

United Learning Behaviour Policy – Timbertree Academy

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United Learning Behaviour Policy – Timbertree Academy

1. Expectations

This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

2. Policy Implementation

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, and that harassment and bullying in any form will not be tolerated, including online, or outside of school. Furthermore, that the School is strongly committed to promoting equal opportunities for all, and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities (see Appendix A for further guidance on this).

Detail here the responsibility for implementing the policy, i.e.:

All staff to implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.¹

The senior leadership team of the academy to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. The DfE Behaviour Guidance stresses that senior leaders should be highly visible and engage with all stake holders in setting and maintaining a behaviour culture²

Pupils are responsible for:

Pupils are expected to take responsibility for their own behaviour and follow the School Behaviour expectations at all times.

Parents are responsible for:

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and where possible, take part in the life of the school and its culture.³

Schools should place value in a close relationship with parents and encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, that the school expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue, schools should liaise closely with parents where practical and, if relevant, other local or national support agencies. Timbertree Academy work closely with Sandwell

¹ Further detail is contained at paragraphs 28-29 in the DfE Behaviour Guidance

² Further detail is contained at paragraphs 23-27 in the DfE Behaviour Guidance

³ Further detail is contained at paragraphs 32-33 in the DfE Behaviour Guidance

Inclusion Support and have a dedicated Advisory Teacher for SEMH who can provide support where necessary.

3. Behaviour expectations

Our school values are **Relationships-Learning-Success**.

Our school rules are:

- Follow instructions.
- Move sensibly around the school.
- Keep hands and feet to yourself.
- Try your best in everything you do.
- Treat everyone with respect.

The Conscious Discipline Approach

Aims and expectations

It is a primary aim of Timbertree Academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Corngreaves's behaviour policy is therefore designed to support the way in which all members of our school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our behaviour policy is a means of promoting relationships, so that people can work together with the common purpose of helping everyone to learn.

We believe that a positive school climate will enhance teaching and learning. A positive school climate will foster cooperation, willingness and responsibility thus building a sense of community, which we call 'The School Family'.

The school family is held together through communication skills which are taught during conflict moments and in the classroom through active learning lessons. The school will use 'Time Machine' to deal with any conflict between pupils.

The goal of the school family is to create problem solvers. If the school family fails to promote pro-social behaviour, rules and consequences are implemented to motivate children to use the socially acceptable communication skills being taught, to reduce behaviour issues and increase teaching time.

More information about this approach to classroom management can be found in 'Conscious Discipline' by Dr. Becky Bailey.

Purposes

1. To build connections. Fostering interdependence and connection. Building caring relationships.
2. To improve communication. A two-way process where people feel listened to, understood and can state their own feelings safely.
3. To develop problem solving skills. The ability to identify problems early, focussing on solutions.
3. To be aware of feelings. Where openness is the norm. Expression is encouraged and empathetic responses are the usual. Acceptance of difference is fostered.
4. To be able to deal with change. Changes are acknowledged and dealt with openly.
5. To have shared values. Accept the values of others and using positive intent, seeing the best in others.

6. To develop autonomy. Taking ownership of your own feelings and actions.

Encouragements

We believe that through developing the school family, children will become intrinsically motivated displaying helpfulness, co-operation and problem-solving skills. The need for extrinsic motivation through coercion, punishment and external rewards will diminish.

The school family develops a sense of belonging. In order to build this, classroom structures that are continually developing throughout school are:

- Safe place. To help the children to remain calm and deal with anger or upset.
- Meaningful jobs / friends and family & ways to be helpful boards. To create a sense of belonging and responsibility (we are all in this together).
- Time-machine. To provide conflict resolution opportunities.
- Celebration. To see the best in others and value diversity.
- We care. To help the children accept and help process feelings.
- Reflection Time and Circle Time. To help children reflect on their choices and change.

