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CONNECT EDUCATION TRUST

Behaviour Policy

Academic Year 2025-2026

Version and Date		Action/Notes	Date to be Reviewed
7.0	16.07.2024	Approved by the Trust Board	1 Year – July 2025
7.1	23.09.2024	Approved via Chairs Action	1 Year - Sept 2024
8.0	08.07.2025	Approved by the Trust Board	1 Year – July 2025

Aims

This policy sets out a framework for promoting positive, safe behaviour within our inclusive Trust schools, based on mutual trust and respect, where effective learning can take place and all pupils can grow in their academic and personal development.

Roles and Responsibilities Appendix 1

All stakeholders have a shared responsibility for their own behaviour and the behaviour of others. The Home - School Agreement makes the expectations clear for everyone – pupils, staff, parents and governors, from the start. This is explained and completed on admission to the school. Under the Connect Education Trust code of conduct expectations about staff' behaviour is set out.

The Whole Child

We care about results, but not exclusively. We believe education is about more than achieving grades. It is about: showing consideration and responsibility for themselves, others and the environment; perseverance, resilience and grit; confidence and optimism; motivation, drive and ambition; kindness and community spirit; tolerance and respect; honesty, integrity and dignity; conscientiousness, curiosity and focus.

Values

These character traits, attributes and behaviours that underpin success in education and work, are summed up in the carefully selected school values and the "British Values" of democracy, the rule of law, individual liberty and tolerance of those with different faiths and none.

By promoting these values, in a safe and calm environment, we aim to build positive, healthy relationships amongst our staff, pupils and the school community. As a result, we aim for pupils to be successful and safe.

Celebration

We recognise and celebrate positive behaviours wherever they are seen, using them as a model to inspire and share with others.

Unique Child

Recognising every child as an individual, each with their own needs, is an important feature of the application of the behaviour policy. For whatever reason, at any time, a child's particular needs may be deep and complex and may call for a particular response, different to the majority of children.

Statutory Guidance

The Connect Education Trust is committed to following statutory guidance from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- DFE Guidelines: Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice

Unacceptable Behaviours Appendix 2
Appendix 2 provides examples of what constitutes unacceptable behaviours.

Bullying, Racial and Equality Incidents
These incidents are considered to be extremely serious and are treated with zero tolerance. All staff who become aware of an allegation of bullying, racial harassment, gender issues or radicalisation must refer to Connect Education Trust Anti-Bullying and Anti-Racism statement. Incidents should be reported to the Senior Leadership Team, recorded on CPOMS and followed up immediately. Monitoring will be conducted by the Senior Leadership Team and will feature as an agenda item on the termly Local Governing Body.

Possible Consequences and Sanctions to Unacceptable Behaviours Appendix 3
Appendix 3 outlines consequences and sanctions to unacceptable behaviours.

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.

Safeguarding
We recognise that changes in behaviour may be an indicator that a pupil needs help or protection. Schools will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, schools follow the Connect Education Trust Safeguarding and Child Protection Policy and Procedures.

Use of Reasonable Force
Our commitment to positive behaviour management means that the use of reasonable force is used very rarely, and only as a last resort when all other preventative methods have proved ineffective.
Schools follow the DFE guidance Use of Reasonable Force.

Section 93 of the Education and Inspections Act 2006 affirms the lawful right for a member of staff to use reasonable force; "School staff may use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- Causing personal injury to, or damage to the property of, any person (including the pupil).
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school, or among any pupils receiving education at the school, whether during a teaching session or otherwise."

Incidents of reasonable force must also:
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded on CPOMS and reported to parents.

Confiscation
Any prohibited items found in pupils' possession will be confiscated. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if

appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Exclusion and Suspension
Only the Headteacher may exclude or suspend a pupil as a response to serious acts of inappropriate behaviour,
Following the DFE Guidelines: Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral units in England, including pupil movement, September 2022

Harmful Sexual Behaviour (Child on Child Sexual Harassment /Sexual Violence)
We assume that sexual harassment, online sexual abuse and sexual violence are happening in our community, and potentially our schools, even when there are no specific reports.

These behaviours are totally unacceptable. To address them, our schools have put in place a "whole school culture" through the way they have developed their leadership, curriculum, pupil behaviour and attitudes, personal development and pastoral support.

Our description, recording and response to harmful sexual behaviours are duplicated in the Connect Safeguarding and Child Protection Policy and Procedures, in line with KCSIE 2022.

