



# Behaviour Policy

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<b>Statutory Policy:</b>	Yes		
<b>Date</b>	<b>Version</b>	<b>Reason for change</b>	<b>Source</b>
12.08.21	V1	Statutory Change	Trust

*To be read alongside all relevant Matrix Academy Trust policies and procedures including Child Safeguarding, Anti-Bullying, E-Safety, Use of Control and Reasonable Force, Attendance, ICT Acceptable Use, Complaints and Equality and Diversity*

# 1. BEHAVIOUR POLICY

1.1 All Academies in the Matrix Academy Trust aim to provide the highest quality education, maintaining a disciplined, caring environment in which **teachers can teach and pupils can learn**. Our behaviour policy rests on a set of shared values:

- The right of all members of the Academy and wider community to be treated with dignity and respect
- The right of all members of the Academy and wider community to work in a clean, well-resourced and well-cared for physical environment
- The right of all members of the Academy and wider community to be safe and secure at all times from any threat to their personal well-being

1.2 The central principle of our behaviour policy is that we should all treat each other as we ourselves would wish to be treated. We actively encourage pupils to show good manners and respect for all, making sure our words and actions do not cause inconvenience or offence to anyone.

1.3 On admission to each of the Academies, all parents/carers and pupils sign the “Home-Academy Agreement” which encompasses our shared values and agree to support the Academy in this regard. (Addendum A).

1.4 In order to safeguard their own rights and the rights of others, it is necessary for all members of the Academy community to accept responsibility for their actions and stand by a “**No-Excuses Culture**”.

## 2. Code of Behaviour/Conduct

2.1 The Trust’s behaviour policy sets out and clarifies the responsibilities within our Academies. The policy relates specifically to the following areas of Academy life and pupil behaviour in the wider community:

- Respect for others through good manners, acceptance of differences, and the ability to work cooperatively with and alongside other pupils and staff and in the local community
- Respect for property, the Academy and the wider community, through care for the environment, personal possessions and Academy equipment
- Honesty and fairness in relationships with pupils and staff, and contributions to the community
- Pupil’s responsibility for their own learning, progress and behaviour
- Excellent attendance and punctuality
- Pride in appearance and personal hygiene
- Compliance with Academy in terms of uniform, appearance and expectations
- Good personal organisation
- Effort and commitment towards academic achievement, and constructive participation in all aspects of Academy life
- Effort and commitment towards the development of positive social and working relationships with staff and pupils in Academy, and in the community

**2.2 In summary, the Academy Behaviour Policy aims to:**

- Promote self-discipline and proper regard for authority; encourage good behaviour and respect for others

- Help pupils develop confidence in their skills and abilities; foster in pupils the organisational skills they will need in order to apply their abilities effectively in support their lifelong learning
- Encourage pupils to work hard, show effort and persistence with work which is difficult
- Develop pupils social and interpersonal skills, and enable them to get along well with their peers and with adults
- Safeguard each pupil's happiness and emotional and physical well-being, and ensure the highest standards of personal achievement for all

2.3 Pupils may be disciplined for any misbehaviour where a child is:

- Taking part in any Academy organised or Academy related activity
- Travelling to and from Academy
- Wearing Academy uniform
- In some other way identifiable as a pupil at the Academy

2.4 Misbehaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the Academy

### 3. Expectations

3.1 To support the positive conduct of behaviour in and around Academy we have set out some key expectations for pupils and staff.

3.2 Classroom Expectations for Pupils:

- We enter our lessons calmly and on time, ready to learn.
- We do as we are asked first time.
- We try our best at all times.
- We are polite and considerate to all; we respect each other.

3.3 Outside the Classroom Expectations for Pupils:

- We represent the Academy and behave accordingly.
- We respect the Academy environment.
- We move around the Academy with consideration for the safety of others.
- We are polite and considerate to everyone.
- We drink and eat only in designed areas.