Details of some of these structures can be found in Dr. Becky Bailey's books 'Conscious Discipline' or 'Creating the School Family'. More details about these structures are given in the Shubert's classroom tab on the Conscious Discipline website: <https://consciousdiscipline.com/>

Pupils will receive positive recognition from staff when they are doing the right thing as this behaviour will be described and the reason why it is helpful explained.

The class celebrate acts of kindness and helpfulness. This is celebrated by awarding points on Class Dojo. These points are linked to the school rules. Parents and Carers have the Class Dojo app so they are also aware when their child is awarded a point.

Each week, the whole school have a family celebration assembly, which is a special time of celebration for our children which parents are welcomed to. This is referred to as the VIP assembly. This is an opportunity for class teachers to select a child who has demonstrated a positive attitude and effort at school over the week. Some examples of acts of kindness will be shared and other aspects of learning will be celebrated.

Each week, the class teacher also selects a child to attend Hot Choc Friday with the Headteacher. This is someone who the class teacher has noticed would benefit from additional positive interactions.

Staff will share acts of kindness and helpfulness as well as children's achievements with parents by talking informally at the beginning and end of the day, through the use of Class Dojo and at parent consultation meetings each term.

Encouraging pupils to make positive choices

To encourage pupils to make positive choices and follow the school expectations, a number of strategies may be used:

Noticing and describing positive behaviour

- Pupils who have followed the instruction will be praised, with the desired behaviour being described and how it is helpful being explained. E.g. Child name you put down your pencil and looked to the front which showed your team that you were ready to listen, that was helpful. This will act as a prompt for a child who is not doing what is expected.
- For a child who is not following an expectation, their name may be said and then the instruction repeated clearly. The desired behaviour is always described, rather than the undesirable behaviour being described. E.g. Child's name, put your pencil in the pot, rather than Child's name, don't throw pencils at people.
- Two positive choices may be given. E.g. You may put your pencil in the pot, or you may put your pencil next to your book; which is best for you? These should be repeated (in a calm tone) until the child chooses one of the two options.

Choices and Consequences

- If the pupil does not make a positive choice when offered two options, then a positive choice and a consequence may be given. E.g. Child's name, you have a choice. You may put the pencil in the pot or if you continue to throw pencils at other children, you will have to stay in and tidy all the things on the floor at breaktime. If the child continues to behave in an undesirable way (e.g. throwing pencils), then the consequence should be followed through and the incident and actions taken should be recorded on the school's monitoring system (CPOMs).
- Consequences need to be consistent and as far as possible link to the behaviour to be improved. Consequences should try to teach the child something about the type of appropriate behaviour being sought. Pupil writing lines will not be used as a consequence. When there has been conflict between children, the 'Time Machine' structure may be used to help the children work through the incident again as a learning process. This will also be recorded on CPOMs.

Summary of Conscious Discipline approach

Conscious Discipline empowers teachers with the Seven Powers of Self Control. These powers allow teachers to stay in control of themselves and in charge of the children. Self-control allows teachers to be proactive instead of reactive in conflict moments and embrace conflict as a teaching opportunity rather than a disruption to learning. From The Seven Powers for Self Control emerge the Seven Basic Skills of Discipline. These are the only skills that a teacher needs to constructively respond to any conflict in the classroom. These skills promote a peaceful inner state in children. From this state, children are free to learn, cooperate and help each other to be successful. (Conscious Discipline, 2000, Dr Becky Bailey). The table below shows the link between these powers and skills:

Skill	Power	Value	Purpose	Brain Smart Tips	Emotional Development	Key Phrases
Composure Being the person you want your children to become	Perception No one can make you angry	Integrity	Remain calm and teach children how to behave.	The brain functions optimally in a safe environment.	Anger management is integral for social competence.	S – Smile T – Take a breath A – And R – Relax
Encouragement Building the school family	Unity We are all in this together	Interdependence	Create a sense of belonging.	Social successes prime the brain for academic successes.	Relationships are the motivation for learning.	You did it! You ____ so ____ That was helpful.
Assertiveness Setting limits respectfully	Attention What you focus on, you get more of	Respect	Set limits and expectations.	Telling children what to do aligns their bodies with their willpower.	Healthy boundaries are essential for all relationships.	Did you like it?
Choices Building self-esteem and willpower	Free Will The only person you can make change is yourself	Empowerment	Empowers children while setting limits.	Choice changes brain chemistry.	Building self-esteem and willpower reduces impulsivity.	You may ____ or _____. What is your choice?
Positive Intent Creating teaching moments	Love See the best in others	Diversity	Create teachable moments especially for difficult children.	Thoughts physically alter cells in the body.	Positive intent improves self-image and builds trust.	You wanted ____. You may not ____. When you want ____ say ____.
Empathy Handling fussing and fits	Acceptance The moment is as it is	Compassion	Help children accept & process feelings.	Empathy wires the brain for self-control and higher cognition.	Empathy is the heart of emotional intelligence.	You seem ____. Something ____ must have happened.
Consequences Helping children learn from their mistakes	Intention Mistakes are opportunities to learn	Responsibility	Help children reflect on their choices and change.	The brain thrives on feedback.	Consequences help children learn cause & effect relationships.	If you choose to ____ then you will ____.

The school rules and policies concerning behaviour and discipline apply at all times when a pupil is at the school, representing the school, travelling to and from the school, wearing school uniform and associated with the school at any time. This includes conduct online, such as in any written or electronic communication concerning the school and United Learning.

The school will follow its Missing Pupils and Uncollected Pupils Policy when dealing with unexplained absences. This can be found on the school's website.

4. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy.

At Timbertree Academy, 'STOP' is used when dealing with bullying. Was it Several Times On Purpose?

What is bullying?

- Cyber-bullying via text messages or the internet;
- Prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability;
- Physical e.g. punching, kicking, hitting, spitting at another person;
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse;
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities;
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings; Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text;
- By someone known to the recipient or an unknown protagonist e.g. an anonymous email Cyberbullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

The school will use its Anti-bullying Policy and Safeguarding Policy (including incidents of peer-on-peer abuse) when investigating and dealing with bullying. These can be found on the school's website.

Bullying will not be tolerated at the academy.

5. Contextual Safeguarding

Schools should include reference in their policy to staff always considering the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. Also, that if staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

Staff will also refer to consideration of whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly and include any local or school specific arrangements. In this instance, the school's SENCo will be involved.

Responding to behaviour

6. Rewards

Following the school's approach to Conscious Discipline, it has taken the decision to 'notice' children who are standing out. This can be done in the following ways:

- Verbal praise/recognition
- Awarding Class Dojo points

- VIP
- Hot Choc Friday
- Being added to the weekly Jigsaw scroll
- Termly OSCA award
- Reader of the Week
- Writer of the Week
- Headteacher postcard being sent home
- Attendance prizes

The school appropriately adapts rewards that have the potential to be discriminatory to children with SEND where necessary.

7. Graduated Approach

Conscious Discipline is a research-based programme that helps adults stay calm enough to see misbehaviour and upset as a signal to teach instead of punish. It then provides effective strategies for teaching social emotional and life skills to children. The following graduated approach is used with attention given to the age and development of the child:

Stage		Dealt with by
Ongoing	Noticing positive behaviours. Pupils being problem solvers and informing someone when they don't like something and why.	All staff All pupils
1	Positive reminders of desired behaviour.	All staff
2	Two positive to accomplish the goal choices- you can---or---. Which one is best for you?	All staff
3	Two choices-with a forced alternative if stage 2 does not accomplish the goal.	All staff
4	Time Machine-Conflict Resolution (Adults may need to go straight to this stage).	All staff
5	Serious Incident. Adults may need to go straight to this stage). Three serious incidents could result in a Behaviour Monitoring Plan.	SLT
Stages 4 and 5 are recorded on CPOMs.		

