



EMPOWER
LEARNING ACADEMY TRUST

Behaviour and Attendance Policy

Agreed by C.E.O.: September 2018

Next Review Date: July 2021

Behaviour

A Statement of Purpose

The Empower Learning Academy Trust's Behaviour Policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and encourage the involvement of parents/carers in the development of their child.

The overall aim of this policy is to create a clearly structured set of guidelines encompassing our expectations in terms of behaviour that is accessible to everyone, including visitors to the Academies and the local community. Underpinning the policy is our philosophical view that behaviour needs to be managed positively, with the emphasis placed upon reward and general recognition of effort made. This, combined with a clear and fair system of sanctions for those who choose not to comply, forms the basis of this document.

Aims and Objectives

The five main aims of this document are:-

1. To promote a positive atmosphere where good relationships, discipline and good order lead to excellence.
2. To deliver a whole Trust approach and effective implementation of a policy of behaviour.
3. To recognise, reward and celebrate good behaviour.
4. To marginalise poor behaviour by celebrating good behaviour.
5. To involve pupils, parents, staff and governors in the creation and implementation of a consistent approach to the management of behaviour.

Overall Guiding Principles for all staff.

Whenever possible staff should:-

1. Provide and maintain a disciplined, caring environment in which teachers can teach and pupils can learn.
2. Ensure that pupils understand that every teacher has the right to teach and every pupil has the right to learn, without disruption.
3. Be alert to signs of bullying and harassment and act in accordance with the Anti-bullying Policy.
4. Through or in liaison with the Head of Year/Senior House Tutor, Director of Access/SENDCo communicate with parents/carers as soon as possible over a pupil's poor behaviour.
5. Promote/develop empathy and respect for self and others.
6. Develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
7. Be aware that different strategies may be required when teaching students on the Autistic Spectrum.
8. Try to ensure that pupils are confident of their right to be treated fairly.
9. Empower all staff to determine and request appropriate behaviour from everyone.
10. Acknowledge that the maintaining of good behaviour within the academy is a shared responsibility.
11. Ensure that positive behaviour is always recognised.

12. Work within a positive, proactive reflective approach to behaviour management.
13. Fully understand the policy and ensure it is consistently implemented throughout the academy.
14. Raise pupils' self esteem.
15. Encourage regular attendance.
16. Ensure pupils and others are aware of the rights and responsibilities of all members of the academy community.

Curriculum

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour therefore the academy/staff should

1. Ensure that all aspects of equal opportunities permeate the work delivered by teachers. This work should promote respectful and tolerant behaviour.
2. Consider the implications for pupils' behaviour when determining the arrangements and sizing of groups (within the constraints of the school's budget). The groups, including sub groups in classes, should not set up the anticipation of failure.
3. Ensure that the pupils have a broad and balanced curriculum on offer.
4. Have high expectations of the pupils where serious and consistent hard work is the norm. This hard work should be rewarded by a sense of achievement and giftedness as well as success in public examinations.
5. Ensure that pupils are actively involved in their own learning and structured feedback from marking is given.
6. Clear, differentiated objectives are given at the beginning of each lesson.
7. Whenever possible, acknowledge progress, achievement and effort.

In the Classroom

Teachers Should:

1. Make clear the rules of their learning area (classroom, technology room, laboratory etc) and explain why they are necessary.
2. Effectively place and group pupils in their learning area to minimise misbehaviour.
3. Enforce those rules and deal firmly but fairly with any pupil who does not abide by the rules, either immediately or soon after the lesson. Always treat pupils with dignity.
4. Be a good role model by being punctual, well prepared and having specific objectives for lessons, where possible framed within a challenge question.
5. Offer pupils challenging lessons that are differentiated to pupils' needs including those on the Autistic Spectrum.
6. Have high expectations of work and behaviour.
7. Create a balance of firmness and friendliness based on mutual respect.
8. Measure and acknowledge progress throughout the lesson.

9. Use a variety of teaching and learning methodologies.
10. Set homework regularly (as per the individual Academy's Homework Policy) and give effective formative feedback to promote progress.
11. Make effective use of praise and achievement points for good behaviour as well as good work.
12. Know the pupils as individuals - by name, as well as their personalities, strengths and weaknesses.
13. Recognise that classroom management skills can be learned and be willing to analyse their own performance and that of others and to share good practice.

Pupils

Empower Learning Academy Trust pupils will respond to the expectations placed on them by an adult member of their academy.

