



Behaviour Policy checklist

In January 2016, The DfE published the 'Behaviour and discipline in schools' guidance document, which is an overview of the powers and duties of school and academy staff, in regards to maintaining good behaviour amongst pupils. The guidance is designed to advise academies that are developing a behaviour policy.

This checklist has been designed to cover all the aspects which should be addressed by an effective and comprehensive Behaviour Policy. This checklist is compliant with the following legislation, including, but not limited to the:

- Education Act 2011
- Academy Standards and Framework Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- Academics (Specification and Disposal of Articles) Regulations 2012
- Academy Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

All CMAT academies should ensure that they have Behaviour policies, practices and procedures in place that adhere to ALL aspects of the checklist below. Please complete the checklist, ensuring actions are tackled and resolved by 09 June 2017. Once completed please sign off the checklist with the signature of the Headteacher and forward your Behaviour Policy to Martin Fletcher using the appendix from this document as an introduction.

Aspect that should be included	Reference (against DfE guidance 01.01.16)	Yes/no	Action
Academies			
A policy that promotes good behaviour has been developed and distributed.	5		
A policy for preventing bullying has been developed and distributed.	5		
The sanctions for bad behaviour have been clearly communicated to all pupils and staff.	5		
All the policies and procedures have been made available to parents/carers.	5		

The following features of Maintained academis should also be in place for all CMAT academies

A strategy is in place to prevent bullying.	4		See linked policy Anti-bullying
Pupils' day-to-day conduct is regulated.	4		
A process is in place for screening and searching pupils.	4		
Reasonable force and physical contact is properly regulated.	4		
A process is in place for disciplining pupils beyond the academy gates.	4		
The academy works with external agencies to tackle continuing disruptive behaviour.	4		
A process is in place for dealing with accusations of staff misconduct.	4		See linked policy Staff code of Conduct
Teachers' powers to discipline have been clarified, including powers outside academy, or in the charge of a member of staff.	5		
Development of the Behaviour Policy			
A strong and consistent approach to behaviour management is in place.	5		
Strong senior leadership has been established.	5		
There is an effective approach to classroom management.	6		
Rewards and sanctions have been clearly communicated to pupils and staff.	6		
Effective behavioural strategies are in place.	6		
Pupils are taught the benefits of good behaviour.	6		
Staff are supported and have an opportunity to develop their skills in behavioural management.	6		

Systems of support are in place for pupils.	6		
Arrangements have been made for liaising with parents/carers.	6		
Arrangements are in place for managing pupils' transition arrangements.	6		
A process is in place for dealing with cases of malicious accusations against members of staff.	6		
Procedures are in place for safeguarding pupils with special educational needs and disabilities (SEND), as outlined in the Equality Act 2010.	6		
Teachers' powers			
Teachers are aware of their powers to discipline, as described in sections 90 and 91 of the Education and Inspection Act 2006.	6		
Teachers are aware of their powers to impose detentions outside of academy hours.	6		
Teachers and other paid members of staff are able to discipline pupils off academy premises, including during academy trips.	6		
Punishments			
Teachers' are able to punish pupils, whose behaviour falls below the expected standards.	7		
The decision to punish a pupil is only made by a paid member of staff who has been authorised by the headteacher.	7		
The decision to punish, as well as the punishment itself, must be made on the academy premises, whilst the pupil is under the charge of a paid member of staff.	7		
Punishments do not breach any active legislation, such as the Equality Act 2010.	7		

In accordance with The Education and Inspections Act 2006, punishments are proportionate to the misbehaviour committed by the pupil, the pupil's age and any specific SEND or religious requirements.	7		
Corporal punishment is not allowed under any circumstances.	7		
Consideration is made as to whether the misbehaviour is due to the pupil suffering, or is the result of the pupil being likely to be the result of the pupil suffering from significant harm.	7		
Consideration is made as to whether continuous disruptive behaviour is likely to result in other pupils' educational needs being unmet.	7		
<p>Punishments may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Verbal reprimands • Extra work, or being instructed to repeat unsatisfactory work • Written tasks • Loss of privileges • Missing break time • Detentions • Academy-based community services • Behaviour monitoring • Early morning reporting • Temporary or permanent exclusions 	8		
Staff, pupils and parents/carers are made aware of the high standards of behaviour which are expected.	8		
A system is in place to reward good behaviour.	8		
Punishments are implemented fairly and consistently.	8		
Good behaviour is encouraged through high expectations, a clear Behaviour Policy and an overall academy ethos which promotes mutual respect between all members of the academy community.	8		
Powers outside the academy gates			