3.4 Examples of these expectations are as follows:

- Arrive at Academy and at lessons on time;
- Enter the classrooms quietly;
- Wear full Academy uniform correctly, including on the way to and from Academy;
- Sit where you are told to sit by the teacher or any other member of the Academy staff;
- Have all equipment and books required for lessons;
- Follow classroom rules and procedures and not disrupt the learning of other pupils;
- Follow instructions given by staff and other adults without arguing;
- Listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- Put up your hand to indicate you wish to speak unless directed otherwise;
- Use appropriate language;
- Listen and value others' ideas, contributions and work co-operatively;
- Care for the classroom and resources, respecting others' property;

- Lead by example, being a good role model for younger pupils in the Academy;
- Accept responsibility for your behaviour and our “No Excuses Culture”;
- Considerate of the needs of all the other people in the classroom;
- Use ICT in accordance with Academy policy;
- Be responsible when using online technologies and do not compromise the professional integrity of staff or other adults in the Academy community;
- Telling Academy - report to a teacher or other adult any peer on peer abuse behaviour by others including peer on peer abuse with the use of technology (cyber abuse);
- Behave appropriately when outside Academy;
- Be an ambassador for the Academy.

3.5 Staff have a responsibility to model appropriate behaviour and attitudes. They can support effective learning in the classroom in the following ways:

- Expect the class to arrive on time and with correct equipment. Meet pupils outside the room and insist on an orderly line. Ask pupils to enter the classroom and sit down quickly and quietly.
- Be positive; welcoming.
- Be clear about being ready to learn i.e. seating organisation, planners and equipment on desks, coats on chairs.
- Have a seating plan for every class. Teachers need to decide where pupils sit, to ensure maximum learning and minimum distraction.
- Teachers should take the register as close to the start of the lesson as possible and insist on silence whilst this is done.
- Teachers need to insist pupils work in a way that does not disturb others
- Hands up/teacher choice, but not shouting out.
- Pupils should stay in their seats unless the task they are working on requires movement.
- At the end of lessons, teachers should ask their class to pack away, stand behind chairs, dismiss them in an orderly fashion and supervise the movement into the corridor and around their classroom.

3.6 Staff in our Academies should follow the behaviour referral flowchart for each school (Addendum B) in order to seek further support should a pupil’s behaviour not meet the expectations as outlined in the behaviour policy.

## 4. Pupil Referrals

4.1 All referrals regarding a pupil’s behaviour should contain the following information:

- Pupil name(s) and Form Group(s) of those involved in the incident
- Date and time of the incident
- Clear outline of the incident
- Any actions taken so far

4.2 All referrals should be written in a formal manner and should be a factual record of the incident. They should not contain any personal opinions.

4.3 Following the referral, the relevant member of staff (Head of Department / Faculty Leader / Head of House / Leadership) should advise the referrer of the action taken and outline any sanctions awarded. They should also advise of any supportive measures offered.

4.4 Heads of House will copy the relevant members of Leadership into correspondence where they feel appropriate.

**ALL INFORMATION MUST BE COPIED TO HEADS OF HOUSE & HOUSE PA FOR PUPIL FILE.**

## 5. Detentions

5.1 Our Academies operate a 20-minute, no-notice, detention policy.

5.2 Parents/Carers will be notified by text message, phone call or pupil planners if a detention set will be longer than the 20-minute period. Attendance to detentions will be monitored by House offices. A text message will be sent to Parents/Carers if a detention has not been attended. The detention will be reset for the next school day.

## 6. Persistent Disruptive Behaviour

6.1 Persistent disruptive behaviour that impacts upon the learning of other pupils within our Academies will not be tolerated and may result in permanent exclusion.

## 7. Peer on Peer Abuse

7.1 The Academy wants to make sure that all pupils feel safe at Academy and accepted into our Academy community. All Academies within our Trust are '**Listening Schools**' and we encourage pupils to inform staff of any concerns they have in relation to poor behaviour towards others. Peer on peer abuse of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

7.2 Peer on peer abuse can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Academy practices a preventative strategy to reduce the occurrences of peer on peer abuse. It is made very clear to pupils what is expected of them in terms of respecting their peers, staff and members of the public, and any intentional breach of this will result in disciplinary action.

7.3 If an allegation of peer on peer abuse does occur, the Academy will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another child, either physically or emotionally, redress their actions, and the Academy will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider an internal or fixed term exclusion in cases of repeated peer on peer abuse or a serious incident of peer-on-peer abuse.

