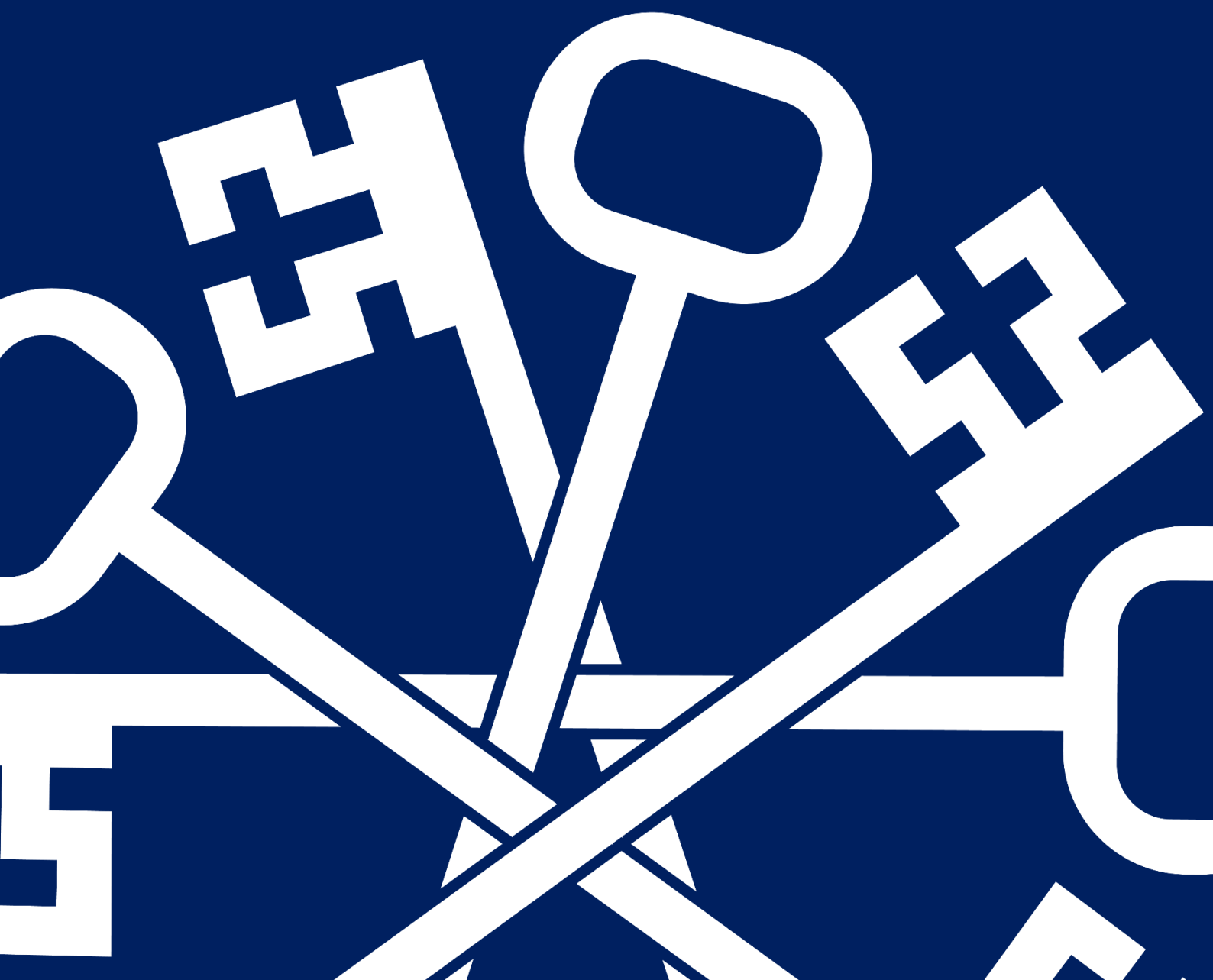




KEYS
ACADEMIES
TRUST

Behaviour Policy

Version 1.1



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1. Policy Statement

- 1.1. At the heart of our mission is the belief that every individual has untapped potential waiting to be unlocked. By fostering an environment that challenges and supports growth, we want to create pathways for social mobility. By providing the right tools, guidance, and opportunities, we enable each person to overcome barriers and reach their fullest potential.
- 1.2. We want our academies to not only places of learning but vibrant communities where every person feels they truly belong. Within this students, teachers, and support staff alike should feel they are developing and succeeding. This success should be an achievable reality for all, irrespective of background or circumstance. It may be quite different for each of us, but the key is the feeling of pride in doing well and enjoyment of the journey.
- 1.3. We are committed to building inclusive environments where the uniqueness of every individual is celebrated, and where collective growth is the norm.

