



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Trust Behaviour Policy

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Linked Documents and Policies	<ul style="list-style-type: none">• Suspension and Exclusion Policy• Physical Intervention Policy• Complaints Policy• Anti-bullying Policy• Searching, Screening and Confiscation Policy• Child Protection and Safeguarding Policy
Equality Impact Statement	The Trust uses Equality Impact Assessments to consider policies and processes focussing on fairness, 2 access and inclusion and how different groups might be affected. This includes the requirement to make reasonable consideration and adjustments to account for the individual needs of employees. This is part of our duty under the Equality Act (2010).

This document can only be considered valid when viewed on The Consortium Academy Trust website. If the copy is printed or downloaded and saved elsewhere the Policy date should be cross referenced to ensure the current document is the correct version. The linked policies can be viewed at www.consortiumtrust.co.uk

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1. Statement of Intent

Our vision is Shaping Positive Futures, and our culture is rooted in a commitment to excellent teaching and learning for every learner across all our schools. We prioritise pastoral welfare, striving to provide every learner with the best chance in life, ensuring that no one is left behind. Our focus extends to the development of self-regulated young people both within our schools and beyond.

We are committed to fostering excellent behaviour within our learning environments. This commitment is driven by the belief that learners can derive the maximum benefit from the excellent teaching we provide when complemented by a positive and respectful atmosphere. Ensuring excellent behaviour is a cornerstone of our dedication to maintaining an environment where high-quality teaching can be enjoyed and be of benefit to all.

Recognising the importance of teaching positive behaviours, we understand that learners feel safe when predictable routines are established, understood, and consistently maintained. Our leaders build and reinforce these routines within our schools, emphasising that behaviour is a collective responsibility that needs to be 'owned on the ground.'

All staff consistently model high expectations for our learners, valuing kindness and respect as a fundamental principle. We develop relational approaches; in doing so, staff help learners to learn to trust, building their resilience and capacity to regulate their emotions. We foster a curiosity around behaviours, encouraging a proactive approach to supporting learners over immediate implementation of consequences. In challenging situations, our emphasis lies on defusing rather than exacerbating problems.

The behaviour systems in our schools are intentionally designed for the positive development of good behaviour but clear strategies are in place in each of our schools to respond to unacceptable behaviour, where it exists. We encourage the effective use of our policy to remove disruption, recognising its role in fostering a conducive environment for learning and learner welfare. Furthermore, we are committed to understanding behaviour as a communication of need and using the Thrive® approach to identify those needs and support learners where there are mitigating circumstances and making appropriate reasonable adjustments. This comprehensive approach to behaviour underscores our dedication to creating a positive and nurturing environment.

2. Aims of the Policy

This policy:

- Articulates the principles that underpin the work undertaken by leaders and other staff across the Trust's schools to promote excellent learner behaviour.
- Outlines the importance of systems, structures, and routines in establishing and maintaining strong positive and inclusive learning environments.
- Emphasises the importance of developing relational approaches that help our learners to develop trust, build their resilience and capacity to regulate their emotions.
- Summarises the roles and responsibilities of different individuals in our school communities concerning the promotion of excellent behaviour.
- Provides a consistent approach to leading on behaviour.

- Defines acceptable and unacceptable behaviour within our Trust, including bullying.
- Specifies the expected behaviour of learners within the Trust.
- Details our approach to rewards and consequences.

3. Legal Framework

This policy has due regard to legislation and 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
- Children and Young Persons Act 1963
- DfE (2023) 'Keeping children safe in education'
- DfE (2024) Behaviour in Schools - Advice for Headteachers and staff
- DfE (2013) Use of Reasonable Force
- DfE (2022) Searching, Screening and Confiscation - Advice for schools
- DfE (2023) Suspension and Permanent Exclusion from Maintained Schools, Academies and Learner Referral Units in England, Including Learner Movement - Guidance for Maintained Schools, Academies and Learner Referral Units in England.
- DfE (2015) Special Educational Needs and Disability Code of Practice 0 to 25 Years
- DfE (2013) Alternative Provision - Statutory guidance for local authorities
- DfE (2018) Mental Health and Behaviour in Schools
- DfE (2024) Mobile phones in Schools

4. Definitions

Each school, within our Trust, commits to regularly and intentionally educating learners about acceptable and unacceptable behaviours, relevant both within the school and wider community. This comprehensive approach integrates planned induction activities at the start of the academic year, along with assemblies, classroom sessions, and PSHCE lessons.

Collaborations with partners like the Safer School Partnership and the dedication of our schools' pastoral teams further reinforces our commitment to teaching about acceptable and unacceptable behaviour.

Additionally, our schools tailor the PSHCE curriculum to address evolving local behaviour trends, for example online conduct, whilst also delivering a specialised behaviour curriculum to ensure comprehensive coverage of acceptable and unacceptable behaviours for all learners.

4.1 Acceptable behaviours that we promote in our schools include, but are not limited to:

- Being polite and respectful towards each other.
- Showing kindness and empathy towards others.
- Having good school attendance.
- Being on time to school and to lessons.

- Taking responsibility and ownership of one's actions.
- Embracing diversity and being inclusive of everyone.
- Being attentive and actively engaged in learning.
- Demonstrating effort and perseverance.
- Taking part in activities beyond the school day.
- Showing good behaviour for learning.
- Taking pride in our appearance and adhering to the school's dress code.
- Dealing positively with conflict.
- Demonstrating upstanding behaviour, making a positive contribution and being a good citizen.
- Recognising and accepting when we have got it wrong and working to make positive changes.