## 8. Isolations and Exclusions

8.1 Matrix Academy Trust follows the DfE guidance on exclusions

[https://gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf) 'Exclusion from Maintained Schools, Academies and Pupil referral Units in England' (September 2017).

8.2 The Headteacher alone has the right to exclude a pupil. In the absence of the Headteacher, this responsibility will be undertaken by the Deputy Headteacher.

8.3 The Academy will endeavour to put support strategies in place to ensure that a pupil is not in danger of being permanently excluded.

8.4 Through consultation with teaching and support staff, the pastoral team will implement targeted intervention for pupils. This is to support pupils who may be identified as having specific behavioural difficulties and may include time receiving positive intervention.

8.5 Exclusions and Isolations are used:

- As a sanction for inappropriate behaviour
- To remove a child from Academy to protect other children and or/staff
- To ensure learning continues for other pupils
- To reinforce the high standards of the Academy
- To improve a pupil's behaviour

8.6 Exclusion is a serious sanction and should have a salutary effect on other pupils as well as the offender. An alternative to exclusion is isolation, where pupils are placed with a member of staff to complete their work for a period of time. Where appropriate, external agencies may be involved to support a pupil and pupils are expected to serve their full time in isolation successfully.

8.7 Exclusion from the Academy is most effective when:

- Pupils are excluded to work at home (work will be provided)
- Parents/Carers support the exclusion with other sanctions at home, for example the withdrawal of privileges or grounding during the exclusion period. Parents/Carers are also expected to ensure that their child is not in a public place during Academy hours as this may incur a referral to Police and/or a penalty notice from the Local Authority.

8.8 It is not always possible to follow a range of sanctions and in serious situation, albeit a first time offence for a pupil, it may not be possible to avoid permanent exclusion.

## 9. Return from Exclusion meetings

9.1 When pupils return to the Academy following an internal exclusion or fixed term exclusion, a return from exclusion meeting will take place. In this meeting, the Head of House and a member of the Senior Leadership will represent the Trust Board and talk to the pupil and his/her parents/carers about the seriousness of the incident.

9.2 If the pupil does not accept the behaviour was unacceptable and make a commitment not to repeat the behaviour, the fixed term exclusion may be extended.

9.3 The pupil will be expected to give an undertaking that this behaviour will not be repeated and may be asked to sign a behaviour contract, which will be individually tailored to the pupils needs. (Addendum C) Strategies and support to help the pupil improve will also be discussed and agreed, in order that the pupil has the opportunity to ensure that such behaviour will not reoccur. Following the return from exclusion meeting the pupil will also have a meeting to discuss the reasons for the exclusion and how the targets set will be achieved.

## 10. Permanent Exclusion

10.1 A permanent exclusion of a pupil may be considered:

- In response to a serious breach or persistent breaches of the Academy's behaviour policy; and
- Where allowing the pupils to remain in the Academy would seriously harm the education or welfare of the pupils and/or others in Academy

## 11. Managed Transfers and Respite

11.1 Pupils who continue to experience behaviour issues, despite a range of interventions and pastoral support strategies being implemented may be discussed at the Local Area Behaviour Panel, of the Authority of which the Academy is based, to discuss a respite period at another educational provider, or indeed a managed transfer to another Academy. Managed transfers will be considered under the following circumstances:

- A pupil who persistently fails to follow the Academy's behaviour policy, despite intervention/support already outlined

- A pupil is involved in a serious breach of the Academy rules and their actions have put the safety of staff and/or other pupils at risk
- A pupil has incurred multiple fixed-term exclusions and/or isolations
- A pupil who is at risk of permanent exclusion

## 12. Allegations about a Member of Staff

12.1 Any allegation that a pupil may make about a member of staff is considered most serious and the investigation into such situations would be conducted by Leadership. If through investigation, it is found that a pupil has made a malicious allegation about his/her teacher the following action will be taken:

- A fixed term exclusion for the pupil will be imposed.
- The pupil may be removed from the teacher's lessons to work with another member of staff. This decision will be made with the member of staff concerned.
- Staff will be reminded of procedures to keep themselves safe and not be alone in the company of or have conversations with the pupil on their own.
- If the pupil makes a second malicious allegation against a member of staff, permanent exclusion will be considered.