2. Change Summary

- 2.1. No significant changes from first policy iteration.

3. Introduction

- 3.1. At Keys Academies Trust ("the Trust"), we aim to unlock potential so as to transform lives and enable social mobility. We believe that in order to achieve this, our academies must promote our three core values of inclusiveness, kindness and hard work. Our academies behaviour policies aim to help students / pupils to change any behaviours that do not lead to success so that they become good habits which, in time, become part of their character. We have very high expectations of students / pupils behaviour because we believe that all students / pupils are capable of meeting our high standards.
- 3.2. Within the Trust, we ensure that students / pupils are well supported in meeting these standards. We believe that there are no excuses for poor behaviour and disruption to learning. There may be reasons, but not excuses. We aim to create an inclusive, positive environment based on kindness and good manners. We believe that every student / pupil deserves disruption-free learning, every minute of every lesson and we are firm in what we insist on this because we know that the life chances of our students / pupils depend on it.
- 3.3. Establishing routines and having high expectations are vital. By establishing routines and norms, high quality relationships can then flourish. We show unconditional positive regard, valuing and respecting each other. This means we treat each other with respect and dignity, always aiming to build self-esteem. We are honest, kind and develop the strengths and talents of others.

- 3.4. We believe that explicit rules that are taught and reinforce our learning habits, help students / pupils to learn, keep them safe, and feel secure. We believe that simple routines are essential to the smooth running of academies and should be taught and reinforced.

We work as leaders across the Trust to ensure we have broad agreement on the reasonableness and proportionately of stepped consequences.

4. Scope and Purpose

- 4.1. This policy is underpinned by legislation and statutory requirements and is based on advice from the Department for Education (DfE) on:

- a) Behaviour in schools: Advice for Headteachers and school staff
- b) Suspension and Permanent Exclusions September 2023
- c) Searching, screening and confiscation at the school
- d) The Equality Act 2010
- e) Use of reasonable force in academies
- f) Supporting pupils with medical conditions at the school
- g) Special educational needs and disability (SEND) code of practice
- h) Schedule 1 of the Education (Independent The School Standards) Regulations 2014
- i) 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.

- 4.2. The principles and practice are supported by regular and appropriate staff training; close parental and community links; students / pupils-led participation in academy life; promotion of students / pupils' self-esteem through positive reinforcement and extra-curricular activities.

- 4.3. This policy should be read in conjunction with the following:

- a) Local Academy Anti-Bullying Protocol
- b) Trust Child Protection and Safeguarding Policy
- c) Trust Code of Conduct Policy
- d) Trust Equality and Diversity Policy
- e) Trust Suspension and Exclusion Policy
- f) Trust SEND Policy

g) Trust Supporting Pupils with Medical Needs Policy

4.4. We know that our academies will succeed, and achieve high attendance and outcomes, when the behaviour of learners is excellent. We think it is important that:

- a) Everyone understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others.
- b) The Trust Behaviour Policy is shared and understood by staff, students / pupils, parents, and carers.
- c) All students / pupils, staff and visitors are free from any form of discrimination.
- d) Staff and volunteers always set an excellent example to students / pupils.
- e) Recognition and consequences are used consistently by staff.
- f) The use of reasonable force is used consistently in line with the Trust Behaviour Policy and the Trust Care and Control Policy.
- g) Exclusions are part of managing behaviour and maintaining a safe environment. The Trust Suspension and Exclusions Policy explains and outlines the processes involved in permanent and fixed-term exclusions.
- h) Students / pupils are helped to take responsibility for their actions.
- i) Families are involved in behaviour incidents to foster good relationships between the academy and students / pupils' home life.
- j) The Headteacher on behalf of the Trust Board ensures that violence or threatening behaviour is dealt with swiftly and appropriately.

4.5. In practice our academies:

- a) Have the highest expectations of behaviour to maximise students / pupils' opportunity to achieve.
- b) Ensure all students / pupils develop the good learning habits that they need to be successful in the academy and in life.
- c) Realise and celebrate the potential of all students / pupils though promoting independence, high self-esteem and enabling students / pupils to reach their full potential.
- d) Deliver a curriculum and create environments in which students / pupils are enabled to mature, become self-disciplined and self-regulated, work hard, able to accept responsibility for their own actions and understand the impact that their behaviour has on others.
- e) Have a no tolerance approach to low-level disruption in lessons, bullying or sexual bullying and harassment and work hard to create a positive and safe learning environment.
- f) Actively involve parents and carers to support their children's learning.

