

Ash Grove Academy

Behaviour Policy



Prepared by:	Approved by Board of Directors
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Contents:

Statement of intent

1. Legal Framework
2. Roles and responsibilities
3. Definitions
4. Staff induction, development and support
5. Social, emotional and mental health (SEMH) needs
6. Managing behaviour
7. Prevention strategies and intervention
8. Sexual abuse and harassment
9. Smoking and controlled substances
10. Prohibited items, searching pupils and confiscation
11. Effective classroom management – classroom rules and routines
12. Effective pupil support
13. Behaviour outside of school premises
14. Monitoring and review

Appendices

Aspire Educational Trust Behaviour Principles: Written Statement

Statement of intent

All Aspire Educational Trust (AET) policies are written to support our schools and communities. We do this by ensuring they are always in line with our Colleague Values:



Applying these values to everything we do means always acting with integrity, in the interests of others, being honest, open and transparent and putting the safety of our children first.

Ash Grove Academy believes that, in order to facilitate effective teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We believe that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

We are committed to:

- Promoting positive behaviour built around the core school values: *At Ash Grove, we are **RESPECTFUL, CARING, CURIOUS and CO-OPERATIVE***.
- Promoting positive behaviour built around the language of the **Convention on the Rights of the Child**, in particular, no discrimination, protection from violence, and access to and aims of education.
- Promoting positive behaviour built around the principles of the five British values: ***respect, tolerance, democracy, individual liberties and the rule of law***
- Providing a ***rich, stimulating curriculum*** to ensure children are actively engaged in their learning, thereby reducing the risk of disruptive behaviours. This curriculum extends beyond the classroom, and all children have the opportunity to go on regular trips/experiences and are encouraged to take part in a wide range of after school clubs.
- Encouraging self-esteem and increasing independence and self-discipline, proper regard for authority, and positive relationships based on mutual respect, so each child learns to accept responsibility for their own behaviour and choices.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Providing a consistent approach to behaviour management through established 'social norms' and a common culture across school.
- Ensuring equity and fair treatment for all, by promoting a culture of praise and encouragement and fostering positive attitudes which recognise and value achievements at all levels.
- Being explicit and clear when discussing boundaries of acceptable behaviour, helping children to understand the relationship between actions and consequences.

- Challenging and disciplining unacceptable and serious unacceptable behaviour, thereby creating a caring, safe and productive learning environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Swift intervention and support in any cases of child-on-child abuse, including verbal, physical or sexual in nature.
- Implementing proactive, preventative measures. Staff recognise that positive mental health and wellbeing is directly linked to positive behaviours. We demonstrate our commitment to providing bespoke and targeted support for children displaying social, emotional and mental health (SEMH) difficulties through our culture, ethos and environment, through our curriculum, and through our engagement with parents and carers, outside agencies and the wider community.
- Provision of 'chill-out areas' for children who need a calm, quiet space when they become heightened or emotionally overwhelmed, alongside a range of provision to support self-regulation, social skills and positive play.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring behaviour.

Our school is invested in supporting the very best possible relational health between:

- > Parent/Carer and child
- > Child and child
- > Child and school staff
- > Parent/Carer and school staff
- > School staff
- > School staff and school leaders
- > School staff and external agencies

This policy will be shared with all pupils, families and staff, and will be published on our website.

Parental support for this policy, and the encouragement of children to adhere to it, is an important part of making positive changes in attitudes and behaviour. We believe in an 'open door' policy; parents and carers are actively encouraged to contact school with any concerns directly, to be proactive in sharing and solving problems as they arise, and avoid taking issues or concerns onto social media platforms.

1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

2. Roles and responsibilities

The Local Academy Committee (LAC) will have overall responsibility for:

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Principal will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the LAC on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

- Ensuring this policy is published on the school website.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health and well-being, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO will be responsible for:

- Collaborating with the LAC, Principal and senior mental health lead to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents and carers, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents and carers, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff and volunteers, will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO
 - Principal
 - Class teacher
 - DSL and DDSLs
- Greeting pupils on entry to school or the classroom to promote positive social interactions and to reduce the number of external issues being brought into school.
- Ensuring children use appropriate voice levels and language across school, including manners and including in the dining room and corridors.
- Providing positive descriptive praise and, where possible, ignoring unwanted behaviours to encourage positive behaviours from all.
- Modelling good behaviour to pupils; staff will reinforce this by thanking pupils for positive behaviours eg, 'Thank you for waiting until I asked you' or 'Thank you for getting on with the task straight away.'
- Developing supportive, respectful, and trustworthy relationships with each other as colleagues.
- As authorised by the Principal, sanctioning pupils who display poor levels of behaviour.