## 13. Power to search without consent

13.1 Matrix Academy Trust schools use the following document for advice: 'Searching, Screening and Confiscation, January 2018' by the Department for Education:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

13.2 Legislation allows Academy staff to search pupils without consent if it is believed that a pupil has brought into Academy any prohibited item(s). Prohibited items could include such things as weapons, knives, alcohol, illegal drugs, and stolen items. **The list is not exhaustive.**

13.3 Academies will not tolerate any dangerous items brought onto school site. If it is deemed that items threaten the safety or well-being of any member of the Academy or wider community, these items will be confiscated, and the police may be involved.

13.4 Any found item(s) will be handed over to the police and the permanent exclusion of the pupil will be considered.

13.5 Our ability to discipline pupils and maintain an orderly and safe environment in Academy can on occasion rely on the confiscation of items from pupils. Any item that is confiscated (see above for Prohibited Items) is placed in a 'Confiscation Envelope' and placed in the Academy safe. On completion of the 'Confiscation Envelope' (Addendum D) parents/carers are contacted about such item(s) and depending on the circumstances of the confiscation, an arrangement is made for the pupils to either take the item home at the end of the Academy day, or for parents to collect the item(s) from Academy reception.

13.6 If a confiscated item is not collected within 4 weeks, the item(s) may be disposed of. **Any prohibited items that are confiscated may be disposed of at the Academy's discretion.**

## 14. Mobile Devices

14.1 We inform parents and carers that Matrix Academy Trust Schools are **NO MOBILE PHONE SITES** for Years 7-11. This also includes any other mobile or electronic devices such as tablets, smart watches, and digital cameras. If a pupil's phone is seen or heard, before, during or after the Academy day, it will be confiscated immediately and will be stored in the Academy safe. Our procedures, should a pupil bring their mobile phone into Academy, are clearly outlined in our letter to parents which can be accessed on the Academy website. (Addendum E) Please also refer to our Mobile Phone Procedure flow chart (Addendum F). Members of the Sixth Form are permitted

to carry mobile phones on their person; however, no Sixth Form pupil is allowed to have their mobile phone on show if they are on the Academy's main site or in the presence of younger pupils.

- Mobile Phones, or any other mobile devices with integrated cameras, could lead to a Safeguarding/Child Protection incident, peer on peer abuse and data protection issues with regard to inappropriate capture or distribution of images of pupils or staff.
- Mobile phone use can render pupils or staff subject to cyber peer on peer abuse.
- Internet access on mobile devices using cellular data cannot be filtered by the Academy.
- They can undermine classroom discipline

## 15. Drugs

### 15.1 Definition of Drugs

14.1.1 Drugs are any substances which cause chemical and other changes to the mind and body. Legal drugs include medicine, alcohol and tobacco.

Illegal drugs are classed under the Misuse of Drugs Act 1971 including Class A, B and C drugs.

### 15.2 Illegal Drugs

14.2.1 It MUST be noted that any pupil bringing illegal drugs onto site will be permanently excluded. The Academy will automatically contact the Police in any drugs related incident.

A referral will be made to children's services if a child is suspected of taking any drugs.

Parents/Carers will be contacted on the same day in any drugs related incident where practicable and safeguarding procedures will be invoked in drug related incidents where a child is at risk.

Any member of staff concerned about a pupil and drugs misuse must immediately contact the child's Head of House or Leadership. Counselling and/or further support on the effects of drugs is available.

### 15.3 Legal Highs

14.3.1 So called 'legal highs' contain chemical substances which produce similar effects to illegal drugs. Some of these items have been legal in the past, but with the Psychoactive Substances Act coming into effect in Spring 2016, none of the drugs are legal. All of these items will be treated as illegal drugs, resulting in a permanent exclusion.

