



# QUANTOCK

## EDUCATION TRUST

### **Behaviour and Ethos policy**

LINKS: Exclusion policy, Child Protection & Safeguarding policy, Character Education

DATE: November 2020

POSTHOLDER RESPONSIBLE: CEO

TRUSTEES/GOVERNORS COMMITTEE: Standards & Performance

AUDIENCE: All students, parents, staff

STATUS: Ratified

DATE RATIFIED: November 2020

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## Contents

1. Introduction .....	3
2. Policy scope .....	3
3. Policy objectives .....	3
4. Legal and Regulatory Framework .....	4
5. Training and Awareness .....	4
6. Roles and responsibilities .....	4
7. Principles .....	4
8. General rules relating to the conduct of pupils in our schools .....	7
9. Searching Pupils .....	7
10. Conduct Beyond the School .....	7
11. Confiscation of items .....	8
12. Exclusions (see separate Trust policy for Exclusions) .....	8
13. Permanent exclusion .....	9
Appendix 1 - Searching, Screening and Confiscation .....	10

## 1. Introduction

- 1.1. This policy sets out the approach and principles for promoting a culture of positive behaviour across all our schools, supporting and incorporating the vision and values of the Quantock Education Trust (QET) including British values and the Christian values of our church schools. This policy aligns closely with and should be read in conjunction with our policy for Character Development.
- 1.2. For the purpose of this policy, we use the word 'pupil' to include learners of all ages. It is understood that schools may prefer to refer to 'children' and 'students'.

## 2. Policy scope

- 2.1. Our policy for behaviour and ethos covers the areas of learning, attendance, punctuality and social behaviour.
- 2.2. This policy applies to pupil conduct in and out of school, including school trips and visits.
- 2.3. This policy applies to all schools in our Trust.
- 2.4. It is the responsibility of all individuals in the Quantock Education Trust (QET) to familiarise themselves with this policy and comply with its provisions.

## 3. Policy objectives

- 3.1. This policy provides a framework of agreed principles for positive and prosocial behaviour, within which all staff, pupils, parents and carers are able to contribute to the development and maintenance of an effective learning environment, which is calm and purposeful and in which every child can flourish academically and socially and where it is a given that teachers can teach and pupils can learn without disruption.
- 3.2. We are committed to ensuring that all children:
  - Value education and understand its importance in preparing them for their future
  - Are aware of the impact of their behaviour on others
  - Have a voice which is heard and acknowledged
  - Have the opportunity to become leaders
  - Have opportunities and are supported and encouraged in developing and demonstrating the QET character attributes
  - Want to learn
  - Enjoy being in school
  - Feel safe
  - Feel confident
  - Care about each other
- 3.3. This policy does not prescribe how the principles should be implemented. It is expected that each school will comply with them but that each will be able to apply them using strategies which are best suited to the context of the school. Best practice, which has clear impact will however, be shared and used to inform effective and sustained standards of behaviour across our Trust.

## 4. Legal and Regulatory Framework

4.1. This policy takes its legal framework from the following legislation and statutory guidance:

- Keeping Children Safe in Education 2020
- Equality Act 2010
- Exclusions from Academies: Statutory Guidance (2017)
- Behaviour and Discipline in Schools (2016)
- Use of Reasonable Force – advice for all School leaders, staff and governing bodies (2013)
- National and Minimum Standards for Boarding Schools (2015)

4.2. This policy should also be read in conjunction with the Trust's:

- Child Protection and Safeguarding policy
- Exclusions policy

## 5. Training and Awareness

5.1. The QET will ensure that all individuals understand their responsibilities under this policy, by providing appropriate training, education and guidance. The level and nature of the training may vary depending upon the role as relevant to the policy.