4.2 Unacceptable behaviours that are not tolerated or permitted in our schools include, but are not limited to:

- Threatening or abusive behaviour, including verbal abuse, towards adults or other learners.
- Fighting or physical violence towards others.
- Possession and / or use of forbidden items on school premises (see Section 4.3).
- Harassment, whether verbal or physical, that creates a hostile environment for others
- Truancy
- Disruptive behaviour, including low-level disruption that hinders the learning and progress of others.
- Being disrespectful and demonstrating behaviours that show a lack of consideration or regard for others or school property.
- Behaviour that diminishes or undermines staff.
- Being defiant, openly resisting or refusing to comply with reasonable requests or instructions.
- Refusing to engage and walking away from staff.
- Negative behaviours in our community which bring the Trust / school into disrepute.
- Bullying in all its forms.
- Disrespectful behaviours towards other learners or staff.
- The unauthorised use of mobile phones, Smart watches, or other Smart devices on school sites.

4.3 Banned Items

The following items are banned in all our schools:

- Weapons: Firearms, knives, sharp objects, or any item deemed dangerous or capable of causing harm.
- Drugs and Alcohol: Illegal substances, including narcotics, alcohol, and any related paraphernalia.
- Tobacco and Vaping Products: Cigarettes, cigars, vaping devices, and any tobacco / vape-related products.
- Hazardous Materials: Chemicals, explosives, or any substances that pose a risk to health and safety.

- Pornographic literature or images, including electronic text or images.
- Laser Pointers: Devices capable of emitting laser beams that may cause harm or distraction.
- Electronic Gadgets: Any electronic devices not approved for educational use, such as video games, cameras, or personal entertainment devices.
- Inappropriate Reading Materials: Literature, magazines, or any printed material deemed inappropriate for school settings.
- Graffiti Materials: Spray paint, permanent markers, or any tools used for defacing school property.
- Offensive Symbols or Clothing: Clothing, accessories, or symbols that promote violence, discrimination, or offensive language.
- Nuisance Items: Any items that disrupt the learning environment or cause unnecessary distractions, such as noise-making devices or toys.
- Unauthorised Food or Drink, as specified by each school.

5. Roles and Responsibilities

All members of the Trust, irrespective of their roles, have a duty to uphold and cultivate positive behaviour. Specific roles are outlined as follows:

5.1 Trustees

- Establish and ensure clarity in the vision, ethos, and strategic direction of the Trust, including its behaviour standards across all schools.
- Endorse Trust-wide policies, including the behaviour policy, and periodically review them.

5.2 Trust Executive

- Develop and embed the Trust's principles, vision, and ethos across all Trust schools.
- Oversee the regular and effective monitoring of behaviour in schools, supporting senior leaders in devising and executing effective behaviour procedures and practices.
- Provide support and challenge to senior leaders regarding the use of suspensions and exclusions, ensuring all reasonable steps are taken to support learners before resorting to exclusion.

5.3 Local Governing Boards

- Ensure that all aspects of the behaviour policy uphold equality for all learners and address individual needs.
- Monitor and assess the policy's implementation through received reports and data, challenging school leaders, as necessary.
- Support the practical application of the policy by conducting disciplinary and attendance panels for learners and their parents in cases of serious concerns.

5.4 Headteacher and School Senior Team

- Provide staff training and support to ensure consistent and fair policy application.

- Lead in fostering positive learning cultures that embody the Trust's principles outlined in the statement of intent.
- Establish systems, structures, and routines that promote positive behaviour, inclusion, and good attendance.
- Ensure the policy promotes equality and addresses individual needs.
- Oversee fair policy implementation and identification of underlying issues causing poor behaviour, considering these factors in decision-making.
- Monitor consequences and rewards for consistency and effectiveness.
- Support the policy's practical implementation by addressing serious issues, leading teams, effective communication with parents and agencies, and resource allocation.

5.5 Teachers

- Ensure policy consistency both in and outside the classroom.
- Consistently and fairly apply school-developed local procedures.
- Employ teaching approaches that foster positive behaviour.
- Prepare lessons conducive to all learners' learning needs.
- Model the Trust's expectations through personal actions.
- Address disruptive behaviour as form tutors or subject teachers, identifying early concerns.
- Support the development of social, emotional, and behavioural skills.

5.6 Support Staff

- Ensure policy consistency inside and outside the classroom.
- Offer support programmes for identified individuals and groups.
- Communicate concerns with parents/carers and provide advice or family support.
- Monitor individuals or groups for early intervention and assess support impact through reporting.

5.7 Educational and Admin Support Staff

- Ensure policy consistency inside and outside the classroom.
- Serve as role models in personal actions and interactions.
- Aid staff involved in disciplinary, attendance, or reward procedures administratively.

5.8 Learners

- Take responsibility for their own conduct and behaviour. This includes being courteous and respectful towards each other, school staff, and members of the wider community.
- Report any unacceptable behaviour to a member of staff.

5.9 Parents and Carers

- Familiarise themselves with the school's behaviour policy and reinforce it at home where applicable.
- Support their child in meeting school expectations.