8. Sanctions

The table above outlines the school's response to sanctions. All sanctions are proportionate to the incident and are dealt with on a case-by-case basis. Where a child's behaviour is beginning to cause concern, the school's SENDCo will work with the parent/carer and the class teacher to devise some positive targets which are reviewed regularly. At this stage, the school may also refer to Inclusion Support for further support. If a

child is placed on a Motivational Behaviour Tracker, they are at risk of losing any pupil leadership role for a temporary basis or even permanently. This will be the decision of the Headteacher.

In applying sanctions, especially those with serious consequences, the policy should make clear that the school undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010.

Specific reference is made to how the behaviour of pupils with SEND will be responded to including where additional support will be provided to ensure pupils can achieve and learn as well as possible. This will include:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation;
- where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so;
- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

Detentions

In exceptional circumstances, Year 6 children maybe issued a detention by the Headteacher (in preparation for transition to secondary school). 24 hours' notice of a detention and/or parental permission is no longer required but the school will always work in partnership with parents/carers where possible.

Staff must consider:

- the welfare of the child
- whether the child has caring responsibilities
- whether parents should be informed of the detention, any travel arrangements. Inconvenience to the parents does not matter as long as the child has a means to get home safely.

The permitted times for detentions are:

- any school day when the pupil does not have permission to be absent
- after the school day has ended until 4pm at the latest

Only the Headteacher or Assistant Headteacher in the Head's absence may give detentions.

Allegations against staff

The school takes its responsibilities for safeguarding extremely seriously, and that all members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection / Safeguarding Policy. These can be found on the school's website.

Malicious accusations against staff

The school has the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals. Appropriate sanctions will be given on a case-by-case basis and will be appropriate to the age, developmental stage of the child.

Sanctions could include: a letter of apology, missed break/lunchtimes, school community 'pay back' or in severe cases a suspension or exclusion.

9. Supporting pupils following a sanction

Following any sanction, the school will work with pupils to help them to understand how to improve their behaviour and meet behaviour expectations of the school. If necessary, support can be offered from the school's SEMH Champion or external support maybe provided from Sandwell Inclusion Support. This will be organised by the school's SENCo.

10. Use of reasonable force

The school will follow the Department of Education advice ['Use of Reasonable Force - advice for school leaders, staff and governing bodies'](#).

Teachers and members of staff authorised by the Headteacher have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

Where the use of force, i.e. restrictive physical intervention has been used once with a particular child there is a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff. Parents should always be told when it has been necessary to use physical restraint on their child. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

Staff training on use of reasonable force should deal with factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the pupil concerned.

Every member of staff will inform the Headteacher immediately after s/he has needed to restrain a pupil physically. A physical restraint incident is completed and scanned on CPOMs once shared and signed by the parent/carer.

The school follows MAPA procedures should reasonable force be required.

11. Prohibited items and searches

It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items

Please also note that records of all searches carried out, including the results of any search, and the actions taken following that search, must be maintained by the school. This would be recorded on CPOMs.

The law relating to searches

Principals/Headteachers (or authorised members of staff) have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

The specific items which can be searched for without consent are provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Consequently, schools should note that it may also be necessary to undertake a search of a pupil’s possessions to check for property not covered by the statutory power but identified in the school’s behaviour policy as an item which may be searched for. If an item is **not** listed in the school’s behaviour policy under this heading (or included in a separate document⁴) then a search cannot be conducted without consent from the pupil. Consequently, it is vital to include any specific banned item not on the DfE’s standard list in the school’s policy if it is likely to cause a problem to maintaining order in the school to the extent where a search without consent may be needed.

Only the Principal/Headteacher⁵ or a member of school staff authorised by the Principal/Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil’s own person or of their possessions must be carried out with due consideration for the pupil’s personal dignity, health and safety, the school’s Safeguarding policy, United Learning staff-pupil relations guidance, and the school’s own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

The school should inform the pupil’s parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent’s prior consent to undertake a search is not required.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

⁴ If including in a separate document, this should be referenced in the behaviour policy.

