

Staffordshire University Academies Trust		Trust Policy Document	
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SUAT Behaviour Policy

Ethos

The Behaviour Policy for Academies in the Staffordshire University Academies Trust (SUAT) is a generic statement of good practice that covers all aspects of the treatment of pupils in our Academies. It contributes to the development and maintenance of good behaviour and a positive and inclusive ethos. All members of the Academies are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

Each Academy is entitled to have an adapted version of this policy that is specific to their Academy. This will be displayed on that Academy's web site.

Aims

- To support effective learning and teaching and to encourage adherence to an agreed set of principles of behaviour by pupils in order to ensure the academic attainment and progress and health and safety of the school community
- To contribute to mutual respect and understanding of others
- To gain the agreement and support of teachers, support staff, members of the Local Academy Councils, the Trust Board and the community

Implementation

Each Academy has its own system but in general, in SUAT Academies,

- A copy of the policy will be made available to parents eg. on the school website
- A Code of Conduct will be displayed in classrooms and other parts of each Academy as appropriate
- The basic code is designed to be brief and easy to learn. It will include only those rules, which our academies will enforce. The reason for each rule will be obvious
- The basic code will be capable of application to an infinite variety of situations and is designed to encourage pupils to develop responsibility for their own behaviour
- All rules and their examples will be expressed in constructive terms
- The Academy's web sites will contain a link to the SUAT policy and a copy of their own policy

The Basic Code of Conduct

1. Attend
2. Be punctual
3. Work hard and always do your best
4. Act sensibly
5. Treat everyone and everything with respect
6. Come prepared with correct equipment and materials

In Class

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Make it easy for everyone to learn and for the teacher to teach.

This includes:

- Attend every lesson
- Arrive on time
- Bring all the equipment you need in a suitable bag
- Put bags and coats safely away
- Participate in the lesson attentively and politely
- Listen carefully
- Follow instructions
- Work hard and always do your best
- Ask for help when you need it
- Help each other when it is appropriate but don't distract or annoy anyone
- Answer questions in a respectful manner in and out of class
- Be sensible at all times
- Do your homework as well as you can and return it on time
- Think ahead in terms of toilet visits and filling water bottles

In general,

SPEAK POLITELY TO EVERYONE

This includes:

- Using a quiet / calm voice – as shouting can be rude
- Using language which is neither abusive or offensive in whichever language you are speaking
- Offering to help others
- Being polite to staff and visitors

LISTEN TO OTHERS AND EXPECT TO BE LISTENED TO

This can include:

- Trying to understand other people's point of view
- Upholding the principles of British Values and equality for all
- Not interrupting anybody or being interrupted by others
- Being silent when required
- Not answering back

KEEP THE ACADEMY CLEAN AND TIDY SO THAT IT IS ALWAYS A WELCOMING PLACE, WHICH PUPILS CAN BE PROUD OF

This includes:

- Taking great care of the school environment inside and outside
- Keeping the walls and furniture clean and unmarked
- Putting all litter in bins, even if this means carrying it until you find a bin
- Wear the correct uniform at all times
- Respecting other people's property and equipment
- Reporting any damage to a member of staff
- Using toilets and changing rooms respectfully

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Out of class:

MOVE QUIETLY AND SENSIBLY ABOUT THE ACADEMY

This includes:

- Lining up sensibly when required and it is safe to do so
- Walking to lessons rather than running, pushing or barging past others
- Being ready to help by opening doors
- Being ready to help by offering to carry things
- Move safely when moving around crowded corridors and on stairways
- Apply this pattern of behaviour outside the school building

Rewards Statement

SUAT considers it is important that praise and rewards should have a considerable emphasis within its Academies and pupils will thus achieve recognition for a positive contribution to academy life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the code of conduct. The attention of staff in our Academies should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently poor.

It is expected that good standards of behaviour will be encouraged through the consistent application of the code of conduct supported by a balanced combination of rewards and sanctions within a constructive academy ethos.

It is important to develop and maintain consistency in the application of the rewards system.

Aims

To develop a consistent pattern of rewards, which are known, understood and agreed to by all persons in SUAT academies.

To support the code of conduct.

