



For the Academy to be successful, it is essential that learning takes place in a civilised, pleasant environment. All pupils will be taught and all staff will model acceptable behaviours. To this end, staff must ensure that they adhere to the underlying values of the Academy by the way in which they address the pupils. They must be courteous and respectful at all times. In exercising their authority, they must be honest and just. In setting this example, staff will create a fair, civilised and pleasant atmosphere in which pupils will be happy, safe and secure, and feel wanted and valued.

### **Context**

This policy is written in response to the Education and Inspection Act 2006 and with reference to the Equality Act (2010). The following DfE guidance will be used in conjunction with applying the policy:

- Use of Reasonable Force – advice for head teachers, staff and governing bodies July 2013
- Behaviour and discipline in schools 2016
- Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies

February 2014. As with all TSLT policies, there will be a consistent application of the policy and procedures which will take into account gender, race, disability, religion or belief, sexual orientation, pregnancy and gender reassignment.

The policy works alongside the following policies/documents on specific areas relating to Behaviour for learning;

- Teaching and Learning policy
- Attendance policy
- Safeguarding and Child Protection Policy
- Keeping children safe in Education DfE document 2015
- Fair Access Protocol (Luton schools)
- Education and Inspections Act 2006
- TLA Rewards and Sanctions Ladders
- TLA Uniform Requirements
- TLA Home/School agreement
- DfE-Behaviour and discipline in schools - Advice for headteachers and school staff Jan 2016
- DfE - Searching screening and confiscation Feb 2014
- DfE-Use of reasonable force - Advice for headteachers, staff and governing bodies July 2013

This policy updates the former trust Behaviour for Learning Policy. Approaches have been modified and adapted in that time, but the principles and aims behind the academy's policy remain consistent and well implemented within curriculum and pastoral structures.

## Rationale

The Linden Academy is a caring community with positive working relationships and a clear behaviour structure. Pupils and staff share a clear sense of purpose as regards a determination to adopt codes of general conduct and behaviour which apply to all members of the Academy. High expectations for learning behaviours prevail throughout the Academy. A high standard of academic work ethic is cultivated alongside personal and social development. All children/ young people need to be safe and to feel safe in the academy and have an equal right to be protected from harm **(TSLT Safeguarding Policy)**

## Safeguarding

The culture of this academy is one that is safe for children and young people and unsafe for adults that pose a risk to children. Safeguarding is the responsibility of all adults working or volunteering within the academy and that all concerns will be reported to the designated senior lead **(TSLT Safeguarding Policy)**.

A safer culture means that we must acknowledge the **Keeping children safe in Education DFE document 2016**. Our Behaviour for learning policy works alongside this in ensuring that our pupils are safeguarded from: Extremism, Radicalisation, Abuse, Neglect, CSE, Forced marriage, FGM, and Trafficking see also **(TSLT Safeguarding Policy)**

## Roles and Responsibilities

- **The Governing Body** will establish in consultation with the Principal, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear. Governors will support the academy in maintaining high standards of behaviour.
- **The Head** is accountable for the implementation of the policy, and will delegate the responsibility for its day to day management to the Senior Leadership Team and others. The **named designated person** for Behaviour, Safety and Welfare is Mrs C Sillars (Vice Principal).
- **Staff, including teachers, support staff and volunteers**, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the principal, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. Staff have a statutory authority to impose sanctions on behalf of the academy.
- **The governing Body, the Head and staff** will ensure that there will be a consistent application of the policy and procedures which will take into account gender, race, disability, religion or belief, sexual orientation, pregnancy and gender reassignment. Parents/carers will be informed of the statutory nature of this policy.
- **Parents and carers** will take responsibility for the behaviour of their child both inside and outside the academy. They will be encouraged to work in partnership with the academy to assist the academy in maintaining high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the operation of the policy. **(TLA Home/School Agreement)**
- **Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## Taking account of individual pupil's needs

The staff at TLA will take into account the particular needs of more vulnerable pupils, those with SEN, disability and/or different race, religion or culture. We will ensure that we will:

- not discriminate against particular racial groups in the application of our behaviour policy
- support newly-arrived pupils in understanding and following the behaviour policy
- make reasonable adjustments in the application of our behaviour policy to disabled pupils
- make special educational provision for pupils whose behaviour related learning difficulties call for it to be made
- identify pupils at-risk in advance
- not discriminate against pupils with regard to sexual orientation and gender reassignment
- plan proactively how our disciplinary framework should be applied for any such identified pupils
- Make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home and can act as a reference point for staff when they are unsure how to apply the behaviour policy.

