

BEHAVIOUR POLICY

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At The Two Counties Trust, we know that a strong focus on student wellbeing increases the likelihood of children achieving their full potential. We recognise that behaviour is a form of communication and we consider this in all of our interactions with students, whilst setting clear boundaries and upholding the highest expectations.

We encourage all stakeholders to recognise both their rights and responsibilities, and to use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning.

1. Policy Statement

- 1.1 The Two Counties Trust has clear expectations of excellent behaviour and has in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour when it arises.
- 1.2 As a Trust, we believe in the certainty of sanction rather than necessarily severity of sanction and that descriptive verbal praise is a powerful way of developing happy and purposeful schools. All our schools are values-driven with a great emphasis on students mastering the knowledge, understanding and skills to be academically and socially successful.
- 1.3 To secure success, our students learn to be self-disciplined and make the right choices. All our schools have consistently high expectations of behaviour for learning and overall conduct; firmly embedded practices and routines to establish a calm and purposeful environment; and a clear framework of learning habits. We work as leaders across the Trust to ensure we have broad agreement on the reasonableness and proportionately of sanctions.

2. Scope and Purpose

- 2.1 We aim to:
 - Have the highest expectations of student behaviour in order to maximise their opportunity to achieve, their life choices.
 - Ensure all students develop excellent standards for employability that they need to be successful in school and in life.
 - Realise and celebrate the potential of all students though promoting independence, high self-esteem and enabling students to reach their full potential.
 - Create an environment in which students are enabled to become mature, self-disciplined, industrious, and able to accept responsibility for their own actions.
 - Have a no tolerance approach to bullying and other forms of peer-on-peer abuse and work hard to create a positive and safe learning environment.
 - Form an active partnership with parents and carers to support their children's learning.
- 2.2 We develop the follow practices:
 - Clear behaviour guides in each school to ensure transparency and consistency around expectations, rewards, sanctions, and interventions.
 - Robust transition programmes
 - Robust staff induction and professional development on positive behaviour
 - Remove the visibility of defiance and / or poverty
 - 'Now that' rewards coupled with descriptive verbal praise
 - A holistic understanding of students through close working of behaviour, SEND and safeguarding leaders within each school.
- 2.3 This policy should be read in conjunction with the following policies:
 - Anti-Bullying
 - Care and Control
 - Child Protection and Safeguarding



- Equality
- Exclusions and suspensions
- Code of conduct
- Child on Child abuse

2.4 This policy is underpinned by the following legislation and guidance:

- Behaviour and Discipline in Schools (Jan 2016)
- Education Act 2011
- Equality Act 2010 (revised 2018)
- Section 175 of the Education Act (2002)
- Section 90 and 91 of the Education and Inspections Act (2006)
- Schedule 1 Education Regulations (2010)
- Searching, Screening and Confiscation at Schools (Jan 2018)
- Schools (Specification and Disposal of Articles) Regulations (2012)
- Use of Reasonable Force in Schools 2013 (reviewed 2015)
- DfE and ACPO drug advice for schools (September 2012)

3. Roles and Responsibilities

- 3.1 The majority of our time in all our schools is spent reinforcing a culture of high expectations and positivity in order to maintain good order and discipline that allows students to maximise their potential. At times, students may make the wrong choices and, when this happens, we will take a proportionate response (see Appendix 1).
- 3.2 The list below makes clear the power and responsibility of the governing body, Headteacher and all staff to uphold a safe and secure environment in line with this policy:
- The Trust Board annually scrutinises and approves the Trust policy; they have a duty under the Education Regulations Act 2010 to ensure arrangements are made to safeguard and promote the welfare of students.
 - The Local Governing Body annually scrutinises and approves the individual school guide to behaviour.
 - The Headteacher is responsible for ensuring the academy aligns to the Trust's mission and values, follows Trust policy and that their individual school has strong behaviour practices to support staff in managing behaviour, including the use of rewards and sanctions.
 - The Headteacher and staff have the power to use reasonable force and other physical contact in order to maintain and restore order (as stipulated in the Care and Control policy); although corporate punishment is entirely illegal
 - The Headteacher and delegated staff have the power to search students if it is necessary to maintain safety, discipline, and good order and to recover prohibited items (see below).
 - The Headteacher and delegated staff have the power to screen electronic devices if it is to investigate a serious matter; for example, bullying, safeguarding, upholding the reputation of the academy / Trust and its staff except in the case where nudes / semi nudes are suspected or reported to be on an electronic device.
 - Teachers have the right to confiscate any property that is not permitted in school and to search lockers, if necessary.
 - The Headteacher and delegated staff have the power to discipline students outside of school hours if it is a school-related matter, or the student's actions undermine the safety of anyone from our community or the good reputation of the school / Trust.
 - Headteachers ensures that schools have in place a home-academy agreement that sets out the duties and responsibilities of our three-way partnership.



