



ALSOP HIGH SCHOOL

Behaviour Policy

‘Positive Behaviour’

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Review Date and Summary of Changes

Date of review	Summary of changes
25.2.25	Changes to Sections 8 – 10 of the previous policy. This includes: <ul style="list-style-type: none"> - replacement of Section 8 'Adult responses to behaviour in classrooms' with new a Section 8 'Reponses to Unacceptable Behaviour' - removal of Section 9 and Section 10 from the previous policy, The new wording in Section 8 provides a simplified breakdown of the staged approach to behaviour which incorporates behaviour inside and outside of the classroom
25.2.25	Removal of Section 12 'C6 Suspensions'. There is no longer a C6 and the new approach is addressed within the updated Section 8
25.2.25	Removal of Section 18 'Respite'
25.2.25	Replacement of the previous Appendix 1 with a new Appendix 1: 5 Stage Behaviour Process

Signed by:

Chief Executive Officer

Date: 25th February 2025

Chair
Standards and Safeguarding
Committee

Date: 25th February 2025

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1. Introduction / Purpose

In all Omega Multi-Academy Trust Academies, we are committed to ensuring that our students master the knowledge, understanding and skills to ensure that they achieve great things, fulfil their potential and leave our schools articulate, resilient, compassionate and culturally aware. We believe that if children understand the purpose of what they are learning and why they are learning it, not only will they be more engaged, but they are much more likely to remember what they have learnt and be able to use it again in the future.

Underpinned by our core values of Ambition, Respect & Community, we believe that for our students to fulfil their potential and be successful, they must have the opportunity to make the right choices, develop key learning habits and demonstrate self-discipline, underpinned by personal responsibility and accountability.

Our rules and expectations are strongly linked to our core values and fall under three overarching expectations:

‘Be Ready, Be Respectful, Be Safe.’

Good behaviour is the responsibility of all staff with the headteacher/principal having prime responsibility for promoting good learning behaviours throughout the academy as directed by the chief executive. This policy applies to all staff, volunteers, students, parents and carers.

Omega Multi-Academy Trust’s academies have at their heart, a firm commitment to putting the needs of children first and foremost. Policies and practice promote a safe and inclusive environment conducive to learning, ensuring high achievement for all students, irrespective of their differing needs. This policy reflects the importance of the proactive and preventative work that Omega MAT academies undertake to ensure high standards of behaviour. This includes recognising the importance of school culture, and how this is developed through this behaviour policy and the engagement of students.

2. 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, school and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

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

Health and Safety at Work Act, 1974

Children Act 1989, as amended 2004, Section 52

Mental Health Act 1983, as amended in 2016

Human Rights Act 1988

[DfE guidance](#) explaining that school should publish their behaviour policy and anti-bullying strategy.

This policy complies with the Omega Multi Academy Trust funding agreement and articles of association.

3. The national minimum expectation of behaviour

Omega Multi-Academy Trust takes responsibility for creating and maintaining high standards of behaviour in all of its academies. The trust board and executive team have followed the DfE guidance 'Behaviour in Schools' in creating this Positive Behaviour Policy, paying particular regard to sections on creating and maintaining high standards of behaviour; developing a school behaviour policy; communicating the behaviour policy; a whole-school approach to behaviour; and the school behaviour curriculum.

This policy has recently been updated to reflect the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every student.

All Omega Multi-Academy Trust headteachers/principals should take responsibility for implementing measures to secure high standards of behaviour. They should ensure the academy's approach to behaviour meets at least the following national minimum expectation:

- the academy has high expectations of students' conduct and behaviour, which is commonly understood by staff and students and applied consistently and fairly, to help create a calm and safe environment.
- academy leaders visibly and consistently support all staff in managing student behaviour through following the behaviour policy and agreed routines; measures are in place and both general and targeted interventions are used to improve students' behaviour. Support is provided to all students to help them meet behaviour standards; disruption is not tolerated, and student behaviour does not normally disrupt teaching and learning or academy routines.
- all members of the academy community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, and everyone is treated respectfully; and
- any incidents of bullying, discrimination, aggression, and derogatory language

(including name calling) are dealt with quickly and effectively.

4. Roles and responsibilities

The **Trust Board** is responsible for reviewing and approving the Positive Behaviour Policy and monitoring its impact and contribution to achieving the trust's aims and objectives.

The **Chief Executive Officer (CEO)** is responsible for establishing, in consultation with the executive team, headteacher/principals, staff and parents, the Positive Behaviour Policy and for keeping it under review. The CEO will ensure that the policy is non-discriminatory, that expectations are clear, and that the policy is circulated to, and understood, by staff, students and parents.

Directors of Education are responsible for ensuring that the policy is fully embedded and adhered to in the schools/academies for which they are responsible. They hold responsibility for monitoring the efficacy of the policy, considering the views of all stakeholders and reporting these, where appropriate, to the CEO.

Headteachers/Principals are responsible for the implementation of the Positive Behaviour Policy and the day-to-day management of it, including associated systems and processes. The Headteacher/Principal ensures that accurate accounts of all reported serious incidents of misbehaviour including are recorded and retained e.g., bullying, racism, sexual harassment, homophobic behaviour etc. The headteacher/principal supports staff by implementing the policy, by setting standards of behaviour, and by supporting staff in the effective use of the policy. Headteacher/principal monitors how staff apply the policy to ensure rewards and sanctions are applied consistently, reporting to the Interim Executive Committee/LGB on the implementation and efficacy of the policy, as required. Headteacher/principals must also ensure that staff benefit from timely and appropriate training and professional development to allow them to understand this policy, follow all practices and procedures within it and, ultimately, assist leaders in creating an outstanding academy culture and climate for learning.