Pupils should:-

1. Share responsibility for their learning.
2. Abide by the rules in the "code of conduct" / School Behaviour Procedures and expectations as published in the pupil diary.
3. Be rewarded and publicly affirmed for all kinds of achievements and at all levels.
4. Should not accept poor behaviour by their peers.
5. Support staff in their aim of achieving positive behaviour in all lessons.
6. Ensure they are punctual to school and to all lessons.
7. Attend school with the correct equipment for all lessons, as specified in the pupil diary.
8. Resolve problems in a non-confrontational manner.
9. Be responsible for their own actions.

The role of the Senior Leadership Team and Senior House Tutors/Heads of Year

Both teams should:-

1. Through assemblies, encourage and celebrate positive behaviour.
2. Facilitate good efficient channels of communication between the academy, parents, governors, the extended community and outside agencies.
3. Ensure that ALL staff accept responsibility for maintaining the highest standards of behaviour throughout the academy area and in the community, in keeping with those outlined in this policy.
4. Support staff in achieving the aforementioned.
5. Foster a sense of community that encourages staff, pupils, parents and governors to take an active part in promoting good behaviour and learning.
6. Monitor and evaluate the school/house ethos in the light of pupil behaviour.

7. Ensure an effective pastoral care structure and support structures for pupils.
8. As appropriate ensure consistency of standards is applied.

Academy Buildings and Environments

The Academy will:-

1. Continually assess accommodation requirements.
2. Give a high priority to the care and maintenance of the Academy and its grounds allocating specific responsibility to specific people or groups (including pupils) so that the whole Academy community shares the Academy environment ethos.
3. Remove graffiti (duties of the site manager and staff) by the start of the next working day.
4. Repair minor damage as soon as possible (as for 3 above).
5. Ensure that large scale maintenance is only carried out after prior notice and, where possible, only during the school holidays.
6. Recognise the importance of displaying pupils' work in creating an attractive environment which will, in turn, increase pupils' self-esteem and a sense of ownership of the academy.

Searching of Pupils

The Headteacher and authorised staff have the right to search pupils or their bags and lockers, without consent if there are reasonable grounds to suspect that the pupil has any of the following items:

- Personal electronic devices such as mobile phones, MP3 players and cameras
- Weapons
- Legal highs
- Illegal substances
- Pornography
- Cigarettes – (including e-cigarettes)
- Fireworks
- Stolen items

The Headteacher and authorised staff also have the right to search electronic devices and do so following statutory guidance for dealing with electronic devices as published by the Department for Education in January 2018: 'Searching, screening and confiscation'.

A copy of this departmental advice can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Authorised staff are: The Headteacher/Principal, Deputy Headteachers, Assistant Headteachers and Senior House Tutors/Heads of Year. **Empower Learning Academy Trust guidance on the searching of pupils must be strictly adhered to, see Appendix 1.**

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force (Section 93, Education & Inspections Act 2006), to prevent a pupil from doing, or continuing to do any of the following:

- Injuring themselves or others
- Causing damage to property (including the pupil's own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the School among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere
- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)

See Appendix 2 for the full policy on The Use of Reasonable Force.

Discipline Beyond the School Gates

Disciplining beyond the school gate covers our response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Academy staff within Empower Learning Academy Trust will respond to:

Any bad behaviour when the child is:

- Taking part in any academy-organised or academy-related activity
- Travelling to or from the academy
- Wearing academy uniform
- In some other way identifiable as a pupil at the academy

Or, misbehaviour at any time, whether or not the conditions apply, that:

- Could have repercussions for the orderly running of the academy
- Poses a threat, physical or mental, to another pupil or member of the public
- Could adversely affect the reputation of the academy

In all of these circumstances the Headteacher will also consider whether it is appropriate to notify the police. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

Please refer to the individual Trust Academies procedures for Rewards and Sanctions and how this policy is applied within these institutions.

FOLLOWING ARE THE APPENDICES FOR:-

Searching of Pupils App. 1

Restraining Pupils App. 2

Other relevant policies are: - Anti-Bullying policy, Code of Conduct, Bill of Rights and Responsibilities.

Appendix 1

Empower Learning Academy Trust guidance on searching pupils

- At least two members of staff will be present.
- Both members of staff will have been trained to search students in the Academy's search protocol.
- The student's privacy and dignity will be safeguarded.
- The student will be invited to a private room for the search to be conducted.
- The searcher will state the grounds of suspicion to the searched student.
- Only staff authorised by the Headteacher will undertake searches. At Empower Learning Academy Trust all members of the school leadership team and all of the Heads of Year/Senior House Tutors are authorised by the Headteacher to carry out searches.
- The legislation allows a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search.
- The searcher can pat down a student's clothing. If patting down finds an object concealed in a pocket, the student can be asked to bring out and show the object. If this is refused, the searcher can search the pocket.
- Staff must not require a student to remove or themselves remove clothes beneath outerwear: e.g. trousers, skirt, sari, shirt, blouse, socks, tights.
- The power of school staff to use reasonable force, in accordance with the school's policy on restraint of pupils.
- At any point staff can stop the search and call the police.

