



Launceston College

A Multi Academy Trust

Behaviour in schools

Adopted on	17 June 2021
Ratified by	Principals' Working Group
Status	Ratified
Review period	Annually
Review date	June 2022

Principles

The following core principles of the Launceston College Multi Academy Trust underpin our behaviour policy and the procedures used in each of our Academies/Schools.

1. We expect our pupils to challenge what they think they are capable of and exceed these expectations.
2. We have exceptionally high expectations for the behaviour and achievement of all pupils.
3. We never lower these expectations for anyone but increase the level of support for those who need it.
4. No pupil can take away another's right to learn.
5. We have a relentless focus on the quality of our teaching and learning.
6. We say what we do and do what we say.
7. Our curriculum enables pupils to define their aspirations and then to achieve them.
8. Our pupils are prepared for learning and their learning prepares them for life.
9. Our pupils receive meaningful praise, have their achievements recognised and are proud of who they are.
10. We are driven by principles and rely on consistently applied, effective systems.

The Trust, and all academies/schools within the Trust, believes that good behaviour is an expectation of all pupils. Poor behaviour distracts pupils and teachers and does not allow everyone to learn. We expect all pupils to meet clear behaviour expectations; if they do not there are clear sanctions.

To reinforce positive behaviours, our procedures are underpinned by regular and meaningful praise, including verbal feedback, house/praise points, contact home and awards.

Each academy/school is responsible for establishing and maintaining the behaviour systems within their own setting. These are monitored regularly, with information used to inform practice and to report to the relevant Local Governing Body.

The behaviour management systems for the schools within the Trust can be found in the appendices to this behaviour policy. Operational procedures for staff within the Trust will be provided to staff upon induction, and upon any updates.

Prohibited items

The following items are prohibited in any of the Trust academies/schools:

- Illegal substances, including drugs
- Illicit substances, including alcohol or tobacco
- Weapons, or any item which has been weaponised
- Fireworks or incendiary items
- Laser pens or pointers
- Sexually explicit images

- Any item which has been identified as banned within the respective School Rules. Should a search of pupil property be required, because the Principal or designated deputy suspects the possession of a prohibited item, this will be carried out in accordance with DfE Guidelines and details of the search logged according to school systems.

The Use of Force to Control or Restrain Pupils

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Guidance for Use of Reasonable Force, July 2013¹. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves or others. The actions that we take are in line with government guidelines on the restraint of children. Any incidence of using force to control or restrain pupils will be documented, and reviewed by the Principal of the academy/school. Records will be kept in accordance with DfE guidelines.

Fixed term exclusions (FTE)

A fixed term exclusion will be issued following constant or a serious breach of the behaviour policy, or where a pupil has failed to adhere to the consequences put in place through the behaviour policy.

Confirmation in writing of the exclusion will be provided to parents and the relevant authorities notified. This will confirm the length and reason for the exclusion, along with the arrangements for a review meeting. The process to appeal against an exclusion will be included in this letter. Work will be provided for the pupil to complete during their FTE. If a FTE is longer than 5 days, alternative educational provision will be put in place from the sixth day onwards.

Students re-integrating after a FTE will receive support, for example through a behaviour support package, use of the Off Site Centres or the Alternative Provision academies/schools. Parents will be notified of the plans to support pupils at the review meeting.

Permanent exclusions (PEX)

The decision to permanently exclude a pupil would be based on the following grounds:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; **and**
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- Possession of drugs places other pupils at risk of significant harm and is a serious breach of the school's behaviour policy. It will therefore, unless there are exceptional circumstances, result in permanent exclusion.

The academy/school will provide information, in writing, to the parents without delay. This will include the reasons for the permanent exclusion, and information concerning how to make representation to the Exclusion Panel.

¹ <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

In exceptional cases where a pupil has received a FTE, and additional evidence has come to light, a permanent exclusion may be issued to begin immediately after the end of the Fixed Term Exclusion. Any decision to permanently exclude would be made by the CEO, with due consideration to guidance provided by the DfE².

Roles and Responsibilities.

Pupils

Pupils have a responsibility to following the behaviour expectations of their school setting, as outlined in the home school agreement each new pupil receives when they join the setting. Where a pupil has difficulties following expectations due to additional needs, the academy/school will work with pupils and parents to provide additional support to help them meet expectations.

