



The Calder Learning Trust Behaviour Policy

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1. Aims

At The Calder Learning Trust, we strive for 'everybody, everyday' to be and do their very best. Our school roles in each phase (Calder Primary and Calder High) are based on respect and trust and we aim to provide an environment where everyone feels that their achievements are recognised and celebrated. Behaviour for learning is seen as an integral part of school life and ensures everyone is happy and safe and can learn in a purposeful and positive environment. It also prepares our pupils and students for further education, employment and playing a positive role in society.

Across The Calder Learning Trust, we strive for everybody, every day to be and do their very best, so that they can realise their dreams and aspirations.

We aim to equip our students with the knowledge, skills, resilience and confidence to achieve excellence in academic, creative and sporting activities and to develop their cultural appreciation and acceptance, so they are ready to succeed in an ever-changing world.

This has been developed for all of the pupils and students at The Calder Learning Trust. Where pupils need additional individualised support, they will be supported by our pastoral or SEN teams which may include a personalised learning plan (PLP)

This policy aims to:

- Provide a consistent approach to behaviour management
- To ensure the safety and wellbeing of every member of the school community
- To ensure all members of the school community are valued and supported.

- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how we support pupils and students and families
- Outline how pupils and students are expected to behave at The Calder Learning Trust
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outlines how we will build positive relationships with children, parents, carers and colleagues by providing a safe, caring, learning environment where we treat each other with respect, understanding and dignity
- Outline our systems for celebrating positive behaviours and how we support and manage negative behaviours.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting Students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Guidance from Virtual Schools, Open Minds Mental Health School Team (MHST) and Beacon House, specialist therapeutic services.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform (secondary)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Sexual violence, such as rape, or sexual assault (intentional sexual touching without consent)
- Vandalism
- Theft
- Fighting
- Smoking and Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, toward any of the celebrated personal characteristics observed	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for reviewing and approving the behaviour policy in conjunction with the headteachers and monitor the policy's effectiveness, holding the headteachers to account for its implementation.

5.2 The headteachers

The headteachers are responsible for reviewing this behaviour policy in conjunction with the governing body.

The headteachers will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the school expectations, language and behaviour policy consistently
- Modelling positive behaviour
- Providing support for pupils with additional needs, for example SEND, CLA or previously CLA, in liaison with the SENCO, CLA Lead, Pastoral team and Class Teachers/Form Tutors.
- Working collaboratively as a staff team: sharing skills, looking behind the presenting behaviour and supporting positive behaviour together.
- Providing daily opportunities for building relationships with pupils and students and checking in with them – primary registration times and secondary form tutor time as well as building relationships with class groups – plus individualised interventions where appropriate.
- Recording behaviour consequences on Arbor where appropriate, following guidance for their age and stage.

The senior leadership team will support staff in responding to behaviour incidents by patrolling the school regularly and supporting staff when necessary using an on-call system.

5.4 Parents

Parents are expected to:

- Support their child in following the school rules and code of conduct
- Celebrate successes with them
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or form tutor promptly

6. Pupil and Student code of conduct

Children learn to behave by following positive role models. Children and staff at The Calder Learning Trust treat each other with respect, speak to each other politely and respect each other's right to be different. We believe it is important to involve children, parents/carers and staff in developing expectations to ensure that they reflect the entire school community. Behaviour and expectations are discussed regularly in assemblies, lessons, staff meetings and during parent consultations.

The Behaviour policy seeks to promote an understanding of mutual respect for others and underpins our school ethos of 'Everybody, Everyday' and our school values of 'Care, Commitment and Courage'.

Calder Primary Golden Rules for 'Everybody Everyday'

- Respect all people in our school
- Be kind, gentle and helpful
- Always work hard and do your best
- Look after each other and our property
- Listen carefully and respectfully
- Be honest

Secondary Rules for 'Everybody, Everyday'

A Calder High School student:

- Shows care and respect towards people, property and places that make up our school community.
- Demonstrates commitment to academic success and actively seeks support when needed.
- Displays courage to debate, advocate and reflect.
- Is polite, honest and follows instructions, first time, every time.
- Has exemplary attendance and is punctual to school and lessons.
- Arrives fully equipped for each lesson and wears the correct uniform.