## Teachers' Role:

Teachers have the statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules and who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils.

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks an academy rule or fails to follow a reasonable instruction, the teacher can impose a sanction on that pupil. Sanctions will also be applied for poor attitude to learning, disruptive behaviour in class, work avoidance, poor quality work or lack of adherence to homework requirements. To be lawful, the sanction including detentions (only to be issued by designated staff as per the sanctions ladder) must satisfy the following conditions:

- 1) The decision to sanction a pupil must be made by a paid member of the designated school staff with the authority of the Principal.
- 2) The decision to sanction the pupil must be made on the school premises or while the pupil is under the charge of the member of staff.
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances. A sanction must be proportionate and must be supported by the academy Rewards and Sanctions Ladders.
- 4) In determining whether a sanction is reasonable, **section 91 of the Education and Inspections Act 2006** says the sanction must be reasonable in all circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. The Principal may limit the power to apply particular sanctions to certain staff. Corporal punishment is illegal in all circumstances. Schools/academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Pupils that are found to have made malicious allegations against staff would have deemed to have breached the academy behaviour policy. The academy will consider whether to apply an appropriate sanction, which could include fixed term or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

## Disciplining in and outside the academy

Teachers can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including school visits. Teachers can also discipline pupils for misbehaviour outside the academy. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers/principals a specific statutory power to regulate pupil behaviour in these circumstances “to such extent as is reasonable.”

Teachers may discipline a pupil for any misbehaviour when the pupil is:

- Taking part in any academy-organised or academy-related activity or
- Travelling to or from the academy or wearing the academy uniform or in some other way identifiable as a pupil at the academy.

### Outside the Academy

- Staff have a statutory power to discipline pupils for misbehaving outside the Academy premises even when the pupil is not in the charge of the member of staff.  
Staff may discipline a pupil if a pupil is, or has been, engaging in misbehaviour that: Could have repercussions for the orderly running of the Academy, poses a threat to another pupil, member of staff or member of the public or could adversely affect the reputation of the Academy.
- The Academy has the power to sanction pupils for behaviour outside of the Academy wherever the pupil can be identified as being part of the Academy community, through wearing uniform or otherwise. If the pupil has been identified as a member of the Academy, the Academy reserves the right to sanction accordingly.
- TLA will sanction any pupil who brings the Academy into disrepute or puts another pupil in danger. If the pupil’s behaviours or actions pose a threat to the well-being or learning of other pupils, exclusion will be considered.
- In most circumstances the member of staff will inform the Senior Leadership team who will investigate the incident (or delegate the investigation) and apply an appropriate sanction.
- With more serious offences this may be referred to the Head.

## Aims and Principles

TLA values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society’s values. Freedom however comes with responsibility (**Please see TSLT safeguarding policy Page 12 para 10.2**)

The foundations of this policy are built on three core principles to enable the Academy to maximise learning, achievement and support. All teachers are required to ensure that behaviour management in their classroom is:

**Positive:** behaviour management at TLA is designed to encourage young people to take responsibility for their actions. Choosing to behave well earns positive rewards.

**Consistent:** behaviour management strategies must be fair; rewards and sanctions must be appropriate and consistent. A long term purposeful learning environment will be hampered by inconsistency across classrooms and between students.

**Certain:** for this policy to operate effectively, it is necessary that pupils understand the rules which form part of a contract between the Academy and each individual. For this purpose, the first sessions of every academy year are

designated as the lessons, where all teachers – working collaboratively with pupils in their class – introduce or reinforce the certain and consistent rules which govern our positive learning environment.

These three principles govern TLA's approach to fostering an environment for learning. Both within the classroom and outside of it, teachers are asked to ensure consistency and positive management wherever possible and certainly when conducting a break or lunchtime duty. At TLA we endeavour to follow the principles of "Restorative Justice" when resolving and moving forwards from conflict situations.

## **Teaching and learning**

Behaviour for Learning at TLA forms part of the wider Academy commitment to outstanding learning in every classroom. The very purpose of this policy is to facilitate and enable effective learning.