The aims of each school include a focus on high standards of learning and personal development through the values of Respect, Responsibility and Resilience supporting personal development, social responsibility and a sense of self-worth. This includes promoting a safe, supportive and well-ordered environment where pupils are happy and confident as they aspire to achieve.

Each school's curriculum is seen as the totality of every planned and unplanned experience or interaction that pupils encounter within our school. It informs every aspect of their practice and culture from academic content to the personal development of characteristics and virtues. It includes the aim to improve the life chances of all pupils by ensuring each child becomes a confident individual with a body of knowledge, enabled to live a safe, healthy and fulfilling life.

Our schools' Relationships and Sex Education/Personal, Social, Health and Economic (RSE/PSHE) programmes aims to give pupils the knowledge, skills and attitudes that they need to effectively navigate the complexities of life in the 21st century. The curriculum covers key areas which will support pupils to make informed choices now and, in the future, including health, on/off line safety, well-being and relationships.

A focus on effective pastoral support is also included in our provision for keeping pupils safe. Here, staff are alert to factors that increase a child's vulnerability, or potential vulnerability, such as mental ill-health, domestic abuse, having additional needs, and being at greater risk of exploitation and/or of feeling unable to report abuse (for example girls and LGBT pupils).

Response to Reports of Sexual Harassment/Violence by Pupils Appendix 4
Following a report of sexual violence and/or sexual harassment our schools' procedures are outlined in Appendix 4.

Pupil Transition
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. 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.

Recording Incidents
Significant behaviour incidents are recorded onto CPOMS, where they are used to log, monitor, evaluate and support improvements to behaviour. Monitoring will be conducted by the Senior Leadership Team and will feature as an agenda item on the termly Local Governing Body.

Individual Schools
As an additional appendix to this policy, each school will have its own "Behaviour Guidelines," describing how positive behaviour is promoted in its own setting.

Connect Education Trust
This policy should be read in conjunction with the Connect Education Trust policies on:

- Safeguarding and Child Protection
- Anti-Bullying and Anti-Racism
- Physical Intervention

This policy will be reviewed on an annual basis by the Board of Trustees.

Appendix 1: Roles and Responsibilities

All stakeholders have a shared responsibility for their own behaviour and the behaviour of others. Under the Connect Education Trust code of conduct expectations about behaviour for staff, pupils and parents are set out below. It should be noted that for some SEND pupils these expectations may not be appropriate and this will be recognised in their individual behaviour plans to support exceptional needs.

ROLES AND RESPONSIBILITIES	Staff	Pupil	Parent
Actively promote positive behaviour and respect	✓	✓	✓
Support the school's Behaviour Policy	✓	✓	✓
Actively follow and promote school values at all times	✓	✓	
Act as examples of desirable behaviour	✓	✓	✓
Monitor the welfare of the pupils, recording incidents /causes for concern	✓		
Deal with incidents fairly and consistently, using restorative techniques	✓		
Celebrate success when achieved	✓	✓	✓
Encourage and build healthy, positive and supportive relationships between all members of the community	✓	✓	✓
Provide opportunities for pupils to assume positions of responsibility and leadership	✓		
Treat everyone in the school community with kindness and respect	✓	✓	✓
Strive for success in all areas of school life	✓	✓	
Take responsibility for their own behaviour and an active role in resolving issues		✓	
Tell adults if they (or others) are upset or have a problem		✓	
Behave appropriately when representing the school e.g. on a school trip, sports event, travelling between home and school		✓	
Take care of school property, personal possessions and those of others		✓	
Ensure their child's regular attendance and punctuality			✓
Inform the school of any circumstances which may affect their children's well-being, behaviour or ability to maintain relationships			✓
Attend meetings to discuss issues regarding their children			✓
Show courtesy and respect to all members of the school community	✓	✓	✓
Act as a good role model to their child			✓

