



Behaviour policy

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* Unless there are changes in the law or circumstances in which case the policy and/or documents shall be revised accordingly

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Contents

Purpose:

Policy:

1. Expectations
2. Policy Implementation
3. Prohibited Items & Searching Pupils
4. Sanctions
5. Rewards

Procedure:

1. Expectations

1.1 This policy sets out how Supreme Education will promote good behaviour, self discipline and respect, prevent bullying, ensure that pupils complete assigned work and regulate the conduct of pupils. In applying this policy, Supreme Education will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. Supreme Education will also have regard to its safeguarding policy where appropriate.

1.2 At Supreme Education, learning is at the centre of everything we do. We believe that, in order to equip our pupils with the skill and experience required to fulfil their ambitions in the real world, we must ensure that we provide a learning environment at school where every person in the school community feels safe, secure and free to focus on their own learning. We believe that every single pupil has the ability to be exceptional – but to achieve this every pupil needs a safe, structured working environment where expectations are clear and every individual is held accountable for their actions. To ensure this is possible we have implemented a framework that sets clear expectations, promoting a culture where everyone is encouraged to take responsibility for their actions and feels safe, valued and respected. Our policy aims to:

- Promote positive behaviour
- Promote self-esteem, self-discipline and positive relationships
- Provide a safe environment where learning is disruption-free

- Ensure a consistent approach to tackling poor behaviour

- Make reasonable adjustments for those pupils with special educational needs and/or disabilities. This will include those pupils with a medical diagnosis or Education Health Care Plan (EHCP) in place as well as pupils with identified additional needs who may require more SEND / pastoral support.

2. Policy Implementation

All staff are responsible for implementing Supreme Education policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

2.1 The Senior leadership team of Supreme Education are responsible for ensuring all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

Pupils are responsible for:

2.2 Punctuality and attendance

Pupils should:

- arrive on time to Supreme Education each day
- arrive at their lessons on time
- aim for 100% attendance and punctuality.

2.3 Behaviour and conduct

Pupils should:

- ensure that all electronic devices such as mobile phones, tablets are out of sight and switched off in Supreme Education.
- Refrain from bringing items of high value into Supreme Education (Supreme Education does not accept responsibility for loss, damaged or stolen items)
- Ensure that standards of uniform and appearance are excellent: Pupils must wear appropriate outdoor shoes (no boots, trainers or steel capped footwear); no excessive jewellery - 3mm stud earrings – silver or gold, 1 per ear. Facial piercings, excessive make-up is prohibited.
- Not wear non-uniform items in and around school, including jumpers, hoodies or outdoor coats
- Limit eating and drinking to the canteen area and dispose of litter and food waste in the bins provided
- never engage in 'play fighting' or physical behaviour of any kind which could infringe the rights of others or risk physical injury.
- Use polite and appropriate language and communication when addressing members of Supreme Education community and in public settings representing Supreme Education community, taking account of all pupils' needs across Supreme Education
- Follow reasonable instructions first time or as quickly as possible

- Never engage in any behaviour which could be detrimental to any other individual's health or wellbeing (i.e. bullying).

2.4 Moving safely around the school site

Pupils should:

- walk quietly on the left, with pace, purpose and professionalism ensuring they are not blocking the way of any other members of Supreme Education community
- ensure they are in full uniform whilst moving around the site, arriving and departing from Supreme Education
- be courteous to staff, other pupils, visitors, and all members of the public
- refrain from being drawn into large crowds where an incident may have occurred/be occurring, but instead ensure a member of staff is alerted immediately
- be quiet and receptive when lining up as a year group and being addressed by member of staff
- never behave in a manner or indulge in any behaviour which could seriously be detrimental to their own or others' health/wellbeing.

2.5 Behaviour for Learning

Pupils should:

- line up quietly outside a classroom prior to the start of a lesson
- enter the classroom in a calm, orderly manner, sitting in the seating plan devised by the teacher and immediately commencing the starter activity
- listen to the best of their ability when a staff member is addressing the class
- refrain from shouting or calling out be equipped:
pupil planner, appropriate bag, PE kit, pens, pencils
- refrain from consuming any food or drink (apart from water) purchased from any external establishments in or around Supreme Education site; this includes soft drinks, sweets and chewing gum
- ensure that toilet visits are taken during break or lunch unless the pupil has a medical condition, in which case a toilet pass will be issued by the appropriate Head of Year (reasonable adjustment)
- take the necessary care and time to ensure that homework and classwork in books is presented appropriately – titles underlined, feedback in red/green pen, dates and handwriting clearly legible
- work to the very best of their ability in each lesson showing focus and diligence
- ensure that all homework tasks are attempted and completed to the best of their ability
- record all homework in planners and ensure it is completed to the best of their ability
- seek a teacher or other adult's help if any aspects of homework or classwork presents serious

difficulty.