Teachers are professional practitioners; it is recognised that their methods and approach will vary. The Academy embraces personalised and inspirational teaching and learning. The Academy does, however, place great emphasis on the importance of consistency across the Academy. This is one of the Academy's guiding learning principles, it follows that consistency of approach in implementing this Behaviour for learning policy is essential in order to ensure progression for all our pupils. Class teachers may implement strategies for individual children or their cohort where it is judged that such practices complement the Rewards and Sanctions Ladders.

## **Disrespect will never be tolerated**

- Pupils must show respect to fellow pupils and staff including in their posture and the way they address staff.
- All staff adhering to this policy assures pupils will soon conform to the basic rules without consciously realising they are doing so – no running in corridors; no chewing gum; no shouting; no boisterous behaviour; opening doors for fellow staff, pupils and visitors; addressing staff appropriately; modelling of appropriate manners and etiquette.
- The most effective way when correcting pupils for minor offences is to be constructive and explain the necessity for such rules, although it must also be made clear that misbehaviour will not be tolerated.
- All staff are responsible for pupil behaviour.
- To achieve this caring community with positive working relationships and a clear discipline structure, staff must play their part as well as pupils. We need to act as one staff with consistency to create a 'we mean what we say culture'. This ethos should be evident at every level, including support staff.

## **Staff must AT ALL TIMES:**

- Treat pupils with courtesy and respect
- Be confident, controlled and, above all, consistent
- Be fair and reasonable
- Listen but explain with authority
- Not accept any insolence
- Guide pupils in the use of correct English when addressing members of staff (with sympathetic correcting of the language of EAL pupils if needed)

NB: The overall ethos of the academy demands that staff's attitude in all above procedures is consistent.

## **Professional Development**

New staff, NQTs, trainee teachers and cover staff are provided with training to enable them to properly implement the BFL consistently and certainly. Staff are encouraged to share ideas for good behaviour management or ask for additional support/advice. Staff encountering difficulties with a particular pupil or group of pupils must follow the BFL policy. Key Stage Leaders are expected to ensure their colleagues feel supported and able to teach successful lessons. BFL should be a regular item at staff meetings and this policy should be referred to and embedded in all curriculum areas.

## **The Pastoral System**

The pastoral system supports the overall supportive structure of the Academy. The Head retains overall responsibility for BFL within the school, with daily responsibility delegated to the Vice Principal for Behaviour, Safety and Welfare. Key Stage Leaders support the class teachers in addressing issues as they arise and in communicating with families when required. The class teacher is always the first point of contact for any dealings with queries/ concerns requiring such communication.

In KS2, pupils are assigned to one of the four "Houses" (St Andrew's, St David's, St Patrick's, St George's) in a system designed to encourage the spirit of teamwork and healthy competition whilst enhancing the requirements of the BFL policy. Each house has a designated House Tutor to whom pupils may talk when concerned about any matters related to school life.

Assemblies are utilised to celebrate and recognise achievements both academically and personally as well as identifying positive behaviours.

TLA follows a set of "Values" which guide everything we do as a whole school community.

Pupils who uphold the academy values are respectful, honest, understanding, hardworking and caring.

## **Pastoral Aims**

- To secure and sustain excellent and consistent standards of discipline in and out of the classroom
- To ensure that the behaviour of pupils is exemplary and conducive to learning by creating an orderly, safe and purposeful environment where students are able to achieve or exceed their potential
- To ensure that the expectation of courtesy and respect towards staff and other pupils is central to our behaviour policy
- To ensure that every pupil is cared for as they would be by caring parents/carers; that every child matters
- To ensure that as a community we recognise and celebrate the achievements of all
- To make clear to staff, pupils and parents the behaviour expectations of the academy
- To have in place effective systems to monitor and evaluate standards of behaviour.

## **In the classroom**

### **Teacher Responsibility**

The responsibility for maintaining order in the classroom is primarily the responsibility of the class teacher, who should be aware they have the authority of the Academy in applying the BFL Policy (Rewards and Sanctions Ladders) when disciplining students. Incidents should be recorded and referred to Key Stage Leaders / SLT where required. However, only the Head is able to exclude students on a fixed term or permanent basis.