Due to the individual learning needs and complex lives of many of our children, we deal with each child as an individual and decide upon adaptations, consequences and rewards accordingly.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Conducting themselves around the premises in a safe, appropriate and respectful manner.
- Following reasonable instructions given by teachers and support staff in the school building and playground.
- Behaving in a reasonable and polite manner towards all staff and pupils.
- Showing respect for the school environment.
- Reporting unacceptable behaviour.
- Showing respect for the opinions and beliefs of others.
- Following class rules and routines.
- Completing class work as requested.

Parents and carers will be responsible for:

- Supporting their child in adhering to this Behaviour Policy and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Conducting themselves around the premises in a safe, appropriate and respectful manner. This includes when waiting on the premises to drop off or collect their child.
- Following reasonable instructions and requests given by staff in the school building and grounds.

- Behaving in a reasonable and courteous manner towards all staff and pupils.
- Showing respect for the school environment.

3. Definitions

For the purposes of this policy, the school will define “low-level unacceptable behaviour” by pupils as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking/shouting out in class
- Failure to complete classwork
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Lack of correct equipment, for example, a full PE kit
- Rudeness or disrespectful behaviour towards adults or peers
- Inappropriate body language/contact with others, such as not keeping hands or feet to oneself
- Telling lies
- Not following class or school rules/values
- Use of mobile phones without permission
- Graffiti or other damage to school property

“**Low-level unacceptable behaviour**” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

For the purposes of this policy, the school will define “**serious unacceptable behaviour**” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender, race, religion, age, sexuality and/or marital status.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language

- Fighting and aggression, including spitting or biting
- Threatening or intimidating behaviour towards adults or peers
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the Principal will review staff training needs and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents and carers, outside agencies, and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

6. Managing behaviour

Rewarding good behaviour

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Positive look/non-verbal communication and/or descriptive verbal praise
- Sharing work with the class
- Sharing work with another teacher or the Principal
- Stickers
- Superstar certificates (given daily)
- House counters, working towards a House reward as well as a whole class reward.
- The child's work on display in the classroom
- Direct praise to parents at the end of the day
- Awarded a star in the weekly Celebration Assembly
- Individual class reward systems
- Progress Cup awarded to one pupil from each class at the end of each term – these may be awarded for academic achievement, but also for progress with life skills such as behaviour, social skills or resilience

Consequences for low-level unacceptable behaviour choices

Instances of low-level unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection. Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour, and how to engage with those structures when needed.

The school will use a number of different consequences for low-level unacceptable behaviour, depending on the behaviour displayed by the pupil, **including but not limited to the following, and not necessarily in this order:**

- Verbal warning given to the child and consequences of the action explained; ongoing reminders and reinforcements when positive behaviours are demonstrated.
- Playtimes missed.
- Lunchtimes missed (parents/carers informed)
- Removal of privileges (i.e. after school clubs, visits, special events)
- Parents/carers informed – face to face or via a phone call if necessary.
- Behaviour log issued and parents/carers informed.
- Removal from the classroom/supervised internal isolation; appropriate and relevant work to be provided by the class teacher.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to an area that is appropriate, is suitable to learn and refocus, and is supervised by a member of staff. The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

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

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. The school will ensure that the pupil is not removed from the classroom any longer than necessary. The pupil's class teacher will set them appropriate work to complete.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour.

Parents will be informed at the end of the school day if their child has needed to spend time out of class.

Consequences for serious unacceptable behaviour choices

Following repeated incidents of unacceptable behaviour causing significant disruption, or individual incidents of serious unacceptable behaviour, the Principal will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.

Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour. Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget. Where SEND is not identified, but the Principal determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

If further incidents of serious unacceptable behaviour continue, after all appropriate de-escalation and support strategies have been implemented, including advice from external agencies, the Principal will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

Physical intervention

Trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in all areas of the school and its grounds.

Physical intervention will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

The Principal will immediately be informed of any instance of physical intervention. The Principal will then contact the pupil's parent or carer.

Any violent or threatening behaviour will not be tolerated by the school and may result in the Principal taking the decision to temporarily remove the pupil from the school via a suspension. It is at the discretion of the Principal as to what behaviour constitutes grounds for a suspension, in line with the Suspension and Exclusion Policy. Where a suspension is carried out, the pupil's parent or carer will be asked to collect the pupil and take them home for the rest of the day, and any other subsequent days determined by the Principal. The parents/carers will be informed in writing of the fixed term exclusion and a re-integration meeting will take place on the agreed return date.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Principal.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, such as bullying, safeguarding or home life issues.