It is the responsibility of the headteacher/principal to ensure the health, safety and welfare of students and other academy users is paramount in all decision making. For repeated or very serious acts of poor behaviour, the headteacher/principal holds responsibility for making the decision to suspend or ultimately permanently exclude students.

It is the responsibility of **academy/school leaders** to support the headteacher/principal in the promotion and implementation of the Positive Behaviour Policy, ensuring that the culture of the school/academy promotes positive behaviour and that staff reward students for good behaviour and deal effectively with instances of poor behaviour.

The **Local Governing Board (LGB) / Interim Executive Committee** is responsible for monitoring the implementation and impact of the Positive Behaviour Policy, escalating concerns to the Chief Executive Officer when they arise. The Chair of the LGB is responsible, alongside the Governance Professional, for convening student behaviour committees when required.

Academy/School staff, including teachers, support staff and volunteers, are responsible for the application of the policy, ensuring its processes and procedures are

followed, and consistently and fairly applied. They have a responsibility, with the support of the headteacher/principal for creating a high-quality learning environment. Staff have a key role in modelling positive behaviours, recording behaviour incidents accurately and in advising the headteacher/principal on the effectiveness of the policy and procedures. Academy staff are expected to engage in training and CPD organised by leaders to support them to carry out their roles to the best of their ability.

Staff at all levels of the organisation should seek to create effective relationships with students and their families – including timely communication, home-school liaison, and liaison with other agencies where appropriate. The trust has a corporate responsibility for promoting good behaviour and expects staff at all levels to adopt responsibility as their own to safeguard students' welfare.

Parents support the school/academy by ensuring that their child is ready to learn. The role of parents is crucial in helping Omega Multi-Academy Trust academies develop and maintain good behaviour. To support our schools, parents should understand this policy and where possible, take part in the life of the academy and its culture. Parents have an important role in supporting the academy's policy and reinforcing it at home. Omega Multi-Academy Trust academies will build and maintain positive relationships with parents, for example by making parents aware of when their children are exceeding, meeting, or missing behavioural expectations. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Parents support by making sure that their child:

- arrives on time prepared to learn.
- brings appropriate equipment such as PE kit, reading books, any other necessary equipment, student planner (secondary), as well as a suitable bag to carry books and any equipment needed during the academy day.
- is aware of the need to be Ready, Respectful and Safe whilst on the academy site and that they should comply with reasonable requests or instructions made by staff on the first time of asking.
- wears the academy uniform correctly at all times (including travel to and from the academy).
- switches off any mobile devices (including phones) at the academy gate. These must be kept out of sight (in bags) and remain switched off until students exit the academy gate at the end of the day.

Parents have a responsibility to inform the academy of any changes in circumstances that may affect their child's behaviour, by discussing any behavioural concerns with a key member of staff promptly and by attending review/reintegration meetings as required.

5. The Positive Behaviour system

The Trust Positive Behaviour Policy seeks to encourage students to make positive choices and re-enforces those choices through praise and rewards. Examples of rewards include:

- Positive affirmation of effort and achievement in a report shared with parents at various intervals during the year

- Staff verbally congratulating/praising students
- Written communication with parents via the Parent App
- Issuing of Positive Behaviour Points via the Management Information System
- The awarding of House Points and prizes
- Extra privileges, such as House Breakfast, Headteacher Breakfast, etc
- Being given positions of responsibility
- Postcards home from the staff to recognise outstanding effort and/or application.
- Collaborative learning and praise – teaching structures used on a daily basis encourage students working together collaboratively and their subsequent praise for each other for their contributions

The Positive Behaviour System is designed to give students choices. Its principal role is to support learning whilst also tackling and dealing with low level disruptive behaviour (i.e., behaviour that undermines student's own learning or that of others). If unchecked this sort of behaviour spoils lessons and undermines the authority of the teacher.

The Positive Behaviour System ensures that expectations for all students are clear and reasonable providing a fair and positive approach to behaviour management. Whilst it is our experience that most students behave in a consistently appropriate manner, all communities need procedures to deal with situations when this is not the case.

Classroom behaviour is managed consistently throughout the trust. Students are moved through a sequence with predetermined sanctions aimed at supporting them to make sensible choices about their behaviour.

There are times when some students, despite encouragement, struggle to make positive choices that threaten their own learning or that of others. When a member of academy staff becomes aware of misbehaviour, they should respond in accordance with this policy. Their priority should be to ensure the safety of the student, other students and staff and to restore a calm and orderly environment. It is important that staff across the academy respond in a consistent manner so students know with certainty that misbehaviour will always be addressed, and that context will be considered. De-escalation techniques can be used to prevent further behaviour issues arising. Where necessary, sanctions should quickly follow the incident.