### **Curriculum Support for Teachers**

The role of the Vice Principal for Behaviour, Safety & Welfare and the Assistant Vice Principal are critical in supporting teachers to ensure good order and discipline is maintained within the Academy. Where a teacher has difficulty with a class, or an individual, he/she may discuss these problems with his/her Key Stage Leader in the first instance. The Key Stage Leader should then offer appropriate advice and support. The matter may then be discussed with the Vice Principal or the Assistant Vice Principal. The behaviour of pupils in lessons should be on the agenda of Key Stage meetings and reviewed regularly. Staff should identify any classes or individuals that are cause for concern and be involved in the process of monitoring and evaluating strategies to manage behaviour.

## **Outside the classroom – staff**

It is also possible that incidents do not always occur in the classroom. In all such cases staff must follow the BFL Policy and the Rewards and Sanctions Ladders, referring any matter they may have witnessed or dealt with to the class teacher as soon as possible.

## **Electronic devices**

The use of mobile telephones and electronic music or gaming devices is not permitted in the Academy. These devices are not covered by insurance and the academy is not liable if they are lost or damaged. Any loss would be the pupil's responsibility. Some pupils have the permission of their families to bring a mobile phone for use during their journey to and from school from a safety point of view. Such pupils are requested to leave their mobile phones with the main reception staff as they enter school and collect them at the end of the day. Staff will confiscate mobile telephones if seen during the school day and deliver them to the reception area for safekeeping.

## **Social networking**

Pupils are educated in an advisory capacity of the potential dangers of Social Networking. Pupils and families of TLA are advised to uphold the requirements of age restrictions in the personal use of social networking sites. TLA considers the following as unacceptable use of text messaging/social networking sites/applications:

Writing abusive messages/comments

Harassing/bullying through social media (cyber bullying)

Disclosing private/confidential information

Creating/distributing offensive images

Sexting

Accessing/sharing illegal material

Publishing/sharing content which amounts to defamation or discrimination

Setting up and/or using an alias social networking account to harass /abuse others.

## **Behaviour choices and consequences**

The Academy has a consistent approach to behaviour management that the leadership of the Academy aims to strongly support at all times.

Staff can use personalised strategies for individual children or cohorts to support them in maintaining good order and discipline in the Academy.

## **Behaviour Rewards and Sanctions**

The Academy sanctions procedure is based on a levelled approach to misbehaviour with emphasis on the promotion and recognition of the expected levels of behaviour. The process works in line with the Academy core values: "At The Linden Academy we are, respectful, caring, hardworking, understanding and honest."

The levelled approach to non-adherence to expectations and the Rewards and Sanctions Ladders clearly set out the stages of addressing positive and negative behaviours.

A copy of the ladders should be displayed in every classroom in the Academy. Behaviour sanctions empower classroom teachers and duty staff to deal with the vast majority of incidents of 'low level' disruption, with the potential to refer concerns to senior staff in the Academy. Parents should be contacted at the relevant stage as appropriate.

The Academy's rationale for imposing a sanction is to correct behaviour and realign pupil actions with the Academy's ethos. The level of response will depend on the seriousness of the offence, whether or not it has occurred previously and the pupil's prior disciplinary record. Clearly, if a pupil has not corrected their behaviour, from a previously imposed sanction, this makes the matter more serious and a more significant sanction might apply than would otherwise have been the case.

## **Serious Offences**

To ensure an ordered and safe environment for all those who work at the Academy there are some rules to which all must adhere to and, if broken, will be treated as serious breaches of the behaviour policy.

This includes the following:

- Behaviour which places the pupil or others in danger.
- Setting off the fire alarm other than in an emergency.
- Any form of physical or verbal abuse, including gathering in large groups intending to intimidate others.
- Bringing onto Academy premises any type of weapon (including toy guns and replicas).
- Bringing drugs /alcohol on site and/or attempting to sell to others. (This also applies to travel to and from academy.)
- Direct refusal to follow a reasonable instruction.

This is not an exhaustive list and there are unforeseen situations which may also be included in this category. This means any act not listed above which is perceived to be a breach of the Academy's behavioural policy.

It is a shared commitment of all members of the Academy community to achieve two important aims: To ensure the safety and well-being of all members of the Academy community, and to maintain an appropriate educational environment in which all can learn and succeed; and to reduce the need to use exclusion as a sanction.

