



*Creative
Education
Trust*

Wroughton Academies - Behaviour for Learning Policy

This policy covers all Creative Education Trust academies and should be read in conjunction with the individual behaviour management procedures for each academy. The procedures for Wroughton Academies are called 'The Wroughton Way: How we promote high standards of behaviour at our school'. These are set out in Appendix One of this overarching policy.

Principles and Purpose

In order to achieve the aims of a Creative Education Trust Academy and to enable effective teaching and learning to take place so that pupils are able to achieve their potential, excellent attitudes to learning and good behaviour are essential.

The philosophy of Creative Education Trust is based on inclusive principles. Creative Education Trust recognises its duties under the Equality Act 2010. Its academies actively foster an ethos of discipline and mutual respect between pupils, between staff and pupils, and positive relationships with parents. They monitor actions taken to reward good behaviour and sanctions for unacceptable behaviour to help ensure that any prejudice is tackled.

Excellent attitudes to learning and good behaviour are dependent on strong leadership and high expectations from the Headteacher/Principal and all members of staff. Creative Education Trust expects a consistent approach to behaviour management from all adults in each of its academies.

This policy is compliant with the following DFE Guidance/Advice:

- 'Behaviour In Schools – Advice for Headteachers and school staff' (September 2022): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- Suspension and Permanent Exclusion Guidance (July 2022):
 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf
- Searching, Screening and Confiscation – Advice for Schools (July 2022): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- Use of Reasonable Force in Schools (July 2013): <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Keeping Children Safe in Education 2023: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-

The school seeks to achieve good behaviour and discipline by:

- Promoting self-esteem, self-discipline, resilience, regard for authority, well-being and positive relationships based on mutual respect
- Having a consistent and fair approach to both positive and negative behaviour
- Ensuring clear expectations of behaviour
- Ensuring that behaviour consequences are understood and by the teaching of good behaviour
- Promoting early intervention
- Providing staff development and support through CPD and INSET days (behaviour management is part of the new teacher induction programme)
- Offering pupil support (peer mentors, study buddies)
- Liaising with parents, carers and other agencies

Teaching and Learning

The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are implicitly taught and modelled on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas, such as PSHE.

Creative Education Trust fully understands that better teaching typically leads to better behaviour. Disruption in lessons is frequently the result of pupils not being properly engaged in purposeful learning. Dealing with behaviour problems is primarily the responsibility of teaching staff themselves.

Where intervention is necessary, each academy has its own staged approach to managing classroom behaviour, beginning with the classroom teacher and escalating to senior leadership as required. At Wroughton, we use 'The Wroughton Way', which is found in Appendix 1 of this policy.

Behaviour Expectations

The Trust's academies will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academies will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are maintained for all pupils. The aim of each academy is to encourage a positive behaviour culture that will create a calm and safe environment which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely be associated with particular types of SEND.

Where appropriate, academies will consider poor behaviour in relation to a pupil's SEND and will take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Patterns of challenging behaviour will be referred to the SENDCo for investigation.

Rewards

Creative Education Trust recognises that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a positive climate of rewards and encouragement. As part of our 'Quality First Teaching' at Wroughton Academies, positive recognition includes:

- praise (verbal and written)
- individual rewards including Praise Points
- communication with parents and carers
- certificates
- 'Star of the Week' assemblies
- displays of good work

Support

In addition to the strategies above, we provide additional support in the following ways:

- Discussions with staff
- Stricker reward charts
- Private reminders following our school micro script
- Meeting with parents/carers
- Restorative conversations
- Home visits
- Booster classes
- Movement breaks such as sensory circuits
- Adjustment to seating plans
- Pastoral Manager who liaises between home and school
- Counselling sessions
- Behaviour and Pastoral Support Plans
- Use of alternative provision

At Wroughton, we work positively with external agencies and, when necessary, will seek support from them to ensure that the needs of all pupils are met.

The Trust recognises that changes in behaviour may be an indicator that a pupil needs help or protection. Academies will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, at Wroughton, we follow our Safeguarding and Child Protection procedures.

Sanctions

Teachers have a statutory right to discipline pupils whose behaviour is unacceptable, who do not follow the Wroughton values or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006). This power applies to all paid staff with responsibility for pupils. However, taking disciplinary action and providing appropriate support are not mutually

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exclusive actions. Where possible we will facilitate them at the same time. Teachers and other paid staff can discipline pupils at any time the pupil is in Wroughton or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils, in line with this policy, when a pupil's misbehaviour occurs outside school when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some way is identifiable as a pupil at the school

or at any time, regardless of whether the above conditions apply, when the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

All punishments must be consistent, reasonable, proportionate and in accordance with the academy's duties under the Equality Act 2010. The pupil's age and any SEND will be considered.

Allegations of bullying are dealt with in accordance with the Anti-bullying and Safeguarding policies.