Decisions regarding the introduction of any sanctions as a consequence for not adhering to the Positive Behaviour Policy will be taken at individual academy level to ensure that students' readiness for each layer of the system is considered prior to any subsequent introduction of additional sanctions. In any event, the academy will be clear that there are consequences for misbehaving and misbehaviour will not be ignored. The aims of any response to misbehaviour should be to:

- restore a safe, orderly environment in which all students can learn and thrive;
- attempt to prevent the recurrence of misbehaviour; and
- maintain the culture of the academy by reinforcing the need for safety, calm and dignity.

All members of staff should respond predictably, promptly and assertively to incidents of misbehaviour. Inconsistency teaches students that boundaries are flexible which can

encourage further misbehaviour. This reduces the deterrent effect of sanctions, which in turn dilutes their effectiveness. Where appropriate, staff should take account of any contributing factors that are identified after an incident of misbehaviour has occurred.

Sanctions should be applied clearly, fairly and consistently to reinforce the routines, expectations and norms of the academy's behaviour culture. Consequences such as sanctions should be administered as consistently as possible to maximise their predictability. When appropriate, staff should make time for a pastoral discussion to ensure the student understands why they received the sanction and what they need to do in the future to improve their behaviour, thus avoiding further sanctions.

6. The Positive Behaviour Expectations

Students are expected to Be Ready, Be Respectful and Be Safe, both in Lessons and Outside of Lessons

Expectations in Lessons

Be Ready

Students will:

- *Wear the correct uniform – outerwear is to be removed as you enter your classroom and before seated so you are ready to learn and to complete your Do Now activity.*
- *Have the correct equipment for your lesson and raise your hand to let your teacher know if you do not have an item.*
- *Maximise learning time – engaging with your Do Now activity promptly as soon as you enter the classroom.*
- *Engage positively with learning by thinking hard, working hard and always trying your best.*

Be Respectful

Students will:

- *Respect everyone's right to learn; do not disrupt the learning of others.*
- *Raise your hand to ask a question and wait for your teacher to acknowledge you.*
- *Respond positively to 321 STAR and act on instructions from staff: first time, every time.*
- *Not answer back, ignore or challenge the member of staff's instruction.*

Be Safe

Students will:

- *Uphold our school rule on mobile phones, electronic devices & headphones; these should not be seen or heard unless under the direct instruction from staff.*
- *Keep your learning area clean, tidy and act in a safe and responsible manner.*
- *Only leave your lesson when permitted to by a member of staff and following our exit routines.*
- *At the end of your lesson, you will stand behind your chair / desk and follow the exit routines explained by your class teacher.*

Expectations Outside of Lessons

Be Ready

Students will:

- *Be ready to transition to your next lesson without delay when the bell signals the start of your next lesson / Duty Staff signals the end of break or lunch.*
- *Use allocated toilets before school, at break and at lunch to minimise disruption to lessons and learning.*
- *Uniform threshold – outerwear is to be removed as you enter your classroom and before seated so you are ready to learn and complete your Do Now activity.*

Be Respectful

Students will:

- *In line with our school value of Respect, we expect all members of our school community to be polite, tolerant of others and celebrate diversity.*
- *No hoods up and no hats or caps to be worn at any time.*
- *Act on instructions from staff; first time, every time. Do not answer back, ignore or challenge the member of staff's instruction.*

Be Safe

Students will:

- *Uphold our school rule on mobile phones, electronic devices & headphones; these should not be seen or heard unless under the direct instruction from staff.*
- *Walk sensibly, quietly and calmly in buildings and around the school site – do not enter out of bounds areas or disrupt learning when on the corridors.*
- *Be proud of and look after our school; treat the building and all areas / rooms with respect.*
- *Food is not to be removed from the Dining Rooms and all litter is to be placed in the bins around the site.*

7. Positive Behaviour expectations regarding Digital Technology and Mobile Phones

The use of mobile phones, associated headphones and other electronic devices, including smoking devices such as a vape and any video or voice recording equipment is not permitted on the school site during the school day. We appreciate that parents may provide their child with a mobile phone for safety reasons traveling to / from school, but they should be switched off and stored away as soon as students enter the school site; quite simply they should not be seen or heard once students enter the school grounds, unless directed to do so by a member of staff for teaching and learning purposes. The same is applicable for headphones or airpods.

We do not accept responsibility for mobile phones or mobile technology through either loss or theft. Students should also note that the viewing or sharing of offensive materials, or verbally abusing, bullying or inciting aggression towards members of the school community via mobile technology is liable to result in a school sanction and/or police intervention.

8. Responses to unacceptable behaviour

Students should be given a general reminder about expected behaviour every lesson.

If a student chooses to disrupt learning despite this reminder then the teacher will apply in-class strategies to encourage a positive response and the following sequence of sanctions begins.