***15.3.2 Should a pupil be found on Academy site under the influence of drugs or alcohol, the Academy will contact parents/carers immediately and may contact Children's Services. Parents/Carers will be expected to collect their child immediately. The Academy reserves the right to inform the Police and/or consider permanent exclusion depending upon the circumstances.***

### 15.4 Prescribed Medication

15.4.1 Medicines which are prescribed by Doctors for illness are to be handed into reception if they are brought into Academy and a form completed by parents/carers. Thus, no child should carry any drugs on their person in Academy.

### 15.5 Tobacco / Electronic cigarettes / Vapes

15.5.1 It is illegal to smoke under the age of 18. Smoking in public places is also against the law.

Any pupil found smoking on Academy premises, off Academy site whilst in uniform, or caught in possession of tobacco or smoking related equipment will receive an isolation and a letter home. A repeat offence will result in an exclusion.

Smoking cessation advice can be provided for pupils.

### 15.6 Alcohol

15.6.1 Pupils are not allowed to bring or consume alcohol on Academy site. If alcohol is brought or consumed on the Academy suite, parents/carers will be contacted and expected to come into Academy immediately. This may result in an exclusion. Pupils suffering from the effects of alcohol will be supervised until parents/carers attend to collect them. The Academy will exercise discretion as to whether medical attention or a referral to Children's Services is required. Counselling and/or further support on the effects of alcohol will be offered.



### **15.7 Drugs education takes place in:**

- Key Stages 3, 4 & 5 PSHE lessons
- Science – where pupils consider biological information and health and safety issues
- English – where drugs issues arise in texts
- Other areas of the Academy curriculum where moral issues surrounding drugs are discussed

**This list is not exhaustive.**

## **16. Rewarding Positive Behaviour**

16.1 Here at Matrix Academy Trust, we believe that the most effective approach to creating a positive ethos is to treat pupils positively, by praising them, offering them encouragement and acknowledging their achievements. The Academy aims to develop a culture of respect, both personal and to others. Through this we expect pupils to aspire to their personal best in all aspects of their Academy career.

16.2 Our Academies will ensure pupils know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards, and acknowledgement of good behavior and work.

16.3 As part of our reward system, effort, achievement and good behaviour at our Academies are recognised by a variety of means, including the following:-

- Positive praise – in lessons and in the Academy and wider community for positive contributions and academic progress
- Positive text messages and postcards – sent home to recognise continual achievements or individual outstanding pieces of work and to allow work to be celebrated with parents/carers
- Positions of responsibility – within Academy for pupils who show themselves to be positive role models
- Progress Praise Certificates and Prizes – awarded for academic achievement and attendance in line with our progress report cycle (three times per year)
- Year 11 Prom – where invitation to attend is based on good behaviour, attendance to Academy and positive progress made in lessons
- Faculty trips and offsite visits – across the Academy year in support of curriculum learning

# Home-School Agreement

Dame Elizabeth  
Cadbury School



## School

We aim to provide a happy and safe environment in which all the children and staff are encouraged to develop to their full potential. To aid this we will:

- Provide a broad, balanced and well taught curriculum to meet the needs of your child.
- Encourage your child to be polite, kind and considerate to others at all times.
- Set, mark and monitor appropriate homework based on our Homework Policy.
- Keep you informed about your child's progress and any concerns that affect your child's work or behaviour.
- Provide an annual progress report for your child.
- Be welcoming to parents/carers and offer you opportunities to become involved in school life.
- Let you know about school activities through regular communications.
- Use rewards and sanctions in order to maintain a caring and supportive environment and to commend high standards and achievements in line with our behaviour policy.

Signed \_\_\_\_\_ (*Headteacher*)

## Parents/Carers

As a part of the partnership with the school I/We will:

- Remind my child to keep their mobile phone switched off and not seen whilst on school premises.
- Ensure that my child wears correct uniform and brings the required equipment for school.
- Ensure that my child attends school regularly and on time.
- Let the school know the reasons for any absence.
- Not take holidays during term time.
- See that my child completes any homework, on time, that is set and sign the pupil planner every week.
- Inform the school about any concerns or problems that might affect my child's work or behaviour.
- Attend Progress Evening and any other meetings to discuss my child's progress and welfare.
- Communicate appropriately with school and avoid behaviour that undermines the reputation of the school.
- Encourage my child to follow the school's reward scheme, behaviour policy and support its other policies.
- Actively monitor my child's use of social media platforms to ensure they are upholding all of the school values.
- Update the school with contact details should they change throughout the academic year.