⁵ Schools which have different tiers / leadership titles such as Executive Principal or Head of School must make clear in their behaviour policy who can carry out the search. Schools should also be clear, through appropriate schemes of delegation, who is authorised to carry out searches in the Headteacher’s absence).

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- Knives or weapons
- Alcohol
- Tobacco (including vapes and other liquid electronic smoking materials)
- Illegal drugs (see Home Office controlled drugs list [here](#)) including drugs paraphernalia
- stolen items
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

United Learning also asks all schools to include the following in this list:

- So-called “legal high” drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug.

The school may also conduct a search if there is reason to believe the child has the following on its person:

- mobile phones
- cameras
- smart watches with a camera facility

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the [Head Teacher/Principal] may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data⁶ on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device

⁶ All schools should also have regard to DfE guidance <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Child Protection / Safeguarding Policy.

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy, and may then punish the pupil in accordance with this policy [and, Exclusions and Policy], where appropriate.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance [‘Screening Searching and Confiscation - advice for headteachers, staff and governing bodies’](#) in deciding what to do with confiscated items.

12. Drugs

The school should state whether it operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word ‘drugs’ used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so-called ‘legal highs’, and any substance pertaining to be a drug. The school should make this broad definition clear. Over the counter and prescription medicines should be dealt with in the school’s [Supporting Pupils with Medical Needs Policy](#).

The school should take into account guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school’s behaviour policy. The sanction is likely to include a suspension or permanent exclusion from school.

Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. It is important to note that whilst the school may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. “dealing”) this does not in any way confer a criminal judgment or conviction. This can be a matter which causes some confusion and upset with parents and pupils concerned.

Schools should take a contextual approach to where pupils are affected by their own or other’s drug misuse, which may include early access to support through the school and other local services as appropriate.

Confiscation of drugs

Any drugs or suspected drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

Parental involvement

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

13. Removal from classrooms⁷

On rare occasions, pupils maybe 'parked' in another classroom for a short period of time if it is in the best interest of the pupil or other members of the class. This use of removal should allow for continuation of the pupil's education in a supervised setting.

14. Suspensions and Permanent Exclusions

This part of the Behaviour policy should be read in conjunction with [United Learning Exclusions Guidance](#) and the [Permanent Exclusion Checklist](#).

1. *Executive Summary or Explanatory Note*

We do not wish to exclude any child from school, but sometimes this may be necessary. This would be: in response to a serious breach, or persistent breaches, of the school's behaviour policy; where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school; verbal abuse or physical assault on staff or adult: deliberately hurting another child/ren to cause injury. To ensure good order and behaviour for learning it may be necessary to suspend students from attending school or to permanently exclude them. That any form of exclusion is the ultimate sanction. That the decision to exclude is the Principal's/Headteacher's alone or in his/her absence, the designated teacher in charge⁹

2. *Legislation and Guidance*

Note that in applying this policy, the school will adhere to current legislation, including the Equality Act 2010. Acknowledge that the school is obliged to have regard to the DfE Exclusions Guidance; Section 10 of this makes specific reference to the Equalities Act.

Sanctions should be applied fairly, reasonably and proportionately and after due investigative action has taken place.

Particular care should be taken when taking decisions to exclude children with Special Education Needs and/or Disability (SEND) and those groups with disproportionately high rates of exclusion, paying particular regard to the school's duties under the Equality Act 2010. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal/Headteacher and governing body must comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The decision to suspend/exclude could be based on behaviour not only in school but also to behaviour out of school: for example travelling to and from school; whilst wearing school uniform; on school trips; work experience placement; over the telephone or online (such as on social media) etc.