- Notify the school of any circumstance changes affecting their child's behaviour.
- Collaborate with the school in implementing consequences and celebrating successes.
- Promptly discuss behavioural concerns with school staff to facilitate effective support.
- Participate in pastoral work following misbehaviour and raise concerns directly with the school while maintaining partnership collaboration.
- Attend meetings on the school site and engage positively in discussions with school staff in relation to their child's behaviour, for example, reintegration meetings.
- Engage positively in the school's life and culture.

6. Rewards

Fostering and upholding positive behaviour necessitates the judicious use of both rewards and consequences. Our leaders and teachers recognise that reinforcing good behaviour through positive means is instrumental in establishing an effective and inclusive learning environment. Staff members actively seek opportunities to acknowledge and commend learners for their achievements and positive conduct.

Within our schools, leaders design reward systems tailored to the developmental stages and unique characteristics of each school. Learners, staff, and parents/carers are regularly informed about these systems and the range of rewards through various channels, including regular communication, school displays, and celebratory events.

Examples of rewards employed by the Trust may encompass, but are not restricted to:

- Oral commendation
- Written praise in exercise books
- Merit/Achievement/House Points
- Golden Tickets
- Work of the Week awards
- Positive postcards
- Reward badges/stickers
- Correspondence or phone calls home to parents/carers
- Special responsibilities or privileges
- Reward assemblies
- Headteacher's commendations
- In-school celebration events
- Reward outings

More information about each school's specific approach to rewards can be found in its local procedures.

7. Bullying

We aim to cultivate warm and welcoming school environments where bullying is never tolerated. Every learner has the fundamental right to attend school without fear of harassment or prejudice. To address this, we incorporate comprehensive anti-bullying education into our

curriculum, including assemblies, tutor time activities and through our PSHCE programme, emphasising its impact on both the perpetrator and the victim. Victims of bullying receive dedicated support through our pastoral system, while perpetrators are educated about the consequences of their actions and provided with guidance to foster more socially acceptable behaviours.

Whilst our focus remains on behavioural change, we also advocate for the use of consequences in response to persistent bullying instances where supportive interventions have proven ineffective in effecting the necessary behavioural changes.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, intimidating and / or tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Details of our approach to preventing and addressing bullying are set out in our anti-bullying policy and include:

- How learners, parents and staff can report incidents of bullying.
- How the school investigates allegations of bullying.
- Consequence procedures, referring to this policy where applicable.
- How the school supports learners who have been bullied, and those vulnerable to bullying.
- Whole-school proactive strategies to prevent bullying.
- How the school trains staff and governors in preventing and handling bullying.

8. Mobile Phones, Smart Watches and Smart Devices

We understand the importance of mobile phones and other smart devices in young people's lives, and we acknowledge parents' and carers' concerns regarding their child's safety. However, mobile phones, Smart watches and other Smart devices can often be distracting and hinder academic potential when used during the school day. Additionally, we value the importance of social interactions among young people. This policy ensures that learners can fully engage in their education and foster meaningful social connections with each other in a focused learning environment.

All our schools adhere to the principle of **"On site, out of sight"** prohibiting the use of mobile phones, Smart watches and other smart devices on school premises, including break and lunch times. This includes activities such as messaging, internet browsing, gaming, and photography. Personal mobile phones, Smart watches and smart devices must be switched off and kept out of sight, preferably in the bottom of a school bag, on the school site. If a learner needs to contact a parent or carer, staff will provide access to a landline, subject to discretion and genuine need. Any unauthorised use of mobile phones, Smart watches and smart devices will result in confiscation, with Headteachers retaining the right to request parents to collect confiscated devices at the end of the school day. Headteachers, or staff they authorise, may apply additional consequences, for example detention, for breaches of this policy.

Headteachers, or staff they authorise, are permitted to search a learner if they have reasonable grounds to suspect that there has been unauthorised use of a mobile phone, smart watch or smart device.

In our schools with sixth forms, we recognise the increased levels of independence and responsibility of our sixth form learners. For these learners, mobile phones are only permitted to be used in specific designated areas, identified, and communicated by the school's senior leadership team for example, the sixth form common room. Sixth form learners are prohibited from using their mobile phones, smart watches or smart devices in front of younger learners. Consequences, including confiscation, will apply to sixth form learners who do not adhere to these guidelines.

Under exceptional circumstances, Headteachers may consider making adaptations to this policy for individual learners. Any flexibilities or adaptations will be agreed with parents or carers, and potentially health professionals. The following list provides examples when Headteachers may provide flexibility to the policy for individuals, however this is not an exhaustive list and the Headteacher's discretion will be applied:

- Learners with disabilities may be provided access to their mobile phone or smart device during the school day where it is necessary due to the nature of their disability.
- Learners with specific medical conditions or mental health needs may be permitted to use their mobile phone during the school day to manage specific medical conditions, for example, the monitoring of glucose levels for diabetes, access to a recognised mobile phone app as a means of support in a supervised space.

The use of mobile phones, smart watches and other smart devices on school trips or residential trips will be at the discretion of the Headteacher and the trip leader. In all cases,

Headteacher and trip leaders will consider the potential negative impact that the use of these devices may have on the educational experience. If a Headteacher and trip leader decide to prohibit or restrict the use of mobile phones or other devices on a school trip or residential, parents and carers will be notified at the earliest possible opportunity. Whilst on a school trip or residential, mobile phones, smart watches or smart devices may be confiscated if the trip leaders deem it necessary to do so.