Similarly, if poor behaviour is observed around the school/academy, a similar response can be expected as outlined within the table below:

<p>Conduct Reminders</p>	<p>Issued for less serious breaches of the behaviour expectations:</p> <ul style="list-style-type: none"> • Be ready • Be respectful • Be safe <p>Conduct reminders may be issued for:</p> <ul style="list-style-type: none"> • Uniform issues • Failure to bring correct equipment • Headphones/Earpods • Homework issue • Littering • Chewing Gum • Eating outside designated area
<p>C1 'CHOICE' First conduct concern</p>	<p>Students are given a Choice to amend their behaviour. As an aide-memoir, teachers may decide to record the student's initials/name on the Conduct Board and a tick under C1.</p> <p>A C1 may be issued for:</p> <ul style="list-style-type: none"> • Poor attitude to learning/poor effort • Disruption, such as: <ul style="list-style-type: none"> ○ Talking to another student across the classroom; ○ Distracting others
<p>C2 'CHANCE' Second conduct concern</p>	<p>Students are given a Chance to amend their behaviour. Teachers may decide to record a tick under C2 on the Conduct Board.</p> <p>A C2 may be issued for:</p> <ul style="list-style-type: none"> • Continued poor attitude to learning/poor effort • Continued disruption, such as: <ul style="list-style-type: none"> ○ Talking to another student across the classroom; ○ Distracting others
<p>C3 'CONSEQUENCE' Third conduct concern</p> <p>Or Poor behaviour around school</p>	<p>A Consequence is issued.</p> <p>A C3 event is logged through the Management Information System and a detention is issued.</p> <p>Detentions, if not attended, will escalate to an SLT Detention.</p> <p>A C3 may be issued for:</p> <ul style="list-style-type: none"> • Continued poor attitude to learning/poor effort, despite

	<p>reminders (Choice and Chance)</p> <ul style="list-style-type: none"> • Continued disruption, such as: <ul style="list-style-type: none"> ○ Talking to another student across the classroom ○ Distracting others • Refusing a reasonable request • Lateness/Truancy • Phones/Electronic Devices (if refuse to follow expectations) <p>At this point students may be asked to work in a Supervision Room within the subject area.</p> <p>Guidance for following a reasonable request: Refusal to follow a reasonable request means that student is persistently not complying with a reasonable request. It does not mean that students are immediately given a C3, but are given the opportunity to comply, following 'CHOICE, CHANCE, CONSEQUENCE', giving them the best opportunity to make the right choice.</p>
<p>C4 'CONSEQUENCE +' Referral to Reflective Learning Centre</p>	<p>A C4 may be issued for more serious behaviour, either in a classroom or around school. For example:</p> <ul style="list-style-type: none"> • Persistent disruption, after issuing a C3 Consequence. • Verbal abuse to staff/students. • Persistent defiance. • Unsafe behaviour. • Smoking or Vaping. • Vandalism. • Fighting, dangerous or threatening behaviour. • Prohibited item. • Persistent Truancy . • Serious prejudicial behaviour. • Refusal to wear school/academy uniform (every attempt will be made to provide the uniform required) • Being out of bounds • Failure to attend an SLT Detention
<p>C5 Suspension</p>	<p>A suspension will be considered when:</p> <ul style="list-style-type: none"> • A student failed their placement in the Reflective Learning Centre (either by refusing to engage or through their behaviour whilst placed in the provision) • Serious misconduct, such as: <ul style="list-style-type: none"> ○ Dangerous behaviour ○ Fighting, violence or threatening behaviour towards others. ○ Persistent defiance. ○ Prohibited item. ○ Drug/alcohol related incidents. ○ Verbal abuse towards staff. ○ Smoking/Vaping. ○ Serious prejudicial behaviour. ○ Bringing the school into disrepute. ○ Sexual Misconduct. ○ Making a false allegation about a member of staff. ○ Serious/persistent bullying.

9. Reasonable adjustments for students with SEND

Omega Multi-Academy Trust Academies will consider, in line with the requirements of the Equality Act 2010, making reasonable adjustments for students with special educational needs and disabilities where it is deemed appropriate. A reasonable adjustment is not the same as lowering expectations; it means that some students need additional support to ensure that they meet the high expectations required of all students.

The academy's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all students can achieve and thrive both in and out of the classroom. The academy should ensure a whole-academy approach that meets the needs of all students, including students with SEN or a disability. Everyone can feel they belong in the academy community and high expectations are maintained for all students. Good behaviour starts with a calm, orderly environment which will benefit students with SEND, enabling them to learn and to feel confident asking for help and support. There is always a need to manage students' behaviour effectively, whether or not the student has underlying needs. When a student is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

However, the academy also has additional duties (for example, with regards to safety) not just to the individual student, but also to the other students and to staff. These are imperatives and sometimes mean that the headteacher/principal might need to consider appropriate actions even despite a student's individual needs. Where appropriate, the academy should anticipate likely triggers of misbehaviour and put in place support to prevent these. Leaders should not assume that because a student has SEND, it must have affected their behaviour on a particular occasion- this is a question of judgement for the academy on the facts of the situation. Staff should consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is lawful to sanction the student in line with the requirements outlined in the Equality Act 2010, as documented above. It is also important for the academy to try and understand the underlying causes of behaviour and whether additional support is needed.

10. Suspension and Permanent Exclusions

This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.' (DfE 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement: Guidance for maintained schools, academies, and student referral units in England', September 2023).

All students are entitled to an education where they are protected from disruption and can learn in a calm, orderly, safe and supportive environment. Headteacher/principals can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in academy sanctions and interventions. Headteachers/principals will use their own professional judgement based on individual circumstances when considering whether to exclude a student. All decisions to suspend are serious and only taken where the breach of the school/academy rules is serious. The following are examples of behaviours which may lead to suspension:

- Dangerous behaviour
- Fighting, violence or threatening behaviour towards others.
- Persistent defiance.
- Prohibited item.
- Drug/alcohol related incidents.
- Verbal abuse towards staff.
- Smoking/Vaping.
- Serious prejudicial behaviour.
- Bringing the school into disrepute.
- Sexual Misconduct.
- Making a false allegation about a member of staff.
- Serious/persistent bullying.
- Other serious breaches of school/academy rules.

