L.E.A.D. Academy Trust
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Waddington All Saints Academy

Behaviour Policy

Policy/Procedure management log

Document name	Behaviour Policy
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Aims

At Waddington All Saints Academy, it is our aim to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the academy
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management for pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

At Waddington All Saints Academy, our underlying principles are:



We deliver these underlying principles through our three core rules, these describe how we behave so everyone can learn, feel valued and stay safe. They apply everywhere, all of the time, and to everyone to create a culture where everyone can flourish and succeed.



Legislation, statutory requirements and statutory guidance

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

Behaviour in schools: advice for headteachers and school staff
Searching, screening and confiscation: advice for schools
The Equality Act 2010
Keeping Children Safe in Education
Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
Restrictive interventions, including the use of reasonable force, in schools
Supporting pupils with medical conditions at school
Special Educational Needs and Disability (SEND) Code of Practice
Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy
Academies, including free schools, check and add:
This policy complies with our funding agreement and articles of association.

Definitions

At Waddington All Saints Academy, misbehaviour is defined as:

- Damage to school property
- Threatening behaviour
- Name-calling
- Inappropriate language
- Physically hurting another pupil
- Spreading rumours
- Biting
- Reactive fighting
- Dishonesty
- Defiance
- Refusal to follow instructions
- Being rude to staff
- No work completed
- No work completed after support given
- Walking out of class
- Disruptive behaviour
- Inappropriate playground behaviour

When misbehaviour occurs, it should be dealt with consistently using the sanctions that schools have in place, and restorative work should be undertaken to ensure that misbehaviour does not escalate.

At Waddington All Saints Academy serious misbehaviour is defined as:

- Bullying incidents
- Cyber-bullying incidents
- Weapons in school
- Sexuality incidents
- Racism
- Stealing
- Fighting with intent
- Physical assault – pupil
- Physical assault – staff
- Verbal abuse - pupil
- Verbal abuse - staff
- Sexualised behaviours
- Prohibited items in school
- Prejudicial Incident

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco and/or cigarette papers
- Vapes and/or related items
- 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 pupil)

If serious misbehaviour occurs, the academy will investigate the incident fully and will treat each case individually using a balanced and proportionate approach.

Bullying

At Waddington All Saints Academy bullying is defined as:

Bullying is defined by the Anti-Bullying Alliance as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

As a school, we have adopted the Anti-Bullying Alliance definition of bullying.

There are four key elements to this definition:

- Repetitive- the incidents are not one-off but frequent and happen over time. By frequent we mean, occurring or done many times at short intervals.
- Intention- the incidents are not accidental and are on purpose.
- Hurtful- intent to hurt the victim physically or emotionally.
- Imbalance of power- unequal power relationships, for example, where it is difficult for those being bullied to defend themselves. These can be real or perceived.

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
Prejudice-based and discriminatory, including: • Racial • Faith-based • Sexist • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
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, this includes harmful online challenges and hoaxes.

Behaviour curriculum

At Waddington All Saints Academy, strong behaviour systems are pivotal to achieving what we expect to see in our classrooms. All children are taught the behaviours expected through our three key rules- **Ready, Respectful** and **Safe**.

"Routines are not assumed, they are explicitly taught, consistently reinforced, and practised until they become automatic."

from the thinking of Tom Bennett (Running the Room) & Doug Lemov (Teach like a Champion)

We understand that high standards of behaviour are not achieved through expectation alone; they are developed through deliberate and explicit teaching. Staff must consistently model, teach, and rehearse routines so that pupils clearly understand what is expected of them in every situation- *please see our Behaviour Framework.*

Routines should be:

- Clearly explained, including what they look like and sound like
- Demonstrated by adults
- Practised regularly, particularly during key transition points
- Reinforced consistently by all staff

Practice is not a one-off event. Routines need to be revisited frequently until they become automatic and embedded. When standards begin to slip, staff should pause, reset, and reteach, rather than overlook the issue or repeat instructions without impact.

Consistency among all adults is essential. When routines are taught and practised to a high standard, they reduce cognitive load for pupils, create a calm and orderly environment, and maximise time for learning.

To support high levels of consistency we have developed a thorough set of clear expectations, so that the children and staff know what is expected of them, throughout the school day.