We ensure that parents/carers are fully informed of these rules and expectations through online access and hard copies of our policy, provided upon request. Additionally, our school leaders communicate these expectations during engagement events, transitions, and the admissions process, ensuring clarity for all stakeholders.

9. Supporting Positive Behaviours

Learners who exhibit challenging behaviour often need additional support to help them meet the expectations of the school or wider community. The following are examples of strategies and the graduated response used in schools to keep learners on track:

- Class report
- In class monitoring by pastoral or senior staff
- Positive Behaviour report
- Meetings with parents/carers
- Nurture based intervention
- Short term blended learning approach
- Behaviour for Learning programme
- Supervised Time Out/Reflection
- Acceptable Behaviour Contract (ABC)
- Behaviour Support Plan (BSP)
- Suspension Reduction Plan (SRP)
- Pastoral Support Plan (PSP)
- Mentoring
- SEND referral
- Additional classroom support
- Therapeutic support
- Counselling
- Referral to outside agency
- Alternative Provision
- Use of cognitive behavioural approaches e.g. Zones of Regulation

School's regularly review the graduated response to test the impact of strategies adopted.

10. Consequences

When our learners exhibit unacceptable behaviour, appropriate consequences will be implemented. Consequences serve as essential tools for maintaining order and fostering the calm, conducive learning environments learners deserve. Moreover, they aid learners in understanding the distinctions between right and wrong, acceptable and unacceptable conduct, both within the school and wider community. Consequences are not punitive

measures; rather, they afford staff the opportunity to collaborate with learners in rectifying behaviour and assuming accountability for their actions. School leaders, behaviour and inclusion teams, and teachers are committed to ensuring that any consequence is fair, proportionate, and suitable for the circumstances at hand. When consequences are warranted, the approach is to employ the least severe consequence necessary to prompt the desired change in behaviour and facilitate the learner's learning of alternative approaches.

Similar to our approach to rewards, leaders within our schools devise consequence systems tailored to the educational phase they serve. The range of consequences employed by the Trust includes, but is not limited to:

- Verbal correction
- Negative behaviour points
- Assignment of additional work during non-instructional times
- Break or lunchtime detention, or after-school detention
- Referral to a senior staff member
- Removal of IT rights (e.g. access to email, online learning platforms, internet activity)
- Correspondence or phone calls home to parents
- Warn, move, remove strategy (as per section 11)
- Internal Inclusion/Reflection sessions
- Restriction of privileges (e.g. participation in school teams, trips, prom)
- Off-site direction to another Trust school or alternative partner school outside of the Trust
- Fixed-term suspensions (FTS)
- Permanent exclusion (PEX)

Restorative and reflective activities are employed to support learners to make positive future choices. Other work may include the school working with outside agencies, for example the Safer Schools Policing Team, to support learners to manage their behaviour.

The Trust's Behaviour Consequences Matrix for Primary and Secondary can be found in appendix 1 & 2.

Each matrix shows the usual expected consequences applied in our schools. However, Headteachers will always consider mitigating circumstances before applying a consequence and use their professional judgement to adjust the consequence when appropriate. The list of unacceptable behaviours is not exhaustive, and therefore Headteachers will apply proportionate consequences to any unacceptable behaviours that are not listed. If a learner repeats unacceptable behaviours or persistently demonstrates unacceptable behaviours, the consequence applied may escalate. In the absence of the Headteacher, an appropriate member of the SLT will have delegated powers to act in his/her capacity.

11. Eliminating Disruption in Lessons: Warn, Move, Remove

Ensuring excellent behaviour is a cornerstone of our dedication to maintaining an environment where high-quality teaching can be enjoyed and be of benefit to all. We have a "**Warn, Move, Remove**" strategy to effectively address classroom disruptions. This approach involves a systematic progression in response to disruptive behaviour, aligning with our commitment to fostering a conducive learning atmosphere.

Initially, learners receive a verbal warning, alerting them to the inappropriateness of the behaviour and its potential consequences. If the disruptive behaviour persists, the next step involves relocating the learner to a different seat or area within the classroom or learning space, aimed at minimising the disruption's impact on others. However, should the behaviour persist despite prior warnings and interventions, the final step is removal from the classroom setting, where the learner is directed to a designated space. Removal from a learning space or classroom will result in a consequence being issued in line with the school's Behaviour Consequences Matrix (appendix 1 & 2). Through this strategy, we not only prioritise excellent behaviour but also uphold the integrity of our educational environment, ensuring that all learners can benefit from high-quality teaching.

Learners removed from lessons will continue to engage with the curriculum, completing assigned work equivalent to that of their peers in class. If this is not feasible, appropriate tasks tailored to their age and ability will be provided.

Furthermore, during the removal period, learners will receive support in managing their behaviour, opportunities for reflection, and guidance on preventing recurrence of such behaviours through the provision of effective strategies. For example, in Early Years Foundation Stage (EYFS) staff utilise empathetic language to assist learners in their decision-making process. Additionally, within the EYFS designated time for reflection is allocated, where emotional resilience and expressive skills are actively promoted through class dialogues, fostering children's ability to identify and regulate their emotions effectively.

12. Detentions

All members of staff have the authority to assign detentions to learners under 18 years old. The school does not require parental consent before issuing a detention. However, a courtesy message informing a parent of a detention will be sent through the Arbor app.