## **Seclusions**

The Academy uses a system of internal seclusions where it is felt appropriate to consider a significant sanction where an external exclusion would be considered excessive. In these cases, the pupil will be withdrawn from timetabled lessons to work with a designated member of staff. The SLT will use their discretion in setting the length of the seclusion based on the misdemeanour along with considering any record of previous incidents/ warnings etc.

## **Exclusions**

Exclusion from TLA is reserved for the most serious of offences or persistent breaches of the Academy's behavioural policy. Exclusions are applied to emphasise the gravity of the offence and to recognise that a period of reflection is often appropriate. Exclusions may be permanent or for a fixed term and are only issued by the Head. When TLA is considering excluding, either fixed term or permanently, a vulnerable child and /or child who is the subject of a child protection plan or where there is an existing child protection file, a multi -agency risk assessment meeting will be called. **(TSLT safeguarding policy Page 18)**

### **Fixed term exclusion:**

Where there are breaches of this policy (including persistent, disruptive behaviour) which require a significant response but where these are not serious enough to warrant permanent exclusion, a "fixed term" external exclusion may be applied. In which case the pupil will not attend the Academy and must stay at home. The pupil will be provided with work to complete and must not come within the vicinity of the academy. This will usually be for a 'fixed term' of a defined number of days as set by the Head. On return from a fixed - term exclusion pupils and parents/carers will be required to attend re – integration meetings in order to ensure a successful return to the academy.

## **Appeals Process**

### **Fixed Term Exclusions**

Should your child receive a fixed term exclusion, you will receive a letter detailing the reason for exclusion as well as details telling you what to do if you disagree with the decision.

If your child is excluded for 5 days or less and you disagree with the decision, you can in the first instance have your views heard by the Governing body; however at this stage they are unable to overturn the Headteacher's decision.

If your child is excluded for more than 5 days, or an exclusion means that your child will miss an exam or national curriculum test, you can appeal to the Governors to overturn the decision.



## **Permanent Exclusions**

You will be invited to a review meeting with the school's governors if your child has been permanently excluded. This will happen within 15 school days.

If the governors do not overturn the exclusion, you can ask for an independent review by your local council or the schools academy trust). The governors must tell you how to do this.

If your child is still excluded you can ask the Local Government Ombudsman to look at whether your case was handled properly. They cannot overturn the exclusion.

## **Searching, screening and confiscation**

SLT can search a pupil's outer clothing, possessions and locker when they have strong reason to believe that the pupil may be in possession of banned or prohibited items, in accordance to the **DFE advice 'Screening, Searching and confiscation' (Feb 2014)**. The search should be conducted in the presence of the pupil and a staff witness.

It is good practice to inform the parents of the search and the result and that the search is also duly recorded.

### **Searching with consent**

Staff can search pupils and their belongings with their consent. Staff will ordinarily ask the pupil to turn out their pockets and bag. Where a pupil refuses to co-operate with a search, the academy can apply an appropriate disciplinary penalty in line with refusal to stay in a detention or defiance.

### **Searching without consent**

A member of the Senior Leadership Team (on Academy premises) or an Academy trip leader have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may be in possession of a prohibited item. Again this search should be conducted with another staff witness.

Staff guidance on instances involving pupil substance misuse or supply can be found in the **TSLT safeguarding policy pages 34- 35**.

### **Prohibited/harmful items may include:**

1. Knives and weapons
2. Alcohol
3. Illegal drugs
4. Stolen items
5. Tobacco and cigarette papers
6. Fireworks
7. Aerosols
8. Pornographic images
9. Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence
10. Any item used with intent to cause personal injury to, or damage to the property of, any person.
11. Other items banned by the Academy: (BB guns/hammers/spanners/ etc.)
12. Excessive quantities of food or drink or any other materials where there is a suspicion that these have been brought onto the academy site with the intention of marketing/selling to other pupils
13. Items which harm the good order and discipline in the academy such as stink bombs, water balloons or 'exploding snaps.'

Note that this is not an exhaustive list. Any item in the possession of a pupil /or used/distributed with intent to cause either mental or physical injury to another person breaches our behaviour policy and may lead to fixed term exclusion or permanent exclusion.

### **Confiscation - DFE advice 'Screening, Searching and confiscation' (Feb 2014).**

Teachers can confiscate pupils' property at the discretion of and with the knowledge of the Principal. There are two sets of legal provisions which enable academy staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items
- 2) Power to search without consent for "prohibited items" as listed above

Academy staff can confiscate a pupil's property if in doing so it enables them to maintain good order in the classroom and where it is reasonable to do so. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline.

