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BEHAVIOUR POLICY

2022 - 2025

Mission Statement

To inspire our family of schools to provide opportunities for our pupils, staff and leaders to be the best they can be; to create a passion for lifelong learning; to enable our pupils to become kind, confident and impactful world citizens.

Contents

1. A Statement of Purpose
2. Aim of Policy
3. Our ELAT Vision
4. Our ELAT Values
5. ELAT Behaviour Team Staffing/Contact Information
6. ELAT Behaviour Guiding Principles
 - a. All Staff
 - b. Teachers
 - c. Senior Leadership Team / Pastoral Team
 - d. Pupils
7. Duties Under the Equality Act and Children and Families Act 2014
8. Good Behaviour
9. Staff Induction, Development and Support
10. Academy Behaviour Systems
11. Pupil Transition
12. Sanctions:
 - a. Use of Suspension or Exclusion
 - b. Core Principles of Suspension or Exclusion
 - c. Suspension
 - d. Off-Site Direction
 - e. Permanent Exclusion
 - f. Independent Review Panel
13. Reintegration After a Sanction
14. Manage Moves
15. Safeguarding
16. Behaviour Outside of School Premises
17. Screening, Searching and Confiscation
18. The Use of Reasonable Force and Other Physical Contact
19. Prevention of Bullying / Child on Child Abuse
20. Malicious Allegations
21. Impact Assessment

1. 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 study/work, engage with one another safely and encourage the involvement of parents/carers in the development of their child.

2. Aims of Policy

The overall aim of this policy is to create a clearly structured set of principles encompassing our expectations in terms of behaviour that is accessible to everyone, including visitors to the individual 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.

3. Our ELAT Vision

To build a family of local primary and secondary schools with a shared ethos of continual improvement, where powerful teaching, challenge, support and accountability lie at the heart of creating environments that focus relentlessly on the needs of the learning community and deliver outstanding outcomes for all pupils.

4. Our ELAT Values

- Passion
- Respect
- Inclusion
- Challenge
- Openness

5. ELAT Behaviour Team Staffing/Contact Information

Hall Mead School	Kirst Fanning	Assistant Headteacher	kfanning@elatschools.co.uk
The Brittons Academy	Nat Wickendon (KS3) Claire Whiley (KS4)	Assistant Principal Vice Principal	nwickenden@elatschools.co.uk CWhiley@elatschools.co.uk
Bower Park Academy	Kevin Camy	Vice Principal	kcamy@elatschools.co.uk
Hacton Primary School	Emily Leslie	Principal	eleslie@elatschools.co.uk
Ardleigh Green Infant School	Simon Harris	Assistant Headteacher	sharris@elatschools.co.uk
Ardleigh Green Junior School	Simon Harris	Assistant Headteacher	sharris@elatschools.co.uk

Staff detailed above have overall responsibility for managing and promoting good pupil behaviour and supporting colleagues to implement their local academy policy.

6. ELAT Behaviour Guiding Principles

a. All 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. ELAT-Policy-Anti-Bullying.pdf (elatschools.co.uk)
4	Through, or in liaison with, relevant members of the pastoral team 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, regulation and an acceptance of responsibility for their own actions.
7	Be aware that different strategies may be required when teaching pupils which different needs.
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 recognised and celebrated.
12	Work within a positive, proactive reflective approach to behaviour management.
13	Build opportunities to raise pupils' self-esteem.
14	Encourage and promote regular attendance and good punctuality.
15	Ensure pupils and others are aware of the rights and responsibilities of all members of the academy community.
16	Model what you expect.
17	Treat others with kindness and dignity.
18	Fully understand this policy and ensure it is consistently implemented throughout the academy.

b. Teachers should:

1	Make clear the expectations of the learning environment and explain why they are necessary.
2	Effectively place and group pupils in their learning space to minimise misbehaviour.
3	Enforce and model expectations, dealing firmly, but fairly, with any pupil who does not abide by these, either immediately or soon after the lesson.

4	Be a good role model for pupils by being punctual, well prepared and having specific objectives and outcomes for lessons.
5	Offer pupils challenging and engaging lessons that are differentiated to pupils' different needs.
6	Have high expectations of work, attendance, punctuality 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 methods.
10	Set homework/remote learning/home learning and give effective formative feedback to promote progress.
11	Make effective use of praise and rewards 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.
14	Always treat pupils with dignity and kindness.

c. Senior Leadership Team / Pastoral Team should:

1	Through assemblies, encourage and celebrate positive behaviour.
2	Facilitate efficient channels of communication between the academy, parents/carers, 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	Model what is expected at all times.
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 ethos/culture in the light of pupil behaviour.
7	Ensure effective pastoral care structures and support structures are available for all pupils.
8	As appropriate, ensure consistency of standards and expectations are applied.

d. Pupils should:

1	Share responsibility for their learning.
2	Abide by the expectations in the 'Pupil Code of Conduct' – each secondary Academy will have its own local variation of this.
3	Be rewarded for all kinds of achievements and at all levels.
4	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.
8	Resolve problems in a non-confrontational manner.
9	Be responsible for their own actions.