Teachers are aware of their powers to punish pupils for bad behaviour which occurs outside the academy gates.	9		
Specific punishments and sanctions are outlined for non-criminal bad behaviour which occurs off the academy premises.	9		
Teachers are permitted to discipline bad behaviour when a pupil is: <ul style="list-style-type: none"> Participating in a academy-organised or academy-related activity. In transit to or from academy. Wearing the academy uniform. In anyway identifiable as a pupil of the academy. 	9		
Certain types of misbehaviour can be punished at any time, these include any action that: <ul style="list-style-type: none"> Disrupts the orderly running of the academy. Poses a threat to another person. May adversely affect the academy's reputation. 	9		
Teachers are only permitted to discipline pupils on academy premises, or when the pupil is under the lawful control of a teacher.	9		
Detentions			
Teachers have the power to issue a detention to any pupil under the age of 18.	9		
Parents/carers have been made aware that detentions, including detentions outside of academy hours, are used as a punishment.	9		
Detentions that take place outside of academy hours include the following: <ul style="list-style-type: none"> Any academy day where the pupil has not received permission to be absent Any weekend, other than that which precedes, or follows a half-term break INSET or training days 	10		
Detentions are not issued in cases where doing so would compromise a pupil's safety.	10		

The headteacher is responsible for determining which members of staff are authorised to issue detentions.	10		
Parents/carers are aware that consent is not required for a detention.	10		
During lunchtime detentions, pupils are allowed time to eat, drink and use the toilet.	10		
When issuing detentions, teachers should consider whether: <ul style="list-style-type: none"> • The detention will put the pupil at risk. • The pupil has any caring responsibilities. • The parents/carers of the pupil have been informed. • Suitable travel arrangements can be made; inconvenience for the parents/carers is not a factor. 	10		
Confiscations and searches			
Knives, weapons, and extreme or child pornography are always handed to the police.	11		
Searches are permitted for the following prohibited items: <ul style="list-style-type: none"> • Knives and weapons • Alcohol • Illegal drugs • Stolen items • Tobacco and cigarette papers • Firework • Pornographic images • Any item which has been used to commit an offence • Any item which is likely to cause personal injury or damage to property • Any other item which is banned under the academy's guidelines 	11		
Teachers will decide when, or if, an item is returned.	11		
Teachers are protected from liability for damage to, or the loss of, any confiscated item.	11		
Teachers are permitted to confiscate items as punishment, so far as is reasonable.	11		

Reasonable force			
<p>Members of staff are permitted to use reasonable force in the following circumstances:</p> <ul style="list-style-type: none"> • To prevent a pupil committing an offence • To prevent a pupil injuring themselves, or another person • To prevent damage to property • To maintain good order and discipline in the classroom 	12		
<p>Teachers are only permitted to use force when searching for the following items:</p> <ul style="list-style-type: none"> • Knives and weapons • Alcohol • Illegal drugs • Stolen items • Tobacco and cigarette papers • Fireworks • Pornographic images • Any item which has been used to commit an offence <p>Force cannot be used to search for any other item.</p>	12		
Isolation rooms			
Disruptive pupils can be placed in an area away from other pupils if they are being disruptive.	12		
The types of bad behaviour which may lead to isolation have been clearly outlined.	12		
Pupil wellbeing is always considered before isolation, this includes safeguarding, pupil welfare, and any health and safety considerations.	12		
The time periods for isolation have been clearly defined.	12		
Pupils are not kept in isolation for more time than is necessary.	12		
Pupils in isolation are allowed to eat, drink or use the toilet.	12		

Signed by:

_____ Headteacher

Date: _____



**embrace
challenge:
expect
excellence**



Behaviour Policy

Version: CMAT Board approved 25th May 2017

Statement of intent

Springfield Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of academy life.

The academy is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the academy's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____