⁷ Further detail is contained at paragraphs 79-88 in the DfE Behaviour Guidance

3. *Types of Exclusion*

Suspension

A suspension (a fixed period of exclusion) may apply; for a single occurrence of serious misconduct or for persistent misbehaviour. Examples of such behaviour could include: physical assault of an adult or another child, serious damage to school property/resources, false allegations made against a staff member, verbal abuse threats made to a pupil and/or a staff member, abuse based on any of the 9 protected characteristics or incidents of bullying or racism. **This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.**

A lunchtime exclusion is equivalent to a half day exclusion.

As part of a suspension, the Principal/Headteacher may decide that the suspension should be served at one of the United Learning schools within the West Midlands Cluster (Congreaves or Ham Dingle). If this is the case, the parent/carer will be informed and the pupil will access their education at that establishment for the length of the suspension. This will ensure that age-appropriate learning continues during the time of the suspension. A reintegration meeting will still need to take place at the home school following this suspension.

Repeated use of suspension for children with an EHCP (and potentially those on SEN Support (especially those undergoing statutory assessment and likely to get an EHCP)), or where the school knows or could reasonably be expected to know, that the child has a disability, could be considered ineffective or failing to sufficiently meet a child's needs. There is an expectation that where this is occurring, schools should ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

Permanent exclusion

This will normally be used as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in the academy would seriously harm the learning or welfare of the pupil or others in the school.

An example of when a permanent exclusion may apply for a one-off offence could be a serious physical assault resulting in hospitalisation/significant harm to another. **This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.**

4. *The Investigation*

There are two ways to approach this stage. One is simply to state that any investigation will be conducted in accordance with DfE guidance to be lawful⁸, reasonable, fair and proportionate. The other is to set out the principles that will be applied which should be as follows:

To be thorough: witnesses to be questioned and statements taken; the accused to be given the opportunity to have his/her say.

⁸ with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence
- The likelihood of re-occurrence (including a consideration of the student's previous behavioural record – taking care to be clear what behavioural incidents the pupil is actually being excluded for);
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, peer on peer abuse, harassment);
- Support/or adjustments previously provided;
- The school behaviour policy, special educational needs policy and equality law obligations.

Please note: an investigation template can be found in Appendix 4 of the Exclusions Guidance to support this process.

5. *Principal/Headteacher's Decision*

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

6. *Notification*

Specify how the decision will be notified, i.e. once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Principal/Headteacher, or designated teacher in charge. Note in the policy the key points the letter is to address. If a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable. When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.

7. *Role of the Local Governing Body*

Set out the role and responsibilities of the Governing Body in the exclusion process including:

- the duty to facilitate and consider the representations of the parents;
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified);
- that the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

8. *Additional Requirements for Permanent Exclusion*

Where the Governing Body has upheld the decision of the Principal to exclude, set out:

- the statutory timeframe for applying to an independent review panel;
- to whom an application must be sent, together with the grounds and evidence;
- the right for parents to request a special educational needs expert;
- the right for parents to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).

9. *Independent Review Panel Procedure*

The set up and process of the IRP is set out in the DfE Exclusions Guidance. The legal time frame for an application is:

- within 15 school days of notice being given to the parents by the governing board of its decision not to reinstate a permanently excluded pupil (in accordance with the requirements summarised in paragraph 131); or
- where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the permanent exclusion.

The role of the panel is to review the governing board's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel must consider the interests and circumstances of the permanently excluded pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school. The IRP cannot compel reinstatement.

10. *Monitoring and Review*

As part of the school's monitoring behavioural issues and to evaluate the effectiveness of the behaviour policy. This will help the school consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school should decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending the policy.

11. *Managed Moves*⁹

Managed moves will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new school and only where it is in the best interests of the pupil.

State that managed moves will only be offered as part of a planned intervention.

12. *Behaviour outside of school premises*

Be aware and specify that the behaviour policy can extend to activities outside the school day and off the school premises- or online when the pupil is:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or,
- that could adversely affect the reputation of the school.

This broad definition should be included to give the school maximum control over issues such as bullying. Consider whether there are specific circumstances that should be included such as cyber-bullying. The

⁹ Further detail is contained at paragraph 91 in the DfE Behaviour Guidance and paragraphs 48-52 in the DfE's Suspension and Permanent Exclusion Guidance

decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of school staff.