Detentions may occur during school hours and, in certain situations, outside of school hours. This includes:

- any school day where the learner does not have permission to be absent,
- weekends excluding the weekend preceding or following the half-term break, and
- non-teaching days, commonly known as 'training days', 'INSET days', or 'non-contact days'.

During lunchtime detentions, staff should allow learners reasonable time to eat, drink, and use the toilet. Staff should refrain from issuing detentions if there is a reasonable concern that doing so would compromise a learner's safety.

When considering a detention outside of school hours, staff should assess the following factors:

- Whether the detention increases the learner's risk.
- Whether the learner has known caring responsibilities.
- Whether the detention conflicts with a medical appointment.

- Whether parental notification is necessary. In many cases, it will be required, but this depends on the circumstances. For example, notice may not be necessary for a brief after-school detention if the learner can safely return home. Notification of a detention may take place via the school's usual communication channels, which include telephone, email, Arbor App etc.
- Whether suitable travel arrangements can be reasonably made by the parent for the learner. Inconvenience to the parent does not exempt this requirement.

13. Fixed Term Suspension and Permanent Exclusion

Fixed-term suspensions and permanent exclusions represent the most severe consequences that schools within The Consortium Academy Trust may resort to, utilised only as a last resort. Our Headteachers prioritise the prevention of suspensions through proactive behaviour leadership and management strategies. Systems and procedures are in place to identify learners whose behaviour raises concern or shows early signs of problematic behaviour, ensuring timely intervention to provide necessary support and guidance, as outlined in section 9.

Headteachers exhaust all reasonable avenues to address learner misbehaviour before considering fixed-term suspension or permanent exclusion. When contemplating such actions, the Headteacher carefully assesses the potential impact on the learner, their family, and the school community. This assessment involves a thorough understanding of the learner's situation, including any underlying factors contributing to their behaviour.

Refer to the Trust's Suspension and Exclusion Policy for further information.

14. Off-site directions

In cases where all avenues of support have been exhausted, support from a specialist behaviour provision or another educational establishment may be explored, this is called 'Off-site direction.' The Local Governing Board may direct a learner off-site to another school or to an alternative provider to support them in improving their behaviour. This responsibility may be delegated to the Headteacher. Directing a learner off-site means to require the learner to attend a site other than the normal school site to receive their education for a limited period.

Whilst attending an alternative educational establishment, the learner remains on the home school's roll and the Local Governing Board remains responsible for them. During any such placement the Local Governing Board will arrange for the learner to continue their education ensuring that they continue to receive a broad and balanced curriculum in addition to addressing any inappropriate behaviours. Where possible the Local Governing Board will make arrangements for the learner to continue their full curriculum. However, this will not always be possible depending on the nature and duration of the placement and the specific subjects the learner may be studying.

The Local Governing Board will provide parents and carers with clear information relating to the expected length of the placement and how the placement will be reviewed. The Local Governing Board reserves the right to extend the placement following the initial period if a learner's behaviour has not improved to an acceptable standard. Alternative action may be considered by the Local Governing Board at this stage. The Local Governing Board and the

Headteacher will consult with the learner's parents or carers before directing a learner off-site. Where the Local Governing Board directs a learner off-site, they will provide to the parents and carers, or anyone with parental responsibility, clear information on:

- the reasons for the placement,
- the objective(s) of the placement,
- the expected length of the placement,
- the location of the placement,
- when and how the placement will be reviewed (reviews shall take place at least each 12 weeks)

This information will be communicated at least 48 hours before the placement is due to start. If the learner has special educational needs or an Education, Health and Care Plan the Local Governing Board will also inform the Local Authority.

At the end of any placement the Local Governing Board will provide the parents and carers, or anyone with parental responsibility, clear information on:

- The outcomes of the placement.
- An assessment of any change in the learner's behaviour.
- A report on the learner's academic progress during the placement, having appropriate regard to the duration of the placement.
- Where the learner will be reintegrated into the main school site, a plan for the reintegration including when the learner must return to school, details of any phased return and details of any additional support that will be provided to the learner.

For the avoidance of doubt any off-site, off-site direction and alternative placements are at the discretion of the Local Governing Board and this is usually delegated to the Headteacher. Parental consent is not required for a school to direct a learner off-site under this provision. However, the school will seek for this to be a collaborative process, as far as possible, in the best interests of the learner. The Local Governing Board may use any other powers at any time to address issues with a learner's behaviour and may also delegate these responsibilities to the Headteacher.

14.1 Level 1 – Off-site direction

This involves a learner being placed in an alternative educational setting for a period of 1 – 2 weeks. Whilst in the alternative setting, learners will continue to receive a broad and balanced education and further support to ensure that they can reintegrate back into their home school at the end of the placement. Learners will not normally be placed in mainstream lessons unless this has been agreed by both schools and parents / carers.

When setting up a Level 1 Off-site direction the following will be agreed between schools and shared with parents / carers:

- The area that the learner will be working whilst on their placement. This may include an isolation or reflection room at the receiving school site.
- Arrangements for travel during the placement. It is the parent / carer's responsibility to source and fund transport in the first instance. If this is not possible, the home-

school is responsible for sourcing and funding transport for the duration of the placement.

- The timings for the arrival and departure of the learner during their placement and the name of the member of staff who they should report to.
- Regularity of contact and updates between both schools to check progress, behaviour and that work is available.
- Attendance and absence reporting procedures.
- Termination procedures in the event that the learner fails the off-site direction placement at any point during the placement.