- All schools have the power to impose corrections (detentions) outside of school hours, without parental consent but will notify as parents as good practice.
- All schools will have defined, communicated, and taught students how to demonstrate they are ready to learn at various points in the school day.

4. Prohibited Items

- 4.1 Each school will have a defined list of permitted items that are allowed to be brought into school everything else will be prohibited.
- 4.2 In all our schools the following items are **strictly** prohibited:
- Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Pornographic images
 - Any article that is likely to be used to commit an offence, cause personal injury, or damage property
 - Mobile phones, smart watches and handheld devices and earphones
 - Fizzy drinks, energy drinks, chewing gum
- 4.3 In the case of anything illegal, items will be handed to the police.
- 4.4 The Headteacher can authorise the use of force to conduct search without consent for illegal items or those which may cause offence or harm (e.g., pornography, knives).

5. Promoting Good Behaviour

- 5.1 Schools within the Trust will ensure that there is clear behaviour curriculum in place to explicitly teach students about the required expectations.
- 5.2 All new students will go through a robust transition and induction programme where we will aim to find out as much about the student as possible to ensure that their needs are met. All students will be allocated a form tutor or equivalent who will oversee their pastoral care in school and be the first point of contact for families.
- 5.3 Curriculum time will be dedicated to the behaviour curriculum. Each semester students will be reminded of the rationale for the rules they have to follow and the expected standards. Our rules are expressed as Employability standards. Further detail can be found in each schools Behaviour Guide.
- 5.4 Staff will be trained regularly on effective classroom management techniques to support students to make positive choices.
- 5.5 All schools will have a clear set of rewards to appreciate and acknowledge good behaviour.

6. Reset Provision

- 6.1 All of our schools have the power to use reset rooms as a disciplinary sanction and often as a way of avoiding a suspension. All academies will ensure that time spent in any such room is used as constructively as possible and that students are allowed to eat, drink, and use the toilet.
- 6.2 The decision to use the reset room will be planned and agreed by a member of Pastoral Team.
- 6.3 Whereby students have had repeated incidents resulting in provision within the reset or reflection room, there will be a pastoral support plan or appropriate SEND assessment and plan in place.
- 6.4 Whereby students have received provision within the reflection or reset room as an alternative to a suspension, there will be a follow up parental meeting in a timely manner as part of the reintegration offer.
- 6.5 Reset rooms will be used to provide students with an academic educational offer coupled with targeted intervention sessions before returning reintegrated into lessons.