Wroughton staff will consider each incident individually and recognise that a variety of responses will be necessary to deal with incidents. They will consider very carefully the implications of any action staff may take. In general, all staff are able to impose the sanctions detailed in this policy with the following exceptions.

- Only the Headteacher, (or someone acting as Headteacher), may exclude a pupil from the school.

Whilst we promote a positive environment, sanctions are needed as consequences for inappropriate behaviour. When poor behaviour is identified, a fair investigation will take place and sanctions are to be implemented consistently and fairly in line with the policy.

Sanctions are outlined in Appendix 1. These include:

- Moving to a different seat within the classroom or reading room
- A loss of between 5 and 15 minutes of break time, either with work to complete or to have a restorative conversation
- 'Time out' in another classroom (this is always recorded on Class Charts and the class teacher sets work), followed by a restorative conversation
- Internal exclusions (usually a minimum of half a day and always recorded on Class Charts)
- Suspension (only by Headteacher)
- Permanent Exclusion (only by Headteacher)

For more information about suspensions and permanent exclusions, please see the Trust's Exclusion Policy, which can be found on the school website.

Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. When a pupil is removed from the classroom they are still able to work and learn under close supervision. Removal from the classroom should only be used when necessary and once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents/carers should be informed on the same day if their child has been removed from the classroom. Appendix One sets out the details of the length of time that it is appropriate for a pupil to be in removal/'reset' for, and the process for reintegrating the pupil back into lessons.

Removal can be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Staff must allow a reasonable time for pupils who have been removed to eat, drink and go to the toilet.

Use of mobile phones

Headteachers and principals have discretion as to whether, and in what circumstances, mobile phones can be used during the school day. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Headteachers should consider restricting or prohibiting mobile phones to reduce these risks. At Wroughton, we allow Year 5 and 6 pupils who walk to/from school independently to bring a phone to school. These are collected by class teachers at the start of the day and returned at the end.

Use of social media

Due to the age of our pupils, any use of social media is reported in line with our Safeguarding procedures.

Drugs

The Trust operates a zero-tolerance policy on the misuse of drugs for the health and safety of all staff, pupils and visitors. The policy on drugs applies to all academies and academy related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

At Wroughton we monitor and deal with any drugs-related issues promptly and are proactive in trying to prevent any future drugs incidents. Pupils receive age-appropriate drugs education as part of the PSHE programme and we also involve outside agencies such as drugs education charities. Any incidents will be reported to the academy council members for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely to include suspension or permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion, which may be permanent. Sometimes, it will also be necessary to involve the police.

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

Usually the headteacher will inform parents/carers when their child has been found to be involved in drugs. However, where there are potential child protection issues the academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Search and Confiscation

All Trust academies follow the DfE guidance: Searching, screening and confiscation – advice for headteachers, staff and academy council members. The Trust recognises that a teacher has the right to search without consent for ‘prohibited items’ (section 94 of the Education and Inspections act 2006). Prohibited items are:

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).

When a search is thought to be necessary there will be an assessment of how urgently it needs to be carried out considering any risk to pupils and staff. The pupil to be searched will be told why they are being searched and informed as to how and where the search will take place. The pupil will be given an opportunity to ask questions. Where a search takes place with consent, the member of staff conducting the search should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable for another member of staff to be present and/or the member of staff is of the opposite sex. The academy will always endeavour to have a member of staff who is of the same sex as the pupil present and an additional member of staff present as a witness to the search for safeguarding purposes.

The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a pupil. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item and all searches will be recorded. If a search revealed a safeguarding risk, the DSL will be involved without delay.

Only staff members authorised by the headteacher/principal may carry out searches without consent.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Director of Safeguarding/the Designated Safeguarding Lead.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.

Members of staff can use such force as is reasonable given the circumstances when conducting a search 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. Such force cannot be used to search for items banned under the school rules. Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the academy to decide if and when to return a confiscated item. Please note that staff have an obligation to inform the Police of any illegal item brought into school.

Use of reasonable force

Detailed guidance about the use of reasonable force is included within CET's physical restraint policy. Members of staff are trained and have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Whenever a member of staff uses physical intervention,

this must be recorded in our physical intervention log, which is shared with the Headteacher. The parent/carer will be informed that physical intervention has taken place.

Malicious allegations against staff

The Trust takes every allegation against staff members seriously. In the event that a pupil makes a malicious accusation against any member of staff, teaching or non-teaching, and which following investigation is proven to be unfounded, the headteacher will apply relevant sanctions and/or support. As a minimum, the parents/carers will be invited into the school to discuss the matter and any further support needed for the pupil.

Roles and Responsibilities

Parent/Carers

The Trust values the support of parents/carers to maintain good behaviour and excellent attitudes to learning. At Wroughton, staff are proactive in communicating with parents/carers about pupils' behaviour. The role of parents/carers is crucial in helping us develop and maintain good behaviour. They will be encouraged to work in partnership with us to assist in maintaining high standards of behaviour and in supporting this policy.