2.6 Representing Supreme Education

Pupils are expected to demonstrate an appropriate standard of conduct on their journey to and from Supreme Education and in any situation where they are ambassadors for Supreme Education. Pupils are expected to:

- arrive at and leave Supreme Education in full uniform
- demonstrate politeness and courtesy at all times
- use public transport, cycle lanes/pedestrian zones sensibly and safely
- dispose of litter appropriately
- respect members of the public / wider community and ensure that public areas and property are treated respectfully.

2.7 Behaviour Expectations

There are some behaviours which fall outside Supreme Education's expectations and would be dealt with by senior members of staff at Supreme Education. In such circumstances, an investigation will take place and all relevant parties will be informed at the earliest convenience.

Subsequent sanctions will be decided upon by the relevant senior member of staff or the Principal. An indicative but non-exhaustive list of such actions which could lead to such an investigation would be:

- being verbally abusive to a member of staff
- bringing illegal substances or items into Supreme Education
- bringing a weapon or tool which could be used to injure another person (including BB guns, etc.)
- the use of racist, sexist, homophobic or transphobic language persistent levels of defiance or aggressive behaviour
- persistent bullying
- a physical assault on another pupil or member of staff
- behaviour which may bring the reputation of Supreme Education into disrepute sexual relationships of any kind
- intentionally setting off Supreme Education's fire alarm
- gambling or any behaviour designed to extort possessions or funds from others knowingly
- bringing a trespasser onto Supreme Education site
- a significant breach of health and safety

any behaviour which discriminates against the nine characteristics protected under the Equalities Act ([HERE](#)).

Once the investigation is complete, the senior member of staff investigating the incident will liaise with the Principal and decide on an appropriate and proportionate sanction/s which could include:

- community service
- referral to Supreme Education's internal reflection room
- liaison with outside professional agencies to gain further support meeting with members of the Local Governing Body
- fixed-term exclusion
- permanent exclusion.

All incidents of this nature will lead to a parent/carer reintegration meeting with a relevant member of staff, where additional support and intervention strategies can be discussed and agreed upon. The SENCO will be involved for all children with an EHCP and one of the SENCO team for all children on SEN Support.

Pupils will also be commended for acts of positive behaviour that are to be celebrated and recognised at Supreme Education. These behaviours can range from simple acts of kindness to hard work being demonstrated in and out of lessons over a period of time. Pupils are also encouraged to demonstrate positive behaviours beyond Supreme Education and support the local community through their actions and attitudes. Pupil rewards at Supreme Education are extensive and include merits, postcards of excellence, a weekly attendance lottery (appropriately adapted to include children with SEND), end of term / year reward trips and graduation events.

3. Prohibited Items / Searching Pupils

3.1 The following items are banned from Supreme Education premises and school visits; any item that could be used with the intention of causing harm:

- alcohol / drugs
- fireworks
- cigarettes or any smoking paraphernalia including e-cigarettes or shisha-type devices
- stink bombs / water bombs
- mobile phones or headphones (immediately confiscated if seen and returned to a parent/carer only – with the exception of sixth form pupils where the phone will be returned at the end of the week to the pupil)
- electronic devices which can be heard or are visible
- aerosols
- bandanas, masks or anything which could be utilised to conceal identity including hooded sweatshirts
- jewellery
- make-up
- nail varnish
- chewing gum
- any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or pornography of any kind.

Items such as the above (this is not an exhaustive list) will immediately be confiscated by a member of staff and lead to an appropriate sanction dependent on the level of severity. Parents/carers will also be informed to ensure effective lines of communication are maintained.

3.2 The law relating to searches

Supreme Education has the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object e.g. a weapon or illegal drug, or any other item on the prohibited items list above which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DFE's **Behaviour and Discipline in Schools Guidance**, with more detailed information provided in **Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies**.

Only the Principal or a member of Supreme Education staff officially authorised by the Principal, can undertake the search of a pupil, and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or designated member of staff reasonably believes there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity, health and safety, Supreme Education's Safeguarding policy, United Learning staff-pupil relations guidance, and Supreme Education's own Equal Opportunities policy. Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out. Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. In such circumstance, the school would deal with the situation in a different way, bespoke to the needs of the child to ensure all students remained safe.