5. Overarching Principles

5.1. Difficult behaviour includes:

- a) Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- b) Refusal to respond or engage
- c) Non-completion of classwork or homework
- d) Poor attitude
- e) Refusal to comply with the academy dress code

5.2. More serious behaviours include but are not limited to:

- a) Repeated breaches of the academy rules
- b) Any form of bullying (including online)
- c) Verbal abuse
- d) Physical aggression
- e) Dangerous behaviour (any behaviour that may cause harm to others, the child or property)
- f) Destructive behaviour, damage and vandalism
- g) Sexual bullying, harassment, abuse or assault (including online)
- h) Any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation, including online behaviour
- i) Theft
- j) Fighting
- k) Smoking or vaping
- l) Racist, sexist, homophobic or discriminatory behaviour
- m) Possession of any prohibited items
- n) Criminal activity

5.3. 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:

- a) Deliberately hurtful
- b) Repeated, often over a *period of time*

5.4. Bullying *can* include:

Types 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	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

5.5. Details of each academy's approach to preventing and addressing bullying are set out in the local academy anti-bullying protocol.

5.6. The Trust has a no-tolerance approach to sexual violence and sexual harassment. It is never acceptable and will not be tolerated.

- a) All concerns are taken seriously and followed up by academy staff and appropriate consequences implemented.
- b) The Trust recognises that sexual violence and harassment or on a continuum and consequences applied will reflect the harmfulness of the behaviour. Section 5 of KCSiE is used to support staff to respond.

6. Responsibilities and Arrangements

6.1. The Trust Board will:

- a) Establish the policy for promoting positive behaviour
- b) Ensure the policy does not discriminate and that it advances equality and good relations for those with protected characteristics.
- c) Be responsible for monitoring the effectiveness of the behaviour policy and holding Headteachers to account for its implementation.
- d) Ensure the policy is communicated to students / pupils and parents/carers.
- e) Keep the policy under annual review.

6.2. The Headteacher is responsible for the day-to day management and implementation of the behaviour policy and will:

- a) Create an academy culture which embodies the mission, vision and values of the Trust.

- b) Ensure that the academy environment encourages positive behaviour and that staff recognise and reward positive behaviour and intervene effectively with poor behaviour.
- c) Monitor (including data analysis) behaviour statistics and trends to enable evidence-based decision making.
- d) Promote consistently high expectations to ensure the Trust Behaviour Policy is fairly and consistently applied by staff.
- e) Support staff who face challenging behaviour.
- f) Ensure that the concerns of students / pupils are listened to and appropriately addressed.
- g) Foster close working relationships with parents and carers.

6.3. Staff are responsible for:

- a) Implementing the behaviour policy consistently and fairly.
- b) Modelling positive behaviour.
- c) Providing a personalised approach to the specific behavioural needs of SEND and other vulnerable students / pupils when appropriate.
- d) Listening and following up on the concerns of students / pupils so that they appropriately addressed.
- e) Recording behaviour incidents.
- f) Working positively and confidently with children and find the least intrusive way possible to support, empower and keep them safe.

6.4. Parents / carers are expected to:

- a) Ensure their child attends the academy regularly, is punctual, properly equipped to learn and that they provide an explanation if their child is absent.
- b) Work in partnership with the academy to assist the academy to maintain high standards of behaviour, including following the academy dress code.
- c) Sign and support the home-school agreement.
- d) Work with the academy to support their child's behaviour at the academy.
- e) Support their child in adhering to the students / pupils behaviour code.
- f) Inform the academy of any changes in circumstances that may affect their child's behaviour.
- g) Discuss any behavioural concerns with the class teacher/form tutor promptly.
- h) Support their child to complete home learning.

- i) Treat all members of the academy community with respect and politeness.

6.5. Students / pupils are expected to:

- a) Take responsibility for their own behaviour both on and off the academy site.
- b) Behave in an orderly and self-controlled way.
- c) Show respect all to members of staff and each other.
- d) In class, make it possible for all students / pupils to learn.
- e) Move quietly around the academy.
- f) Treat the academy buildings and academy property with respect.
- g) Always wear the correct uniform when appropriate.
- h) Accept consequences of poor behaviour choices when given.
- i) Report incidents of disruption, violence and any form of bullying and harassment.
- j) Refrain from behaving in a way that brings the academy into disrepute, including when outside the academy.
- k) Engage with and complete home learning.