It is the responsibility of the learner's home-school to provide adequate, high-quality work to be completed during the Level 1 off-site direction placement. This should be provided to the receiving school at the start of the placement.

A Trust Learner Passport will be completed and shared with the receiving school prior to the commencement of a Level 1 off-site direction.

For the purposes of enrolment status and the marking of registers during a Level 1 Off-site direction, the following attendance codes will be used:

Home School		Receiving School	
Enrolment Status	Attendance Mark	Enrolment Status	Attendance Mark
M = Current Main (Dual Registration)	D = Dual Registered	S = Current subsidiary dual registration	Appropriate code (Present / Absent)

14.2 Level 2 – Off-site direction

Level 2 Off-site directions are generally 12-week placements with a 6-week mid-term review set up between both schools. Records of mid-term reviews will be kept and will include notes of discussions, actions and any agreements made. Reviews of Level 2 off-site directions should give assurance that the placement is meeting its aims. If successful, a Level 2 Off-site direction can become a permanent managed move and the learner can be deregistered from their current home school and go onto the roll of the receiving school as a main registration.

In preparation for a Level 2 off-site direction placement, the following must be in place prior to the placement starting:

- A clear overview of the learner's curriculum, including option subjects and examination boards in the case of learners in Years 10 or 11.
- Pastoral files and copies of any relevant plans that have been in place
- Key targets for the learner, including academic and behavioural targets
- Clear communication with the receiving school of the nature of the behavioural issues surrounding the learner
- Agreed timescales and review dates for the placement
- A planning meeting including representatives from both schools, the parent / carer and the learner
- Termination procedures in the event that the learner fails the off-site direction placement at any point during the placement.

For the purposes of enrolment status and the marking of registers during a Level 2 off-site direction, the following attendance codes will be used until the end of the trial at which point if the move to the receiving school is to be a permanent one then the learner should transfer school rolls and be enrolled and marked accordingly:

Home School		Receiving School	
Enrolment Status	Attendance Mark	Enrolment Status	Attendance Mark
M = Current Main (Dual Registration)	D = Dual Registered	S = Current subsidiary dual registration	Appropriate code (Present / Absent)

If the off-site direction is unsuccessful then the placement will end, and the learner will return to their home school and appropriate attendance marks will resume being used in the register. The home school should document the use of the off-site direction and the reasons why it was unsuccessful as this evidence may be needed for future considerations in reaction to the learner or for inspection visits.

14.3 Level 3 – Managed Moves

All schools operate a process of managed moves. Managed moves can take place between schools within the Trust and those that are not part of the Trust. A managed move is a structured process aimed at facilitating the transfer of a learner to another school voluntarily. It is typically initiated when a learner's behaviour challenges cannot be adequately addressed within the current school environment and the learner may be at risk of permanent exclusion. By initiating a managed move, Headteachers seek to avoid this risk. A managed move is a voluntary process and requires the agreement of parents / carers.

If a learner has an EHC plan, their school will contact the local authority prior to the move and if the local authority, both schools and parents / carers are in agreement that there should be a managed move, the local authority will follow the process for changing the EHC plan.

15. Behaviour off-site

Consequences may be enforced in instances where a learner engages in misconduct while representing the school off-site. This includes situations where the learner is participating in school-organised activities and trips, travelling to or from school whether on foot or another form of transport, wearing school uniform, or in any way identifiable as a learner of one of our schools. Additionally, consequences may be warranted for off-site misbehaviour regardless of the above conditions if it:

- Threatens the orderly operation of the school.
- Endangers another learner.
- Has the potential to damage the school's reputation.

Consequences will only be administered on school premises or in situations where the learner is under the lawful supervision of a staff member, such as during a school-organised trip.

16. Online misbehaviour

Behaviour consequences may be imposed by the school on learners for misconduct online if:

- It poses a threat or inflicts harm on another learner.
- It has potential consequences for the school's orderly operation.
- It damages the school's reputation.
- The learner's identity as a member of the school is discernible.

Consequences will solely be administered on school premises or in situations where the learner is under the lawful supervision of a staff member.

17. Suspected criminal behaviour

Should a learner be suspected of engaging in criminal behaviour, the school will conduct an initial assessment to determine whether to notify the police. During the process of establishing the facts, the school will make efforts to preserve any pertinent evidence for potential handover to the police.

If the decision is made to report the incident to the police, either the Headteacher or a designated member of the leadership team will be responsible for making the report. The school will cease its own investigation and questioning of the learner, other than to establish the facts to make the decision and respect any police actions taken without interference.

In cases where a report is made to the police, the designated safeguarding lead (DSL) will also consider making a concurrent report to children's social care, if deemed appropriate.

18. Searching, Screening and Confiscation

Refer to the Trust's Searching, Searching and Confiscation Policy.

19. Reasonable Force

Reasonable force encompasses a variety of interventions involving physical contact with learners. It is the responsibility of all staff members to employ reasonable force under the following circumstances to prevent a learner from:

- Causing disruption
- Injuring themselves or others
- Damaging property
- Engaging in criminal behaviour

Instances of reasonable force must:

- Be utilised with the minimal necessary force and for the shortest duration feasible
- Be administered in a manner that preserves the safety and dignity of all involved parties
- Never be utilised as a punitive measure
- Be documented and communicated to parents and carers

When contemplating the use of reasonable force, staff should carefully consider any specific vulnerabilities of the learner, including Special Educational Needs and Disabilities (SEND), mental health requirements, or medical conditions.