Our aim is for all lessons to be free from disruption. For behaviour in lessons, we expect:

- Teachers to know their pupils and their learning needs well
- Pupils to be happy and secure, and able to experience a sense of achievement every day

- The curriculum to be ambitious
- Teachers plan and deliver well planned lessons
- All staff to explicitly teach attitudes to learning
- Use of positive framing
- Recognition of achievement in all senses and reward
- A culture of high expectations
- That everyone is included, and all needs are met
- That the environment is well organised, inviting and stimulating
- Behaviour standards to be high, with any inappropriate behaviour being dealt with effectively
- Routines are simple and consistently used



It is, however, not just about behaviour in our classrooms. We expect positive behaviour at all points of the school day. For behaviour outside of lessons, we expect all learners to:

- Be proud to be part of their community and treat everyone with respect
- Be courteous and respectful
- Engage positively with everyone within the academy community
- Walk calmly but purposefully around the academy following the movement structures that have been implemented, respecting other people's physical space
- Talk politely using developed language and not shout out
- Actively engage with staff and visitors - good morning and good afternoon is the standard response that should be expected

Waddington All Saints Academy
A L.E.A.D. Academy

Wider School Expectations

	Ready	Respectful	Safe
Hall	Sit up Track the speaker Sit facing the speaker	Leave sensibly Walk sensibly to and from the hall Show active listening	Walk Remember personal space
Playgrounds	Wear appropriate clothing Follow playground routines Voices off when entering school	Follow the playground rules and routines Listen to all adults Share and be kind	Play sensibly Ask to enter the building Remain in view of adults
PE/Hall activities	Voices off Find a space	Watch others with respect Listen to adult instruction Listen to everyone	Personal space and boundaries Follow instructions
Corridors *'SLOW'*	Walking sensibly to the next place Listen to instruction	Stop for an adult Hold doors open Smile and be polite	Walk on the left Face in the right direction

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations in the curriculum.

Responding to Behaviour

Systems to manage Behaviour

Behaviour incidents and sanctions are logged and monitored through DCPRo. This is used to track behaviour patterns and incidents to support strategic intervention and reporting.

Classroom Management

We expect all lessons to be calm and extremely purposeful. Children and young adults will be highly engaged and have a thirst for learning. There will be true working partnership and collaboration. Our aim is for all lessons to be free from disruption.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the academy's culture and ethos.

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

Positive behaviour will be rewarded with:

- Verbal praise -acknowledge/Approve/Affirm: Actively acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- Positive Repetition- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.

- Positive recognition- through recognition boards, positive notes home and phone calls to parents.
- Communicating praise to parents via a phone call or written correspondence.
- Positions of responsibility, such as ambassadors' or being entrusted with a particular decision or project.

Additionally, each pupil (Y1-Y6) has a "Role Model and Citizenship" booklet, where points are earned across: Manners and Respect, Achievement and Attitude, Teamwork and Presentation. Once 10 stamps are earned in each area a bronze, silver and then gold certificate (KS1) or badge (KS2) are awarded during Friday Flying High assembly. Once a fortnight, a child is chosen from each class for recognition that they have achieved beyond expectations. Their parents will be invited in to see them share their achievement in our "Flying High Celebration" assembly on a Friday. In addition, we hold an out of school achievements assembly, where children are able to share certificates and rewards, on every other Monday.

Responding to misbehaviour

We recognise that everyone makes mistakes and that behaviour is a way of communicating feelings and needs. When difficulties arise, adults will work with children to:

- Understand what has happened.
- Repair relationships where needed.
- Learn from mistakes.
- Make positive choices in the future.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