## 6. Roles and responsibilities

6.1. The promotion of positive and prosocial behaviour is the responsibility of all members of the Trust community, including parents and carers

- All staff have a responsibility to ensure that the policy informs their day to day actions and that they apply the policy fairly, consistently and with vigilance and care. All colleagues must provide mutual support, instil ambition and aspiration and model the social, emotional and behaviour skills and high standards of behaviour and punctuality expected from pupils
- Pupils have a role in shaping and promoting this policy for behaviour and ethos. The schools must ensure that pupils feel safe in reporting incidents of bullying or intimidation
- Parents and carers have a responsibility for their child's behaviour in and outside school, which they discharge by the standards they set and the way they encourage learning at home

## 7. Principles

7.1. At the heart of our Trust policy are the key elements of relationships and pupil wellbeing, both underpinned by a culture of high expectation and clear boundaries. Relationships and the promotion of wellbeing are essential in creating a culture where each child feels safe, valued and has a sense of belonging – these relationships should be nurtured through a combination of warmth, kindness and assertiveness. It is important that these relationships enable each child to thrive as a young person and not just a learner, as reflected in the QET policy for Character Education.

- 7.2. The culture of positive and prosocial behaviour must be threaded through all aspects of a child's experience and promoted constantly as 'this is how we do things around here'. With the result that the impact is seen, heard and felt by all visitors and members of the school community. It is important that the maintenance of this culture is a constant focus even when the perception is that there are no major concerns.
- 7.3. Clear expectations of behaviour should be conveyed and implemented consistently including reference to preferred attributes, choices and potential consequences. The overriding and non-negotiable expectation is that all pupils must be polite, respectful and responsible at all times.
- 7.4. It is essential that colleagues foster a strong work ethic and sense of pride in achievement and that pupils understand the significance of their behaviour in contributing to academic success, a fulfilling working future, active citizenship, happiness and a sense of wellbeing.
- 7.5. Teachers are expected to set and maintain consistent routine and expectations throughout their practice to enhance and facilitate cognitive learning.
- 7.6. Rewards:
- 7.6.1. Each school is able to establish its own approach to recording rewards and sanctions in line with the principles contained in this policy and subject to regular monitoring and evaluation.
- 7.6.2. Rewards provide public recognition of pupils' achievement and progress (including personal development) and help to raise pupils' motivation and expectations
- 7.6.3. The simplest rewards include
- Verbal praise
  - Written commendation
  - Display of work
- 7.7. Rewards beyond the School:
- 7.7.1. There will be some pupils who make an exceptional contribution to the academic life of the school, the Arts and sports within the school and also to the wider community.
- 7.7.2. Each long term, the Trust will seek nominations from academics of pupils who are making an exceptional contribution. These nominations will be considered and three levels of recognition will be available.
- A post card from the Trust
  - A letter from CEO
  - A letter from the Chair of the Trust
- 7.7.3. The CEO or Chair may also choose to offer an additional reward such as an enrichment opportunity for the pupil.
- 7.8. Sanctions for pupils:

- 7.8.1. Sanctions should be used to help pupils make appropriate choices about their behaviour. Where they choose to breach the Code of Conduct, pupils have a right to expect fair sanctions, applied consistently.
- 7.8.2. The most appropriate sanction is one designed to put matters right and to encourage better behaviour in future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate pupils.
- 7.8.3. Where pupils make inappropriate choices about their behaviour and formal sanctions are necessary, the responsible adult who observes the behaviour should initially deal with the matter. In the case of serious misbehaviour, the pupil may be referred to more senior colleagues.
- 7.8 Each school is able to develop its own procedure for rewards and sanctions.
- 7.9 There should be clear expectations and standards set for attendance and punctuality, underpinned by a robust pastoral approach to support and intervention as necessary.
- 7.10 Implementation of this policy must reflect the Trust commitment to an inclusive culture in which 'everyone matters', in which difference is embraced and there is tolerance and empathy towards those who are experiencing difficulty (learning, social or emotional or medical) and in which there is a clear zero tolerance of bullying. Each school is expected to set up its 'cultural markers' or opportunities for conveying its expectations regarding the promotion of positive and prosocial behaviour including assemblies, displays, transactions, uniform, lunchtime norms and availability of stationery and equipment.
- 7.11 Senior leaders, teachers and support staff must have a good understanding of the triggers for poor behaviour and of the range of interventions and sources of support for encouraging pupils to maintain and exceed expected standards of behaviour and where necessary modify their behaviour as appropriate.
- 7.12 Schools are expected to adapt and use their premises as appropriate to create an environment which promotes support for behaviour and mental wellbeing providing space and time for reflections, mindfulness, 'cooling off', counselling and internal exclusion.
- 7.13 Schools are responsible for logging and tracking incidents of positive and negative behaviour, collating evidence and communicating with parents using software and technology which are time efficient in terms of staff workload and effective for the purpose of monitoring and evaluation.
- 7.14 Routines become social norms:
- 7.14.1 Routines in school are also a crucial part of warm ethos. Schools have clear routines for the following outlined in their appendix:
- Entry to and exit from lessons
  - Movement around corridors
  - Entry to and exit from assembly
  - Dining hall routines
- 7.15 Contact with parents:

- 7.15.1 Contact with parents is very important – all parents want to support the schools in providing the best education for their child, schools will work hard to gain their trust through including them and being transparent. It is important to maintain regular contact with parents not just for relating to poor behaviour and more importantly to acknowledge extra effort or improvement in progress, behaviour, attendance, punctuality. This could be a regular activity such as ‘phone call Friday’.
- 7.16 Senior leaders are expected to establish, promote and maintain the Trust policy values and ethos for behaviour in their school by setting the tone, modelling the behaviour, being highly visible and delivering a unified message ‘this is how we do things here!’

## 8. General rules relating to the conduct of pupils in our schools

### 8.1. Banned Items

8.1.1. The following items are banned from all school sites:

- Chewing gum
- Fizzy drinks
- Knives and blades
- Weapons
- Alcohol
- Illegal drugs and their associated paraphernalia
- Legal highs
- Equipment relating to the taking of illegal drugs
- E-cigarettes
- Tobacco
- Cigarette lighters
- Cigarette papers
- Fireworks
- Stolen items
- Pornographic images
- Items that the staff member might suspect has been or is likely to be used to commit an offence or cause personal injury/damage to property
- Aerosols
- Any other item that the school deems will pose a threat to the safety of any member of the school community or is considered highly appropriate

Pupils and parents need to be aware that possession of a dangerous item is likely to trigger police involvement

## 9. Searching Pupils

- 9.1. School staff can search pupils without their consent for any items, which are banned by school rules. Please see the search/screening procedure for further information.

## 10. Conduct Beyond the School

- 10.1. We have an expectation that all children in our schools will uphold the values of the Trust when they are engaged in the life of the community and will be positive role models.

10.2. There may be occasions when a pupil's behaviour beyond the school falls below expectation. A member of staff may discipline a pupil for:

10.3. Any misbehaviour when the pupil is:

- Taking part in any School-organised or School-related activity
- Travelling to or from School
- Wearing the School uniform
- In some other way identifiable as a pupil at the school
- Or misbehaviour at any time, whether or not the conditions above apply, that:
- 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

## 11. Confiscation of items

11.1. Pupils can be asked to empty their pockets/bags by members of SLT at their request. Any refusal will result in the Police being called to undertake the search. (See Appendix 1- support document which may be used to assist staff in conducting searches).

11.2. The following items will be confiscated:

- An item which poses a threat to others
- An item which is against uniform policy
- An item which is illegal/not recommended for a child to have
- An item that poses a health and safety threat
- An item which is against the ethos of the School
- All confiscated items will be retained by the Head of School/Headteacher until collected by a parent/carer unless passed to the Police.