Preventing recurrence of misbehaviour

13. Initial intervention following behavioural incidents¹⁰

State the range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. Ensure you have in place a system that allows relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions or whose behaviour reflects a sudden change from previous patterns of behaviour.

14. Pupil Support Units¹¹

15. Reintegration¹²

Following a period of suspension, pupils will need to attend a reintegration meeting on the first day back to school. Parents/Carers will need to accompany their child to this meeting which will take place with the Headteacher. In the meeting, a behaviour plan will be agreed with the child and parents/carers which will outline expectations and the planned support/intervention. This could involve external support by means of referral to Sandwell Inclusion Support or the Preventing Primary Exclusion (PPE) Team. It could also be appropriate for the SENCo to look into short-term placements at specialist provisions as a means of support.

16. Monitoring and evaluating school behaviour¹³

Termly behaviour reports are produced and analysed by the school's senior leadership team. These are shared with the local governing body. An identified trends/patterns are then addressed through staff training and through the school's PSHE curriculum.

Specific behaviour issues

17. Child-on-child sexual violence and sexual harassment¹⁴

In every aspect of the school's culture, sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. All staff have been trained on the importance of challenging all inappropriate language and behaviour between pupils. Any incidents are logged specifically on CPOMs and are monitored by the school's safeguarding team and patterns are analysed during termly behaviour monitoring.

18. Behaviour incidents online¹⁵

This behaviour policy applies to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way.

¹⁰ Further detail is contained at paragraphs 96-100 in the DfE Behaviour Guidance

¹¹ Further detail is contained at paragraphs 101-106 in the DfE Behaviour Guidance

¹² Further detail is contained at paragraph 107 in the DfE Behaviour Guidance

¹³ Further detail is contained at paragraphs 108-110 in the DfE Behaviour Guidance

¹⁴ Further detail is contained at paragraphs 111-117 in the DfE Behaviour Guidance

¹⁵ Further detail is contained at paragraphs 118-121 in the DfE Behaviour Guidance

Set out instances of prohibited use, e.g.:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Where a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Any incidents of misuse of social media should be reported to the Principal/Headteacher and will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the Designated Safeguarding Lead (or deputy) when an incident raises a safeguarding concern.

19. Mobile Phones

Pupils may bring mobile phones to school, but these must be switched off whilst on the school site and handed to the class teacher for safekeeping during the school day.

20. Suspected Criminal Behaviour

If criminal behaviour is suspected, it will be decided whether there is a need to report to police and preserve evidence; whether a tandem report to children's social care is required, DSL to take lead following KCSIE; and with specific regard to Part 5 of KCSIE re child-on-child sexual violence.

Appendix A - Individual Reasonable Adjustment to the Behaviour Policy

This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).

Rationale Timbertree Academy is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the ‘Asses, Plan, Do, Review’ cycle.

Example of the Graduated Approach to adjustments

Stage 1 – Meeting with parents/carers, the student, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Culture and Behaviour may be in attendance.

Stage 2 – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Learning Plan for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student’s electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

Stage 3 – If deemed necessary, further external specialist advice may be sought to assess a student’s need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.

Stage 4 - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student’s Learning Plan and shared with key staff.

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warning given
Time out card	Shorter length for homework detention (45 minutes rather than 60 minutes)
Attendance to homework club	Access to keyworker support in the Reflection room, when required
Seating Plan adjustment	Time out card in the reflection room
Short and repeated instructions	Shorter time spent in the reflection room
Use of a visual checklist on student expectations	Higher frequency of failed homework’s to be set a detention (2x rather than 1x)
Private notification of warnings, including post it notes on desks	Reflection room time does not roll over to the following day
	Access to a laptop in the reflection room

Chunked tasks	Restorative discussion with the teacher to take place immediately, rather than the end of the day
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Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.

If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.