Implementation

This may be achieved in the following ways:

- To distinguish between **informal** rewards such as giving praise for appropriate behaviour in and outside the classroom, and **formal** reward for further agreed aspects of academy life.
- Examples of situations and circumstances in which formal rewards such as certificates may be awarded, will be reviewed, drawn up and agreed upon in consultation with staff in each Academy as and when appropriate. Academies may wish to consider whether or not rewards need to be differentiated for different age groups.
- A list of rewards, both formal and informal, may be drawn up in consultation with pupils, in order to support the development of consistency, encourage pupil

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democracy and ownership. Examples of informal rewards which staff are encouraged to use for achievement, appropriate behaviour and outstanding effort may include:

- General praise and encouragement in lessons, which should be used appropriately for maximum effect
- The Head teachers/Principals, or other appropriate members of staff, or LAC members, be invited to praise individuals, groups or classes as appropriate
- Recognition to be given to success of differing kinds in assemblies and in class
- Pupils' work to be displayed to celebrate learning and in recognition of the effort and skill
- Communication with parents to be used more frequently to celebrate a wide variety of academic and non-academic achievements

Sanctions Statement

Pupils have a right to expect fair and consistently applied sanctions for poor choices of behaviour and which make a clear distinction between serious and minor infringements of the code of conduct. An appropriate sanction is one which is designed to put matters right and encourage better choices of behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few.

There is a relationship between the principles of our Equality Policy and the sanctions system. There are existing mechanisms for dealing with any form of discrimination and/or harassment of any of the protected characteristics.

Aims

- To develop a consistent pattern of sanctions, which are known, understood and agreed to by all members of the academy community.
- To support the Code of Conduct.

Current Practice

Where sanctions become necessary the first line is the individual staff sanction. This may be followed by referral to Key Stage/Phase Leaders. The third line of referral is to a designated Senior Leader or staff employed as Pastoral leads.

Each Academy will have its own specific processes and procedures but, in general, staff will have the following types and levels of sanctions available to them:

A. Individual members of staff` `

- 'Time out' (exact details will be specific to an individual academy)
- Sanctions 'to fit the misbehaviour' e.g. clearing up litter (appropriate Health and Safety equipment will be provided)
- Letter/Phone call home after consultation with the Key Stage/ Phase Leader
- Sending pupils to the Key Stage/ Phase Leader or other appropriate adult, by prior arrangement

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- In an emergency situation, the Behaviour Support Officer (or equivalent) or a more senior member of staff may be called for

B. Key Stage and Phase Leaders / Senior Leadership Team

- Putting pupils on report/ behaviour contract
- Sending letters home
- Detentions where part of the Academy approach to Behaviour management
- Arranging meetings with parents
- Internal suspensions from class to complete supervised work

C. Head teacher/ Principal

- Fixed-term exclusions
- Permanent exclusions

Reasonable force, screening, searching and confiscation

School staff can use reasonable force in certain circumstances, normally to keep pupils' safe or to stop damage occurring. These circumstances are likely to be extreme and infrequent. We have a separate policy on the use of Restrictive Physical Intervention. That policy adheres to the Department of Education's guidance. Although schools do not have to tell parents when reasonable force has been used on their child, our schools will always communicate with parents following the use of reasonable force and will make a full record of incidents.

None of our schools use screening (using hand held wands or walk through detectors) routinely.

SUAT schools follow the guidance outlined in searching, screening and confiscation advice for Head teachers, school staff and governing bodies September 2022:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

School staff are allowed to search pupils, if the pupil agrees. When talking to a pupil about a search, a member of staff will explain why the search is taking place and how the search will be conducted so that their agreement is informed.

Staff are allowed to search for some items without a pupil's agreement. These items are mainly those which could be dangerous, and include:

- Knives and weapons
- Alcohol
- Illegal drugs and any associated items
- Recreational drugs (including nicotine pouches and any associated items)
- Vapes
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

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- Any article that has been, or is likely, to be used to commit an offence, cause personal injury and/or damage to property

If staff do need to search a pupil, they will only do so without the pupil's permission if they reasonably believe that the pupil(s) have any of the above items listed above. They will never ask a pupil to remove anything other than outer clothing. Unless it is an emergency (for example, if a pupil is, or pupils are, going to get hurt), searches will be done by a member of staff who is the same sex (where possible) with another member of staff there too. Normally, a search will be done by Senior staff. It is important to remember that searching a pupil is unusual and does not happen often.

If a pupil brings in an item that is against the school rules, or that the Head teacher considers inappropriate, this item can be confiscated. Sometimes, we will need a parent or carer to collect the confiscated item from school.