Academy staff can confiscate any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons/ Knives/ BB Guns /illegal drugs and extreme or child pornography will always be handed over to the police.

Other confiscated items should be placed in an envelope and labelled and it is for the teacher to decide if and when the item should be returned to the parent/carer or disposed of. Parents should be informed of the confiscation. The Principal should always be informed should a prohibited item be found that requires confiscation.

### **Reasonable force - (DfE Use of reasonable force - Advice for headteachers, staff and governing bodies July 2013)**

The legal provisions on school/academy discipline also provide **authorised members of staff** with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

#### **Schools/Academies can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts. **(DFE Use of reasonable force Advice for headteachers, staff and governing bodies July 2013)**

Where force can be used **authorised staff** may only exercise the statutory power to use force where:

- they and the pupil are on the premises of a school/academy at which education is provided for the pupil. The pupil need not necessarily be a registered pupil at that school/academy. The power also applies to pupils from other schools/academies who are on the premises; or
  - they are off school/academy premises but are in lawful control or charge of the pupil (for example on a school visit).

Other than in these circumstances, staff only have common law rights to use force to defend themselves, persons or property. Employers providing work experience placements for school/academy pupils only have common law rights to use force.

Sometimes an authorised member of staff should not intervene in an incident without help (unless it is an emergency). For example, help is likely to be needed in dealing with an older pupil, a large pupil, more than one pupil or if the authorised member of staff believes he or she may be at risk of injury. In these circumstances he or she should take steps to remove other pupils who might be at risk and summon assistance from other authorised staff.

**For further guidance: Use of Reasonable Force – advice for head teachers, staff and governing bodies, July 2013**

### **Force should not be used:**

- In anger
- To punish a pupil – it is always unlawful to use force as a punishment.
- To control or restrain a pupil in order to discuss an infringement of the academy rules where the above circumstances do not apply. In such cases, staff should inform a senior member of staff.

Staff have a legal duty to make reasonable adjustments for disabled pupils and pupils with Special Educational Needs & Disabilities (SEND).

## **Rewards Procedure**

### **Aim**

The aim of this procedure is to create a positive ethos through the effective recognition of achievement. The policy rewards pupils who demonstrate excellent attitudes and behaviour in and outside of the classroom. It also rewards those who make positive contributions to the life of the Academy. This policy will ensure there is a consistent approach to rewards across the Academy.

### **Application**

It is expected that Class Awards and House Points will be awarded fairly according to this policy. There is a need for a professional and consistent approach to be taken when rewarding pupils. The Rewards and Sanctions Ladders have been discussed and agreed by teaching staff.

### **Reception and Key Stage 1 (Years 1 and 2)**

In addition to following the Rewards Ladder, children are recognised for their personal, social and academic effort and/ or achievement via the weekly rewards assembly where one child is nominated by their class teacher as “Star of the Week” for a defined reason.

### **Key Stage 2 (Years 3 to 6)**

In addition to following the Rewards Ladder, children are recognised for their personal, social and academic effort and/ or achievement via the weekly rewards assembly where one child is nominated by their class teacher for the weekly “Class Award” for a defined reason.

### **Key Stage 2 House Points**

House points are awarded for individuals that show good work and behaviour. There are 4 house point categories used.

BC (Blue Cross) – 1 House Point

BS (Blue Star) – 2 House Points

RC (Red Cross) – 3 House Points

RS (Red Star) – 4 House Points

(The above denote a mark on a child’s work and may also be awarded verbally or by a card issued by a member of staff other than one who teaches the child)

The higher house point codes are used only when a student has shown exceptional effort in a particular piece of work or behaviour shown. Each week House Points are collated and the winning House is celebrated in an assembly.

Children's individual House Points are also tallied up throughout the year, with various certificates and badges awarded for reaching certain milestones.

### **Rewards Ladder**

The foundation of this procedure lies in TLA Rewards and Sanctions Ladders (separate documents). Class teachers may implement specific rewards as appropriate to their class or individually according to need. Such variances should always be agreed by the Key Stage Leader.

