Nominated Staff	**Pastoral Director**
Status & review cycle	**Statutory – Statutory Annual**
Last review date	**September 2025**
Next review date	**September 2026**

Behaviour Policy and statement of behaviour principles

1. Principles

Much of the school approach has been guided by the principles and practices advocated in the book *When the Adults Change, Everything Changes,* by Paul Dix, Independent Thinking Press, 2017, ISBN 978-178135273-1.and by *Running the Room*, by Tom Bennett, ISBN 1913622742, plus staff visits to schools such as Michaela School, Brent and Dixons Trinity, Bradford.

School should be a happy, safe environment and one that is conducive to learning. By having a clear, well communicated and explained set of standards, consistently applied, we believe we can achieve this environment.

While we appreciate there are complex social interactions, with varying needs and backgrounds we believe a common approach consistently and fairly adhered to will engender the type of environment we desire. Some principles are:

- "You don't help the bee by hurting the hive". This means the greater good must also be considered. It's about the bigger picture. There may be times of exception eg in consideration of SEN, but on the whole it is important the wider perspective is paramount.
- School should be calm. The adults – all staff -must avoid escalating issues by having poor reactions to pupils' actions. This can be hard and pupils can be exasperating, but it is the job of the staff to remain professional at all times
- Engaging parents and carers (and other agents) early, but without abrogating responsibility, is important.
- Philosophically it is about discipline: educating pupils to see there are consequences to their actions (for good and bad). Discipline also refers to self-discipline, discipline of routines, following good examples. This approach avoids 'punishment addiction' and the focus is on correcting poor choices and showing what needs to be done to make rapid and sustained progress.
- The values of hard work, fairness and honesty underpin the policy.
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

2. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be good behaviour, positive character and unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

4. Definitions

4.1 Good Behaviour is defined as behaviour that helps pupils (self and others) learn good habits of study or reasoning, or interacting with adults, coping with adversity or intellectual challenges.

The term 'good behaviour' can also specifically define the learning behaviour we wish to develop in pupils such as behaving e.g. like a scientist, an artist, a musician, an athlete or a mathematician. In other word to develop the behaviour traits that lead to progress and success in particular spheres.

4.2 Misbehaviour is defined as:

- Disruption at any time or in any place
- Non-completion of classwork or prep
- Poor attitude
- Incorrect uniform
- Acting in a way that brings the school's name into disrepute

4.3 Serious misbehaviour is defined as:

- Repeated breaches of the behaviour policy, rules and codes of conduct
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking (including vaping)
- Racist, sexist, homophobic or discriminatory behaviour
- Offensive, inflammatory and intimidating language or behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs, or any substance that could be taken and considered dangerous
    - Stolen items
    - Tobacco and cigarette papers, vaping paraphernalia
    - Fireworks (including anything that creates alarm or excessive sound)
    - Pornographic images
    - 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)
    - Any excessive amounts of products beyond that required for an individual's healthy consumption (this includes an intention to sell or provide to other pupils)
    - Energy drinks and other drinks with high levels of caffeine
    - Bags of crisps or sweets which are of concern for the excess of recommended daily amounts

4.4 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
EMOTIONAL	Being unfriendly, excluding, tormenting
PHYSICAL	Hitting, kicking, pushing, taking another's belongings, any use of violence
RACIAL	Racial taunts, graffiti, gestures
SEXUAL / SEXUAL ORIENTATION	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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

4.5 North Cestrian's anti-bullying strategy.

North Cestrian promotes anti-bullying through the following avenues:

- Staff training
- Recording all incidents of bullying or bully-like behaviour on CPOMS
- Pupils are made aware of CCTV around the school
- All aspects of bullying are discussed in our Personal Development program (anti bullying week)
- Strict prohibition of mobile phone use to reduce the risk of cyber bullying
- Small mentoring groups to address friendship issues before they escalate
- Restorative Justice
- Pupils are made aware of the severe consequences of bullying up to and including permanent exclusion.

5. Accountability

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Creating in pupils the habit of self-restraint or self-regulation.
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the home school agreement – in pupil tracker
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5.5. Pupil code of conduct (included in the pupil tracker)

Pupils are expected to:

- Support the school in providing the best possible education for all pupils
- Make it easy for everyone to work, by not distracting others
- To be polite to others and not harass anybody
- Allow others to feel safe by never being physically aggressive or verbally abusive to others
- Behave in a way that improves the school's reputation, especially in the public eye
- Do their part in keeping the school clean and litter free
- Be respectful of other people's views
- Never steal or damage others' property
- Take care of all school equipment and materials so that everyone can benefit from using them
- Help others whenever possible.

6. Rewards and sanctions

The underlying principle is that pupils become ever more accountable for their own actions. To this end, we educate in the idea of *consequences.* While intrinsic self-regulation is the goal, we appreciate that consequences – rewards and sanctions – can help to reinforce the goal. We strive to move away from the 'rewards' being the goal, rather than the motivation to do the right thing. **So we stress the rewards as RECOGNITION.** The emphasis is on the effort put in, rather than the achievement per se. North Cestrian strives to ensure that rewards and sanctions are applied consistently across the whole community.

