Behaviour & Relationships (Secondary Phase) Policy

PONTEFRACT
ACADEMIES TRUST

Contents

1.   Policy Statement

1.1   Pontefract Academies Trust has a mission to run top-quality, high achieving schools that give our children and young people the chance in life they deserve. Our vision is that every child and young person makes outstanding progress. Good behaviour is central to this vision and it is essential that each school manages behaviour well so they can provide calm, orderly, safe and supportive environments in which children and young people want to attend and can learn and thrive.

1.2   Being taught how to behave well and build positive relationships is vital for children to succeed personally and for them to successfully navigate the community they live in. Our schools use a range of actions and practices to achieve this, creating a positive culture. These include, but are not limited to:

- the curriculum,
- student assessment and feedback,
- tutor time,
- assemblies,
- student engagement/student voice,
- extra-curricular enrichment,
- pastoral support and guidance,
- individualised adjustments and inclusion,
- parental engagement, and
- appropriate multi-agency working for those students with the most challenging needs.

1.3   The behaviour and relationships policy aims to ensures that Trust schools maintain the highest expectations whilst ensuring that all students are supported to meet them. We never apologise for having high standards in all that we do, and this includes student behaviour.

1.4   To support the Trust's expectations of behaviour it will:

- Encourage behaviour which supports the mission, vision and values of the Trust and its schools.
- Recognise, reward and celebrate good behaviour.
- Create environments where positive behaviours are more likely, by proactively supporting students to behave appropriately and addressing misbehaviour effectively.
- Employ a fair and consistent behaviour management system that is recognised by students, parents/carers and staff.
- To explicitly teach students what good behaviour looks like and provide additional support for some students to enable them to reach the expected standard of behaviour.

1.5   To assist with the achievement of that aim, the Trust has clear expectations of staff parents/carers and pupils/students.

1.5.1 The Trust's Expectations of Staff

1.5.2   All staff shall:

- Apply policy and procedures fairly and consistently.
- Teach and model expected behaviours and positive relationships, so that students can see examples of good habits and are confident to ask for help and support when needed.
- Constantly challenging students to meet the school's expectations and maintain the boundaries of appropriate conduct.
- Ensure that good student behaviours are recognised and praised.
- Considering the impact of their own behaviours on the school culture and how they can uphold the school's rules and expectations as a positive role model.

1.5.3 The Trust's Expectations of Parents/Carers

1.5.4   To support the school, parents will be encouraged to get to know the school's behaviour and relationships policy. Parents have an important role in supporting the school's policy and reinforcing it at home.

1.5.5   Parents have a responsibility to inform the school of any changes in circumstances that may affect their child's behaviour, to discuss any behavioural concerns with a key member of staff promptly and by attending review/reintegration meetings as required.

1.5.6   It is expected that parents/carers will be a positive role model for their child/children, knowing and supporting the school by ensuring that their child is ready to learn. They can do this by, making sure that their child:

- Arrives on time and prepared to learn.
- Brings appropriate equipment such as PE kit, and any other necessary equipment, student planner, a suitable bag to carry books and any equipment needed during the school day.
- Is aware of the need to be polite, courteous, respectful to everyone on the school site, forging positive, supportive and respectful relationships with all staff. See parent code of conduct policy.
- Is encouraged to want to learn and to meet high expectations.

- Wears the school uniform correctly. See your school's uniform policy for further details.
- Switches off any mobile devices (including phones) at the school gate. These must be kept out of sight and remain switched off until the end of the day.
- Ensure students complete school work to a high standard, including homework.

1.5.5 The Trust's Expectations of Secondary Students

1.5.6   Students are responsible for being excellent ambassadors of themselves, who learn from their mistakes and demonstrate outstanding behaviour which exemplifies the Trust's learning expectations and values.

1.5.7   To support this, all students will have a clear induction process that familiarises them with behaviour expectations. This induction will be repeated at the start of each academic year.

1.5.8   The Trust believes in doing common things uncommonly well. To ensure consistent application of its behaviour standards, it is expected that students will:

A.   Be prepared - ready to learn

- Have the right equipment.
- Get to lessons on time and settle quickly and quietly so that no learning time is wasted.
- Respond promptly to instructions when asked the first time.
- Do homework well.

B.   Be exemplary in the way they present themselves - manners, pride and kindness

- Show good manners and always be polite when interacting with others.
- Take pride in the presentation of their work and uniform.
- Never shout out.