A decision to permanently exclude a student can only be made in response to (1) serious or (2) persistent breaches of a school's behaviour policy and if allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school (DfE 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement: Guidance for maintained schools, academies, and student referral units in England', September 2023).

The Headteacher/principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a student for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against other students or a member

of staff

- sexual abuse or assault
- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon
- making a malicious serious false allegation against a member of staff
- potentially placing students, staff and members of the public in significant danger or at risk of significant harm
- use or threat of use of an offensive weapon or prohibited item
- abuse against sexual orientation and gender identity
- abuse relating to disability
- inappropriate use of social media or online technology (including the recording/covert recording of staff or students)
- deliberate activation of the fire alarm without good intent
- repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the School/Trust's work
- repeated verbal abuse of staff.

These examples are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the conduct and well-being of the school/academy community.

The Executive Principal and the Head of School has the right to decide where poor behaviour warrants suspension or in the most serious/ persistent cases a permanent exclusion. In some cases, the Executive Principal/Head of School may determine that a one-off offence amounts to a serious breach of the Positive Behaviour Policy which necessitates permanent exclusion on the basis that allowing the pupil to remain in school would seriously harm the education or welfare of the student or of others in the school. However, there may also be occasions where in addition to the serious breach, there have also been historical persistent breaches of the Positive Behaviour Policy. If these persistent breaches would separately justify permanent exclusion (on the basis that allowing the pupil to remain in school would seriously harm the education or welfare of the student or of others in the school), then in such circumstances, the Executive Principal/Head of School may confirm that the decision to issue the permanent exclusion was firstly taken in relation to the serious breach of the Positive Behaviour Policy, but in the alternative, was secondly taken on the basis of the persistent breaches of the Positive Behaviour Policy.

It is important that a student is not allowed to persistently disrupt and defy the School/ Academy rules and expectations for a longer period of time than we would reasonably tolerate, having exhausted our intervention strategies. Therefore, the Executive Principal/Head of School retains full discretion to permanently exclude a student, even if they have not reached 45 days suspension in one academic year for persistent disruption and defiance.

During / Post Suspension:

Whilst suspended, students will complete work set by the school/ academy.

After each suspension, a reintegration meeting with parents/carers will take place. The purpose of the meeting is to assist the reintegration of the student and promote the improvement of their behaviour. The meeting also provides an opportunity to emphasise the importance of parent/carers working in partnership with the school to encourage, support and reinforce the academy's core values and high expectations. During the reintegration meeting, wider issues and any circumstances that may be affecting the student's behaviour will also be explored and an Individual Support Plan/Contract will be put in place and signed to prevent further instances of poor behaviour.

Rescinding a Suspension or Permanent Exclusion

The Executive Principal/Head of School may cancel any suspension that has already begun; however, this should only be done where it has not yet been reviewed by the Local Governing Board/Interim Executive Committee. Where a suspension/exclusion is cancelled, then:

- The school will notify parents, the Local Governing Board/Interim Executive Committee and the local authority and if relevant, the social worker and Virtual School Headteacher without delay.
- Parents will be offered the opportunity to meet with the Executive Principal/Head of School to discuss the circumstances that led to the exclusion being cancelled.
- School leaders should report to the Local Governing Board/Interim Executive Committee once per term on the number of exclusions that have been cancelled, including the circumstances and reasons for the cancellation enabling the Local Governing Board/Interim Executive Committee to have appropriate oversight.
- The student should be allowed back into the school following a programme of reintegration.

11. Provision of Education for Suspensions Greater than 5 Days

The Trust recognises the need to keep suspensions short wherever possible. It is therefore anticipated that in most cases, suspension will not exceed 5 days fixed term. Where it is necessary to suspend a student for a longer period, the school/academy will ensure that provision is offered from the 6th day.

12. Preventing the recurrence of misbehaviour

The school/academy will adopt a range of initial intervention strategies to help students manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. The academy will try to achieve this by helping students understand behavioural expectations and norms and by providing support for students who struggle to meet these norms. Some students will need more support than others and this will be provided as proactively as is reasonably practicable within the academy's resources and, in all cases, as soon as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. The academy has a clear tracking system in place through individual inclusion trackers and the weekly inclusion meeting. This ensures relevant members of staff are aware of any student persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose misbehaviour is out of character and a sudden change from previous patterns of behaviour.

Initial interventions to address underlying factors leading to misbehaviour may also include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have. The 'graduated response' will be used to assess, plan, deliver and then review the needs of the student and the impact of the support.

Key Students will be targeted for review by Senior Leaders, the Inclusion team or Pastoral Leaders to provide targeted support and/or challenge to persistent challenging behaviour.

Intervention

The Positive Behaviour System works in conjunction with a number of targeted intervention strategies (see Appendix 1) designed to address the underlying causes of poor attitudes to learning or poor behaviour and disengagement wherever possible. The interventions available are a preventative mechanism which enables academies to target support for identified students.