Pupils

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school values and should contribute to maintaining a positive school culture. Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to an adult.

We recognise that some children need additional support. Children with SEND are identified through our SEND referral system. The school follows the SEND Code of Practice and has a staged intervention process.

The Designated Safeguarding Lead will maintain a list of pupils whom we have identified to be at potential risk and ensures that relevant staff are made aware of these pupils. This list of pupils is monitored closely. Many of these children will be looked after children (LAC), have SEND or are Young Carers.

Staff

All staff are responsible for developing and maintaining a calm and safe environment for pupils, establishing clear boundaries and routines of acceptable pupil behaviour and ensuring that they apply the policy and procedures are followed consistently. All staff have responsibility for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The majority of unacceptable behaviour is dealt with quickly by teachers or support staff in the classroom or around the school. There may be occasions when staff will need a greater level of support. When this is the case, staff will enlist the support of pastoral and senior staff as appropriate.

All staff will be introduced to the school's behaviour management processes as part of their September 2023

induction and provided with on-going training and support as part of the our professional development programme.

Academy Council Members/Trustees

Academy Council Members/Trustees establish this policy for the promotion of good behaviour and it will remain under review. Academy Council Members/Trustees will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

Headteacher

The headteachers is responsible for the implementation and day-to-day management of the policy and procedures. This includes ensuring arrangements are made for the induction of pupils into the behaviour system, and the making known of rules, routines, sanctions and rewards. The headteacher will also ensure that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.

The headteacher will take appropriate measures to prevent child-on-child abuse and to respond to it when it does occur, having regard to the CET anti-bullying policy. At Wroughton, the headteacher will make all staff aware of the statutory guidance contained or alluded to within, Part 5 of *Keeping Children Safe in Education*, so that we can adequately safeguard our pupils when responding to allegations of child-on-child abuse involving sexual harassment or sexual violence, or when pupils report bullying via the non-consensual sharing of youth-produced sexual imagery. At Wroughton, all adults are aware and trained that incidents of child-on-child abuse could happen here.

Support for staff faced with challenging behaviour is also an important responsibility of the headteacher/principal and staff will be provided with regular training.

Monitoring and evaluation

At Wroughton we keep written records of all significant behaviour incidents and these are reported at each Academy Council or Academy Improvement Board meeting as part of the academy report. Academy Council/Academy Improvement Board members evaluate behaviour at every meeting, providing challenge and support to the academy's senior leaders to help them achieve consistent good behaviour and excellent attitudes to learning.

Behaviour – The Wroughton Way

How we promote high standards of behaviour in our school

The Wroughton Values:

- We always give our best effort
- We always take responsibility
- We always show respect

How we recognise positive behaviour at Wroughton:

- Praise Points are awarded consistently across the school:
 - ‘Showing Wroughton Values’ can be awarded three times a day (before break/before lunch/ before the end of the school day)
 - Demonstrating the values individually
 - Completing homework
 - For 100% attendance in a week
 - Every class celebrates a ‘Pupil of the Day’ daily and a ‘Star of the Week’ weekly
- Parents and carers monitor their child’s Praise Points on Arbor
- Lunchtime Awards
- Verbal Praise
- Stickers

At Wroughton, adults will address behaviour that doesn’t meet our expectations by:

- Responding predictably, promptly and assertively, in line with our policy
- Prioritising the restoration of calm
- Being consistent, fair and proportionate
- Using Norfolk Steps strategies such as de-escalation techniques and restorative conversations

Procedures and additional support available from adults to support pupils:

- Two informal, private reminders to adjust behaviour
- A third, slightly longer reminder, using our school micro script
- SEND Support, Positive Behaviour Management plan and Pastoral Support Plans implemented
- Access to ‘The Nest’ outdoor play provision at break and lunch
- ‘Roots and Fruits’ discussions
- Enhanced pastoral support
- Use of alternative provision
- Regular communication with parents and carers

Possible Sanctions for pupils not following Wroughton values:

- Moving to a different seat within the classroom or reading room
- A loss of between 5 and 15 minutes of break time, either with work to complete or to have a restorative conversation
- ‘Time out’ in another classroom (this is always recorded on Arbor and the class teacher sets work), followed by a restorative conversation
- Internal exclusions (usually a minimum of half a day and always recorded on Arbor/only by SLT or pastoral manager)
- Suspension (only by Headteacher)
- Permanent Exclusion (only by Headteacher)

Approx Time Out Length: EYFS – 10 minutes, KS1 – 20-30 minutes, Lower KS2 – 30-45 minutes, Upper KS2 – 60 minutes (Teachers to adapt according to situation/logistics)

Should ‘Time Out’ occur for 3 consecutive weeks with no improvement in behaviour, inform the Pastoral Manager. Class teacher to meet parent/carer and implement a **Positive Behaviour Management Plan** (PBM plan).

If there is no improvement when the PBM plan is reviewed, inform Deputy Headteacher – an SLT discussion will follow regarding next steps.