7. Principles for promoting excellent behaviour in our academies

7.1. Trust staff should develop a positive, predictable, and safe environment for students / pupils, by:

- a) Establishing a supportive and inclusive environment with a predictable system of reward and sanction / consequence in the classroom.
- b) Working alongside colleagues as part of a wider system of behaviour management (e.g., recognising responsibilities and understanding the right to assistance and training from senior colleagues).
- c) Giving manageable, specific, and sequential instructions.
- d) Checking students' / pupils' understanding of instructions before a task begins.
- e) Using consistent language and non-verbal signals for common classroom directions.
- f) Using early and least-intrusive interventions as an initial response to low level disruption.
- g) Responding quickly to any behaviour or bullying that threatens emotional safety.

7.2. Trust Teachers should establish effective routines and expectations, by:

- a) Creating and explicitly teaching routines in line with the Trust / Academy ethos that maximise time for learning (e.g., setting and reinforcing expectations about key transition points).
- b) Practising routines with students / pupils.
- c) Reinforcing routines (e.g., by articulating the link between time on task and success).

7.3. Trust Teachers should build trusting relationships, by:

- a) Liaising with parents, carers, and colleagues to better understand students / pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.
- b) Responding consistently to students / pupils behaviour.
- c) Establishing predictable routines and high expectations.

7.4. Trust Teachers should motivate students / pupils, by:

- a) Supporting students / pupils to master challenging content, which builds towards long-term goals.
- b) Providing opportunities for students / pupils to articulate their long-term goals and helping them to see how these are related to their success in academy.
- c) Helping students / pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.

7.5. Rules

Trust academies establish rules that are explicit, as short as possible, compact, and memorable. They must be widely known and demonstrated throughout the academy life.

Teaching, modelling, and reinforcement of the rules ensures that they are communicated, widely understood and that compliance is recognised, praised and celebrated.

When rules are broken, academy staff will follow up and apply an appropriate sanction / consequence.

7.6. Routines

Trust headteachers will ensure that any area of general behaviour that can be sensibly translated into a routine should be done so explicitly. This removes uncertainty, reduces anxiety, creates a framework of social norms.

These routines should be seen as the aspiration of all members of the academy community whenever possible.

7.7. Recognition for Effort

Our Trust academies use a range of ways to recognise and reinforce the rules and routines for learners who go 'over and above' the standard expectations. There will be some adaptations made for those learners who struggle to learn, remember, and display appropriate behaviour so that they can be gradually more successful.

Academy staff use praise to develop a positive atmosphere in the classroom. Praise is the key to developing positive relationships, including with those learners who are hardest to reach.

Academies use a tiered approach, from the use of a sincere gesture, quiet word or specific personal praise graduating through to larger more public praise and recognition. Positive feedback should be proportionate to the effort displayed by learners.

7.8. 'Beyond the school gate'

This policy applies to all Trust students / pupils when they are in the academy, and in some circumstances, at the discretion of the Headteacher, when they are out of the academy and during half term and holidays.

In particular our policy covers any inappropriate behaviour when learners (this is not an exhaustive list):

- a) are taking part in any academy organised or academy related activity.
- b) are travelling to or from the academy.
- c) are wearing academy uniform.
- d) are in some way identifiable as a learner within our academy or the Trust.
- e) behaviour could have repercussions for the orderly running of the academy.
- f) pose a threat to or affects the welfare of another learner or member of the public.
- g) could adversely affect the reputation of the academy or the Trust.

The academy is committed to ensuring our learners act as positive ambassadors for us. Taking the above into account, we expect the following:

- i. Good order on all transport (including taxis) to and from the academy, educational visits or learning opportunities in other academies or settings
- ii. Good behaviour on the way to and from the academy.
- iii. Positive behaviour, which does not threaten the health, safety or welfare of our learners, staff, volunteers or members of the public.
- iv. Reassurance to members of the public about the academy care and control over learners in order to protect the reputation of the academy.
- v. Protection for individual staff and learners from harmful conduct by learners of the academy when not on the academy site.

