# Waddington All Saints Academy

# Behaviour Policy

**Review frequency**: Annual

**Policy/Procedure management log**

| Document name | Behaviour Policy |
|---|---|
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| Date of review | **4th January 2024** |
| Approved by | Academy Governing Body (Matt Gilbert) |
| | As a statutory policy this needs to be reviewed annually and minuted at the AGB meeting. |

# 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:



# 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 2022
- Searching, screening and confiscation: advice for schools 2022
- 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 - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

- Special Educational Needs and Disability (SEND) Code of Practice.
- 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

This policy complies with our funding agreement and articles of association.

Unacceptable behaviour that would move a child up through the sanctions would include:

## Definitions

At Waddington All Saints academy, misbehaviour is defined as:

- Disruption in lessons, and at break and lunchtimes
- Constantly calling out
- Intentionally distracting other children
- Persistently talking whilst an adult is talking
- Intentionally mistreating property
- Throwing items such as pencils/rubbers
- Refusing to work or comply with instructions which are reasonable
- Disrespectful to others
- Non-completion of classwork
- Incorrect uniform
- Breach of the academy rules

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:

- Repeated breaches of the academy rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Child on Child abuse
- Theft
- Vandalism
- Fighting
- Smoking and Vaping
- Racist, sexist, homophobic or other discriminatory behaviour

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.

At Waddington All Saints academy bullying is defined as:

The repetitive, intentional harming either physically or emotionally, of a person or group.

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:<br>• Racial<br>• Faith-based<br>• Sexist<br>• Homophobic/biphobic<br>• Transphobic<br>• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, this includes harmful online challenges and hoaxes. |

# 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 the AGB and staff
- Giving due consideration to the academies statement of behaviour principles (appendix 1)
- 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
- Impose 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.

# Behaviour curriculum

At Waddington All Saints academy, strong behavior systems are pivotal to achieving what we expect to see in our classrooms. 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 expectation
- 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 school following the movement structures that have 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

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

### Mobile Phones

Pupils are not permitted to bring mobile phones into the academy.

In exceptional circumstances, a parent may make a request to the Headteacher for their child to be permitted to bring a mobile phone into school.

When this is permitted, the parents must provide signed permission, to ensure that they understand that this is at their own risk and that the academy cannot accept any liability for the mobile phone, in case of loss or damage.

If a pupil is permitted to bring a mobile phone into the academy, this must be switched off and handed to the class teacher for safekeeping at the beginning of the academy day. The mobile phone will then be returned to the pupil at the end of the day.

Pupils are not permitted, under any circumstances, to turn on their phones or use it during the academy day.

# Responding to Behaviour

### Systems to manage Behaviour

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

### Classroom Management and Positive Behaviour Strategies

All staff strive to create a positive, calm and extremely purposeful classroom culture, where learning is of the highest importance. Children 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.

We believe all children respond well if our expectations are clear and at a level they understand.

We will:
- Teach the children explicitly about the behaviour we expect in school, through our 'Code of Conduct'. We are also clear about behaviours that are unacceptable.
- Emphasise pupil's responsibility for their own and their peer's behaviour.
- Inform parents quickly if a child is identified as struggling to follow behaviour expectations.

In order to support us in doing this, we adopt Positive Behaviour Management Strategies.

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- **Positive Feedback**- 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 Correction**- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".

- **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.

- **Non-verbal Cues**- hands up.

- **Give take-up time**- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.

- **Re-direction**- repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.

- **Tactically ignore**- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering. Note: if persistent low level behaviour is ignored, this is not using the 'tactically ignore' strategy.

- **Physical Proximity**- move closer to a disruptive pupil.
- **Distraction/ Diversion**- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.

When positive behaviour management is consistently applied in class and seen as the norm then short appropriate instances of corrective behaviour management are highly effective as they stand out as exceptional.


## Promoting and Responding to good behaviour


It has long been established that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly. At Waddington All Saints, we will always endeavour to achieve a balance which is far more about reward and positive intervention than punishment.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. In addition, all staff actively seek to praise and reward pupils who are good role models and act positively to challenge the poor behaviour choices of others.

This provides an opportunity for all staff to reinforce the academy's culture and ethos.


Positive behaviour will be rewarded with:

- Verbal praise

- Communicating praise to parents verbally or via a phone call

- Positions of responsibility, such as being entrusted with a particular role or decision.


We believe that successful and enjoyable learning is very rewarding and a powerful intrinsic reward for the child. We want them to feel pride in their achievements and see determination to improve and develop as a lifelong quality. Working solely to attain a sticker is a less effective goal developmentally. So, pupils will rarely receive stickers for achievement in learning, but younger children may get an "Ask me what I did today" sticker to communicate success.

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 High Flyers assembly.