7. Exclusions and Suspensions

- 7.1 All our schools work tremendously hard to avoid suspensions and permanent exclusions. At times, however, it can be necessary to address a more serious matter.
- 7.2 Schools comply with the law and communicate with families as clearly as possible. At times, we may use short term placements such as managed moves and/ or direction off site to other schools to avoid a suspension. If this is to happen, the academy will make clear the arrangements. Schools work with other local schools to facilitate managed moves as an alternative to permanent exclusion.
- 7.3 The decision to exclude a student permanently is a serious one and is taken by the Headteacher. There are two main types of situations in which permanent exclusion may be considered:
- 7.4 The first is a final, formal step in a process to minimise persistent disruptive behaviour following the use of a wide range of other strategies without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include defiant misbehaviour.
- 7.5 If a pupil's behaviour has a detrimental effect on other pupils in the class and school this is a breach of the behaviour policy. The examples below are not exhaustive, it is the impact of the behaviour that will be taken into consideration.
- 7.6 Such behaviour prevents staff delivering the best teaching and learning for the class as resources are diverted to manage and control an individual at the expense of other pupil's learning opportunities.
- 7.7 Behaviour that is disruptive, in and outside of lessons can lead to either fixed term suspensions, or in some cases a permanent exclusion. Examples of disruptive behaviour can include:
- Verbal, online or physical bullying (a zero-tolerance approach is taken to bullying at The Two Counties Trust)
 - Aggressive behaviour to others in school
 - Disruption of lessons as a result of poor behaviour
 - Refusal to follow instructions or directions from school staff
 - Use or threats of weapons
 - Damage to school property
 - Threatening behaviour
- 7.8 The second is where there are exceptional circumstances and permanent exclusion will be considered for offences such as:
- Sexual abuse or assault
 - Supplying/carrying an illegal drug
 - Fighting causing harm to others
 - Assaulting another student
 - Verbally threatening or intimidating a member of staff
 - Defiance of senior staff which undermines the health and safety of the school community
 - Wilfully undermining the security of the school (e.g., letting in strangers)
 - Prejudicial harassment
 - Bringing in a dangerous item, including bringing a weapon into school
 - Taking drugs on site
 - Sharing inappropriate images
 - Using an implement to harm another student
 - Arson
 - This list is not exhaustive but indicative of the types of behaviour that would be considered at the level of a permanent exclusion.



8. Special Educational Needs

- 8.1 All our schools are highly inclusive, and we take steps to ensure that our most vulnerable students are supported in order to meet our high expectations. We may, therefore, personalise the curriculum in order to avoid potential difficulties and consider ways of ensuring these children can be successful in correction / detention (e.g., in a separate room with trained staff). Ultimately, however, we have high expectations of all our students, and we ensure that they all experience a fair system. Reasonable adjustment will be made where necessary and appropriate.
- 8.2 When there are repeated behaviour incidents or behaviour is of concern, there will be a referral to the SENDCO for a full SEND assessment and screening including for SEMH to allow for the identification of any further need for the student. This may result in the involvement of other external agencies and professionals as part of the graduated approach.

9. Rewards and Sanctions

- 9.1 As a Trust we believe in developing intrinsic motivation with our students. We use 'now that' rewards to support our approach. We know students need encourage and support to thrive and flourish. The default rewards that will be used proportionality are:
- Verbal praise
 - Contact home
 - Postcards / certificates
 - Reward events
 - Reward prizes
- 9.2 When a student disrupts learning or behaves inappropriately within the academy, there are consequences for those actions. The level of sanction relates very much to the specifics of the incident. It is essential, however, that all staff are consistent and follow through the sanctions and are fair to students. Details of the sanctions and rewards are available on each school website in the document entitled 'Behaviour Guide.' The default sanctions that will be used proportionately are:
- Warning / reprimand
 - Detentions (lunchtime or after school)
 - Reset sessions
 - Placement
 - Suspension
 - Permanent exclusion
- 9.3 When there is a behaviour incident, there will be an investigation as appropriate and detailed statements will be collected, signed, and dated from the students involved and then reviewed and followed up appropriately.

10. Reasonable Force

- 10.1 Reasonable force can be used to prevent students from committing a criminal offence, hurting themselves or others, from damaging property, or from causing disorder (see section 4 of this document). In a school, force is used for two main purposes: to control students or to restrain them. The decision on whether or not to physically intervene in this way is down to the professional judgement of the staff member(s) concerned and should always be a last resort and dependent on the individual circumstances.
- 10.2 In exceptional and rare circumstances members of staff may need to use reasonable force for health and safety reasons. Examples where staff as a last resort may need to use positive handling include:
- A student attacking a member of staff, or another student, or students fighting
 - A student engaging in, or on the verge of committing, deliberate serious damage or vandalism to property
 - A student causing, or at risk of causing, injury, or damage by accident, by rough play or by misuse of dangerous materials or objects



- A student running in a corridor or on a stairway in a way in which he or she might cause an accident likely to injure him or herself or others
- A student absconding from class or trying to leave school (NB this will only apply if a student could be at greater expected risk if not kept in the classroom, or at school).