## 12. Exclusions (see separate Trust policy for Exclusions)

12.1. Schools will commit to considering the following before excluding:

- Parents have been included in the decision-making process – (parents may not always agree but sharing your reasons for making the decision you have made is a courtesy which parents should be able to expect).
- Any safeguarding concerns which mean that schools may need to consider alternatives to exclusion, e.g. the school cannot be confident that someone will be at home to support/supervise the pupil during the day.
- Does the pupil have any SEN needs which need to be met to ensure that they are able to engage fully with school life? This may not eradicate the consequence but may involve work from SENDCo alongside to ensure that support is in place.
- Occasionally schools may need to negotiate the day of the exclusion with parents to ensure that supervision is appropriate and that parents are able to actively support the school in the consequence. This is particularly the case for younger pupils. Schools can isolate the child in the meantime if required. This does not undermine the consequence but ensures that relationships with families are maintained.



- 12.2. If a pupil is excluded, it means that they must be supervised at home for the period of time determined by the Head of School/Headteacher. Only the Head of School/Headteacher has the power to exclude a child (or deputy in absence) and this decision must be made following a full investigation.

### 13. Permanent exclusion

- 13.1. This is a last resort for any school but there are occasions where this may be in the best interests of the pupil and/or for the wider school body. The Trust supports its Head of School/Headteachers in making such decisions, and to protect all staff we share the burden of such decision-making at Trust level. Any school considering permanent exclusion should immediately contact another Head of School/Headteacher or a member of central team for advice on next steps.
- 13.2. In cases of very serious incidents where a permanent exclusion is a possible outcome, this should be declared immediately - advice should be sought for how to educate the child whilst any investigation is underway.
- 13.3. The Head of School/Headteacher should, as far as possible, avoid permanently excluding any pupil with an EHC Plan or a looked after child.

## Appendix 1 - Searching, Screening and Confiscation

(Should always be witnessed by another member of staff)

Date	Pupil Name	Staff Name 1 & 2	Search Location

Searchable items:

- Knives/weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/cigarette papers
- Fireworks
- Pornographic images
- Any article used to commit an offence
- Any article used to cause personal injury/damage to property
- Any item identified in the school rules as a banned item that can be searched for.

RISK ASSESSMENT		
	YES	NO
Has the pupil given consent?		
Has the search been agreed by the Head of School/Headteacher?		
Is there a member of staff as a witness to the search?		
Are the members of staff the same sex as the pupil?		
Have parents been informed?		
SEARCH EXPECTATIONS		
<p>If 'No' to the above, a search can still take place if the member of staff has reasonable grounds that the pupil is in possession of a banned item and there is a risk of serious harm if the search is not conducted immediately and where it is not reasonably practical to summon another member of staff.</p> <ul style="list-style-type: none"> <li>• Only outer clothing can be requested to be removed during a search e.g. coats/blazers/shoes</li> <li>• 'Possessions' includes any item the pupil has or appears to have control of e.g. pockets/bags/desks/lockers Members of staff can confiscate, retain or dispose of the searchable items list, where reasonable to do so</li> <li>• Any weapons, stolen items or controlled drugs should be delivered to the Police immediately.</li> <li>• Pornographic images should be deleted/disposed of unless the Police confirms it constitutes a specific offence</li> <li>• Any items that are evidence of an offence should be delivered to the Police immediately</li> <li>• The member of staff may examine the data/files on an electronic device if they have good reason to do so (e.g. cause harm)</li> <li>• Ensure parent/carers has been informed of search in a timely manner</li> </ul>		
NOTES OF SEARCH		
OUTCOME		

Staff Signature:	Staff Signature:

### **Secondary Academies Contextual Appendix**

For secondary academies, an appendix will follow here which will contain school specific information on the following:

- Who to contact for pastoral concerns, with contact details.
- What the specific routines and expectations are for that school around classroom entry and exit, dining hall etiquette and corridor behaviour.
- How the school rewards their pupils and how this is shared with parents.
- The specific details around sanctions, particularly C3 (removal from the classroom).
- Uniform expectations – in explicit detail e.g. skirt length