- 7.9. The same behaviour expectations for learners on the academy premises apply to off-site behaviour.
- 7.10. Malicious Allegations
- 7.11. Where a student / pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the students / pupils in accordance with this policy.
- 7.12. Please refer to our Trust Child Protection and Safeguarding Policy, Discipline Policy, Code of Conduct, Whistleblowing Policy and Grievance Procedure for more information on responding to allegations of abuse.
- 7.13. The Headteacher will also consider the pastoral needs of staff accused of misconduct.
- 7.14. Reasonable Force

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

- a) Severely disrupting the learning of others
- b) Hurting themselves or others
- c) Damaging property

Incidents of reasonable force must:

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

7.15. Prohibited Items

The Headteacher can authorise the use of force to conduct search without consent for illegal items or those which may cause offence or harm. These items include:

- a) Knives and weapons (including 'toy' weapons)
- b) Alcohol
- c) Illegal drugs (including THC Vapes and 'edibles')
- d) Stolen items
- e) Vapes, cigarettes, tobacco, papers, lighters, matches
- f) Fireworks

- g) Pornographic images
- h) Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

In the case of anything illegal, the items will be handed to the police.

Headteachers will confiscate any item which is harmful or detrimental to the academy discipline. These items will not be returned to students / pupils.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a learner or their possessions will be carried out by a staff member of the same sex; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the learner being searched.

There is a limited exception to this rule. The Headteacher or an authorised staff member can carry out a search of a learner of the opposite sex and /or without a witness present, but only where they reasonably believe that 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 to summon another member of staff.

Searches without consent can only be carried out on the academy premises or, if elsewhere, where the member of staff has lawful control or charge of a learner, for example on trips or in training settings.

Staff may confiscate, retain or dispose of a learner's property as a disciplinary penalty where it is reasonable to do so. For example, vapes, alcohol, fireworks, tobacco or cigarette papers may be disposed of. These items will not be returned to the learner.

7.16. Sanctions / consequences

Trust academies understands that the use of sanction / consequences/consequences must be reasonable and proportionate to the circumstances of the case, and that account must be taken of a range of individual learner needs in determining the appropriate use of such sanction / consequences, including any special educational needs or disability and any religious requirements affecting the learner.

We understand that it is important for sanction / consequences to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction / consequence is being applied.

Trust academies have a range of disciplinary sanction / consequences that may be implemented as appropriate. Sanction / consequences include:

- a) withdrawal of privileges and/or responsibilities
- b) breaktime/lunchtime/after the academy detentions
- c) repetition of work
- d) communication to parents (spoken or written)
- e) report card

- f) time in the Academy 'Seclusion Room' or similar
- g) temporary suspension from the academy
- h) Permanent exclusion from the academy

7.17. Suspensions and Exclusion (including reintegration)

Please refer to Suspension and Exclusion Policy for further detail about fixed term suspensions and/or permanent exclusion.

Our Trust Academies work tremendously hard to avoid fixed term suspensions (short term) and permanent exclusions. At times, however, it can be necessary to address a more serious matter or persistent breaches of the academy rules.

Our Academies comply with the law, current DfE guidance and communicate with families as clearly as possible.

At times, we may use internal exclusion or short-term placements in other academies to avoid a fixed term exclusion. If this is to happen, academies will make clear the arrangements.

All our academies work with other local academies to facilitate managed moves as an alternative to permanent exclusion.

7.18. SEND and vulnerable learners

The Trust recognises its legal duty under the Equality Act 2010 to prevent students / 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 vulnerable students / pupils and learners with SEND.

Where concerns, around a student / pupil exhibiting challenging behaviour are identified, the SENDCo in the academy will assess the students / pupils to determine whether they have any underlying needs that are not currently being met.

Where necessary, the academy will seek support and advice from specialist teachers, an educational psychologist, medical/health practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student / pupil, SENDCOs 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.

If a student / pupil with SEND is to be suspended, the SENDCo should be made aware.

Students / pupils at risk of PEX will be referred to the Trust's BASS panel.

7.19. Liaison with Parents/Carers and External Agencies

Our Trust academies work in close partnership with parents/carers, communicating expectations, recognising effort and achievement and intervening to support behaviour to improve where needed.

All academies have in place a home-school agreement that sets out the duties and responsibilities of our three-way partnership.

Trust academies work actively within local partnerships (Behaviour and Inclusion at PCC, Fair Access Protocol, Behaviour Panel: LAP, BAC, FAP).

8. Training

- 8.1. Trust staff are provided with training on managing behaviour as part of their induction process.
- 8.2. Approaches to behaviour management is reviewed regularly in academies and forms part of continuing professional development.

9. Review of Policy

- 9.1. The Trust Behaviour Policy will be reviewed with Headteachers annually.
- 9.2. At each review, the policy will be approved by the Education Committee.

10. Version History

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy created	Jon HEBBLETHWAITE	01/06/2024
1.1	Policy reviewed with Headteachers, amendments to terminology made	Leadership Group	18/06/2024