

TITLE: BEHAVIOUR POLICY	REF: GOV017	VERSION:3
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VERSION	REVIEWER/APPROVAL	REVIEW NOTES
1. July 2018	Deputy CEO	Full Review
2. July 2019	Policy Committee	Full Review
3. July 2020	CEO	Full Review

Behaviour Policy

Our mission is “to deliver excellence in education and to transform lives through learning”, bringing to life our core values of empowerment, enterprise, connectedness and transformation. We work hard to ignite confidence, expand opportunities, energise the community and generate prosperity.

These values are further supported by [our learning philosophy](#), rooted in the dynamics between the brain, motivation and our emotions.

Policy Statement

This policy sets out expectations regarding behaviour and bullying.

Principles

ALET seeks to ensure that students learn in a supportive, caring and safe environment. Unacceptable behaviour affects everyone. Challenging unacceptable behaviour effectively will reinforce our strong professional ethos, improve the safety and wellbeing of students, demonstrate that we care and also make it clear to students that unacceptable behaviour will not be tolerated.

This behaviour policy is linked to:

- Exclusions policy
- Child Protection and Safeguarding policy
- Anti-Bullying Policy

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is unacceptable and is defined as:

- Disruption or unprofessional conduct in or between lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Incorrect uniform or personal appearance

Serious misbehaviour is unacceptable and is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Upskirting is a form of peer on peer abuse, upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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

4. Responsibilities

The Trust Board

The Trust board and their policy committee are responsible for monitoring this behaviour policy's effectiveness and holding the trust leadership group to account for its implementation.

ALET's Leadership Group

The leadership group are responsible for reviewing and approving this behaviour policy. The leadership group will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Procedures and Related Documents

Each school will operate according to procedures and related documents including:

- Document detailing the code of conduct of students

- **Procedure for rewards and sanctions**
- **Procedure for behaviour management**