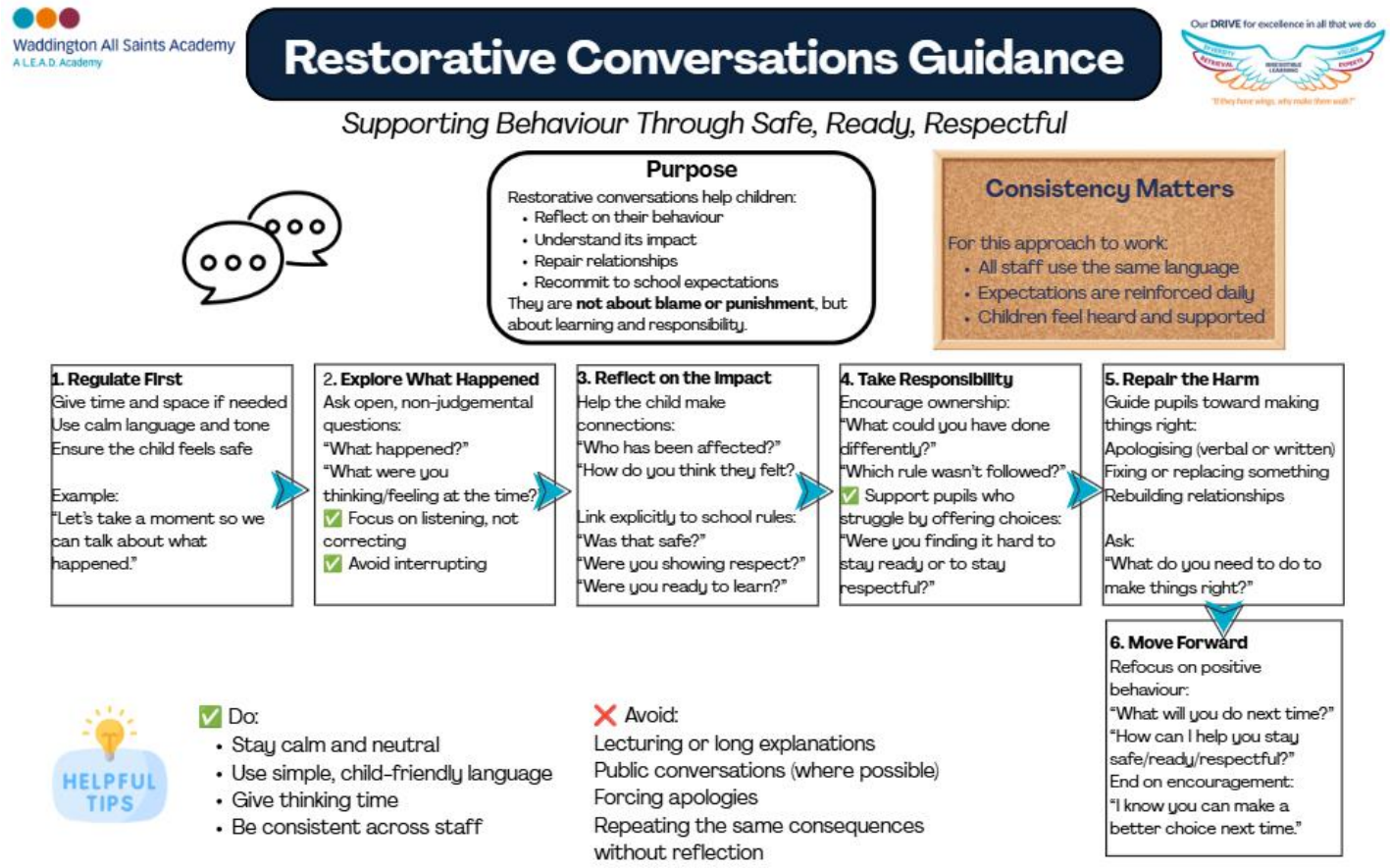
Step	Strategy	Approach
1	A reminder of the expectations and rules.	To the whole group or class. Reminder of the rule that has been broken, and thank children who are following the rule(s). Return positively to learning.
2	A verbal warning (x2)	1:1 Direct restorative conversation with the child inside the classroom – 1st verbal warning takes place where the child is sat. It is important that the adult gets down to the child's level and speaks quietly. Adults explain why the rule has been broken, explaining positively how the rule should be followed. 2nd verbal warning, ask the child to move to the side of the room. This invitation is given in a positive manner so that the child knows they have the opportunity to talk and return to their working space positively. Further explain the rule(s) which have been broken, how to follow the rule and return to class.
3	Reflection time in own class	Move from working space to a reflection/shared area. Go through the restorative questions (on lanyard) through conversation with the class teacher. 5 minutes reflection and then return to task.
4	Reflection time in partner class.	As above but in a partner class. Sat from other children. Time to reflect. 5-10 minutes.
	Restorative Conversation & Reflection time (10 mins during the following Break or Lunch) Child completes the reflection activity with class teacher, followed up with restorative conversation. Record on DCPro Inform parents/carers of reflection time and reasons for this. Invitation for parents/carers to meet, but this is not an expectation, at this point. If the child is not regulated, the teacher will inform the parent/carer by the end of the school day. If regulated the child will return to class and back to step 1. If behaviours continue.... move to step 5.	
5	Restorative Conversation and Reflection Time with SLT.	Out of class for the remainder of the lesson. Phone call to parents by the class teacher – record on DCPro.
	At this point the class teacher and Deputy Headteacher will meet to discuss the level of concern around this pupils behaviours. If concerns are on-going and a further supportive intervention is required then the class teacher will work alongside Headteacher, Deputy Head, SENCO, and parents/carers to review/ create an **Individual Behaviour Plan**, including SMART targets linked to **Ready, Respectful, Safe.** The impact of the plan will be monitored through the use of a **Behaviour and Wellbeing Record**. Class Teacher will then meet weekly with DHT to monitor and discuss progress/next steps- these are then communicated with parents/carers.	

