

DOCUMENT CONTROL	
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## THE LOXFORD SCHOOL TRUST BEHAVIOUR POLICY

### 1. Roles and Responsibilities

The responsibility for the implementation of this policy and provision rests with the Headteacher. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the Deputy Headteacher (Pastoral)

### 2. Suggested Audience

This policy is relevant to the Governing Board, all staff, parents and pupils/students.

### 3. Related Policies

This policy is part of a suite of policies which should also be referred to [e.g.]

- Data Protection
- Curriculum
- Home School Agreement
- Freedom of Information publication scheme
- Public Sector Equality Duty
- Teaching and Learning
- Health and Safety Policy
- Child Protection
- Freedom of Information Policy
- Complaints Procedure
- Anti-Bullying Policy
- Admissions & Appeals Policy
- Student Email Policy
- Drugs and Substance Abuse Policy
- Sex Education Policy
- School Trips Policy

**It must be noted that any statutory change will supersede any areas of this document.**

#### 4. School Mission Statement

At The Loxford School Trust our aim is to provide young people with the highest quality education, accessible to students of all abilities.

#### 5. Introduction

The Behaviour for Learning Policy at The Loxford School Trust is a statement of good practice which allows all students to learn and all teachers to teach. It covers all aspects of the school that contribute to a positive learning environment and school ethos. All members of the Trust are expected to help maintain an environment conducive to learning of which the fundamental tenets are mutual respect, courtesy, dignity, equality and equity.

#### 6. Aims

- To support effective teaching and learning
- To contribute to mutual personal respect, dignity and trust
- To maintain an orderly environment both within the school and the surrounding community including all out of hours events and school trips
- To adhere to an agreed set of Behaviour for Learning principles
- To gain the agreement and active support of staff, students and parents/carers
- To promote Student Voice in regard to Behaviour for Learning expectations and Rewards

And

To promote the core values of the Trust: “to provide young people with the highest quality education, accessible to students of all abilities.”

#### 7. Statement of General Principles

The School:

Rights	Responsibilities
Will make clear the school's statutory power to discipline pupils and that students and any adult involved with the child will need to respect this.	Will ensure the whole school community is consulted about the principles of the school behaviour policy.
Will enforce our school behaviour policy – including rules and disciplinary measures	The School will ensure that this policy is available to stakeholders Will establish and communicate clearly measures to ensure good order, respect and discipline
Will expect students and parents’ cooperation in maintaining an orderly climate for learning	Will communicate clearly to both students and parents/carers when breaches of order occur, this will be in a timely manner
Will expect students to respect the rights of other students and adults in the school	Will ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.
Will not tolerate violence, threatening behaviour or abuse by pupils or parents. If any adult involved with the child does not conduct himself/herself properly, a school may ban them from the school premises and, if	Will ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of

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any adult involved with the child continues to cause nuisance or disturbance, they may be liable to prosecution.	the enhanced roles of support staff and not all responsibilities are focused on teachers.
Will take action which could be a form of exclusion, ban or legal action against students or any adult involved with the child who harass or denigrate teachers or other school staff, on or off premises — engaging external support services, including the police, as appropriate.	Will ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
	Will support, praise and as appropriate reward students' behaviour.
	Will apply sanctions fairly, consistently, proportionately and reasonably taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.
	Will make alternative provision from day 6 for fixed period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion.
	Will take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
	Will ensure staff model positive behaviours and will treat all pupils or colleagues with dignity and respect
	Will promote positive behaviour through active development of students' social, emotional and behavioural skills.
	Will keep parents informed of their child's behaviour (SIMs behaviour) — and use appropriate methods of engaging them. The School will endeavour to support them in meeting their parental responsibilities.
	Will work with other agencies to promote community cohesion and safety and well-being.

Students:

RIGHTS	RESPONSIBILITIES
THIS IS WHAT YOU CAN EXPECT ↓	THIS IS WHAT YOU NEED TO DO ↓
To be proud of being a member of the school	Be "At the right place, at the right time doing the right thing"
To be treated with courtesy, kindness and respect at all time	Treat others with courtesy, kindness and respect at all time
To feel safe and secure in a caring and supportive environment	Maintain a safe and secure school environment by not bringing nor using or misusing inappropriate dangerous or illegal items
To have school rules which are fair, consistently applied	Know, understand and follow school rules
To be valued for your individuality within all levels of diversity	Value others for their individual differences
To learn in an environment without interruption and disruption	Listen to others with respect and work to agreed expectations
To have the right resources to help your learning	Look after the resources provided by the school
To be given challenging work in lessons	Work to achieve your personal best whilst allowing others to do the same.
To be given opportunities to make decisions in and out of the classroom	Develop and take responsibility for your actions
To be taught how to use technology safely and appropriately	Use technology safely and with respect for others
<p>"We will maximise the effectiveness of learning opportunities, technologies and our distinctive specialism in Science, Technology and Languages in order to provide a well ordered, reflective, enterprising and collaborative environment in which all participant are respected and are enabled to fulfil their potential and to make a positive contribution to the development of our culturally rich</p>	

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community”

## Parents and Carers:

Rights	Responsibilities
Can contribute to the development of the school behaviour policy.	Must respect the school's behaviour policy and the disciplinary authority of school staff.
Will be kept informed about their child's progress, including issues relating to their behaviour	Can help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
Can expect their children to be safe, secure and respected	Must send their child to school each day punctually, clothed in line with the school uniform policy, fed, rested, and equipped and ready to learn.
Will have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary.	Must ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.
Can appeal to the Head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.	Must be prepared to work with the school to support their child's positive behaviour. Must never attend school under the influence of drugs or alcohol or bring unlawful items onto the school premises or any item that could put the schools community at risk
Can appeal against a decision to exclude their child, first to the Governing Board of the school and then in cases of permanent exclusion — to an independent appeal panel	Must attend meetings with the Head teacher or other school staff, if requested, to discuss their child's behaviour.
	Must adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.
	If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, to attend a reintegration interview with the school at the end of a fixed period exclusion.