7. Prevention strategies and intervention

This section outlines the school's strategies and interventions for preventing unacceptable behaviour, with the aim of minimising the severity of incidents and implementing support effectively and appropriately to improve pupils' behaviour in the future.

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. These include, but are not limited to, one-to-one or small group interventions, opportunities to take a short, timed brain-break outside of the classroom, check-ins with a named, trusted adult and an emotion coaching approach to supporting emotional regulation and problem-solving. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. Multiagency assessments, such as an Early Help assessment, may be considered if there are persistent and/or serious concerns about a pupil's behaviour.

Positive behaviour will be explicitly taught and modelled to all pupils to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition, focusing on defining positive behaviour and making it clear what this looks like. This includes the key habits and routines required by the school, e.g. lining up 'arrows straight' and moving with purpose in classes, in corridors and in the playground.

Routines will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing unacceptable behaviour choices.

Positive adult-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers and other adults in school to understand their pupils and create a strong foundation from which behavioural change can take place. These relationships will be built on the language of Children's Rights, of respect and of the school and British values.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Using a PACE approach – Playfulness, Acceptance, Curiosity and Empathy – in their interactions with the pupil
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Thinking aloud: I wonder if you're feeling/if you need.... I can see that you are....
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil, a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Due to the individual learning needs and complex lives of many of our children, we deal with each child as an individual and decide upon adaptations, rewards and consequences accordingly.

8. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The Designated Safeguarding Lead will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents and carers, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

10. Prohibited items, searching pupils and confiscation

The Principal and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used in these circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

11. Effective classroom management – classroom rules and routines

At the beginning of each new academic year, each class will co-build an established set of age-appropriate, clear and enforceable classroom rules which define what is acceptable behaviour. A visual aid also supports understanding of what the consequences are if rules are not adhered to. Attention is given to how rules are worded, with emphasis put on the use of positive language rather than negative. These rules are based on the school values of being Respectful, Caring, Curious and Co-operative, as well as the fundamental principles behind the Convention on the Rights of the Child.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Principal and SLT will ensure all teachers and relevant support staff understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them by providing regular verbal reminders. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

12. Effective pupil support

The school recognises that the core purpose of providing targeted intervention for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. This targeted provision may also be required for pupils with additional needs.

The SEMH team, which includes the Designated Mental Health Lead, our Emotional Literacy Support Assistant (ELSA), the SENCO and the pastoral staff, will work together to ensure pupils receive the most effective support. The team will also have an accurate view of the needs of identified pupils. They will engage with external partners and specialist agencies to access further appropriate support when they feel it is required. Relevant staff, not just the SEMH team, will also liaise regularly with parents and carers of children who are finding it difficult to meet the expected standards of behaviour in the classroom and on the playground.

13. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in this Behaviour Policy applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.

- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the school's Bullying Prevention Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

14. Monitoring and review

This policy will be reviewed by the Aspire Educational Trust and the Principal on an annual basis, who will make any necessary changes and communicate this to all members of staff.

This policy will be made available for inspection and review, by the lead inspector, upon request.

Written Statement

The Aspire Educational Trust is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the Principal, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Actual, practical applications of these principles are the responsibility of the Principal, who will view each case in light of these principles and any relevant policies.

Principles

The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

The school will create a calm and orderly environment to enable pupils to learn effectively.

The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.

The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.

The school ensures that rules that reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions are exercised, they are in line with the school's Behaviour Policy and are taken seriously. Good behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

The school offers comprehensive support to pupils displaying problematic behaviour, before and/or alongside disciplinary measures, taking into account pupils' home circumstances and any SEND.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

Guidance on the use of physical intervention will be agreed upon by the Principal, and is clearly set out within the school's Behaviour Policy.

The school upholds clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently and fairly by all staff.

General expectations

The school has high expectation for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

The school makes behavioural expectations and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school. The school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

The school creates a positive and respectful culture in which staff know and care about pupils.

The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. The school effectively addresses harmful sexual behaviour in the Behaviour Policy, which details appropriate sanctions that are applied consistently. Pupils are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Pupils are held to high standards of attendance. The school will take swift, appropriate action to ensure that problems of lateness and absence are handled effectively.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.