The academy may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges
- Referring the pupil to a senior member of staff
- Sending the pupil out of the class for isolation in a designated and supervised area
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom for an internal seclusion in own academy or another LEAD academy
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

All incidents of misbehaviour are followed up with a restorative conversation, to support all children to understand the rule that has been broken and how this can be fixed. *Please see the Behaviour Framework for further details.*



Responding to Bullying

Procedures

- Pupils should report bullying incidents to a member of staff or someone who they can trust.
- Parents reporting any bullying incidents must use the attached form – also available in the academy office.
- In cases of bullying, the incidents will be recorded by staff on the myconcern and addressed initially by the class teacher, followed by the following individuals if an incident is not then resolved a member of SLT and ultimately the Headteacher.
- In cases of bullying, parents of the pupils accused of bullying will be informed and will as necessary be asked to come into a meeting to discuss the problem.
- Appropriate feedback will be given to parents reporting bullying in a timely manner.
- The academy accepts that any child could display bullying behaviour, and our approach is to help those doing so to change their behaviour.
- If necessary and appropriate, external agencies will be consulted to provide support.

Outcomes

- The child displaying bullying behaviour will be asked to genuinely apologise. Other consequences such as (a) an apology letter or (b) a written contract may be required.
- The academy will aim to sort out differences and encourage the pupils to reconcile.
- In serious cases, suspension or even exclusion will be considered.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place, but the incident/incidents themselves will be considered closed. The academy strongly believes that all children can be bullied or bully and as such, once an issue has been addressed, all parties should be allowed to move on from the issue at hand.

Prevention

We will use various methods for helping children to prevent bullying. This will include:

- Having a listening and caring ethos
- Encouraging discussion and avoiding premature assumptions
- Adopting a problem-solving approach
- Exploring issues through the curriculum by PSHCE, assemblies and Anti-bullying week.
- Supporting the bully and the victim in modifying behaviour
- Providing information through noticeboards and posters
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.
- Encouraging parents to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory.

The anti-bullying policy works alongside the behaviour policy. This is discussed with pupils so they are informed of the procedures.

Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions. Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 (template in appendix 3)
- Reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, Screening and Confiscation (see appendix 1 for details)

Any prohibited items (listed in prohibited items) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

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

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Off-site misbehaviour

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

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

Sanctions may also be applied where a pupil 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 academy
- Poses a threat to another pupil
- Could adversely affect the reputation of the academy

Online misbehaviour

The academy can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or DDSL will make the report.

The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

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

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

The academy's response will be:

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

The academy 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.

Malicious Allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil 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 academy will also consider the pastoral needs of staff and pupils accused of misconduct.

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

Serious Sanctions

Detention

Any decision to issue a detention must be authorised by a member of the Senior Leadership Team. The member of SLT must be satisfied that the incident has been thoroughly investigated, all plans have been followed and that a detention is the most appropriate sanction. This is then logged on MyConcern.

Pupils can be given detentions that take place during break, after school or on weekends during term time.

The academy will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the academy will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Removal from Classrooms

In response to serious or persistent breaches of this policy, the academy may remove the pupil from the classroom for a limited period of time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Arrangements for removal from classrooms at Waddington All Saints Academy are as follows:

· The class teacher will request the support of the Team Leader.
· Two staff members will be present.
· The pupil will be informed that they need to move to work in a different area as they are disrupting the learning of others in the class. The members of staff will then walk with the pupil to the other area.
· When a pupil refuses to move or engage and the behaviours continue, then a change of face will be made and as a last resort, the class will be moved to a different area, so that they can continue to receive their education entitlement.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The academy will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The academy will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of the pastoral support team
- Short term Individual behaviour Plans and Behaviour and Wellbeing Records
- Long term behaviour plans (PSPs)
- BOSS support (Behaviour Outreach Support)
- Multi-agency assessment
- Off-site direction or use of alternative provision with parents'/carers' consent (see off-site and alternative provision policy)
- Placements in alternative provision

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log (DCPRo) and myconcern.