As outlined in Section 8 and 9, when a student is issued with a sanction, they are tracked in the school's Management Information System which is monitored closely by the Inclusion Team. Persistent/frequent breaches of the behaviour policy may indicate an additional need for support and therefore, increases the intensity of the monitoring and

intervention. Any resulting intervention and its impact is also recorded, giving a personalised profile of an individual student.

The Inclusion Team will become involved in the intervention with students who are accruing points by receiving several C4s or C5 Suspensions or a combination of all three. Various strategies will be used depending on individual needs (see Appendix 1).

The Senior Leader for Behaviour and/or The SENDCO has an overview of the progress of these students with regular feedback at the Inclusion Team meetings. It is also their responsibility to keep the Senior Leadership Team informed of the progress of students.

13. Managed Moves

A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school/academy permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school/academy. If a temporary move needs to occur to improve a student's behaviour, then off-site direction should be used.

Managed moves should only occur when it is in the student's best interests.

Where a student has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the academy is contemplating a managed move, it should contact the local authority prior to the managed move. If the local authority, both the academy and the proposed school/academy and parents agree that there should be a managed move, the local authority will need to follow the statutory procedures for amending a plan.

Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

The managed move should be preceded by information sharing between the academy and the new school/academy, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school/academy to ensure that the student is provided with an effective integration strategy. A managed move should only be offered as a permanent transfer and only when the student has been attending the proposed new school/academy under an off-site direction and a review of the direction has established that the student has settled well into the school and should remain there on a permanent basis. The headteacher/principal will follow the guidance on managed moves in the DfE's guidance document.

14. Off Site Direction

Off-site direction is a temporary measure where interventions or targeted support have not been successful in improving a student's behaviour and may be used to prevent further suspensions or a permanent exclusion. In these cases, where the academy requires a student to attend another education setting with the aim of improving their behaviour, a headteacher/principal may organise this via an 'off-site direction'. This should only be done where other interventions and targeted support have not been successful in improving a

student's conduct. Placements should be time-limited and must be at an AP or another mainstream school/academy. An offsite direction can either be full time or a combination of part time support in an AP alongside continued mainstream education.

The academy will record the use of off-site direction and its impact to the trust board through the local academy council and the trust curriculum, standards and welfare committee.

Whilst the headteacher/principal will try to discuss any potential direction off-site with parents/carers and the student and seek their views in an attempt to agree the decision and co-produce the resulting plan, the academy does have the power to direct a pupil off site without parental consent and will use this if necessary.

All information about the pupil's progress, attainment, behaviour, etc. must be made available prior to the start of direction off site. Contact details and information about any known agencies or professionals involved with the child or family must also be shared with the potential receiving school/AP. Clear outcomes must be personalised to the pupil and be agreed at the outset by all, and these should inform any targets set, which should include both academic and pastoral. Targets should be achievable and should not be a "blanket" approach. Any support the pupil will need must be agreed at the initial meeting in order that the new school/provision has time to put this in place ready for the start date. A key member of staff who knows the pupil well and is a trusted member of staff for the pupil should be included in the process and a visit from this key person to the pupil should take place regularly during their time at the new school/provision. This will ensure pupils' voice is captured and any issues arising can be supported quickly.

At the planning phase, a proposed maximum period of time should be discussed and agreed upon, the frequency and timing of review meetings and who should be involved must also be agreed at this meeting. In addition, alternative options should be explored for when the original time limit has been reached, including the option of a managed move on a permanent basis.

Where appropriate, other professionals should be invited to contribute to the planning meeting and subsequent review meetings. During the planning phase, professionals should establish when monitoring meetings will take place and who should attend. Minutes of all meetings should be retained alongside a clear log of any action points. At the end of each review meeting, it should be determined whether the arrangement should continue and for what period of time.

Parents will be notified in writing and provided with information about a planned placement no later than two school days before the commencement date.

Parents must be notified in writing and have a right to attend all review meetings. The invitation should be received by parents no later than six days before the date of a review meeting. In the case of a student with an EHCP, the LA should also be invited to attend. Relevant professionals should also be invited to attend review meetings or to contribute their views in writing where possible. In so far as is practicable, the meeting should be convened at a time and date that enables parents to attend. Failing this, parents should be given the opportunity to submit views in writing on the efficacy of the placement and whether they believe it should continue.

During the off-site direction to another school, pupils must be dual registered. Direction off-site should also still provide a broad and balanced curriculum alongside the support to improve behaviour.

Whilst the regulations specify that regular review meetings must take place, they do not specify time intervals (this should be decided on a case-by-case basis). Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the student is benefitting from the arrangement. Parents (and/ or the LA where a student has an EHCP), and the student if they are 18 or over can request a review meeting. When this happens, the academy must comply with the request as soon as is reasonably practical, unless there has already been a review meeting in the previous 10 weeks.

Following any review meeting, parents, the student if 18 or over, and the LA (in the case of a student with an EHCP), must receive written notification of the decision as to whether the off-site direction should continue. Written notification must be sent, no later than six days after the date of the review meeting, informing parents (and the student if 18 or over) whether the direction will continue, for what period of time and the reasons for the decision.

Successes should be celebrated and if the placement at the new school/provision is not successful then further support should be offered to the pupil. If the placement is successful a permanent managed move may be considered.