20. Investigating Serious Incidents

When a serious incident occurs at a school, a full investigation will be undertaken. This will involve taking statements from learners and staff where needed. CCTV footage, where available may also be used to support the investigation. However, the school reserves the right not to share CCTV footage with parents and carers if the footage identifies other learners or staff within the school or the Headteacher deems there to be another reasonable reason not to do so. For further information, please refer to the Trust's CCTV Policy which can be found on our website. Similarly, the names of learners providing statements will not be shared and any redacted statements provided will be typed. Parents and carers will always be informed when the school is dealing with a serious incident. At times, a learner may need to be isolated during an investigation. When the investigation is concluded, parents / carers will be asked to attend the school to discuss the incident and possible ways of resolving the situation.

21. Support for Learners

The Trust acknowledges its legal obligation, as outlined in the Equality Act 2010, to prevent any disadvantage experienced by learners with protected characteristics. Consequently, our approach to addressing challenging behaviour may be tailored to accommodate individual learner needs.

The school's Special Educational Needs Coordinator will assess any learner displaying attention seeking or unacceptable behaviours to ascertain if there are any unmet underlying needs. When necessary, additional support and guidance will be sought from specialist teachers, educational psychologists, medical professionals, or other relevant parties to identify or address specific needs. In cases where a learner presents acute needs, we will collaborate with external agencies to devise and implement personalised support programs. We will actively involve parents and carers in the creation and regular review of these plans.

22. Recognising the Impact of SEND on Behaviour

We acknowledge that learners' behaviour may be influenced by special educational needs or disabilities (SEND). When instances of misbehaviour occur, we carefully consider the potential connection to a learner's SEND, although we understand that not every behavioural incident may be directly linked. Determinations regarding the impact of a learner's SEND on misbehaviour incidents are made on an individual basis.

In addressing misbehaviour from learners with SEND, particularly when their SEND affects their behaviour, the school balances its legal obligations when enforcing the behaviour policy. These legal duties encompass:

- Taking reasonable steps to prevent substantial disadvantage to a disabled learner resulting from the school's policies or practices (Equality Act 2010)

- Making best efforts to meet the needs of learners with SEND (Children and Families Act 2014)
- Ensuring that the provisions outlined in the education, health, and care (EHC) plan of a learner are secured, and cooperating with the local authority and other relevant bodies

To fulfil these duties, our schools proactively anticipate potential triggers of misbehaviour and implement support measures to mitigate these factors. Any preventative measures are tailored to the specific circumstances and needs of the individual learner.

22.1 Adapting consequences for learners with SEND

When considering behavioural consequences for learners with SEND, the school considers whether the:

- Learner was unable to understand the rule or instruction.
- Learner's SEND prevented them from behaving differently at the time
- Learner is prone to aggressive behaviour due to their specific SEND characteristics

If any of these circumstances apply, it may be deemed unlawful to impose consequences on the learner for their behaviour. The school then assesses the appropriateness of applying a consequence and determines whether reasonable adjustments are necessary.

22.2 Considering whether a learner displaying challenging behaviour may have unidentified SEND

The Special Educational Needs and Disabilities Coordinator (SENDCO) at each of our schools may evaluate learners exhibiting challenging behaviour to identify any unmet underlying needs.

Support and advice may be sought from specialist educators, educational psychologists, medical professionals, and other relevant parties to address specific needs. In cases where acute needs are identified, the SENDCO collaborates with external agencies to develop support programmes, involving parents in planning and regular review processes.

22.3 Learners with an education, health and care (EHC) plan

For learners with an education, health, and care (EHC) plan, the school ensures that the provisions outlined in the plan are upheld and cooperates with the local authority and other relevant bodies. If concerns arise regarding the behaviour of a learner with an EHC plan, the school initiates communication with the local authority and may request an emergency review of the EHC plan if deemed necessary.

23. Training

Headteachers are responsible for ensuring adequate behaviour management training for staff. This may include providing access to specialist training programmes, coaching or 1:1 mentoring from an expert practitioner from within the Trust.

The Trust has adopted the Thrive approach and will ensure that all Headteachers and behaviour leads are aware of the additional training and development on offer from the Thrive team.

2. Monitoring and Evaluation

This behaviour policy undergoes regular monitoring and evaluation at Trust and school level to ensure adherence to established standards and facilitate timely interventions when necessary.

Rewards and consequences will be monitored to provide school leaders and staff with information about how well the behaviour policy is working. Schools will also monitor the use of rewards and consequences to ensure that there is no conscious or unconscious bias in the way that they are used and that no group, or groups, are treated unfairly as a result of the behaviour policy, procedures and systems that have been put in place. Rewards and consequences data will be analysed by:

- Gender
- Ethnicity
- SEND
- Disadvantage (determined by pupil premium eligibility)
- Age