Individual Behaviour Plans

If the behaviour logs on DCPRo demonstrate that a child is regularly breaching the policy expectations, despite warnings and parents having been informed of concerns, the Deputy Head teacher, in discussion with the class teacher will make the decision as to whether or not that child needs to have an **Individual Behaviour Plan**. If it is decided that the child requires a plan, the parents will be informed and invited in for a meeting with the class teacher, to discuss how home and school can work together to improve the behaviour. The class teacher will hold a **'Behaviour and Wellbeing Record'** for that child and will record the child's successes and behaviour choices. This will be completed daily by the class teacher. Parents will be asked to come in regularly, so that the **'Behaviour and Wellbeing Record'** can be shared with them.

Children are unlikely to be permitted to attend or take part in optional activities or responsibilities during this period. This will include attendance at school clubs, special privileges/responsibilities, representing the academy etc.

Each week the pupil will meet with the class teacher and Deputy Headteacher to have an opportunity to discuss their behaviour choices, good and bad, and will be offered support as to how they could improve their behaviour in the future. A child will have an **Individual Behaviour Plan** until the behaviour can be evidenced to have improved. During this period behaviour and provision will be monitored to ensure that the child, parents and school are doing everything possible to address behaviours and meet needs. If the child remains on a plan for four weeks, the Senior Leaders involved, in consultation with the class teacher, will meet to discuss the reasons why the child's behaviour choices are not improving, to evaluate the impact of provision and support.

If the child is continuing to breach the behaviour policy of the school, while receiving appropriate support, the parents will be requested to attend a review meeting. This meeting will be attended by: the parents, the class teacher and the head teacher or deputy head teacher. This meeting will be in response to persistent breaches of school policy and will be to consider the steps necessary to avoid suspension. At this meeting the underlying issues leading to poor behaviour will be discussed and it will be agreed what the child, the family and the school need to do to bring about measureable improvement. This will include consideration of a "Pastoral Support Plan", SEND assessments and/or an "Early Help Assessment" to support the family where appropriate. A child may not have an **Individual Behaviour Plan** more than twice in a twelve month rolling period. Should the child trigger a third time, they would move directly to a "Pastoral Support Plan".

Pastoral Support Plan

The Pastoral Support Plan is used as a tool to support children who display behavioural difficulties which put them at risk of exclusion. If the decision is made that a pupil would benefit from accessing a Pastoral Support Plan, then the school will contact the Pupil Reintegration Team at Lincolnshire County Council for further support in developing a plan and identifying the targeted interventions required to support the pupil to understand and improve their behaviour. This plan will be reviewed every 6-8 weeks. At the end of the 16 week plan, a decision is made as to whether the plan can be closed, as the pupil's behaviours have improved, or if the plan needs to remain open and further support requested from BOSS (Behaviour Outreach Support Service)

Seclusion

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.
We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment and is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:
The pupil will be secluded in a safe place that does not feel threatening or intimidating to them, e.g. the Wellbeing Suite.
The pupil will be supervised at all times, by at least 1 member of staff, who will also have access to a walkie talkie.
As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Internal Reflection Time

Internal Reflection Time may be used in response to serious incidents or persistent patterns of poor behaviour that significantly impact the learning, wellbeing, or safety of the pupil and/or others. It is intended as a supportive intervention and an alternative to suspension, providing pupils with an opportunity to reflect on their behaviour, repair relationships, and re-engage positively with learning.

The decision to implement an Internal Reflection Time will be made by the Headteacher or Deputy Headteacher in accordance with this policy. The duration will be determined based on the nature and severity of the incident and may be applied for either a half day or a full day. Parents/carers will be informed on the day the sanction is issued.

During this period, the pupil will work separately from their peers in a designated space under the supervision of a member of the Pastoral Team. Wherever possible, pupils will be provided with appropriate learning activities to ensure continuity of education and minimise disruption to their academic progress.

To support reflection and minimise the risk of further incidents, pupils will not join their peers during break and lunchtime; however, alternative supervised break times will be provided. Pupils will arrive at and leave school via the main office to facilitate effective communication between home and school and to reduce unnecessary contact with peers during the reflection period.