Appendix 2: Examples of Unacceptable Behaviours

Level 1 (Class Log/ScholarPack)	Level 2 (ScholarPack/CPOMS)	Level 3 (ScholarPack/CPOMS)
	Persistent Level 1 behaviour	Persistent Level 2 behaviour
Disregarding school values		
Pushing in or not taking turn		
Interrupting	***Or any of the behaviours below***	***Or any of the behaviours below***
Talking when an adult is speaking		
Attention seeking	Arguing with staff	Unwanted physical contact
Spoiling others' games	Frequent disruption to lessons	Inappropriate touching
Deliberate work avoidance	Rudeness	Inappropriate sexualised behaviour, including misogynistic language
Bringing sweets, chewing gum or inappropriate items to school	Swearing at pupils	Intimidation or tormenting (including mental, physical or via the internet)
Calling out/making inappropriate noises in lessons	Aggressive "play"	Persistent disruption to lessons
Running inside school	Persistent lying	Verbal abuse of staff or pupils
Deliberately making unkind comments about others	Refusal to follow instructions/ deliberate defiance or disobedience	Swearing at staff
Arguing with pupils	Defacement e.g. scribbling on desk or others' work	Fighting
Stopping the learning of other pupils	Kicking, hitting, punching, biting, pushing, etc	Blatant dishonesty and refusal to accept responsibility
Disrespectful attitude	Retaliation	Dangerous defiance or refusal to follow instructions
Using swear words and gestures	Leaving class without permission	Graffiti/vandalism wilful destruction of the school environment or property
Play fighting		Violent physical attack or causing bodily harm towards pupils or staff
Dishonesty		Serious physical retaliation
Lack of co-operation		Leaving school without permission
Being careless with school equipment		Spitting at a child or adult
Spitting on the ground		Racial, social, cultural, homophobic, religious or misogynistic verbal abuse
Teasing, name calling		Stealing
		Possession/use of weapons, drugs, alcohol, cigarettes or other inappropriate materials
		Putting themselves or others at risk of harm
		Bullying or extortion
		Inappropriate use of social media
		Bringing the school into disrepute, before, during or after school

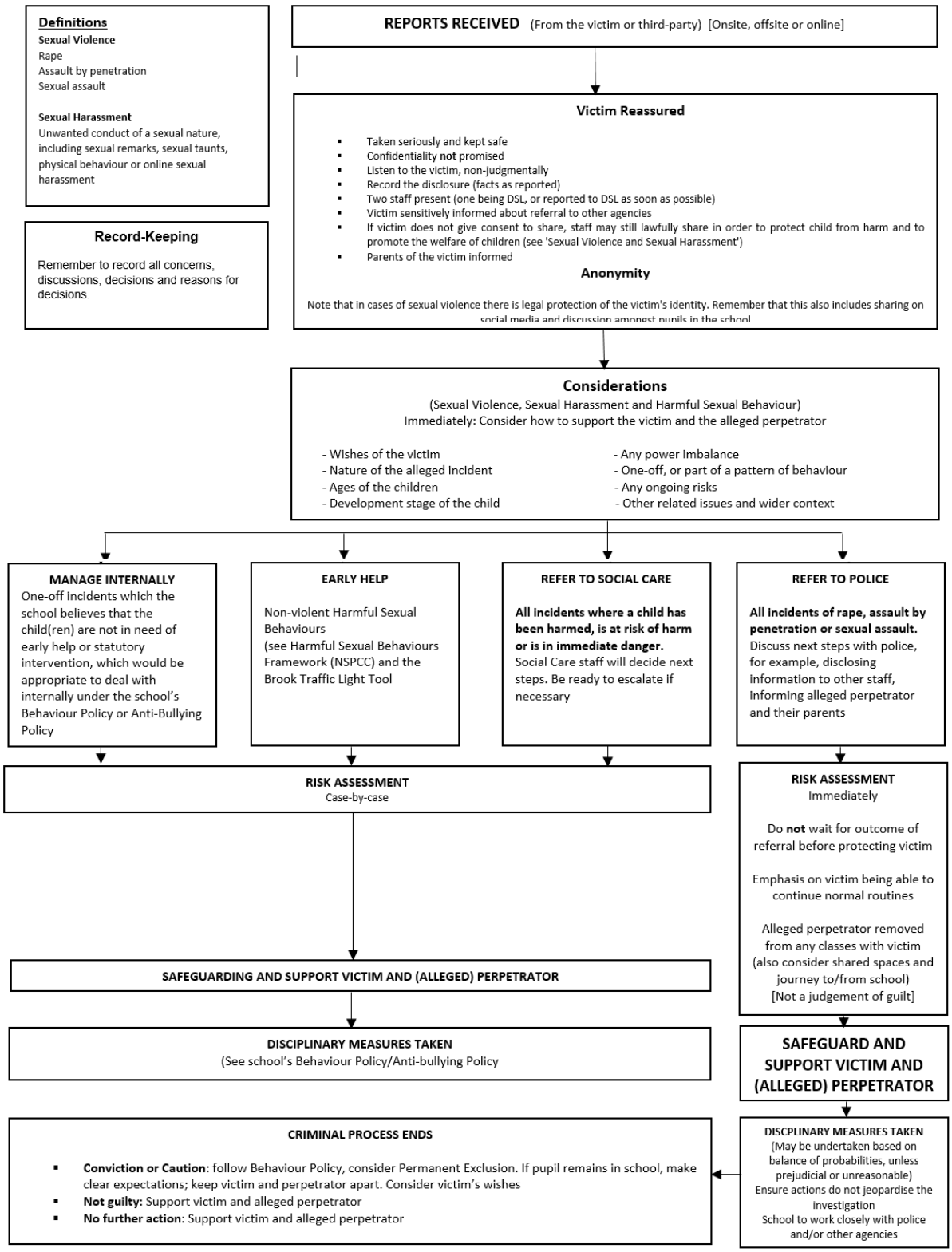
Appendix 3: Possible Consequences and Sanctions to Unacceptable Behaviours, *taking into account the context and specific circumstances of each incident and child.*