6.1 List of sanctions

The school strives to ensure that sanctions are proportionate and fair when imposed. Variations from these sanctions and rewards must be exceptional with good reason (e.g identified SEND) and coherent with other exceptions.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work (such as extra written tasks) to be completed at home, or at break or lunchtime
- Self-reflection tasks
- Detention at break or lunchtime, after school or weekend
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Rustication
- Restorative justice
- Denied access to social trips

- Internal inclusion (AIM)
    - We may use the AIM (Achievement, Improvement, Motivation) room in response to serious or persistent breaches of this policy. Pupils may be sent to the AIM room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class
    - Students placed in AIM will be dismissed from school at 4pm
- Community service (Litter picking etc)
- Alternative Provision (On site and Off site)
- Fixed term exclusion / Permanent exclusion – **see 8.0 for policy on suspensions and exclusions**

6.2 List of Rewards/Recognition

- all subjects have created lists of rewards for Bronze Silver and Gold to recognise progress
- Monthly Form Group Pancake free breakfasts for the forms performing best in attendance, punctuality, Prep, Character, Cultural Capital, and Behaviour.

6.2.1 Financial rewards

Financial rewards are designed to be 'investments'- pupils should use the money to further their personal development. Examples have been purchase of reading books, theatre visits, charitable donations, educational equipment

- £20 investments for being the highest role model in the half term for Character Education and Attitude to Learning

- Blank Standards Cards and Standards Cards with the Generosity of Spirit or Role Model sections complete are entered into a prize draw every half term (Book Vouchers, £20 investment, IPad)

7. Behaviour management

7.1 Behaviour management in the school environment

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and playgrounds.

They will:

- Reinforce and follow the school's agreed procedure of common approaches
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

7.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and normally reported to parents

7.3 Confiscation

Any prohibited items (listed in section 4.3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7.5 Behaviour Management outside the school environment

Legally, school's jurisdiction can extend beyond the normal school environment and normal school hours. For example, pupils behaving in an unruly manner travelling to and from school may be required to serve a disciplinary consequence. School will also support external agents especially where the pupils are in school uniform eg when contacted by local shops. However, school will not share pupil details with other agents or parents, unless requested by, or by acting through the police or local authority.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

8.0 Policy on Suspensions and Exclusions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves
- The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.
- Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.
- The headteacher will not reach their decision until they have heard from the pupil and will inform the pupil of how their views were taken into account when making the decision.

8.1 Informing parents

If a pupil is at risk of suspension or exclusion the headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

8.2 APEP

This is 'Avoidance of Permanent Exclusion Panel'. In some cases, usually of repeated breaches, we will meet with parents to make it clear that their child is at risk of being permanently excluded and a behaviour plan will be put in place to achieve this.

8.3 CPEP

This is 'Consideration of Permanent Exclusion Panel'. This is where permanent exclusion is being considered, but the panel meets with parents to try and avoid this.

The APEP and CPEP are designed to ensure permanent exclusion is considered only as a last resort but it may be that the breach of behaviour policy is so serious, the headteacher decides to permanently exclude without either panel.

If the headteacher decides to suspend or exclude a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend
- The headteacher (or their agent) will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:
- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this
- If alternative provision is being arranged, the following information will be included, if possible:
- The start date for any provision of full-time education that has been arranged

- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day
- If the headteacher does not have the all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.
- The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

8.4 Informing the governing board

The headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam

The headteacher will notify the governing board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

8.5 Informing the local authority (LA)

The headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

8.6 Informing the pupil's social worker and/or virtual school head (VSH)

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or permanently exclude a pupil with a social worker / a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil

- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupils ability to sit a National Curriculum test or public exam (where relevant)

The social worker / VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

8.7 Cancelling suspensions and permanent exclusions

The headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- Parents will be offered the opportunity to meet with the headteacher to discuss the cancellation
- As referred to above, the headteacher will report to the governing board once per term on the number of cancellations
- The pupil will be allowed back in school

8.8 Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Work is normally set via ARBOR, or advised to use online pathways such as Oak Academy or Hegarty/Sparx Maths. If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

8.9 Governing Board

Responsibilities regarding exclusions are delegated to:

- CPEP panel member – at least one governor
- The Exclusion Panel has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil. There will be at least two governors on this panel.

Otherwise, governors at the Pastoral Committee will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place

- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

School adheres to the General Guidance on appeals can be found here: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

9. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our child protection policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have Summer School for incoming Years 7s, transition days ("boot camp") with their new teacher(s). In addition, staff members hold transition meetings.

School employs a transition teacher and a Primary-trained member of staff to visit primary schools to engage with incoming pupils: To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

There is a transition day in the summer term for incoming pupils and a Parent Information Evening for all parents of incoming pupils.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

There is a document containing all the preferred practices for behaviour management. This sip dated regularly and shared with all staff. There are INSET days especially at the start of the year to review and implement consistent approaches.

Joint training days are held across the Trust on behaviour management, with guest speakers.

12. Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and Pastoral Sub-Committee every year. At each review, the policy will be approved by the headteacher.

13. Links with other policies

This behaviour policy is linked to the following documents:

- Safeguarding policy
- Behaviour practices