## 8. General Expectations

- Be punctual to school and to all lessons
- Be smart in appearance and in full correct uniform
- Be prepared and fully equipped for all lessons including bringing PE kit when needed
- Be responsible for the school environment
- Be safe
- Be kind, polite and careful
- Be motivated to learn
- Be respectful

Students are expected:

- To arrive at school by on time with the correct books and equipment for the day
- To respect others and their property
- To respect the building and grounds
- To follow directions
- To wear correct school uniform as outlined in the schools Uniform policy
- To move around the school on the left in an orderly manner
- To carry their diary with them and to use it appropriately
- To complete homework and hand it in on time
- To stay healthy

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- Not to wear excessive make up, wear jewellery that breaches health and safety regulations or wear extreme hair colouring/styles.
- Not to wear baseball caps, hats or 'hoodies'
- Not to use headphones or mobile phones in lessons (unless authorised by the teacher)
- Not to use or possess illegal drugs/objects or weapons
- Not to harm or threaten harm to any student, staff member or member of our wider community or act in an aggressive manner
- Not to use the internet, social mobile media to denigrate the school, staff or students
- To behave appropriately and with respect when off school premises
- No chewing gum
- “Be in the right place, doing the right thing at the right time” throughout the school’s day and during outside school’s activities

## 9. The Equality Act

The Equality Act has replaced all existing legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act brings together nine pieces of legislation into one Single Act and provides a single, consolidated source of discrimination law, covering all types of discrimination that are unlawful.

The Governing Board understands its duty to take reasonable steps to ensure that disabled students are not placed at a substantial disadvantage in comparison with students who are not disabled. Thus, our Behaviour for Learning policy acknowledges the legal requirement to make reasonable adjustments to the application of the policy for disabled children and children with SEND to ensure our discipline procedures do not discriminate against students who may have a condition that impacts on their behaviour. It is also recognised that staff working with disabled students have appropriate training to adjust their practice.

### The Public Sector Equality Duty

The Equality Act introduced a single Public Equality Duty (PSED) on public bodies including maintained school and Academies which extends to all protected characteristics —race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has 3 main elements:

1. To eliminate discrimination and other conduct prohibited in the Act
2. To advance equality of opportunity between people who share protected characteristics and people who do not share it
3. To foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

### Specific Duties

The Specific Duties require schools to publish information demonstrating how they are meeting the aims of the general duty (above) and to prepare and publish equality objectives. There is no requirement to publish an equality scheme however in line with good practice; such a scheme could be used to show how a school demonstrates its compliance with the general duty.

Thus in developing its own scheme to comply with statutory guidance, the Governing Board will involve all stakeholders in the development of its own scheme within the School Improvement plan. This will involve collecting the views of all stakeholders about the school discipline and behaviour policy and how it impacts on them and their life in school and we will use those views to inform the development of our scheme and our behaviour policies where school discipline and behaviour are identified as an area for action.

The Governing Board will also have regard to the health and welfare of staff, and a duty of care which we have for this. Behaviour policies and the principles which underpin them will take appropriate account of staff health and welfare issues.

#### 10. Consultation

The Governing Board acknowledges its duty to consult by virtue of section 176 of the Education Act 2002. The Governing Board understands it is legally required to consult with the Headteacher, staff, parents and pupils on the principles of the Behaviour Policy. The consultation may be arranged in such manner as appears appropriate. The manner by which this consultation will take place is by making the policy available on the school website.

#### 11. Monitoring and Review

The School Leadership Team will work closely with the Headteacher to ensure that this policy is fully implemented and subsequent provision developed. The policy will be regularly monitored and reviewed and an annual report presented to the full Governing Board via the Personnel Sub-Committee.

The Governing Board will decide on an appropriate timescale for reviewing the principles and for the Headteacher to update the resulting Behaviour Policy. Good practice suggests that this should be done on average every two years and the Governing Board will ensure that this timescale is adhered to as a minimum expectation. We understand the principles may not need updating every time they are reviewed but a consultation exercise should be undertaken every time the statement of principles is updated.

The Governing Board is committed to values that promote the underlying principles and aims — such as respect, fairness, honesty and social inclusion and these are the basis for the principles underlying our Behaviour Policy.

We will comply with the duty to promote the wellbeing of students (section 21 of Education Act 2002, as amended by section 38 EIA 2006) and therefore we feel it is important that the school's statement of principles reflects a commitment to improving outcomes for all students and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of students and good relations across the whole community.

The statement of principles will also ensure that vulnerable students (such as students with special educational needs, physical or mental health needs, migrant and refugee children and looked after children) receive behaviour support according to their need. Children in all these groups can experience particular difficulties with behaviour, for example related to medical conditions, lack of understanding or trauma and related policies will take into account such difficulties.