10	Treat others with kindness and dignity whilst valuing and celebrating difference.
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7. Duties Under the Equality Act and Children and Families Act 2014

Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010, schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment.

All academies within the Trust have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not
- foster good relations between people who share a relevant protected characteristic and people who do not share it

These duties are complied with when deciding whether to exclude a pupil. All academies will ensure that any provision, criterion or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. Regular reporting of all sanction data across the trust and governing bodies will take into consideration protected characteristics.

The governing board must also comply with their statutory duties in relation to pupils with Special Educational Needs and Disabilities (SEND) when administering the exclusion process, including (in the case of the governing board of relevant settings) using their ‘best endeavours’ to ensure the appropriate special educational provision is made for pupils with SEND and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice. This guidance can be found at: [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/262222/SEND_Code_of_Practice_January_2015.pdf)

8. Good Behaviour

ELAT strongly believes that acknowledging good behaviour encourages repetition and communicates the school community’s expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school’s culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school’s behaviour culture.

Each academy will have its own bespoke approach to celebrating good behaviour which can be found in their local behaviour policy.

Examples of how good behaviour is celebrated and promoted include:

- Rewarding of Achievement Points
- Phone-call / email home
- Certificate
- Voucher

- Assembly announcement

9. Staff Induction, Development and Support

All staff will receive appropriate regular training and understand the importance of good behaviour and the systems within their academy. Some training will be offered as a Trust and some at a local level. All academy staff have membership to The National College which offers a variety of training options which can be accessed at any time.

Examples of induction support for staff include:

- School Visit
- Induction Booklet
- Time in new department
- Observing lessons
- School Mentor
- Publishing key information regarding how to support individual pupils

10. Academy Behaviour Systems

Each academy will have its own bespoke approach to behaviour systems including rules, expectations, sanctions and routines. Please refer to the individual's academy behaviour policy for further information.

11. Pupil Transition

Each academy offers a bespoke induction transition programme to support pupils moving from primary school. ELAT staff responsible for each secondary academy transition programme include:

Hall Mead School	Nicola Afteni	Assistant Headteacher	nafteni@elatschools.co.uk
The Brittons Academy	Natalie Wickenden	Assistant Headteacher	nwickenden@elatschools.co.uk
Bower Park Academy	Danniella Charlton	Assistant Principal	DCharlton@elatschools.co.uk

Examples of pupil transition activities include:

- Taster Days
- Induction Booklet
- Welcome letter / postcard
- Project Work
- School Prefect Mentor

Each academy's behaviour system will be communicated and shared with pupils via:

- Assemblies
- Weekly notices
- Conversations with staff
- Posters
- Online platforms such as TEAMS
- Form time programme
- Lessons
- Student Code of Conduct

12. Sanctions

a. Use of Suspension or Exclusion

All headteachers are permitted to use suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

All academies will follow published Department for Education Guidance on the use of exclusions and suspensions. This can be found at: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf) The Trust's 'Suspension and Permanent Exclusion Policy' should be applied for all suspensions and permanent exclusions.

Where a pupil has a social worker, e.g. because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the headteacher should inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents of the suspension / exclusion to involve them all as early as possible in relevant conversations. If a child is a previously Looked After Child (LAC), academy staff will engage with their parents and the academy's Designated Teacher (DT) and if the child is a LAC, the DT should engage the Virtual School Head in the discussions and all relevant meetings too.

b. Core Principles of Suspension and Exclusion

- Only the Headteacher can suspend or exclude a pupil on disciplinary grounds.
- A pupil can be suspended for one or more fixed periods, up to a maximum of 45 days in a single academic year, or be permanently excluded.
- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.
- When establishing the facts in relation to a suspension or permanent exclusion decision the Headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

- Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so.
- There is a clear and formal process for informing parents/carers, social workers (where relevant), governing body, local authority, setting out the reasons for the exclusion/suspension.
- There is a reintegration process supporting pupils' future behaviour with a clear strategy that offers the pupil a fresh start.
- The Trust's CEO and the local authority must be informed, without delay, of all suspensions and permanent exclusions, regardless of the length of the suspension.
- For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the Headteacher must also notify the pupil's 'home authority' of the permanent exclusion and the reason(s) for it without delay. He/she should always consult with the Trust's CEO in the event of a potential permanent exclusion.

c. Suspension

A suspension is where a pupil is temporarily removed from the school and is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods, and up to a maximum of 45 days in one single academic year.

A suspension should be used as a clear signal of what is unacceptable behaviour as part of the behaviour policy. Where suspensions are becoming a regular occurrence, academies will consider whether additional strategies need to be put in place to address misbehaviour. A suspension can also be for part of the school day (such as lunchtime) and must still be recorded by the school as a suspension. The law does not allow for a suspension to be extended or for it to be 'converted' into a permanent exclusion.

A pupil will continue to receive their education during a suspension which can be accessed via an online platform (such as Microsoft TEAMS), a work pack or email information of the work.