Throughout the Internal Reflection Time, the Pastoral Team will work closely with the pupil through restorative conversations, reflection activities, and targeted support. The aim is to help the pupil understand the impact of their behaviour, develop strategies for making positive choices, and successfully reintegrate into the classroom environment.

Suspension and Permanent Exclusions

The academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our suspensions and exclusions policy for more information.

Responding to Misbehaviour from Pupils with Special Educational Needs and/or Disabilities (SEND)

Recognising the Impact of SEND on Behaviour

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies

As part of meeting these duties, the academy will anticipate, as far as possible, likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We apply a bespoke approach in anticipating and removing triggers for misbehaviour, based around a pupils individual needs. Reasonable adjustments include:

· Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
· Adjusting seating plans to allow pupils with visual or hearing impairment to sit in sight of the teacher
· Adjusting uniform requirements for a pupil with sensory issues
· Training for staff in understanding conditions such as autism

· Use of the well-being suite where pupils can regulate their emotions during a moment of sensory overload

Adapting Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the academy will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their SEND?

If the answer to any of these questions is yes, the academy will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering Whether a Pupil Displaying Challenging Behaviour may have Unidentified SEND

The academy's special educational needs co-ordinator (SENDCo) may evaluate a pupil 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.

When acute needs are identified in a pupil, 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.

Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other bodies.

If the academy has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHC plan.

Contact details for the Special Educational Needs and Disabilities (SEND) Team Lincoln & West Lindsey
Telephone: 01522 553332

E-mail: LWL_SendLocality@lincolnshire.gov.uk

Supporting pupils following a sanction

Following a sanction, the academy will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the academy.

We use the following strategies to support the reintegration of pupils following the implementation of a serious sanction, such as removal from a classroom, suspension or time spent in an alternative setting.

· Reintegration meetings
· Regular contact with our Welfare Officer or High Needs Support Assistant
· A personalised Pastoral Support Plan, which includes clear and achievable goals to support success.

Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil'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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

Pupil Transition

Inducting Incoming Pupils

The academy will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture.

Preparing Outgoing Pupils for Transition

To ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to ensure that all information and strategies used to support a pupil are passed on.

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

Training

Where a member of staff is identified as requiring further training in relation to behaviour management, this will be followed up via the appraisal process. In house training will be provided by an appropriate member or staff and where appropriate external training and support will be accessed.

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the academy
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

Monitoring and Evaluating Academy Behaviour

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the academy behaviour culture

The data will be analysed every term by the Deputy Headteacher.

The data will be analysed from a variety of perspectives including:

- At academy level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
- By distinct pupil group characteristics, e.g. prior attainment, phase of schooling, disadvantage

The academy will use the results of this analysis to make sure it is meeting its duties under the Public Sector Equality Duty.

Monitoring this Policy

This behaviour policy will be reviewed by the Headteacher and AGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

Links with Other Policies

This behaviour policy is linked to the following policies:

- Waddington All Saints behaviour Framework
- Exclusion and suspensions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Equality Policy
- Use of off-site direction or alternative provision policy

Appendix 1 - Roles and responsibilities

The AGB

The AGB is responsible for:

- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with all stakeholders
- Giving due consideration to the academies statement of behaviour principles
- Reviewing and approving this behaviour policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Academy Staff

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Imposing relevant sanctions according to the nature of the incident
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the academy culture and how they can uphold academy rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the academy's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers, where possible, should:

- Get to know the behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the academy's behaviour policy
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the teacher/tutor promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the academy directly, whilst continuing to work in partnership with the academy
- Take part in the life of the academy and its culture

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at academy
- That they have a duty to follow the behaviour policy
- The academy's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with explicit teaching on attitudes and dispositions for learning and will be supported to develop an understanding of the academy's behaviour policy and wider culture.

At timely points, pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Appendix 2 – searching screening and confiscating.

Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil;
- or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the academy rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the academy premises or where the member of staff has lawful control or charge of the pupil, for example on an academy trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched and explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified but not to search for items that are only identified in the academy rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in prohibited items) and items identified in the academy rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in 'prohibited items'
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in My Concern.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the academy has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above **does not** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on academy premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into the academy, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on academy premises, the decision on whether to conduct a strip search lies solely with them. The academy will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times. The academy will advocate that any such search happens in the police station or any approved social care setting.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into the academy to act as the pupil's appropriate adult. If the academy can't get in touch with the parents, or they aren't able to come into the academy to act as the appropriate adult, the police will have to arrange an appropriate adult.