- 10.3 Before intervening physically, the staff member should, wherever practicable, tell the student who is misbehaving to stop and what will happen if he or she does not and have exhausted all other tools to manage the situation. The staff member should continue attempting to communicate with the student throughout the incident and should make it clear that physical contact or restraint will stop as it ceases to be necessary. A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the student. Physical intervention must never be used to sanction a student.
- 10.4 Wherever possible, a staff member should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older student or a physically large student, or if the staff member believes he or she may be at risk of injury. In those circumstances, the staff member should remove other students who might be at risk and summon assistance from a colleague or colleagues or where necessary phone the police. The staff member should inform the student(s) that he or she has sent for help. Until assistance arrives, the staff member should continue to attempt to defuse the situation and try to prevent the incident from escalating.
- 10.5 All staff will be trained in de-escalation techniques. Headteachers will ensure that there are members of staff who are trained by a reputable company in positive handling of students. Where possible it will be those staff who have had the training that will be called upon in situations that may require students to be managed using reasonable force.
- 10.6 Detailed and consistent records will be kept for any incident of positive handling in each school, and these will be monitored and analysed by senior leaders in each school.
- 10.7 It is important appropriate reasonable adjustments are made for students with SEND.

11. Communication

- 11.1 We will contact families regarding concerns that might be emerging about a student's behaviour. We expect school staff and families to work positively together in the common interest of the student. If a parent has a concern, question, or query they should contact the student's form tutor in the first instance.
- 11.2 Where needed school staff may need to liaise with external agencies such as social care or police. If this is the case families where appropriate will be informed in a timely manner.

12. General Data Protection Regulation

- 12.1 All data within this policy will be processed in line with the requirements and protections set out in the General Data Protection Regulation.



Appendix 1: Drugs and Banned Substances

As part of TTCT's commitment to the Drug Strategy 2017 to reduce demand, restrict supply, build recovery, thereby supporting people to live a drug free life; the Trust acknowledges the part it can play through early identification, intervention and preventative education.

The Department for Education (DfE) and Association of Chief Police Officers (APCO) Drugs Advice for Schools 2012 has been used to guide policy and practice.

This guidance is for all staff, students, parents/carers, prospective parents/carers, Trust Board members, LGB members, visitors and partner agencies working within the Trust and/or any academy within the Trust.

This policy, in line with all other Trust rules and expectations of behaviour, applies not only within each academy's boundaries but on all visits, trips and residential visits, including those made outside of normal school hours. The school day includes the journey to and from an academy when wearing the academy's uniform. In response to the 2017 Drugs Strategy, the Trust is committed to a healthy, preventative environment in all its academies, in which neither the misuse of drugs (including legal substances such as medicines, tobacco and alcohol) - by students, staff or visitors, nor the illegal or unauthorised supply of these substances is condoned.

Drugs Definition

The term 'drugs' is taken to include all prescribed and over the counter medication, tobacco and nicotine products including e-cigarettes, alcohol and novel psychoactive substances (NPSs) or other highs, solvents glues or gasses or other intoxicants misused to get high, and illegal drugs as covered by the Misuse of Drugs Act, the Psychoactive Substances Act and/or recognised by Public Health England (PHE).

Drugs Education

Through the curriculum and a supportive ethos, we aim to:

- provide accurate information about drugs, including medicines (over the counter and prescribed), volatile substances, alcohol, tobacco and illegal drugs;
- understand that certain people, with particular medical needs will use medication as part of their everyday life and that this is normal for them;
- increase understanding about the implications and possible consequences of drug use and misuse, exploring the risks and consequences of each individual's actions as well as those of others; • raise awareness of safety issues with regard to drugs;
- explore and clarify attitudes towards drugs, drug use and misuse and drug users, correcting misunderstandings, promoting positive attitudes and challenging harmful ones; • develop students' understanding of rules and laws;
- develop and practise the personal and social skills necessary to make informed decisions in a range of social situations and settings;
- develop students' self-awareness and self-esteem as this may support them in making positive choices about their health;
- ensure that all members of the Trust and individual academy community can identify sources of appropriate personal support;
- ensure relevance for the needs of students and the community.

