

1 INTRODUCTION

GAET Academies Trust has clear expectations of excellent behaviour and has in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour when it arises.

All our Academies follow our GREAT values of Genuine, Respect, Excellence, Achieve and Together. These values are the founding principles that we base our behaviour expectations on across the Academy Trust.

We believe that behaviour is something that needs to be explicitly taught and developed in a proactive way. This means that we focus on the importance of norms, routines, and consequences. That is why we strongly believe that the emphasis should be on a proactive approach to teaching, modelling, and re-teaching what constitutes good behaviour in and out of the classroom.

Both staff and pupils will focus on spending the time and effort to regularly and deliberately practising ways of teaching and managing behaviour. This is one of our key drivers to ensure that there is greater consistency of approach.

We believe that acknowledging good behaviour encourages repetition and communicates the GREAT values to all of our pupils and staff. Using positive recognition and rewards across all of our schools provides an opportunity for all staff to reinforce the schools culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Examples of rewards may include:

- verbal praise;
- communicating praise to parents via phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and
- whole-class or year group rewards, such as a popular activity.

As a Trust, we believe in certainty of sanction rather than necessarily severity of sanction and that descriptive verbal praise is a powerful way of developing happy and purposeful schools. All our academies are values-driven with a great emphasis on students mastering the knowledge, understanding and skills to be academically and socially successful.

To secure success, our students learn to be self-disciplined and make the right choices. All our academies have consistently high expectations of behaviour for learning and overall conduct; firmly embedded practices and routines to establish a calm and purposeful environment; and a clear framework of learning habits. We work as leaders across the Trust to ensure we have broad agreement on the reasonableness and proportionately of sanctions.

As a Trust we are committed to further improving behaviour in our schools. We are part of the DfE Behaviour Hub programme and are working with several other schools and MAT to secure further improvements. Our key priorities include

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- a. Ensuring our behaviour policies and approaches align with our GREAT values
- b. Further developing a set of clear, consistently well implemented, and explicit scripted routines
- c. Ensure that all staff and pupils are held accountable and responsible for following the school's behaviour policy and systems.

We want our academies to have the autonomy to address specific behavioural matters that arise. However, as a trust we expect that this will include a clear and explicit focus on making the following consistent

- (i) all pupils being on task
- (ii) all pupils having the correct equipment and be ready for learning
- (iii) pupils are all given positive recognition and rewards regularly and fairly
- (iv) all pupils are punctual to school and to all lessons
- (v) pupils learn the importance of respect and do not answer back
- (vi) pupils consistently wear their uniform

2 SCOPE AND PURPOSE

2.1 Academy aims

All our academies:

- have the highest expectations of student behaviour in order to maximise their opportunity to achieve
- ensure all students develop excellent learning habits that they need to be successful in school and in life
- realise and celebrate the potential of all students through promoting independence, high self-esteem and enabling students to reach their full potential
- create an environment in which students are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions
- have a no tolerance approach to bullying and work hard to create a positive and safe learning environment
- form an active partnership with parents and carers to support their children's learning.

2.2 Achieving the aims

These aims are supported by regular and appropriate staff training; close parental and community links; student organisation which takes account of ethnic and gender balance; the boosting of students' self-esteem through positive reinforcement and extra-curricular activities; and academy social events aimed at pulling together the different life experiences of groups within the community.

2.3 Links to other policies and procedures

This policy should be read in conjunction with the following policies:

- Anti-Bullying
- Child Protection and Safeguarding
- Equality
- SEND
- Exclusion and Suspension

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- Staff Code of Conduct
- Academy Home School Agreement

2.4 Guidance & legislation

This policy is underpinned by the following legislation and guidance:

- Behaviour and Discipline in Schools (Jan 2016)
- Education Act 2011
- Equality Act 2010 (revised 2018)
- Section 175 of the Education Act (2002)
- Section 90 and 91 of the Education and Inspections Act (2006)
- Schedule 1 Education Regulations (2010)
- Searching, Screening and Confiscation at Schools (Jan 2018)
- Schools (Specification and Disposal of Articles) Regulations (2012)
- Use of Reasonable Force in Schools 2013 (reviewed 2015)

3 ROLES AND RESPONSIBILITIES

The majority of our time in all our academies is spent reinforcing a culture of high expectations and positivity in order to maintain good order and discipline that allows students to maximise their potential. At times, students may make the wrong choices and, when this happens, we will take a proportionate response. The list below makes clear the power and responsibility of the governing committee, Principal and all staff to uphold a safe and secure environment in line with this policy:

- the Trust Board annually scrutinises and approves the Trust policy; they have a duty under the Education Regulations Act 2010 to ensure arrangements are made to safeguard and promote the welfare of students
- the Local Governing Committee annually scrutinises and approves the individual academy policy and practice
- the Principal is responsible for ensuring the academy aligns to the Trust's mission and values, follows Trust policy and that their individual academy has strong behaviour practices to support staff in managing behaviour, including the use of sanction and praise / reward
- the principal and staff have the power to use reasonable force and other physical contact in order to maintain and restore order, although corporate punishment is entirely illegal
- the Principal and delegated staff have the power to search students if it is necessary to maintain safety, discipline and good order and to recover prohibited items (see below)
- the Principal and delegated staff have the power to screen electronic devices if it is to investigate a serious matter; for example, bullying, safeguarding, upholding the reputation of the academy / Trust and its staff
- teachers have the right to confiscate any property that is not allowed in school and to search students if necessary
- the Principal and delegated staff have the power to discipline students outside of school hours if it is a school-related matter, or the student's actions undermine the safety of anyone from our community or the good reputation of the Trust
- all our academies have in place a home-academy agreement that sets out the duties and responsibilities of our three-way partnership
- all academies have the power to impose detentions outside of school hours, without parental consent

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- all GAET academies work actively within local partnerships (Local Authority Partnership, Behaviour and Attendance Collaboration, Fair Access Protocol: LAP, BAC, FAP) to improve the standard of behaviour across the city

4 PROHIBITED ITEMS (see specific school behaviour policy)

In all our academies the following items are prohibited, this is not an exhaustive or definitive list:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- pornographic images
- any article that is likely to be used to commit an offence, cause personal injury or damage property
- vapes

In the case of anything illegal, the items will be handed to the police. The Principal can authorise the use of reasonable force to conduct search without consent for illegal items or those which may be used to commit an offence or cause harm (e.g. pornography, knives).

5 REFLECTION/ISOLATION ROOMS

All our academies have the power to use reflection or isolation rooms as a short-term disciplinary sanction and often as a way of avoiding a fixed-term suspension. All academies will ensure that time spent in any such room is used as constructively as possible and that students retain their entitlement to the full intended curriculum as far as is practicable and at the normal permitted times are allowed to eat, drink, and use the toilet.

6 FIXED TERM SUSPENSION AND PERMANENT EXCLUSION (see Exclusion Policy)

All our academies work tremendously hard to avoid fixed term (short term) suspension and permanent exclusion. At times, however, it can be necessary to address a more serious matter. All our academies comply with the law and communicate with families as clearly as possible. At times, we may use short term placements in other schools to avoid a fixed term suspension. If this is to happen, the academy will make clear the arrangements. All our academies work with other local schools to facilitate managed moves as an alternative to permanent exclusion.

7 SPECIAL EDUCATIONAL NEEDS (SEND)

All our academies are highly inclusive and we take steps to ensure that our most vulnerable students are supported in order to meet our high expectations. We may, therefore, personalise the curriculum in order to avoid potential difficulties and consider ways of ensuring these children can be successful in correction / detention (e.g. in a separate room with trained staff). Ultimately, however, we have high expectations of all our students and we ensure that they all experience a fair system.

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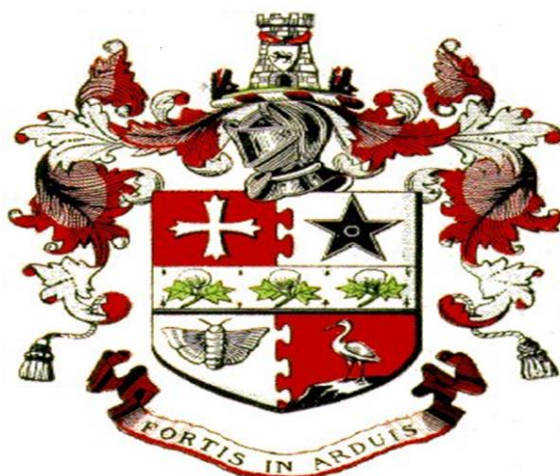
8 SANCTIONS AND REWARDS

When a student disrupts learning or behaves inappropriately within the academy, there are consequences for those actions. The level of sanction relates very much to the specifics of the incident. It is essential, however, that all staff are consistent and follow through the sanctions and are fair to students. Details of the sanctions and rewards are available on each academy website.

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Appendix: Middleton Technology School Behaviour Policy

Middleton Technology School



Behaviour Policy Appendix 2022



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Appendix 1 Behaviour Tariff - Misbehaviour

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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.

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. Definitions

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork or homework

Impolite or defiant behaviour

Incorrect uniform or equipment

Poor punctuality

Serious misbehaviour (Red Line behaviours) is defined as:

Persistent incidents of the above

Any form of bullying or threatening behaviour

Discriminatory behaviour

Sexual harassment or assault

Theft

Fighting or assault

Smoking

Possession of any prohibited items and may 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 behaviour by an individual or group, usually repeated over time, that hurts another individual or group either physically or emotionally (DCSF guidance). This is classed as serious misbehaviour.