The academy will keep records of strip searches that have been conducted on academy premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others. This will not be a member of academy staff.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it. As with other searches, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Electronic devices

Introduction

The changing face of information technologies and ever-increasing learner use of these technologies has meant that the Education Acts were updated to keep pace. Part 2 of the Education Act 2011 (Discipline) introduced changes to the powers afforded to academies by statute to search learners in order to maintain discipline and ensure safety. We are required to ensure we have updated policies which take these changes into account. No such policy can on its own guarantee that the academy will not face legal challenge but having a robust policy which takes account of the Act and applying it in practice will however help to provide us with justification for what it does.

The particular changes we deal with here are the added power to screen, confiscate and search for items 'banned under the academy rules' and the power to 'delete data' stored on confiscated electronic devices.

Items banned under the academy rules are determined and publicised by the Headteacher (section 89 Education and Inspections Act 1996).

An item banned by the academy rules may only be searched for under these new powers if it has been identified in the academy rules as an item that can be searched for. It is therefore important that we have a statement which sets out clearly and unambiguously the items which:

- are banned under the academy rules; and
- are banned AND can be searched for by authorised staff

The act allows authorised persons (usually the police) to examine data on electronic devices if they think there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the authorised person must reasonably suspect that the data or file on the device in question relates to an offence and/or may be used to cause harm, to disrupt teaching or could break the academy rules. If there is a suspected offence, confiscate the item and contact the police.

Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, **if they think there is a good reason to do so**.

The Headteacher will publicise the academy behaviour policy, in writing, to staff, parents/carers and learners at least once a year. (There should therefore be clear links between the search etc. policy, the behaviour policy and safeguarding policy).

Responsibilities

The Headteacher is responsible for ensuring that the XXXX Academy policies reflect the requirements contained within the relevant legislation. The formulation of these policies may be delegated to other individuals or groups. The policies will be taken to governors for approval. The Headteacher will authorise those staff who are allowed to carry out searches.

This statement has been written by and will be reviewed by: Zoe Jepson (Headteacher)

The Headteacher has authorised the following members of staff to carry out searches for and of electronic devices and the deletion of data/files on those devices:

Deputy Headteacher (Mandana John)

Kirsty Wedd (Senior Leader)

Victoria Maycock (Senior Leader)

Cat Wright (Senior Leader)

Members of staff (other than security staff) cannot be required to carry out such searches. They can each choose whether or not they wish to be an authorised member of staff.

Training/Awareness

It is essential that all staff are made aware of and implement our academy's policy.

Members of staff will be made aware of the academy's statement on "Electronic devices – searching, confiscation and deletion":

- at induction
- at regular updating sessions on the academy's online safety / safeguarding / behaviour management policy
- in safeguarding training and briefings

Members of staff authorised by the Headteacher to carry out searches for and of electronic devices and to access and delete data/files from those devices should receive training that is specific and relevant to this role.

Specific training is required for those staff who may need to judge whether material that is accessed is inappropriate or illegal.

Electronic devices statement

The DfE guidance – Searching, Screening and Confiscation received significant updates in July 2022 (updated in July 23) and now states:

- Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.
- As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk
- Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so if it (defined earlier in the guidance as)
    - poses a risk to staff or pupils
    - is prohibited, or identified in the academy rules for which a search can be made
    - is evidence in relation to an offence.
- If the member of staff conducting the search suspects, they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the academy's response. Handling such reports or concerns can be especially complicated and academies should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support academy staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.
- If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.
- In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State

    - In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the academy and disrupt teaching, or be used to commit an offence.
    - In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

The examination of the data/files on the device should go only as far as is reasonably necessary to establish the facts of the incident. Any further intrusive examination of personal data may leave the academy open to legal challenge. It is important that authorised staff should have training and sufficient knowledge of electronic devices and data storage.

Members of staff may require support in judging whether the material is inappropriate or illegal. One or more Senior Leaders should receive additional training to assist with these decisions. Care should be taken not to delete material that might be required in a potential criminal investigation.

The academy should also consider their duty of care responsibility in relation to those staff who may access disturbing images or other inappropriate material whilst undertaking a search. Seeing such material can be most upsetting. There should be arrangements in place to support such staff.