7. Rewards and Learning Consequences

Rewards and learning consequences at The Calder Learning Trust play an important part in teaching children how to manage their own behaviour and understand that people are driven by extrinsic and intrinsic motivation. Weekly and half termly awards are a reward to students who staff feel have made a positive contribution to the class and house. We believe that intrinsic motivation plays a much greater role in the development of children; intrinsic motivation is developed by making children feel good about doing the right thing. It is important that children see their progress from their individual starting points and that they learn to overcome barriers which consequently enable them to become the best that they are able to be.

We encourage good behaviour by:

- Being outstanding role models.
- Being consistent and making our expectations clear.
- Acknowledging children when they have behaved well or set a good example to others.
- Letting parents/carers know how well their child is doing by sharing positive rewards and comments.
- Providing opportunities for all children to apply for a purposeful school responsibility e.g. librarian, sports leader, mental health ambassador
- Regularly reminding children of behaviour rules, rights and responsibilities.
- Sharing achievements including in celebration assemblies and end of term newsletters.
- Holding topic/learning celebrations and encouraging whole school participation.
- Building positive relationships between our school community of pupils, students, families and local residents.

At The Calder Learning Trust, we identify vulnerable children in advance through transition from nursery (for Reception) and primary schools (for Year 7). In addition, we use the Pupil Attitude to School and Self (PASS) screening tool to help us identify pupils and students in Key Stages 2 and 3 who may benefit from additional intervention, support or referrals to partner agencies. We use proactive strategies to identify and remove barriers that may make it difficult for them to function, learn and achieve their full potential. We manage all situations/incidents in a consistent and fair manner. We investigate incidents thoroughly and take account of individual children's needs.

We use conversations at every opportunity to understand the situation. We understand that timing is key and that children (and staff) are not always ready to have discussions straight away; some children may need more time or support to do this.

All staff receive annual training in positive behaviour management, trauma-informed approaches and how to support all our pupils and students effectively. They also have updates throughout the school year including specialised training as appropriate, opportunities to liaise with pastoral staff and visits and links with other schools to share good practice. For example, we use Praise in Public, Reprimand in Private (PIP and RIP)

7.1 Positive Behaviours

Positive behaviour will be rewarded with:

Primary

- Praise and encouragement
- Positive behaviour acknowledged on primary house sticker charts
- Core Value Merits are awarded for students following the expectations and supporting our Core Values of Care, Commitment and Courage
- Star of the Week for each class
- Being entered into the 'Golden Book' with certificates shared in weekly Golden Book Assembly
- Kindness Awards each week
- Special responsibilities such as House Captain, Librarian, Buddies, Active Leaders
- House Awards and certificates
- Termly 'Star Award' Trophy in each class for effort and achievement

- Golden Postcards and termly celebration 'Golden Ticket' event

Secondary

- Praise and encouragement
- Core Value Merits are awarded for students following the expectations and supporting our Core Values of Care, Commitment and Courage
- Star of the Week across subject teachers
- Half termly postcards or phone calls home to parents
- House Awards and certificates
- Special responsibilities/privileges such as Student Council, Mentors, Sports Leaders
- Positive behaviour badges on Arbor
- Termly celebration 'Golden Ticket' event
- Annual Presentation Evening

Negative Behaviours

The school may use one or more of the following in response to negative behaviour.

Staff will give the pupils and students chance to correct their behaviour, for example a reminder to correct their uniform or to get on with their work. The exceptions to this are the misuse of mobile phones and serious misbehaviours as outlined above.

Primary

- A verbal reminder talking to the child on a 1:1 basis
- Time to regulate, reflect and amend their behaviour: giving positives and opportunities to get back on track, giving support with regulation, learning or reconciliation.
- Following this they may miss a playtime or social time as a consequence for serious or repeated negative behaviours.
- Speaking with the Head of Calder Primary or another member of SLT to understand the consequence of a serious or repeated negative behaviours.
- Alerting or speaking with parents as appropriate
- Expecting any missed work to be completed at home, at break or at lunchtime
- Removal from a lesson/series of lessons
- A fixed term exclusion.
- Agreeing a behaviour contract or pupil report

At each stage pupils will be supported through speaking 1:1 with a trusted adult (class teacher or key worker).