Appendix 2

The use of reasonable force

The ethos of Empower Learning Academy Trust is that control of pupils is based upon good personal/professional relationships between staff and pupils.

All staff the Academies are authorised to use reasonable force when it is necessary.

Staff may consider it necessary to use reasonable force where:

- Action is necessary in self defence or because there is an imminent risk of injury
- There is a developing risk of injury, or developing risk to significant damage to property.
- A pupil behaving in a way that is compromising good order and discipline.

During an incident of restraint the minimum force necessary will be used and the pupil will continuously be offered the opportunity to regain self control. The purpose of restraint is to restore

safety and good order. Reasonable force can be described as the minimum force necessary to achieve the desired result.

All incidents where the use of reasonable force has been necessary will be clearly recorded stating:

- The name(s) of the pupil involved.
- The date and the time reasonable force was used
- Why reasonable force was necessary
- How restraint was carried out
- Who restrained the child/young person.
- How long the restraint lasted
- Who was present during the period of restraint
- Any marks noted on the child as a result of the incident and how they occurred
- Action taken (e.g. treatment) in relation to any marks or injuries occurring as a result of the incident.

(Sheets to record the restraint of a pupil are kept in the Pastoral area of each individual Academy.)

The pupil's parent/carer will be informed when it has been necessary to use reasonable force to control or restrain a pupil.

Attendance

Empower Learning Academy Trust is committed to providing a full and efficient education to all students and embraces the concept of equal opportunities for all. We endeavour to provide an environment where all students feel valued and welcome. For a student to reach their full educational achievement a high level of school attendance is essential. We will consistently work towards a goal of 100% attendance for all students. Every opportunity will be used to convey to students and their parents/carers the importance of regular and punctual attendance.

Students' attendance is subject to various education laws and the Empower Learning Academy Trust's Attendance Policy is written to reflect these laws and the guidance produced by the Department of Education. Each year each academy will examine its attendance at regular intervals to ensure that it is improving and achieving its set goals.

Any student who is absent from the Academy at the morning or afternoon registration period will have their absence recorded as unauthorised until a reason is provided.

A child's attendance at Primary School is the responsibility of the parent/carer.

A range of support for parents/carers will be made available where they (the parent/carers) are seeking the academy's assistance to encourage a child to attend school more regularly. The Academy will not ask students to remain at home, other than those that are formally fixed term or permanently excluded, (unless there is a serious risk to the student in question or other students in the academy. In this case the individual academy will seek advice from the LA and the Trust to establish a way forward.)

Lateness

Pupils must attend on time to be given a present mark for the session. Where a pupil arrives after the register closes this will be classed as an unauthorised absence. Please refer to the individual Academy's procedures on dealing with lateness.

First Day of Absence

Following morning registration all parents/carers of students with a missing mark, i.e. those who are absent with no known reason, will receive a telephone call informing them that their child has not arrived at School. The registration mark will remain unauthorised until an acceptable reason for absence is given.

If a child is unfit for school, the parent/carer should contact the school on the first day of the absence. Please refer to the individual Academy for acceptable methods of reporting your child's absence.

Unexplained Absence

Empower Learning Academy Trust academies have a legal obligation to find out why a student is absent. It is the duty of the parents/carers to inform the individual academy of the reason for their child's absence. Each academy has a dedicated 'Absence' telephone line and email address for this purpose. Unexplained absences and/or frequent absences can be a serious cause for concern and therefore in terms of the Safeguarding of Children and Young People, any unexplained absences will be a priority for this Academy.

Absence notes/emails/notes of telephone calls will be kept for the remainder of the academic year. If there are attendance concerns about the student that may require further investigation, then the notes may need to be retained for a longer period. This information may be submitted to the Educational Welfare Officer (EWO), if she/he is involved in the attendance issues for that particular student.

Each Academy records and monitors pupil attendance. If there are any concerns with pupil attendance, the Academy contacts parents/carers to discuss issues.

A pupil's attendance record may be discussed at the Parent Teacher consultation meetings. Pupil's attendance is recorded on their end of year report; this shows the number of authorised and unauthorised absences.

Frequent Absence

In cases where a student begins to develop a pattern of absences, the Empower Learning Academy Trust academies will try to resolve the problem with the parents/carers. If this is unsuccessful the individual Academy may refer the pupil to the School Nurse if the problem appears to be medical. In other cases the Academy will seek advice from the EWO. Any pupil whose attendance falls below 95% will be discussed with the EWO at the regular meetings they have with the Heads of Year (HoY)/Senior House Tutors (SHTs). Those between 90% and 95% will be investigated by the

appropriate (HoY/SHT) and their Parent/Guardian will be contacted. Any pupil whose attendance falls below 90% will be referred to the EWO in consultation with the HoY/SHT, for further action. A range of professional staff may need to be alerted to the attendance concerns for this particular student, e.g. a student that has an Educational Health Care Plan or special need.