3.3 Searches without Consent

Pupils may be searched for the following items without their consent and without the consent of their parents/carers:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:

i) to commit an offence,

ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff at Supreme Education can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for items that are not on the list above. However physical resistance by a pupil to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the pupil has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

Where an item prohibited in the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break Supreme Education rules. Supreme Education also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. Supreme Education is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break Supreme Education rules. Supreme Education staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to Supreme Education discipline. When deciding what to do with a prohibited item, Supreme Education will act in line with statutory guidance issued by the Department for Education.

3.4 Searches with consent

Supreme Education may search pupils with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks. It is a condition of having a locker in Supreme Education that the pupil gives their consent to it being searched. Any formal complaints about searches should be made in accordance with Supreme Education's latest complaints policy.

3.5 Confiscation of articles

Supreme Education staff have the power to confiscate property from pupils under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

3.6 Disposal or retention of articles confiscated from pupils

Supreme Education will follow the Department for Education guidance 'Screening Searching and Confiscation – advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

3.7 Drugs

Supreme Education operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. Supreme Education policy on drugs applies to all and any related activities whether on or off site. This includes the journey to and from Supreme Education. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

Supreme Education will take into account guidance issued by the Department for Education. Supreme Education will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and Supreme Education will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors and United Learning Regional Director for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with Supreme Education's behaviour policy. The sanction is likely to include permanent or fixed term exclusion from Supreme Education. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion which may be permanent. This distinction between dealing and using is particularly important (using is for that pupil's use only found with the illegal drugs, dealing is classed as the intention to supply others with illegal drugs both for profit and non-profit purposes). Sometimes, it will also be necessary to involve the police. Supreme Education will discuss this and take advice as necessary.

3.8 Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. Supreme Education may carry out searches for drugs in accordance with this policy. Usually Supreme Education will inform parents/carers when their child has been found to be involved with drugs, but where there are potential safeguarding issues Supreme Education must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

4. Sanctions

4.1 Detentions

Detentions are set for a number of reasons which may include:

- lateness to Supreme Education (pupils arriving later than 8.25am will have a same-day detention for 60 minutes unless a parental note is provided for the lateness)
- lack of equipment / no kit
- talking during line-up or assembly
- anti-social behaviour of any kind in or around Supreme Education site
- poor uniform or appearance
- consumption of food around Supreme Education site / chewing gum.
- Incomplete or inadequate homework

These detentions are run centrally each day and are 60 minutes in length. Parents and carers will be informed of such detentions by text message to ensure all support is in place to complete the detention successfully.

A Senior Leadership Team (SLT) detention lasting 90 minutes can be assigned for pupils who are persistently failing to meet punctuality or behavioural expectations. The SLT detention can be set for:

- persistent lateness - to Supreme Education or lessons in a week (2 or more lates to lessons over a 5-day period);
- anti-social behaviour in the community.
- Failing a Head of Year detention

When setting detentions staff at Supreme Education will consider:

- the welfare of the child
- access to food drink and toilet facilities during any lunchtime detention whether the child has caring responsibilities
- whether parents/carers should be informed of the detention and any travel arrangements.

Inconvenience to the parents/carers does not matter as long as

the child has a means to get home safely which will be Supreme Education's underlying priority when setting and deciding on when the detention is to be completed. The permitted times for detentions at Supreme Education are:

- any school day when the pupil does not have permission to be absent
- weekends but not those at the beginning and end of half term
- holidays teacher training days.

Supreme Education will make **reasonable adjustments** for the thresholds outlined above for accumulating behaviour referral points as we recognise pupils' needs are very different and may be due to an underlying or diagnosed special educational need / disability relating to learning, communication, interaction or social, emotional and health needs. In these cases, Supreme Education's SENCO and inclusion team will be involved throughout in trying to ensure the pupil's needs are being met whilst still adhering to the high standards the school sets. This process of reasonable adjustment is 'fluid' and will be ever-changing depending on the level of pupil need and in collaboration with all relevant

stakeholders.

In any whole-school based behaviour system it is important for all stakeholders to recognise the importance of making **reasonable adjustments** for pupils who may be unable to comply with the rules and expectations set out above for very legitimate reasons. Supreme Education would seek to make reasonable adjustments for pupils who have a clear, diagnosed and underlying special educational need / disability as well as pupils who have identified additional needs which require SEND / pastoral support, which makes reaching the expected standard of behaviour consistently challenging.

