



Behaviour Policy

January 2022

Date of Next Review – January 2023

Responsibility for Review: Director of Care, Guidance and Support
Date of Last Review: January 2022

1.0 Policy statement

Apollo Partnership 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. 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 schools have consistently high expectations of behaviour and overall conduct; firmly embedded practices and routines to establish a calm and purposeful environment; and a clear framework of learning habits (Appendix 2). We work as leaders across the Trust to ensure we have broad agreement on the reasonableness and proportionately of sanctions.

2.0 Scope and purpose

2.1 All our schools:

- 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 be the best they can be
- create an environment in which students are enabled to become successful learners, respectful citizens and confident individuals, 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 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 school social events aimed at pulling together the different life experiences of groups within the community.

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

- Anti-Bullying
- Care and Control
- Child Protection and Safeguarding
- Equality
- Exclusion
- Professional Conduct

2.4 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)

3.0 Roles and responsibilities

The majority of our time in all our schools is spent reinforcing a culture of high expectations and positivity in order to maintain good order and discipline that allows students to be the best they can be. At times, students may make the wrong choices and, when this happens, we will take a proportionate response (see Appendix 1). The list below makes clear the power and responsibility of the Local Governing Board, Head of School 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 Body annually scrutinises and approves the individual school policy and practice
- the Head of School is responsible for ensuring the school aligns to the Trust's mission and values, follows Trust policy and that their individual school has strong behaviour practices to support staff in managing behaviour, including the use of sanction and praise / reward
- the Head of School and staff have the power to use reasonable force and other physical contact in order to maintain and restore order (as stipulated in policy);
- the Head of School 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 Head of School 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 school/Trust and its staff
- teachers have the right to confiscate any property that is not allowed in school and to search lockers, if necessary
- the Head of School 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 schools have the power to impose detentions outside of school hours, without parental consent. However, we do always inform our parents when a detention is to occur outside of the usual working day
- all Apollo Partnership Trust schools work actively within local partnerships

4.0 Prohibited items

4.1 In all our schools the following items are prohibited:

- 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

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

5.0 Remove / isolation rooms

All of our schools have the power to use remove or isolation rooms as a disciplinary sanction and often as a way of avoiding poor behaviour from escalating, or suspension. All schools will ensure that time spent in any such room is used as constructively as possible and that students are allowed to eat, drink and use the toilet.

6.0 Fixed term and permanent exclusion (see policy)

All our schools work tremendously hard to avoid suspension and permanent exclusions. At times, however, it can be necessary to address a more serious matter. All our schools 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 exclusion. If this is to happen, the school will make clear the arrangements. All our schools work with other local schools to facilitate managed moves as an alternative to permanent exclusion.

7.0 Special educational needs

All our schools 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 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.

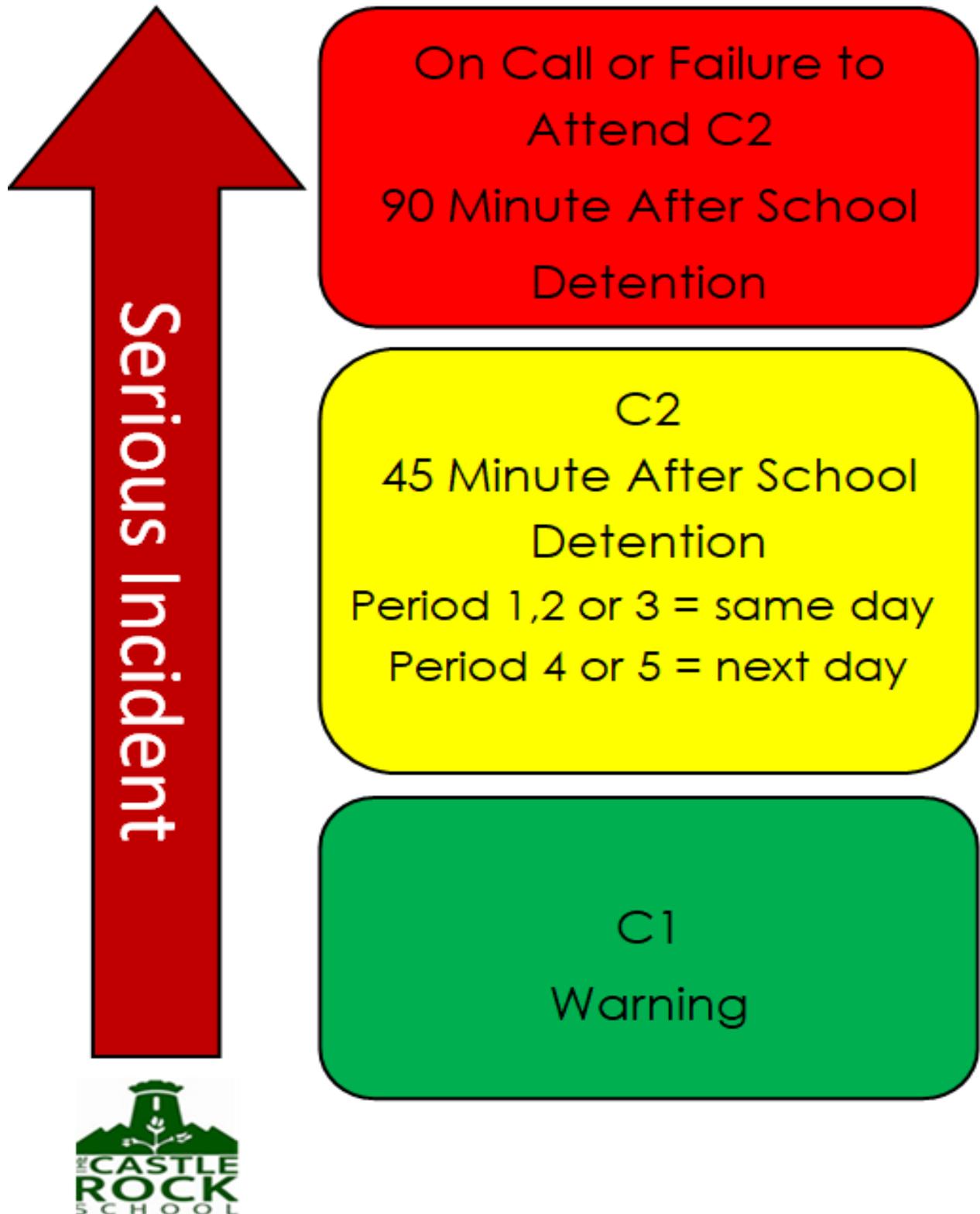
8.0 Sanctions and rewards

When a student disrupts learning or behaves inappropriately within the school, there are consequences for those actions. The level of sanction relates very much to the specifics of the incident and previous conduct. 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.

9.0 Mobile Phones

Students are discouraged from bringing in their mobile phones. If they are brought in they must be switched off at all times.

CLASSROOM BEHAVIOUR POLICY



Classroom good practice objectives

SLANT

Sit up straight, arms crossed

Listen

Ask and answer questions

Never interrupt

Track the speaker

SHAPE

Sentences

Hands away from mouth

Articulate

Project

Eye contact