Secondary

- A verbal reminder in private when possible
- Time to regulate, reflect and amend their behaviour: giving positives and opportunities to get back on track, giving support with learning or reconciliation.
- We have introduced language to support students in making the correct decision as part of the expectations around behaviour. Students will have a chance to correct their behaviour, then they have a choice to change their behaviour or a consequence could be issued.
- Expecting work to be completed at home, at break or at lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract or report

We may use the isolation room (A2E- Alternate to exclusion) in response to serious or persistent breaches of this policy. Students may be sent to Heads of Faculty (or other senior members of faculties) or A2E during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention are issued with a longer detention in the first instance. If missed the student will be sent to A2E. A2E is managed by Senior Leaders, the pastoral team including an inclusion manager who are trained in working with young people, supporting positive behaviour conversations and support. They will work with the pastoral team to support students with getting back on track and understanding the importance of their education through planning future college and career paths.

A further sanction could include isolation at another Calderdale school to prevention suspension.

Suspending a pupil or student would be in result of the most serious behaviours and as a last resort. Suspensions can range from ½ a day to 5 days at the decision of the headteachers.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

Primary

Speaking to pupils and their parents to understand the seriousness of their actions.

Additional education in PSHE lessons if appropriate or on an individual basis.

Referral to outside agency support as necessary.

Secondary

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.3 Off-site behaviour

Sanctions may be applied where a pupil or student has misbehaved off-site when representing the school. This means misbehaviour when the pupil/student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil or student of our school

Sanctions may also be applied where a pupil/student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a serious threat to another pupil/student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil./student is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil or student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil/student in accordance with this policy.

Where a pupil/student makes an allegation of sexual violence or sexual harassment against another pupil/student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil/student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil/student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils/students accused of misconduct.

Please refer to our child protection and safeguarding policy and our managing allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils/students.

Communication with Parents/Carers

We use Arbor for Parents emails and telephone calls to communicate with parents/carers. It enables parents to view successes achieved in real time, for example when points are added for our Core Values or a Star of the Week is awarded. This gives you the opportunity to talk about and celebrate successes with your child.

It also allows you to track consequences of negative behaviours so that you can discuss these with your child and help support them with getting back on track or where there is a pattern, for example with missing homework.

Staff will also talk with parents/carers either in person or on the telephone to communicate regarding behaviours -both positive and negative. Where there has been repeated negative behaviours or serious behaviour (see appendix) parents will always be informed.

In both phases we offer parents' evenings where you have the opportunity to meet with primary class teachers and secondary form tutors and subject teachers to discuss learning and progress. We also have dedicated Class Teachers in Calder Primary and Pastoral admin for our Pastoral team as points of contact for parents. Please see our Support for Students section below for further information on how we can support pupils, students and families.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupil/students to be engaged
- Display the primary golden rules/secondary student code of conduct
- Develop a positive relationship with pupils/students, which includes:
 - Greeting pupils/students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

The guidance issued by the DfE, 'Use of reasonable force', gives clear advice on the definition of reasonable force and how schools should apply the guidance. At The Calder Learning Trust we are committed to avoiding the use of any form of restraint unless a child is a danger to themselves, other children or members of staff or causing significant damage. Key staff are trained in Team Teach, which is designed to support de-escalation and avoid physical restraint in the first instance. They receive regular training to ensure that practice is of the highest quality should staff have no alternative by to restrain. Staff members always seek support from colleagues, sharing skills and ideas for supporting a child's behaviour.

Staff may use reasonable force to restrain a pupil/student to prevent them:

- Causing disorder

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupil/students' possession will be confiscated. These items will not be returned..

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils/students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) .

For Mobile Phones, please see the Mobile Phone Policy.

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils/students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil/student.

The school's special educational needs co-ordinator will evaluate a pupil/student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

All staff receive training in Early Life Trauma as part of their staff training and this policy has been developed to be supportive of this for Children Looked After and Adopted pupils or students and/or supported by Virtual Schools or adoption services. Pupils will be praised in public, but for negative behaviours, will be spoken to 1:1.

When acute needs are identified in a pupil/student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil/student is in need of help or protection. We will consider whether a pupil/student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Student transition

To ensure a smooth transition to the next year, pupils/students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil/student behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process and in regular staff updates in briefing and whole trust training.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governors biannually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy and procedures
- Mobile Phone Policy