Return to School

It is important that upon return from an absence that all pupils are encouraged to catch up on missed work, brought up to date on any information that has been passed to the other pupils and also reminded of the importance of regular attendance. Tutors will do this using the weekly data that is provided.

Promoting Attendance

Each Academy within the Trust will use opportunities as they arise to remind parents/carers, that it is their responsibility to ensure that their children receive their education. Each Academy will have a system that rewards pupils who have good or improving attendance.

Student Leave of absence for Family Holiday and Extended Leave

In normal circumstances the Empower Learning Academy Trust does not allow holiday or extended leave during term time. However, each case will be dealt with individually and in exceptional circumstances approval may be given. Where a parent/carer wishes to take their child on holiday during term time an official application should be made using the individual Academy's 'Request for Leave Due to Exceptional Circumstances' form. (See appendix 1). Consideration should be given to:

- The child's previous attendance history
- The child's stage of education
- Record of student's effort score
- The time of year (exams)
- The nature of the trip (an exceptional experience)
- Whether the parents are restricted in terms of leave from their employer
- Exceptional circumstances may apply to service personnel
- When a family needs to spend time together at a time of crisis

What constitutes Authorised and Unauthorised absence?

Authorised absences are those which the school agree are unavoidable, for example, illness, family bereavement etc. and absences for which leave has been granted e.g. medical appointments. **Where possible appointment letters from GPs/hospitals should also be forwarded to the Academy. If the absence is 5 days or more, medical evidence should be provided.**

Unauthorised absences are those which the school considers avoidable, for example, minor ailments, birthdays, shopping, day trips etc.

An absence is unauthorised until an acceptable written explanation is received.

Absences will not be authorised under any circumstances for Year 6 pupils during, or in the lead up to SATA. (From February to the end of May).

Where the individual Academy does not authorise the request and the student is then absent from school the absence will be marked as **unauthorised**.

In cases of authorised absence where the parents keep a child away for longer than agreed, the extra time will be marked as **unauthorised**.

If a student is absent due to unauthorised holiday, or extended leave, this information will be passed to the EWO and a fixed penalty may be issued.

Working together with the Local Authority (LA)

Legal Intervention

LA Officers have responsibility for ensuring that any decisions regarding legal intervention are progressed appropriately. In order that the LA can exercise their duty, our Academy staff will co-operate where required. A range of intervention is available for LA Officers, some of which involves the Courts involvement. Where an EWO is taking a parent/carer to the Magistrates Court this Academy will provide all the necessary information in the form of 'Certified Extracts' of the register which will be signed by the Headteacher in advance of the hearing. Intervention may require Academy Staff to attend planning meetings which will be arranged by the LA.

- Formal cautioning: this may include the need for a Head Teacher/Principal or Senior Member of staff to be in attendance.
- Penalty Notices for extended or unauthorised holidays: The Academy will consider any case in consultation with the LA in respect of Penalty Notices.
- Education Supervision Orders (ESO): This Academy will provide reports and other appropriate information to support the process of an ESO as instigated by the LA.
- School Attendance Order Notices (SAO): This Academy will work with the LA Officers where an SAO notice is considered appropriate.

Register Review

This Academy will work collaboratively with the LA to allow register reviews to be undertaken. The registers will be made available, on the school site, for EWOs to perform this duty. The EWO will use the audit to inform the Academy of any issues that need addressing.

Persistent Absence (PA)

Empower Learning Academy Trust is committed to ensuring that their levels of children attending at less than **90% in Secondary and 95% in Primary** are priority. The PA status for any secondary school is determined when any pupil is attending at or below **90% of the time**. Empower Learning Academy Trust academies will ensure that through the data analysis provided, and via the EWO, any indications that an individual Academy is likely to be moving towards this category, priority will be given to working with the EWO in producing an urgent Implementation Plan which will outline the methods that will be introduced to address this issue. Empower Learning Academy Trust academies will work collaboratively with the LA to ensure the success of the plan.

Fines

The Havering Code of Conduct (Penalty Notices) (England) determine that if a child of compulsory school age fails to attend school regularly over a given period, the parent/parents/guardian may be subject to a fixed penalty notice. From 1st September 2013 the notice is £60.00 fine for each child and imposed to each parent, if paid within 21 days. If unpaid the fine rises to £120.00 and if this is not paid within 28 days the LA have a duty to prosecute for the offence.