15. Reduced/Part-Time Timetable

As an alternative to exclusion the Executive Principal/Head of School may, in limited circumstances, make use of a partial timetable to support a student. This is an agreement between the School/Academy, Student and Parent/Carer and should be documented and logged.

“A part-time timetable should not be used to manage a pupil’s behaviour and must only be in place for the shortest time necessary.” (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England – September 2022)

Where a student has an Education Health Care Plan (EHCP), it is recognised that a student MAY need some reasonable steps to be put into place to further support the student with meeting the high expectations set out in the Positive Behaviour Policy. It may also be necessary to put such reasonable steps in place during the interim period when an Academy is currently supporting an application for an EHCP (up to 20 week timescale).

In these instances, “Reasonable adjustments” might include a number of the following where a student has received C4 time in the Reflective Learning Centre (RLC):

- Student given five minutes time-out per hour- administered and supervised by the RLC Supervisor or Pastoral Leader.
- Student allowed to complete the C4 removal time over two days: one AM session plus lunch and one PM session.
- Student allocated a larger working space in the RLC, such as a separate desk- only

applicable where there is no chance of disruption to other students.

- Other reasonable adjustments which should be approved by the Executive Principal/Head of School.

In this instance, it is imperative that the reasonable adjustments which are being taken are noted. Where there is no impact on improving behaviour over time, an Emergency Annual Review should be called, as advised in the above code of practice.

16. Removal from classrooms

Removal is where a pupil, for disciplinary reasons, is required to spend a period of time out of their normal classroom at the instruction of a member of staff. Removal will only be used for the following reasons:

- a) to maintain the safety of all pupils
- b) to restore effective learning following a period of disruption;

The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil and will be located in a suitable place to learn and refocus.

Removal from classrooms will only take place for the following reasons:

- Receiving a C3 for Disruptive Behaviour. Students may be sent to work in the Supervision Room, which is a table located in another classroom, supervised by another teacher.
- Receiving a C4 for Serious Misbehaviour or Continued Persistent Disruption following a C3. This is based in the Reflective Learning Centre (RLC). Removal is only used when necessary, however in some cases the behaviour is so extreme as to warrant immediate removal.

Removal should be distinguished from the use of other supportive provisions, for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response or intervention.

We will make every effort to inform parents on the same day if their child has been referred to the Reflective Learning Centre.

School Leaders will determine the length of time a pupil spends in the Reflective Learning Centre (RLC), based on the specific circumstances. This should always be kept to a minimum, as far as possible, and pupils will have access to continuity of curriculum and learning during this time.

When dealing with individual removal cases, staff will:

- Consider whether the sanction is proportionate, the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability. This should include considering where there may be an unidentified unmet SEND need.
- Consider whether any assessment of underlying factors of disruptive behaviour is needed;
- Facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;

- Consider whether the sanction is proportionate, the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability

17. Child-on-Child Abuse

Omega Multi-Academy Trust, have a zero-tolerance approach to child-on-child abuse, it is never acceptable and will not be tolerated. We are not complacent and recognise that it is possible that child on child abuse (including online) could be happening in our school, even when there are no complaints. Omega Multi-Academy Trust has a zero-tolerance approach to child-on-child sexual abuse or harassment, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The Trust recognises that there are different forms of child-on-child abuse which can take place, including:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (known as teenage relationship abuse).
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- Initiation/hazing type violence and rituals.

Child on child abuse can be perpetrated face to face or indirectly. Single acts of any form of abusive behaviour will not be tolerated.

We make every effort to prevent such incidents occurring, including the implementation of a comprehensive ‘Relationship and Sex Education Programme’.

In cases where child on child sexual violence and/or sexual harassment types of behaviours are witnessed or reported, adults will take such incidents seriously, not dismiss, excuse, or tolerate the behaviours as children being children. In all cases adults will:

1. Stop the behaviour.
2. Follow the behaviour policy in way of sanctions.
3. Record and report the behaviour to a designated safeguarding lead in keeping with the school’s safeguarding and child protection policy.

The school will keep and maintain comprehensive records of incidents on CPOMs which will be carefully and regularly analysed to continually improve our practice.

Omega Multi-Academy Trust will work with professionals as required to understand why a child may have abused a peer. The child's age, development stage and nature and frequency of the allegations will all be considered as well as whether the actions were deliberately invented or malicious.

Support and consequences will be considered on a case-by-case basis, including whether they pose a risk of harm to other children. Advice will be taken, as appropriate, from children's social care, specialist sexual violence services and the Police.

Where necessary the student that has harmed another child, may receive a consequence in line with the Behaviour Policy which could be:

- A referral to the Reflective Learning Centre
- A suspension
- A planned intervention
- A managed move
- A permanent exclusion

Omega Multi-Academy Trust acknowledge that school can be significant protective factor for children who have displayed harmful sexualised behaviour, and continued access to school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made.

If the decision is to take disciplinary action, then the school will ensure they are still implementing appropriate support at the same time.

18. Searches and Confiscation

Omega Multi-Academy Trust adheres to the guidance set out in 'Searches Screening and Confiscation' published by the Department for Education in June 2022. The general power to discipline, as set out in Section 91 of the [Education and Inspections Act 2006](#), enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The school also holds the power to search for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and E-cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Whilst staff have the power to search for any item, the staff member involved must ensure that the student understands the reason for the search and how it will be conducted so that their agreement is informed.