Appendix 1 Secondary Consequences Matrix

	Teacher	Teacher / Curriculum Leader / Head of Year	Teacher / Curriculum Leader / Head of Year / SLT	Head of Year / SLT	Headteacher	Headteacher	Headteacher	Headteacher
	Verbal Correction or Warning	Written Warning e.g., in Learner's Planner	Detention	Reflection Room / Period of Reflection	Fixed Term Suspension	Off-Site Direction (Level 1)	Off-Site Direction (Level 2)	Managed Move
Off-task behaviour or disruption in lesson (Warn)	✓							
Continued off-task behaviour or disruption in lesson (Move)		✓						
Persistent off-task behaviour or disruption in lesson. (Remove)			✓					
Answering back or challenging staff instructions	✓							
Refusal to follow instructions			✓					
Refusal to follow school uniform policy			✓	✓				
Refusal to accept a consequence (e.g. Detention / Reflection Room or specified alternative)				✓	✓	✓	✓	✓
Chewing gum	✓							
Persistent lateness to lessons			✓					
Missing equipment, including planner		✓						
Missing PE kit		✓						
Missed homework / deadline			✓					
Incomplete or poor-quality work / homework			✓					
Swearing or use of derogatory language (overheard)			✓					
Mobile phone or smart watch / device seen or in use			✓ Item will also be confiscated.					
Leaving a lesson without permission			✓					
Defacing own or others' work			✓					
Swearing directly at another learner			✓	✓				
Acting in an anti-social manner, e.g., pushing, shouting, throwing food etc.			✓					
Sharing a toilet cubicle with another learner.			✓					
Persistent lateness to school			✓					

	Teacher	Teacher / Curriculum Leader / Head of Year	Teacher / Curriculum Leader / Head of Year / SLT	Head of Year / SLT	Headteacher	Headteacher	Headteacher	Headteacher
	Verbal Correction or Warning	Written Warning e.g., in Learner's Planner	Detention	Reflection Room / Period of Reflection	Fixed Term Suspension	Off-Site Direction (Level 1)	Off-Site Direction (Level 2)	Managed Move
Swearing directly at a member of staff.					✓	✓	✓	✓
Verbal abuse, threatening or aggressive behaviour towards a member of staff.					✓	✓	✓	✓
Physical violence towards a member of staff.					✓	✓	✓	✓
Malicious allegation against a member of staff.				✓	✓	✓	✓	✓
Misbehaving in detention			✓	✓				
Misbehaving in Reflection / Isolation Room					✓			
Internal truancy			✓	✓				
Absconding and leaving the school site without permission				✓				
Walking away from a member of staff			✓	✓				
One-off, unpleasant peer-on-peer behaviour (not bullying)	✓	✓	✓					
Racist / transphobic / homophobic / disablist comments of behaviour.				✓	✓	✓	✓	✓
Emotional bullying				✓	✓	✓	✓	✓
Prejudice-based and discriminatory bullying, including racial, faith-based, gender-based, homophobic / biphobic or disability-based.				✓	✓	✓	✓	✓
Direct or indirect verbal bullying				✓	✓	✓	✓	✓
Cyber-bullying				✓	✓	✓	✓	✓
Prolonged or persistent bullying.					✓	✓	✓	✓
Fighting				✓	✓	✓	✓	✓
Assault on another learner					✓	✓	✓	✓
Bringing any banned items listed under Section 4.3 of the Trust's Behaviour Policy onto the school site.				✓	✓	✓	✓	✓
Possession or use of any banned item listed under Section 4.3 of the Trust's Behaviour Policy on the school site, whilst in school uniform or whilst representing the school.				✓	✓	✓	✓	✓
Vandalism / arson			✓	✓	✓	✓	✓	✓
Indecent behaviour			✓	✓	✓	✓		

Appendix 2 Primary Consequences Matrix

	Staff Member	Staff Member	Staff Member	SLT	Headteacher	Headteacher	Headteacher	Headteacher
	Verbal Correction	Verbal Warning and move within lesson	Removal from lesson or loss of free time	SLT Isolation	Fixed Term Suspension	Off-Site Direction (Level 1)	Off-Site Direction (Level 2)	Managed Move
Off-task behaviour or disruption in lesson (Warn)	✓							
Continued off-task behaviour or disruption in lesson (Move)		✓						
Persistent off-task behaviour or disruption in lesson. (Remove)			✓					
Incomplete or poor-quality work / homework	✓							
Intentional defiance of uniform policy				✓				
Swearing or use of derogatory language (overheard)			✓					
Mobile phone or smart watch / device seen or in use	✓ Item will be confiscated							
Leaving a lesson without permission	✓ Requested to return							
Defacing own or others' work			✓					
Swearing directly at another student			✓					
Swearing directly at a member of staff					✓			
Acting in an anti-social manner, e.g. pushing, shouting, throwing food etc.		✓ request to correct						
Verbal abuse, threatening or aggressive behaviour towards a member of staff.					✓	✓	✓	✓
Physical violence towards a member of staff.					✓	✓	✓	✓
Absconding and leaving the school site without permission				✓	✓			

	Staff Member	Staff Member	Staff Member	SLT	Headteacher	Headteacher	Headteacher	Headteacher
	Verbal Correction	Verbal Warning and move within lesson	Removal from lesson or loss of free time	SLT Isolation	Fixed Term Suspension	Off-Site Direction (Level 1)	Off-Site Direction (Level 2)	Managed Move
Racist / transphobic / homophobic comments or behaviour				✓	✓	✓	✓	✓
Bullying				✓	✓	✓	✓	✓
Fighting				✓	✓	✓	✓	✓
Assault on another pupil					✓	✓	✓	✓
Bringing any banned items listed under Section 4.3 of The Consortium Academy Trust's Behaviour Policy onto the school site.				✓	✓	✓	✓	✓