Level 1	Level 2	Level 3
1. Responding in a low level manner, focused on maintaining relationships and reminders of school values/class charter * 2. Reminder of the school values 3. 'PIP' & 'RIP' Praising in Public, Reprimanding in Private 4. Strategic ignoring of low-level inappropriate behaviour 5. Social stories 6. 'Time Out' with a timer/clock – adjusting length of time according to age/stage 7. Verbal apology 8. Finishing work at break time or at home 9. Positive re-direction, highlighting the good example of others 10. Being spoken to about the consequences of their behaviour by a member of staff 11. Parents informed verbally (could be by telephone or at home-time) 12. Re-positioning within the group/classroom 13. Distraction free work area in the classroom 14. Removed from a game at break/ lunchtime for a set period 15. Talking through and resolving incidents, recording when appropriate	1. Incident recorded on CPOMS 2. Written apology 3. Exclusion from after school activities, e.g. Football Club 4. Being spoken to about the consequences of their behaviour by a senior member of staff 5. Parents contacted and a meeting held with the child in attendance 6. Regular Home – School communication 7. Re-location to another class for a specified period, with work 8. Parents informed in writing (copy kept on file) 9. Loss of break time 10. Regular monitoring of pupil's work or behaviour and parents kept informed 11. Senior staff investigating and recording behaviour 12. Restorative meeting held 13. Individual target setting (e.g. Learning Support Plan, Pastoral Support Plan, Class targets) 14. Arranging for pupils to work on a 1:1, group or classroom basis e.g. with TA 15. Personalised behaviour or reward charts for individuals after discussion with SLT ▪ Home/School Book ▪ Behaviour Contract	1. Being spoken to by a member of the Senior Leadership Team and parents together 2. Behaviour contract between pupil, parent and teacher with specific targets and time scale 3. Headteacher's letter sent to parents (copy kept on file) 4. Regular monitoring of work or behaviour by Headteacher 5. Community service 6. Suspension (this can include lunchtime suspensions) 7. In-school exclusion – child supervised by SLT 8. Permanent change of class 9. Support requested from outside agencies e.g. SWERLL, Educational Psychologists 10. Permanent Exclusion **Responses to any incidents associated with sexual violence/harassment will follow Appendix 4**

* Positive talk such as:

- Positive phrasing e.g. - “Stand next to me”, “Put the toy on the table”, “Walk beside me”
- Wondering aloud e.g. - “I wonder if you’re feeling.”, “I can see that you’re…”
- Limited choice e.g. - “Put the pen on the table or in the box”, “When we are inside, Lego or drawing”, “Talk to me here or in outside”
- Disempowering the behaviour e.g. - “You can listen from there”, “Come and find me when you come back”, “Come down in your own time”
- Use of a de-escalation script e.g. – I can see that you’re angry... Let’s just stop and wait for a minute before we say anything…
- Use the person’s name
- Acknowledge their right to their feelings e.g. - “I can see something is wrong”, “What’s made you angry…”
- Tell them why you are there e.g. – “I am here to help”, “I am here to keep you safe’’
- Offer help e.g. - “Talk to me and I will listen”
- Offer a “get-out” (positive phrasing) e.g. - “Come with me and....”

Appendix 4: Response to Reports of Sexual Harassment/Violence by Pupils



1. **Responding to a Report**: process and risk assessment
   Schools will:
   - Decide on a case-by-case basis
   - This will be underpinned by the principle of a zero-tolerance approach to sexual violence and sexual harassment, meaning it's never acceptable and it won't be tolerated

   The DSL (or a deputy) will take the lead, supported by other agencies as required.

