclude was made or communicated).

10.4. **Remote Access Meetings**

- 10.4.1. When governing boards or independent review panels (IRPs) have to meet to consider an exclusion, they can do so via telephone or video-conference software ('remote access') as long as certain conditions are met.
- 10.4.2. The conditions are that it is not reasonably practicable for the meeting to take place in person, within the usual timescales, because of coronavirus (COVID-19), and that the governing board (or arranging authority, if the meeting is an IRP) is satisfied that:
- i. all the participants agree to the use of remote access;
 - ii. all the participants have access to the technology which will allow them to hear and speak throughout the meeting, and to see and be seen, if a live video link is used;
 - iii. all the participants will be able to put across their point of view or fulfil their function;
 - iv. the meeting can be held fairly and transparently via remote access;
 - v. It is the responsibility of the school governing board (or the arranging authority in the case of an IRP meeting) to make sure these conditions are met before a meeting takes place.
- 10.4.3. The governing board should assess the facts of the case, the circumstances in which a meeting in person could be expected to take place, the needs of the intended participants (as far as this is possible), and the latest public health guidance when determining whether it would be reasonably practicable to meet in person.
- 10.4.4. Arranging a remote access meeting:
- i. The governing board should explain the technology they propose to use to participants and should make sure that the participants (particularly pupils and their families) know that they do not have to agree to a meeting to be held via remote access if they do not want to. They should make families aware that if they do not consent to a remote access meeting then the meeting is likely to be delayed.
 - ii. Though all participants must have agreed to the use of remote access, where a parent or pupil has given their agreement for a meeting to be held via remote access, the other participants should make reasonable efforts to accommodate that preference unless there is a clear reason not to.
 - iii. The normal requirements for who must be invited to a governing board meeting remain in place. However, those who have no intention of taking part in the meeting should not be treated as 'participants' for the purposes of the conditions stated above.
 - iv. Governing boards, arranging authorities and panel members must comply with relevant equalities legislation and recognise that some participants may find it difficult to participate in a remote access meeting (for example, if someone has a disability or if English is not their first language).
 - v. If a meeting is held via remote access, every effort should be made by the chair to check the participants understand the proceedings and can engage with them, to ensure the meeting is conducted fairly. If, once the meeting starts, the meeting cannot

proceed fairly (for example, because a participant cannot access the meeting), the governing board should adjourn the meeting.

- vi. The use of remote access does not alter other procedural requirements that may apply to governing boards. For example, if a parent requests the appointment of a special educational needs (SEN) expert to advise a review panel, the academy trust must appoint one and cover the cost as normal. Parents may bring a friend or representative, as normal.
- vii. Though governing boards must consider written representations if they are made, the law does not allow for solely paper-based 'meetings', conducted in writing.
- viii. As long as the conditions for a remote access meeting are met, it is possible for some participants to be present in person and for others to join the meeting via remote access. All the participants must have access to technology which will allow them to hear and be heard by others throughout (and to see and be seen throughout, if a live video link is used).

10.5. Timescales for Meetings Of Governing Boards

- 10.5.1 If it has not been reasonably practicable for governing boards to meet in person within the original time limit for a reason related to coronavirus (COVID-19) or remotely for a reason relating to the other conditions for a remote access meeting, the time limit for the meeting will be extended.
- 10.5.2 The time limit for a governing board meeting will not be extended if it has already passed before 1 June. The government appreciates that it may not have been possible to meet the normal time limits over recent months, due to the disruption caused by the coronavirus (COVID-19) outbreak and the health risks of holding meetings. Governing boards should arrange for overdue meetings to take place via remote access, if the conditions for such a meeting are met, or in person as soon as it is safe and practicable to do so.
- 10.5.3 If a time limit for a meeting has been extended, the governing board should reassess at regular intervals whether it is reasonably practicable to meet in person and, if it is, should arrange to do so without delay, in light of the need to minimise uncertainty for pupils and their families as far as possible.
- 10.5.4 Meetings to consider permanent exclusions, and fixed period exclusions resulting in the pupil missing more than 15 school days in a term
- 10.5.5 If a pupil is permanently excluded or receives a fixed period exclusion which results in them having been excluded for 16 or more school days in a term, then the governing board should try to meet to discuss reinstatement within 15 school days. If it has not been reasonably practicable for the governing board to meet face to face within 15 school days for reasons relating to coronavirus (COVID-19), and it has not been reasonably practicable to meet by way of remote access for a reason relating to the conditions for a remote access meeting, the limit will be extended to 25 school days, or as long as reasonably necessary for a reason related to coronavirus (COVID-19).
- 10.5.6 Meetings to consider fixed period exclusions resulting in the pupil missing between 6 and 15 school days in a term
- 10.5.7 If a pupil receives a fixed period exclusion which results in them having been excluded for at least 6 school days in a term but not more than 15 school days in that term, and the parent (or pupil, if aged 18 or above) chooses to make representations about the exclusion, then the governing board should meet to discuss reinstatement within 50 school days. If it has not been reasonably practicable for the governing board to meet face to face within 50 school days for reasons relating to coronavirus (COVID-19), and it has not been reasonably practicable to meet by way of remote access for a reason relating to the conditions for a remote access meeting, the limit will be extended to 60 days, or as long as reasonably necessary for a reason related to coronavirus (COVID-19).

10.6. Timescales for Application For Independent Reviews Of Exclusions

- 10.6.1 Where a governing board declines to reinstate a pupil who has been permanently excluded,

parents (or the excluded pupil, if they are 18 years old or above) can apply for a review of the governing board's decision.

10.6.2 For exclusions covered under these arrangements, the deadline for applications has increased to 25 school days from the date on which notice in writing of the governing board's decision is given to parents, or directly to the pupil if they are 18 or above.

10.6.3 Schools must wait for the extended period of 25 school days to pass without an application having been made before deleting the name of a permanently excluded pupil from their admissions register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 as amended.

10.7. Timescales for Meetings Of Independent Review Panels To Consider Permanent Exclusions

10.7.1 If it has not been reasonably practicable for a review panel to meet in person within the original time limit of 15 school days for reasons related to coronavirus (COVID-19), and it has not been reasonably practicable to meet by way of remote access for a reason relating to the other conditions for a remote access meeting, the timescale for the meeting will be extended to 25 school days, or as long as reasonably necessary for a reason related to coronavirus (COVID-19).

10.7.2 The time limit for an IRP meeting will not be extended if it has already passed before 1 June. The Government appreciates that it may not have been possible to meet the normal time limits over recent months, due to the disruption caused by the coronavirus (COVID-19) outbreak and the health risks of holding meetings. Arranging authorities should arrange for overdue meetings to take place via remote access, if the conditions for such a meeting are met, or in person as soon as it is safe and practicable to do so.

11. Associated Policies

11.1 The following Trust policies and procedures are associated with this Addendum Policy:

- i. Behaviour Policy
- ii. Safeguarding Policy
- iii. Attendance Policy
- iv. Health and Safety Policy