## **ANTI-BULLYING POLICY**

### **Bullying**

All members of the Academy community have the right to feel safe. All children /young people have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally. We have an obligation to contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours.

#### **(TSLT safeguarding Policy Page 4)**

Any form of bullying is treated seriously and followed up as a matter of priority. Bullying is defined as "any physical, verbal or indirect abuse which is deliberately hurtful and causes distress, or which an individual perceives to be bullying in nature". This includes cyber bullying. Bullying includes any racial or sexual comments, even if they are only perceived as such by the person to whom they are directed. A log of all such incidents is maintained and action taken is in line with TLA's Anti Bullying Policy.

The aim of the Anti-Bullying Policy is to ensure that all pupils are able to access learning in a supportive and caring environment. The Academy identifies bullying is harmful to children and young people and it is a threat to their safety, emotional, physical and mental wellbeing. Bullying is an antisocial behaviour that affects everyone and as a result no form of bullying will be tolerated. Bullying is addressed through effective intervention.

It is the responsibility of all staff, parents, carers and pupils to work together to prevent bullying in and out of school. Bystanders have a duty to report bullying if witnessed.

#### ***Types of bullying behaviour are:***

- Physical: Pushing, poking, hitting
- Direct verbal: Threats, insults
- Relational: Teasing, rumours, social exclusion and isolation, victimising, cyber bullying, mobile texting, social media, chat forums e.g.; Facebook
- Other forms: Racial bullying, religion and belief, sexual, health, homophobic, transgender, educational and/or physical difficulties.

Pupils who are being bullied may display changes in their behaviour. They may become withdrawn and anxious; feigning illness, school refusing, work grades may be affected. They may also show signs of becoming angry and displaying behaviour that challenges, they may begin truanting from school. Pupils who may be the perpetrators of the behaviours may also show behavioural changes which should be looked into.

### **Statutory Duty of Schools**

Head teachers have a legal duty under the School Standards and Framework Act 2012 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

### **Implementation and Strategy**

The Academy will take the following steps when dealing with incidents:

- If bullying is suspected or reported then the incident will be recorded and dealt with immediately
- A clear record taken from all involved

- Parents/ carers, Class Teachers, House Tutors and Key Stage Leaders are to be kept informed

An agreed strategy will be developed and implemented by the Class Teacher and Key Stage Leader supported by the Senior Leadership Team.

Seemingly isolated acts of unpleasantness including:

- Fighting, arguments, falling out of friendships, disagreements.

These should not be confused with bullying but it is essential that staff use the same procedure of addressing and reporting as this could become part of an under pattern of bullying if left unresolved.

### **Pupils:**

Will receive regular age appropriate advice in assemblies and in core elements of PSHE on all aspects of bullying.

The Academy recognises that addressing bullying can sometimes be a long, complex process and that at times the same individual can be both victim and perpetrator.

All pupils who are being bullied or who witness bullying must report it to a member of staff or parent/carer.

Pupils who have been bullied will also be supported in the following ways:

- Report bullying to a school adult
- Being offered the opportunity to discuss the situation with a member of staff of their choice
- Restorative justice meeting with a trained member of staff - restoring self- esteem and confidence and involving the perpetrator in the process
- Reassurance and the offer of continuous support from a designated member of staff of their choice

### **Parents/Carers**

If a parent/carer suspects that any bullying is taking place they are urged to report it to the Academy. All calls will be treated in the strictest confidence. We seek to keep parents /carers informed and to offer on-going support and guidance.

### **Sanctions**

The disciplinary steps to be taken with those pupils deemed to be found responsible for bullying will follow the Sanctions Ladder process and may also be in need of personal support in overcoming the reasons for their actions. Alternative individual personalised strategies may be formulated where required.

### **Monitoring, Evaluation and Review**

The Local Governing Body will review this policy at least every two years and assess its implementation and its effectiveness. The policy will be promoted throughout the Academy by all. There may be occasions when the Academy will consult with outside agencies where we will work together, sharing best practice and promoting/developing new initiatives.

### **Outside agencies**

- Support, Challenge and Intervention Services.
- Psychology and Specialist support Services.
- Equality and Diversity support team.
- Bedfordshire Police.
- CAMHs.
- Hate Crime and Victim support.
- Behaviour Tuition.
- Children's Trust.

- Safeguarding agencies

**Policy Date: September 2016**

**Date review due: September 2018**