Once every three weeks, a child is chosen from each class for recognition that they have achieved beyond expectations. Their parents will be invited in to see them present their achievement in our "High Flyers" assembly on a Friday. Children can also receive certificates in this assembly for achievements in and out of school.

Other rewards include:

1) Annual certificates for outstanding progress.
2) In response to individual additional needs or funding, where a different approach is justified.

### Responding to Misbehaviour

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.

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
- 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.*

# Waddington All Saints Sanctions

All staff are consistent and fair when implementing sanctions for behaviour.

## Classroom Conduct

If a child should choose to break the rules in class, the following sanctions will apply for that day:

Stage 1          A warning
Stage 2          Timeout (from an activity or in another classroom)
Stage 3          Sent to the Team Leader (recorded on MyConcern by the class teacher)
Stage 4          Removal to another classroom for the remainder of the session (added to the initial MyConcern)
Stage 5          Referred to the Headteacher (not detention)
Stage 6          Letter sent to parents (recorded on MyConcern by the Class teacher)

Sanctions are the consequences of unacceptable behaviour, and the child knows these in advance. The sanction is therefore a result of the child's choices. All efforts are made to recognise when the behaviours are being triggered as a result of need and action is taken to support the child. Adults work hard to differentiate between behaviour choice and individual need and recognise this within their response.

The first sanction will, except in the most extreme circumstances, be a warning to remind the child of the consequences of their behaviour. When the child is behaving inappropriately they will be stopped. The unacceptable behaviour will then be pointed out and the warning about each sanction will follow if the behaviour continues. The child will be told which stage they are on and the choices they must make to avoid further sanctions.

Unless there is a behaviour plan to manage it, more serious misbehaviour will move a child to stage 5 without going through any of the other stages. This may lead to a removal to another classroom, suspension or permanent exclusion where appropriate.

## 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 school office.
- In cases of  bullying, the incidents will be recorded by staff on MyConcern and addressed initially by the class teacher, then followed up by a member of SLT, if an incident is not then resolved and ultimately by the Deputy Headteacher/ Headteacher.
- In cases of bullying, parents of the pupils accused of bullying will be informed and will as necessary be asked to come in to 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 notice boards 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

## 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 2)
- 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

Any prohibited items (listed in section 3) 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 member of the senior leadership team 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

We monitor any emerging patterns, through on-going MyConcern Records — with due regard to age, ethnicity, gender, special educational needs, disability etc. If any children are identified as regularly triggering serious sanctions and breaching the expectations of the behaviour policy, staff will look at further support or intervention that the child may require to support them to understand and improve their behaviour.

**Detention**

Detentions are given for significant behaviour issues which take place outside of the teacher's classroom management. This will include playtime conduct and reported lunchtime incidents of rudeness, violent conduct or failure to respect the rules in relation to bikes, scooters and movement around site.

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 and that all plans have been followed, to ensure that a detention is the most appropriate sanction. This is then logged on MyConcern.

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

Pupils can be given detentions that take place during Friday break time. At this detention the Headteacher will talk to them about the choices they have made, their impact upon others and how they should have responded.

**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 time. Any decision to remove a pupil from a classroom must be authorised by a member of the Senior Leadership Team.

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:

- 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 misbehaviours continue, then the class will be moved to a different area.

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 High Needs Support Assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment


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 on MyConcern.

### Report

If the behaviour logs on MyConcern 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 be placed on 'report'. If it is decided that the child will go on report, 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 Report' for that child and will record the child's successes and negative choices. This will be completed daily by the class teacher. Parents will be asked to come in regularly, during the report period, so that the 'Behaviour Report' can be shared with them.

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

Every **Monday,** after assembly the child will take their 'Behaviour Report' to the Headteacher or Deputy Headteacher. At this meeting they will 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 be on report **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 report 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 an exclusion. 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" and/or an "Early Help Assessment" to support the family where appropriate.

Following this meeting a challenging behaviour record will be started or reinstated. The challenging behaviour records show how the school has tried to respond to individual needs, the impact of parents in supporting their child to comply with the policy of the school and an evaluation of the impact of intervention by the school and other agencies where appropriate. In the event of exclusion this record will be used to evidence what has been done to support the child to improve and the reasons why exclusion became necessary. This evidence record is uploaded to MyConcern each week and will also transfer with them to their next school.

A child may not be placed on report more than twice in an eighteen 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).