2. **Risk and Needs Assessment**
   Where there's been a report of **sexual violence,** the DSL (or a deputy) will make an immediate risk assessment, considering:
   - The victim, especially their protection and support
   - Whether there may have been other victims
   - The alleged perpetrator(s)
   - All other pupils at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them

   Where there's been a report of **sexual harassment**, the need for a risk assessment will be considered on a case-by-case basis. Risk assessments will be recorded and kept under review.

   The DSL (or a deputy) will engage with children's social care and specialist services as required:
   - Where there's been a report of sexual violence, risk assessments will likely need input from social workers or sexual violence specialists within our local multi-agency safeguarding team (MAST)
   - Any MAST assessments will be used to inform a school's approach and update risk assessment accordingly

3. **Managing and/or Escalating the Report**
   Schools will be aware of, and respond appropriately to, all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school.

   DSLs (or a deputy) will decide how to manage the report, including when to inform the alleged perpetrator(s). This depends on a number of important considerations, including:
   - The wishes of the victim and how they want to proceed – we will balance these against our responsibility to protect other pupils
   - The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
   - The ages and developmental stages of the pupils involved
   - Any power imbalance between pupils. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
   - Whether the alleged incident is a one-off or part of a sustained pattern of abuse
   - That sexual violence and sexual harassment can take place within intimate personal relationships between peers
   - Whether there are ongoing risks to the victim (or anyone else)
   - Any related issues and wider context, including links to child sexual exploitation and child criminal exploitation

4. **Options to Manage the Report**
   There are four likely scenarios for the next steps:
   1. **Manage internally**, where this is considered appropriate in the circumstances, and early help or statutory interventions aren't required.
   2. **Early help**, as outlined in chapter 1 of Working Together to Safeguard Children, where statutory interventions aren't required.
   3. **Referrals to children's social care***, where a child has been harmed, is at risk of harm, or is in immediate danger.

4. **Report to the police**** (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made. Police will consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail.

* Where scenarios involve working with children's social care, schools won't wait for the outcome of an investigation before protecting the victim and other pupils – DSLs (or a deputy) will work closely with pupils' social care to make sure the school's actions don't jeopardise a statutory investigation. There will be immediate consideration for safeguarding the victim, alleged perpetrator(s) and all other pupils.

  Where a report is going to be made to children's social care and/or the police, schools will speak to the relevant agency to discuss next steps and how the alleged perpetrator(s) will be informed.

** Staff may confiscate devices for evidence to hand to the police, if the report includes an online element.

5. Report Responses will be Recorded and Reviewed Regularly

All concerns, discussions and decisions made will be recorded, along with the reasons behind them, in writing. Decisions and actions taken will be reflected upon and relevant policies updated with lessons learnt.

Schools will look out for potential patterns of concerning, problematic or inappropriate behaviour, deciding how to handle any such patterns, considering whether there are wider issues at play relating to your school's culture.

6. **Supporting the Pupils Involved**:

The Victim

Victims of this abuse will likely find the experience distressing, which can affect their progress in school. This can be made worse if the alleged perpetrator(s) attends the same school.

School will reassure them that we'll take them seriously and that they'll be supported and kept safe. They will keep them a reasonable distance apart from the alleged perpetrator(s) on school premises, including at before and after-school activities.

How schools support the victim will depend on:

- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- The needs and wishes of the victim

Schools will be aware that:

- Victims may not disclose the whole picture immediately, so dialogue should be kept open and encouraged
- Girls are more likely to be victims and boys are more likely to be perpetrators
- There may be more than one perpetrator, which is why KCSIE refers to 'perpetrator(s)' rather than 'perpetrator'

The Alleged Perpetrator(s)

It can be difficult to balance the need to safeguard the victim (and other pupils) with providing the alleged perpetrator(s) with an education and safeguarding support and implementing disciplinary sanctions.

Schools will consider support (and sanctions) on a case-by-case basis. This includes:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the allegations and risk of harm to other pupils
- Any unmet needs that the alleged perpetrator(s) may have
- Following the possible responses outlined in Appendix 2

Unsubstantiated, Unfounded, False or Malicious Reports

DSLs will consider whether the pupil and/or the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. If this is the case, it may be appropriate to make a referral to children's social care.

If schools find that the report is deliberately invented or malicious, they follow up with reference to Appendix 2.