Parents and carers

The home school agreement clearly sets out expectations of parents and carers in respect to supporting their child to meet behaviour expectations. We ask all parents and carers to work with the staff at the school to resolve any issues productively.

Teachers and support staff

All school staff need to ensure they are aware of the behaviour expectations in their school setting, and apply these fairly and consistently. Staff need to model and praise positive behaviours to facilitate a positive learning environment. All praise and behaviour information need to be logged in a timely manner, according to the system in place in each school. All staff are expected to engage professionally with parents and carers, at a level commensurate with their role.

Academy/School Principal

The Principal is responsible for ensuring the behaviour procedures for their setting are carried out, and for the monitoring of praise and sanction information to identify trends which may need addressing. Behaviour systems should be reviewed regularly to ensure they continue support a positive learning environment, and make recommendations for amendments as required.

Where pupils do not meet behaviour expectations, the Principal will make recommendations on additional support measures, including a multi-agency response, in order to best meet the needs.

Use of Exclusions

The decision to exclude a pupil is not taken lightly. An exclusion will be issued only:

- In response to constant or serious breaches of the Academy/School's behaviour policy

- If allowing the pupil to remain in the individual academy/school would seriously harm the education or welfare of others

Academy Principals will follow the latest DfE guidance in relation to exclusions, carrying out their duties in accordance with the Trust Scheme of Delegated Authority (SODA). This includes the requirements to notify parents in writing of the terms of any exclusions, as well as notifying the Local Governing Body, Trust Board or Local Authority as required by the latest DfE guidance (September 2017).

Following a Permanent Exclusion, or a FTE exceeding 5 days, the Principal will ensure that the Trust Board and parents / carers receive all relevant information at least 5 days in advance of the meeting.

Trust Board

The Trust Board Responsibilities regarding exclusions is delegated to a panel of Trustees. The panel has a duty to consider the reinstatement of an excluded pupil, in accordance with the latest DfE guidance. The panel will consist of 3 trustees and has a duty to consider the reinstatement of an excluded pupil within 15 days of receiving notice of the exclusion. Within 14 days of receipt of a request, the Trust Board will provide the Secretary of State with information about any exclusions in the last 12 months.

For a fixed-period exclusion of more than 5 school days, the Trust Board, in conjunction with the Principal, will arrange suitable fulltime education for the pupil. This provision will begin no later than the sixth day of the exclusion. Provision does not have to be arranged for pupils in the final year of compulsory education who do not have any further public examinations to sit.

In the case of an appeal against an exclusion, the Trust Board will arrange an independent review panel within 15 school days of the appeal being received, in accordance with the latest DfE Guidance.

Local Authority (LA)

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

Links to other policies / documents

The behaviour policy should be read in conjunction with the following policy documents:

Anti-bullying policy

Drugs and alcohol policy

Child Protection and Safeguarding Policy

Home School Agreement

Uniform policy

DfE Documents:

DfE Exclusion from maintained schools, academies and pupil referral units in England, September 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf DfE

Guidance – Use of reasonable force, July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

DfE and ACPO drug advice for schools

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

DfE Advice – Searching, screening and confiscation – January 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Appendix 1 – Information required by Trust Board and parents / carers in advance of an exclusion appeal meeting

Principal's overview statement of the case and background history

- Log of Pupil's misdemeanours/case history leading to the permanent exclusion (including dates, reasons for and length of previous Fixed Term Exclusions, Minutes of Reintegration Meetings etc)
- Letter from Principal to Parents confirming permanent exclusion and stating the reason(s) for exclusion
- Correspondence between school, parents and other agencies (if involved)
- Staff and any other witness statements regarding the incident(s) which led to permanent exclusion
- Witness statement from excluded pupil for all exclusions
- List and evidence of sanctions/support employed, such as behaviour care plans or equivalent support
- Reports of counselling undertaken
- Copies of the academy/school's Policies i.e. behaviour, disciplinary, exclusions (you do not need to include the Department for Education Guidance on Exclusions)
- A record of the Pupil's attendances/absences

Additional information required for an independent appeal panel meeting.

- A copy of the Minutes of the Governors' meeting confirming exclusion and reasons
- A copy of the letter sent to parents confirming the exclusion and the reason(s) for the exclusion
- A copy of any external or other reports by other agencies that may be appropriate e.g. SENCO, Social Services, EWO, CAMHS
- A report of action taken against other pupils who may have been involved in the incident/incidents