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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. "Banter" is not an acceptable excuse.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

3. Roles and responsibilities

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 on sims and/or alerting key staff and parents/carers to incidents of serious misbehaviour

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

Parents

Parents are expected to:

Read and agree to the home-school agreement

Support their child in adhering to the home-school agreement

Inform the school of any changes in circumstances that may affect their child's behaviour

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Discuss any behavioural concerns with school staff promptly

4. Rewards and sanctions.

Positive behaviour will be rewarded with:

Praise

Excellence points

Appreciations through assemblies.

Subject stickers

Letters/phone calls/texts home

Positive comments in Student Planners and exercise books

Congratulations Cards

Recognition on Presentations Evening

Good references

Head Teacher's praise or award.

Special rewards such as football or cinema tickets

Non-uniform days

Big Breakfasts

Frequency	Reward
Weekly	Star of the week (1 per year group) Form of the week (Trophy and treats)
Half termly	Big breakfast for top 3 in each form
Termly	Inflatables/ Movie afternoon for top 100 in each year group Ice cream Van

The school may use one or more of the following sanctions in response to misbehaviour.

A verbal reprimand

Exiting the student from the class

Expecting work to be completed at home, break or lunchtime .

P point – resulting in a 30 minute correction after school

Letters or phone calls home to parents

In the case of persistent disruptive behaviour a 60 minute correction after school.

Persistent incidents of misbehaviour may result in a student being placed “on report”, agreeing to an acceptable behaviour contract or following a Pastoral Support Programme (PSP)

In the case of serious misbehaviour a ‘red line’ will be issued and will incur a referral to the Inclusion centre (see behaviour tariff). This is used as an alternative to fixed term exclusion. Students may be sent to the Inclusion centre or SEND isolation during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

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For persistent incidents of red line behaviours a referral may be made to the inclusion centre of another Rochdale school or a suspension may be issued.

Suspension is viewed as the strongest sanction possible and is available to the school only through the authority of the Headteacher. The Headteacher can suspend a student if they misbehave in or outside school.

A decision to exclude (suspension or permanent) a student from school may be taken

- a) in response to serious breaches of the school's behaviour policy or
- b) if allowing the student to remain in school could seriously harm the education or welfare of the student or others in the school.

Permanent exclusion may result from serious on-going behaviour problems. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one-off' offence.

These may include:

- a) Serious actual or threatened violence against another student or a member of staff
- b) Sexual abuse or assault;
- c) Supplying an illegal substance; or the possession of an illegal substance
- d) Carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

5. Reporting and recording

All incidents of misbehaviour are recorded on SIMS as P Points (misbehaviour) or red lines (serious misbehaviour). Misbehaviour is reported to parents as follows.

P point – text home.

Red Line – Letter home and phone call or parental meeting where possible.

Issues related to bullying are recorded on CPOMS. This allows us to identify patterns and students or groups of students that may be showing signs of bullying type behaviours or are subjected to bullying-type behaviour from a number of different students.

Excellence points (student achievements) are recorded on SIMS and weekly reports sent to form tutors and positive messages sent home to parents and/or carers.

6. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for procedures for dealing with allegations of abuse against staff.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

7. Behaviour management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

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Develop a positive relationship with pupils, which will include:

- Greeting pupils appropriately in the morning/at the start of lessons
- Establishing clear routines
- Communicating high expectations of behaviour by teaching and modelling these behaviours.
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh (not holding grudges)

Confiscation

Any prohibited items found in pupils' possession will be confiscated and stored safely until parents can collect or in the case of illegal items, the Police have advised on appropriate action.

Mobile phones - these will be returned to pupils/parents after discussion with senior leaders.

8. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development. (Teaching and Learning meetings and deliberate practice sessions during assembly time)

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Behaviour Tariff – Misbehaviour

Misbehaviour	Category	Sanction	
Student is not polite, punctual, prepared for school (including wearing correct uniform) or does not participate in lessons.	P point	30 minute correction after school Parents notified by text home	
Dangerous behaviour Assault Fighting Theft Smoking Sexual Misconduct Bullying Setting off fire alarm Racist Incident Exited from exam Damage to property Abusive or threatening behaviour Drug/Alcohol related incident	Red Line	Count	
		1	1 day inclusion centre
		2	2 days inclusion centre
		3	3 days inclusion centre
		4	1 day inclusion centre at another school
		5	2 days inclusion centre at another school
		6+	Fixed term suspension 1 - 5 days
		Consider Managed transfer	
		Permanent exclusion may result from serious on-going behaviour problems. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one-off' offence.	

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