Signed \_\_\_\_\_ (*Parent/Carer*)

## Child

I agree to help my parents/carers and the school. I will:

- Show respect for self, property and others.
- Attend regularly and on time.
- Wear uniform correctly, bring equipment and a school bag.
- Follow the school's reward scheme and behaviour policy, supporting the other policies too.
- Complete homework that is set for me and hand it in on time.
- Uphold the reputation of the school at all times when wearing my uniform.
- Be sensitive to others in and around school.
- Complete work to the best of my ability.
- Ensure that my mobile phone is switched off and never seen whilst on school premises.
- Never bring illegal drugs/items that may cause harm/threat to others into school.

Name (*please print*) \_\_\_\_\_ (*Pupil*)

## Dame Elizabeth Cadbury School Behaviour Referral Flowchart



### CLASS TEACHER

*Do reasonable adjustments need to be made for this pupil?*

- Change of seating plan
- 20 minute after-school detention with restorative conversation in Main Hall
- 60 minute after-school detention with restorative conversation in Main Hall
- "Buddy Teacher" within department
- "On Call" to Leadership
- Failure to comply: complete **referral to Head of House** copying in Head of Department / Faculty Leader

### FORM TUTOR

*Do reasonable adjustments need to be made for this pupil?*

- 20 minute after-school detention with restorative conversation in Main Hall
- 60 minute after-school detention with restorative conversation in Main Hall
- Failure to comply: complete **referral to Head of House**

### HEAD OF HOUSE

*Have reasonable adjustments been made for this pupil?*

- 60 minute after-school detention with restorative conversation
- Head of House report
- Round Robin in preparation for Parent/Carer meeting
- Parent/Carer meeting to discuss concerns
- Behaviour Contract
- Liaison with internal agencies for additional support (SENDCo / Believe etc...)
- **Recommend** Isolation / Passport / Managed Transfer / Fixed Term Exclusion / Permanent Exclusion

### HEAD OF DEPARTMENT / FACULTY LEADER

*Have reasonable adjustments been made for this pupil?*

- 60 minute after-school detention with restorative conversation
- Failure to comply: complete **referral to Head of House**
- Temporary removal from lessons