## 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.

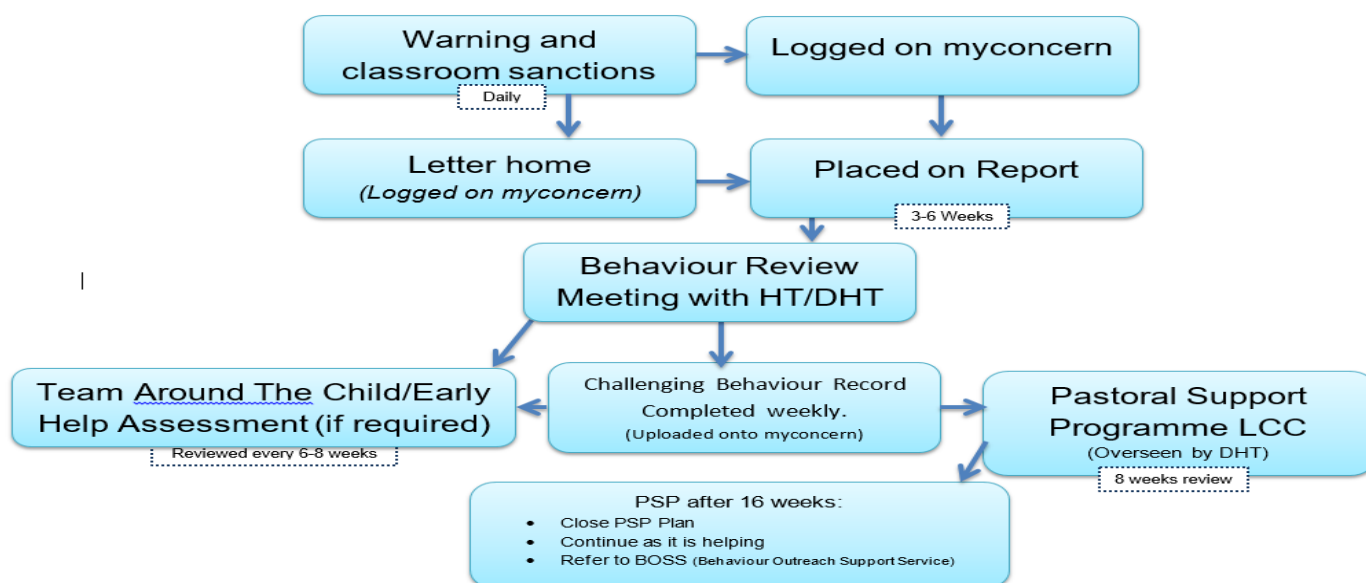The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

*We must make sure the school is a safe place for all adults and children*

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

## Escalation

Where the behaviour of an individual is causing on-going concern in relation to policy expectations, the following process will begin:

A flowchart with the following boxes and connections:

- Warning and classroom sanctions (Daily) → Logged on myconcern
- Warning and classroom sanctions → Letter home (Logged on myconcern)
- Logged on myconcern → Placed on Report (3-6 Weeks)
- Letter home (Logged on myconcern) → Placed on Report
- Placed on Report → Behaviour Review Meeting with HT/DHT
- Behaviour Review Meeting with HT/DHT → Team Around The Child/Early Help Assessment (if required) (Reviewed every 6-8 weeks)
- Behaviour Review Meeting with HT/DHT → Challenging Behaviour Record Completed weekly. (Uploaded onto myconcern)
- Challenging Behaviour Record ← → Team Around The Child/Early Help Assessment
- Challenging Behaviour Record → Pastoral Support Programme LCC (Overseen by DHT) (8 weeks review)
- Pastoral Support Programme LCC → PSP after 16 weeks:
  - Close PSP Plan
  - Continue as it is helping
  - Refer to BOSS (Behaviour Outreach Support Service)

# Responding to Misbehaviour from Pupils with 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 (SENCO) 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 alternative setting:

- Reintegration meetings
- Regular contact with our Welfare Officer or High Needs Support Assistant
- A personalised behaviour 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**

As part of their induction process, our staff are provided with regular training, which is appropriate to their role, on managing behaviour, including training on:

- The proper use of restraint
- Positive behaviour management strategies
- 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 Zoe Jepson (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 the 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 Headteacher.

## Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusion and suspensions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Equality Policy

**Appendix 1 – Bullying incident form (Model)**

# Bullying incident form

L.E.A.D. Academy Trust

## Section 1: Staff details

Date completing form:

Name of staff:

Email address of staff:

After completion this form needs to be uploaded to MyConcern.

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## 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: | |
|---|---|---|---|---|---|
| Witnesses | | | | | |
| Repeat incident or serious incident | | | | | |
| Any relevant supporting information e.g. witness | | | | | |
| Action taken | | | | | |
| Details of others involved or notified | | | | | |
| Date for review | | | | | |

**Appendix 2 – Physical Restraint Log (Model)**

L.E.A.D. Academy Trust

**Physical restraint form**

**Section A**

| Name of child | | Class | |
|---|---|---|---|
| Date | | Year group | |
| Place | | Time | |

| Name/s of staff |
|---|
| Name/s of 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**

| |
|---|
| |

**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) | |