C.   Be respectful – to others, to the environment and to myself

- Don't drop litter anywhere.
- Listen and respect the views of others, including those that are different to their own.

- Never make anyone feel unsafe (no foul language, no physical contact).

1.6   This Policy is supported by the [Trust's Relationships and Behaviour (Secondary Phase) Procedural Instructions](#). The procedural instructions provide the detailed directions through which staff, parents/carers and pupils/students will uphold the aims and objectives of this Policy, defining:

- The responsibilities assigned to specific school staff as behavioural ambassadors within each Trust school.
- The consequence system the Trust employs in secondary schools.
- The report card system the Trust employs in secondary schools.
- The use of detentions in Trust secondary schools.
- The role of the 'reset' room.
- The use of partial timetables in Trust secondary schools.
- The process for 'Managed Moves'.
- Suspensions, permanent exclusions, Independent Review Panels and reintegration.
- How the Trust ensures inclusivity by providing additional support for students with Special Educational Needs and Disabilities (SEND) / Social Emotional Mental Health Needs (SEMH).
- The use of reasonable force in Trust secondary schools.
- The use of screening, searching and confiscation in Trust secondary schools.
- The relationship to the Trust's Anti-Bullying Policy.
- The relationship to the Trust's Information Policy with respect to the use of CCTV.
- The Trust's stance on the use of electronic devices (e.g. mobile phones) in the context of its Relationships and Behaviour (Secondary Phase) Policy.
- The Trust's response to malicious allegations against staff.
- Police involvement.

1.7   The Directors of School Improvement are responsible for producing and updating the Relationships and Behaviour (Secondary Phase) Procedural Instructions.

1.8   Any material changes to the Procedural Instructions will be presented to the ELT for approval. Any revisions will not become effective until ELT approval is given.

1.9   Procedural advice and/or guidance may be sought from the Education and Standards Committee prior to approval of the supporting Procedural Instructions where this is deemed necessary by the ELT.

1.10   This allows for an equitable balance of strategic direction and oversight for Trustees, whilst ensuring that the Trust is in a position to proactively and reactively review, respond to and update operational processes in a timely manner, drawing upon the professional knowledge and expertise within the Central Team and within its schools.

1.11   This approach is consistent with the Trust's Scheme of Delegation.

2.   Legal Framework

2.1   This policy has due regard to legislation, statutory guidance and accepted industry standards including but not limited to:

- The Education and Inspections Act 2006
- The Equality Act 2010
- Use of Reasonable Force in Schools 2013
- The Equality Act 2010 and Schools 2014
- The Children and Families Act 2014
- Supporting Pupils at school with Medical Conditions 2015
- The SEND Code of Practice 2015
- Behaviour in Schools 2022
- Searching, Screening and Confiscation Advice for Schools 2022
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022 and 2023
- Keeping Children Safe in Education 2023

2.5   The policy will also be implemented in accordance with:

- The school's Uniform Policy
- The Trust's Attendance and Punctuality Policy
- The Trust's Children with Health Needs who Cannot Attend School Policy
- The Trust's Safeguarding and Child Protection Policy
- The Trust's SEND Policy
- The Trust's Supporting Pupils with Long Term Medical Conditions Policy
- The Trust's Anti-Bullying Policy
- The Trust's Information Policy

3.   Policy Scope

3.1   This policy applies to those involved with managing relationships and behaviour within Trust schools including:

- Teaching Staff
- Non-Teaching Staff
- Volunteers (including SPRB members)
- Pupils/Students
- Parents/Carers

4.   Policy Author

4.1   This policy is the responsibility of the **Directors of School Improvement**.

5.   Policy Approval

5.1   This policy is approved by the **Education and Standards Committee**, in line with the Trust's Scheme of Delegation.

5.2   This policy was approved by the Committee becoming effective on **05/07/23**.

6.   Policy Review

6.1   This policy will be subject of review every year.

6.2   It will only be re-presented to the Education and Standards Committee for approval in the event of any material changes. Where the review results in no material changes, the previous effective date will continue to apply, however the last review date will be specified in this section.

6.3   This policy was last reviewed on **05/07/23**.

7.   Policy Distribution

7.1   This policy will be made available via:

- The Trust Website
- School Websites
- The Compliance Library

8.   Version Control

7.1   The changes to this policy over time will be documented in line with the Policy Version. For ease of use this will be located in a separate document that can be accessed here.

7.2   If you spot any broken links or errors within this policy, please report this to dpo@patrust.org.uk.