For those identified pupils a number of strategies may be employed to try and ensure ongoing success at Supreme Education (the list below is not exhaustive, but an indication of the reasonable adjustments Supreme Education is able to implement):

4.2 Anti Bullying Policy:

1. Introduction

At Supreme Education, we are committed to providing a safe, inclusive, and nurturing environment where all students can learn and thrive. Bullying in any form is unacceptable and will not be tolerated within our school community. This policy outlines our approach to preventing and addressing bullying incidents, in accordance with the Keeping Children Safe in Education government policy.

2. Definition of Bullying

Bullying is defined as any deliberate, hurtful behavior, repeated over time, that is intended to cause physical or emotional harm to another individual or group. This includes, but is not limited to, verbal, physical, and cyberbullying, as well as exclusion and intimidation.

3. Prevention Strategies

To prevent bullying, we will:

- Promote a culture of respect, kindness, and acceptance among students and staff.
- Provide regular education and training on bullying prevention and intervention for students, staff, and parents/carers.
- Encourage open communication and reporting of bullying incidents, ensuring confidentiality and anonymity where necessary.
- Foster positive relationships and a sense of belonging within the school community.

4. Reporting Procedures

Students, staff, parents/carers, and members of the school community are encouraged to report any incidents of bullying promptly and without fear of reprisal. Reports can be made to any member of staff, through the school's anonymous reporting system, or via designated anti-bullying ambassadors.

5. Investigation and Response

Upon receiving a report of bullying, the school will:

- Conduct a thorough investigation, involving all parties concerned.
- Provide support and protection for the victim(s) of bullying.
- Implement appropriate disciplinary measures for the perpetrator(s) in line with the school's behavior policy.
- Work with relevant external agencies, such as local authorities and safeguarding partners, where necessary.

6. Support and Intervention

Victims of bullying will be provided with ongoing support and guidance to help them cope with the effects of bullying. Perpetrators will be offered opportunities for rehabilitation and education to address their behavior and prevent future incidents.

7. Monitoring and Review

This anti-bullying policy will be regularly reviewed and updated in consultation with students, staff, parents/carers, and external stakeholders. The effectiveness of the policy will be monitored through regular evaluations and feedback mechanisms.

8. Conclusion

At Supreme Education, we are committed to creating a safe and inclusive learning environment where every student feels valued, respected, and empowered to reach their full potential. By working together as a community, we can prevent bullying and ensure the well-being of all our students.

Social Media

4.4 This applies to all forms of social media and the use of social media for both Supreme Education's purposes and personal use that may affect Supreme Education, pupils or staff in any way. All staff are

aware of the dangers of social media and pupils; parents/carers can report any concerns they have to any member of staff who will pass it onto a Head of Year or senior member of staff at Supreme Education.

Instances of prohibited use are listed below (this is not an exhaustive list) and will lead to appropriate pupil sanctions:

- damage to Supreme Education or its reputation even indirectly
- use that may defame Supreme Education staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on Supreme Education's behalf
- using Supreme Education's logos or trademarks.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within Supreme Education is in place. Supreme Education has a responsible use of social media policy and any breach of that policy on the use of social media will result in disciplinary sanctions.

Use of reasonable force

4.5 Supreme Education will follow the Department of Education advice 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'

(<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>). Members of staff at Supreme Education have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force will only be used when absolutely necessary and as a last resort.

Where the use of force has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, Supreme Education will write a positive handling plan (an annex to the Behaviour Plan) and share this with the parents.

5. Rewards

5.1 At the heart of any successful behavioural policy there has to be a system that recognises, reinforces and rewards positive behaviour and achievement. Pupils can be awarded achievement points for a number of different reasons:

- *excellent classwork*
- *homework of a consistently high standard*
- *high attainment*
- *positive progress*
- *excellent attitude to learning*
- *services to the school community*
- *services to the wider community*
- *random and planned acts of kindness to another individual*
- *full and outstanding participation in school-based events*
- *politeness, courtesy and good manners*
- *a positive role model for others*
- *continuous improvement across all aspects of the school.*

Each of these rewards carries one achievement point and all Supreme Education staff can award these to any pupil throughout the course of Supreme Education day. Accumulation of achievement points will result in pupils being rewarded certificates, letters home, special lunches/rewards trips and nominal prizes each term. Supreme Education is committed to rewarding at all levels as a means of celebrating achievement across the entire community. All reward systems will be kept under review to ensure that no group of pupils is significantly under-represented or disadvantaged by the reward criteria.

End of Policy