The Role of Staff

Staff should recognise that professionalism involves using judgement over appropriate standards of personal behaviour with regard to drugs and alcohol, and that inappropriate actions could result in disciplinary measures being taken. This includes all teachers, non-teaching staff, Trustee Board members, LGB members, and partner agencies working within the Trust.

Medical Conditions and Medication

The Trust acknowledges that, parents and carers have prime responsibility for their child's health and should provide us with information about their child's medical condition when appropriate. There is no legal duty which requires teachers to administer medication; this is a voluntary role and will only be called upon in exceptional circumstances. Where exceptional circumstances exist, a contract will be agreed between the academy and the parent or carer and records kept appropriately. Where necessary, academy staff will receive training on specific medical conditions. Please refer to the 'Supporting Students with Medical Conditions Policy'.



Other than an inhaler, no students should be in possession of medication at any time. All necessary medication is stored securely in either the refrigerator or the labelled secure cupboard. Further details can be found in the academies parent handbook or equivalent.

Additional information will be provided by parents/ carers if students are going on trips or residential and a designated staff member will carry the medication and be responsible for its safe storage and administration in line with the 'Supporting Students with Medical Conditions Policy'.

Illicit Drugs

TTCT academies take all reasonable steps to ensure that the school premises are safe from illicit drugs and have identified safety procedures.

The police will be involved in an advisory capacity where serious incidents occur but the school will deal with minor incidents internally as advised by the DfE/ACPO guidance. The school will be clear on how it will apply sanctions and support for serious or repeated offences involving the use or supply of drugs and alcohol, including options to involve police in prosecution.

As a Trust, all our academies have a role in early intervention with young people around drug use and so will prioritise intervention and behaviour change support for young people involved in incidents, making sure both they and their parents/carers understand the consequences and seriousness of their behaviour now and potentially on their future. Parents/carers will always be informed of incidents unless there is a good reason not to (such as an ongoing investigation or a safeguarding concern).

Incidents related to alcohol or illicit drug use, possession or supply will be dealt with robustly by the Academy in partnership with appropriate support and enforcement agencies, following their practice guidance. We acknowledge that in today's society it is likely that young people will encounter substances such as alcohol and cannabis and may even experiment with these things. Such lapses of judgement may be a one-off or transitory and evidence shows that early intervention is effective in forestalling further incidents, putting students back on track. The Trust recognises that substance misuse can sometimes indicate a deeper or complex set of problems or issues in a young person's life and will seek to explore the individual circumstances of any such incident before deciding what actions will be taken.

We recognise that specialist intervention and support may be expedient in dealing with such incidents and have a working agreement with Journey Young People's Drug and Alcohol Service to provide early intervention by referral to our nominated Education Link Worker in school. Young people will always be assessed for referral where there is any concern about substance use, regardless of any other sanction imposed, this will ensure the root cause of the behaviour can be addressed.

All Academies within the Trust seek to follow good practice guidance from the police (ACPO) and the government (DfE) that minor or one off incidents may be dealt with internally, ensuring that we employ the advice and support available to us, and employing permanent exclusions only as a last resort when other measures have been found to be ineffective. Where we suspension or permanent exclusions we will try wherever practicable to use this time to implement a structured intervention, as evidence suggests that unsupervised periods of exclusion put young people at a greater risk of escalating substance use, whereas early intervention has a high probability of eradicating the problem.

Smoking

All TTCT academies prohibit smoking, including e-cigarettes on the premises.

Alcohol

The use of alcohol on the premises of all TTCT academies is also prohibited, except for occasional adult functions out of school hours with the prior permission of the Trust.