For students who receive suspensions over five school days, a suitable, and fulltime, alternative provision will be sourced. In order to secure a suitable alternative provision, the academy may liaise with the local authority via Havering School Admissions, Attendance and Inclusion Team.

d. Off-Site Direction

An 'Off-Site Direction' is when a pupil is directed to attend another education setting with the aim of improving their behaviour. Academies may liaise with Havering School Admissions, Attendance and Inclusion Team to arrange a suitable off-site direction however pupils may be directed to attend another school (usually from within ELAT where possible) to attend a time-limited placement. A reintegration strategy meeting will be held for an 'Off-Site Direction'.

e. Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

The Headteacher must, without delay, notify the CEO and the governing board of the exclusion. The Headteacher can cancel an exclusion that has already begun, but this should only happen where it has not been reviewed by the governing board. In this case, parents, the governing board, and the LA will be notified without delay and, if relevant, the social worker and VSH. Parents will be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled. ELAT academies will report to their governing board once per term on the number of exclusions which have been cancelled, with relevant explanatory information.

The governing body has a duty to consider parents' representations about a suspension or permanent exclusion. Governing bodies will follow the guidance found within: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](#) Where applicable, both the social worker and/or VSH, must be informed when the governing board meeting is taking place, in order to share information. The social worker and/or the VSH can attend the meeting, should they wish to do so.

In the event of a permanent exclusion, parents/carers can seek guidance and information from relevant sources who provide free and impartial advice. These include:

- Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion> / or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership)

Academies will liaise with Havering School Admissions, Attendance and Inclusion Team in the case of a permanent exclusion. For further information and support, please contact: inclusions@haverling.gov.uk

f. Independent Review Panel

Independent Review Panels contribute to a robust process of scrutiny to ensure that exclusions are lawful, reasonable, and procedurally fair. If applied for by a parent/carer, the local authority or academy must, at their own expense, arrange for an Independent Review Panel to review the decision of a governing body.

Guidance for how this process should be followed can be found at: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/442422/suspension_and_permanent_exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_england_including_pupil_movement.pdf)

13. Reintegration After a Sanction

All academies will support pupils to reintegrate into school life and full-time education following a suspension/exclusion.

Examples of good practice for a reintegration include:

- A reintegration strategy should be identified by school staff which includes the views and ideas of the parent/carer and pupil.
- A pupil should be given a 'fresh start'.
- There should be a discussion focused on the impact of misbehaviour on themselves and others.
- Pupils should finish the meeting feeling a renewed sense of belonging within the school community.
- The reintegration strategy meeting should be communicated before, or, at the beginning of the pupil's return to school including the pupil's parents/carers. Other agencies (such as social care / SEND) could be asked to attend if relevant).
- The pupil's voice should be heard.
- The meeting could be held online (via a platform such as TEAMS) or in person.

14. Managed Move

A managed move is a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school.

All academies will actively liaise with Havering School Admissions, Attendance and Inclusion Team in the case of a managed move and will follow Havering protocol and procedures. For further information and support, please contact: inclusions@havering.gov.uk

15. Safeguarding

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a

governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education. All academies have a statutory duty to make arrangements for safeguarding and promoting the welfare of their pupils and will do so in regard to [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/keeping-children-safe-in-education-2022.pdf) Section 5 of Keeping Children Safe in Education sets out the safeguarding process for cases of reports that relate to rape or assault by penetration and those that lead to a conviction or caution. All academies will co-operate fully and transparently with safeguarding partners to support the pupil.

16. Behaviour Outside of School Premises

All schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that the individual academies might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when 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
- that could adversely affect the reputation of the school

The 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 staff of the school. All academies will follow the guidance found at: [Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/keeping-children-safe-in-education-2022.pdf)

17. Screening, Searching and Confiscation

All academies will follow the statutory guidance and advice on 'Screening, Searching and Confiscation'. This information can be found at: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/keeping-children-safe-in-education-2022.pdf)

Examples of items which are banned/prohibited from the site include:

- knives and weapons
- alcohol
- illegal drugs

- stolen item
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)
- tobacco, cigarette papers, vape/s
- fireworks
- pornographic images

18. The Use of Reasonable Force and Other Physical Contact

All academies will follow the statutory guidance and advice on ‘The Use of Reasonable Force and Other Physical Contact’. This information can be found at: [DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

19. Prevention of Bullying / Child on Child Abuse

‘Keeping Children Safe in Education 2022’ ([Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)) requires a school behaviour policy to include measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying. ELAT ‘Anti-Bullying and Procedures’ can be found at: [ELAT-Policy-Anti-Bullying.pdf \(elatschools.co.uk\)](https://elatschools.co.uk)

20. Malicious Allegations / Reports

If an allegation / report by a pupil is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation needs help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children’s social care maybe appropriate.

If a report is shown to be deliberately invented or malicious, the school, should consider whether any disciplinary action is appropriate against the individual who made it (following the school behaviour policy).

21. Impact Assessment

The Trust recognises that there are longstanding national trends which show that particular groups of children are more likely to be excluded from school, both for a suspension or permanent exclusion. Trust leaders will work together, within the local context to effectively plan and put in place additional and targeted action in response to such trends locally and within the Trust itself. If they identify any gaps, they will act to ensure those who work with children have the training, services and support they need to address these.