A record should be kept of the reasons for the deletion of data/files. (DfE guidance states and other legal advice recommends that there is no legal reason to do this, best practice suggests that the academy can refer to relevant documentation created at the time of any search or data deletion in the event of a learner, parental or other interested party complaint or legal challenge. Records will also help XXXX Academy to review online safety incidents, learn from what has happened and adapt and report on application of policies as necessary).

Care of Confiscated Devices

Waddington All Saints Academy staff are reminded of the need to ensure the safe keeping of confiscated devices, to avoid the risk of compensation claims for damage/loss of such devices (particularly given the possible high value of some of these devices).

The academy accept no responsibility for the damage or loss of any confiscated device which is bought into school by a pupil.

Audit/Monitoring/Reporting/Review

The responsible person (Deputy Head) will ensure that full records are kept of incidents involving the searching for and of electronic devices and the deletion of data/files. (a log sheet can be found in the appendices)

These records will be reviewed by the Headteacher at regular intervals throughout the year, as required.

The policy will be reviewed by the head teacher and governors annually and in response to changes in guidance and evidence gained from the records.

Appendix 3 – Bullying incident form (Model)

Bullying incident form

Section 1: Staff details

Date completing form:

Name of staff:

Email address of staff:

After completion this form needs to be handed to: [Insert staff responsible for anti-bullying.]

Section 2: Details of incident

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.

Nature of incident: Tick all that apply

- ☐ **Physical** (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- ☐ **Verbal** (e.g. name calling, ridicule, comments)
- ☐ **Cyber** (e.g. messaging, social media, email)
- ☐ **Emotional/indirect/segregation** (e.g. excluding someone, spreading rumours)
- ☐ **Visual/written** (e.g. graffiti, gestures, wearing racist insignia)
- ☐ **Damage to personal property**
- ☐ **Threat** with a weapon
- ☐ **Theft or extortion**
- ☐ **Persistent Bullying**

Form of bullying or incident: Tick all that apply

- ☐ **Race** – racist bullying
- ☐ Sexual orientation – **homophobic**
- ☐ Sexual orientation – **biphobic**
- ☐ Special educational needs (**SEN**) or **Disability**
- ☐ **Culture** or **class**
- ☐ **Gender identity** – transphobic
- ☐ **Sex** – sexist bullying
- ☐ **Appearance or health conditions**
- ☐ **Religion or Belief** related
- ☐ Related to home or other personal circumstances
- ☐ **Other** or non-specific

Details of those involved: record all involved whether adults, pupils or visitors.				
	Name	Age/Year group	Form/class	Other relevant information (e.g. gender, SEN, disability, religion)
Target of bullying/incident				
Person/s responsible for bullying/incident				

Details of incident					
Date		Place:		Time:	
Summary of incident					
Witnesses					
Repeat incident or serious incident					
Any relevant supporting information e.g. witness					
Action taken					
Details of others involved or notified					
Date for review					
Outcome of review (if necessary)					
Signed:					
Date:					

Appendix 4 – Physical Restraint Log (Model)

Physical restraint form

Name of child		**Date of Birth**	
Class		**Year Group**	
SEND (If yes, state need)		**Date of Incident**	
Place where incident occurred		**Time Incident commenced**	
Time Incident concluded		**Approximate time being handled**	
Name/s of staff involved:			
Name/s of staff witnesses:			
Names of pupil witnesses:			

Reason for Intervention									
Immediate danger to personal injury to self		Immediate danger to injury to another person							
Disruption to others		Fighting		Assault		Verbal threats		Accidental	
To avoid damage to property		To prevent/interrupt absconding				Off site		Within grounds	
Description of Incident:									

Pupil Voice if appropriate:

De-escalation Techniques Used					
Verbal Advice/Support		Humour		Directed Time out	
Reassurance		Time out offered			
Calm Talking		Distraction			
Neutral tone/body language		Step Away		Other (specify)	

Describe restraint methods used

Describe any injuries received to pupil or restrainer and medical attention required

What actions are being taken to support this child in future. Describe them here or refer to any SEN action plans that are being put in place.

Form completed by		**Signed**		**Date**	
Witness (if required)		**Signed**		**Date**	
Headteacher		**Signed**		**Date**	
Time and date parents were informed		**Parents handed a copy of the form Yes/No**		**Date form handed to parents**	