### ASSISTANT HEADTEACHER

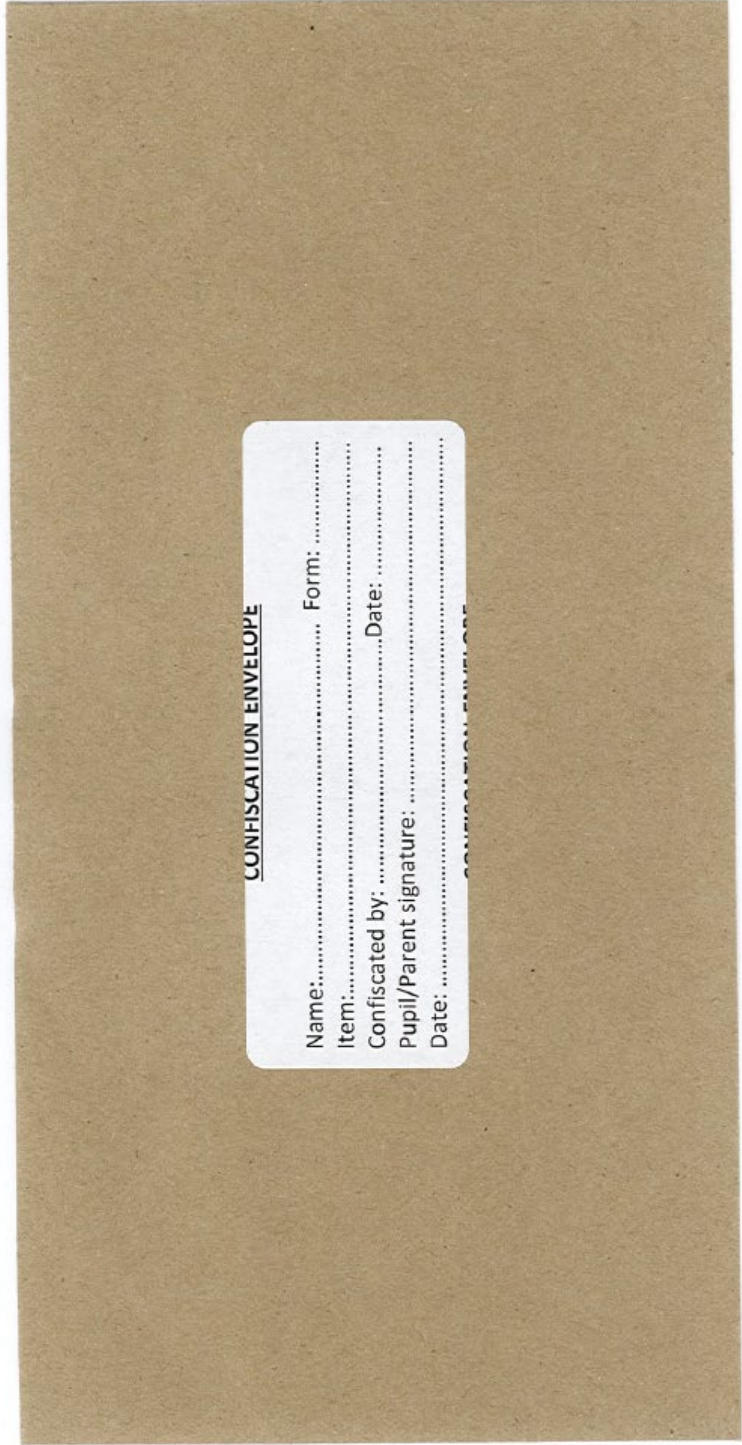
*Have reasonable adjustments been made for this pupil?*

- Leadership report
- Parent/Carer meeting to discuss child's education and risk of loss of place
- Behaviour Contract
- Liaison with internal / external agencies for additional support
- **Recommend** Isolation / Passport / Managed Transfer / Fixed Term Exclusion / Permanent Exclusion

### HEADTEACHER / DEPUTY HEADTEACHER

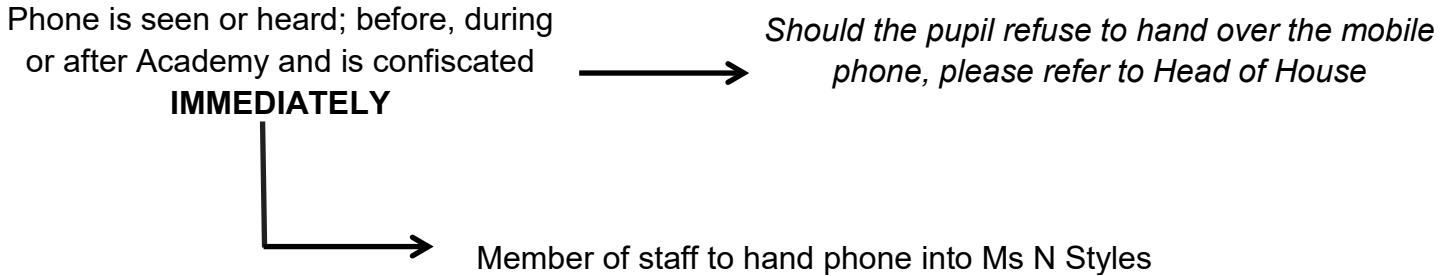
*Have reasonable adjustments been made for this pupil?*

- Leadership report
- Parent/Carer meeting to discuss child's education and risk of loss of place
- Isolation / Passport / Managed Transfer / Fixed Term Exclusion / Permanent Exclusion





### Confiscation of Mobile Phone Procedure



*(If confiscation envelope has not been completed, Ms N Styles to complete with member of staff)*

Ms N Styles to record arrival of mobile phone onto spreadsheet and email HOH and House PA with the name and form group of the pupil to record onto behaviour log.