If cooperation from a student is not forthcoming, the member of staff will consider why this is. If a student continues to refuse to cooperate, the student may be sanctioned in line with this policy. If the search, in discussion with the Headteacher or other authorised person, is still deemed necessary to recover a prohibited item, then the use of reasonable force may be considered on a case-by-case basis.

All searches will be carried out in line with the academy's health and safety requirements. Two members of staff will be present at the time of the search and one of these members of staff will be a senior leader. The person making a search of a student's person must be of the same gender as the student.

It is important that all staff understand the implications of searches in the context of substance-related incidents. All details around the confiscation and disposal of prohibited items can be found in the [DFE Screening & Confiscation guidance \(July 2022\)](#).

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item, and they believe that the search has revealed a safeguarding risk.

Any prohibited items (listed above) found in a students' possession as a result of a search will be confiscated. These items will not be returned to the student. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

19. Positive Handling

Omega Multi-Academy Trust believes that it is important to establish a safe, secure and stable environment to enable students to grow, develop and learn. To achieve this, our School recognise that, in certain circumstances, managing aggressive behaviour through positive handling interventions.

Omega Multi-Academy Trust Positive Handling Policy outlines types of positive handling responses, using positive handling responses, reporting incidents and staff training. The Behaviour Policy should be read in conjunction with Omega Multi-Academy Trust Positive Handling Policy.

20. Behaviour Beyond the School Premises

The Behaviour Policy may be applied where a student has made poor choices off-site when representing the academy. This means when the student is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from the academy
- Wearing the school uniform
- In any other way identifiable as a student of Omega Multi-Academy Trust

The Behaviour Policy may also be applied where a student has made poor behaviour choices

off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another student
- Could adversely affect the reputation of the school or Omega Multi-Academy Trust

Application of the Behaviour Policy will only occur on school premises or elsewhere when the student is under the lawful control of a staff member (e.g., on a school-organised trip).

21. Behaviour Online

The school can apply the Behaviour Policy to address student behaviour online when:

- It poses a threat or causes harm to another student or member of staff.
- It could have repercussions for the orderly running of the academy.
- It adversely affects the reputation of the school or the Omega Multi-Academy Trust
- The student is identifiable as a member of the academy.

22. Suspected Criminal Behaviour

In cases when a member of staff or Headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police by referring to, “When to call the police- guidance for schools and colleges” [when-to-call-the-police--guidance-for-schools-and- colleges.pdf \(npcc.police.uk\)](https://www.npcc.police.uk/when-to-call-the-police-guidance-for-schools-and-colleges.pdf) issued by the National Police Chief’s Council.

Any initial fact-finding investigations should be fully documented, and the school will make every effort to preserve any relevant evidence.

Once a decision is made to report the incident to police, the school will ensure any further action they take does not interfere with any police action taken. However, the school retains the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children’s social care, where appropriate. As set out in Keeping Children Safe in Education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

In cases where the police report that a student on roll at the school is under police investigation, the school will complete a risk assessment management and support plan. The purpose of this plan will be to consider any potential safeguarding risks to the pupil or others within the school community. The plan will consider appropriate support for all parties concerned in order to cause minimum disruption to education and ensure that any police investigation is not jeopardized.

23. Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline

the pupil in accordance with this policy.

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

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

The school will also consider the pastoral needs of staff and students 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 students.

24. Restorative Practice

Omega Multi Academy trust academies aim to be a restorative school which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Following any Suspension, the student and parents/carers will meet with a member of the Pastoral Year Team with a colleague, usually the SLT link for the year to conduct a return to school meeting and discuss strategies to move forward, alongside any specific reintegration plan.

25. Safeguarding

Omega Multi-Academy Trust recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's behaviour 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 the Omega Multi-Academy Trust Child Protection and Safeguarding Policy for more information.

26. Staff Training

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

- The needs of the pupils at the academy
- How SEND and mental health needs can impact behaviour
- Child on child abuse
- Positive Behaviour will also form part of the school continuing professional development cycle.
- The school will keep a record of all training received by teaching and non-teaching staff.

27. Complaints

An individual wishing to make a complaint about anything within the remit of this policy should discuss this with the school in the first instance. If the issue is not resolved, then a formal complaint may be made, following the complaints procedure as set out in the Omega Multi-Academy Trust Complaints Policy. This policy can be found on the Omega Multi-Academy Trust website.

If the complaint relates solely to suspensions and exclusions, as described in Sections 14-15, then please refer to the Omega Multi-Academy Trust Suspension and Exclusion Policy and follow the guidance regarding complaints.

28. Monitoring and Evaluation

Monitoring and evaluating school behaviour

The school 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, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- Incidents of harmful sexual behaviour (including online).
- Incidents of prejudicial and discriminatory behaviours

The data will be analysed every half-term. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

29. Reviewing this Policy

This policy will be reviewed by the Trust Central Team in collaboration with key professionals from across the School/Academy/Trust, every two years or if changes are made to statutory guidance.

Any changes required to be made to the policy will be implemented by the School Principal/Headteacher.

Any changes to the policy will be clearly communicated to all members of staff: teachers, co-professionals and the IEC/Trust Board.

Appendix 1: Whole School approaches to Behaviour Management

Rationale:

Universal systems are unlikely to meet the needs of all students. A personalised approach may be needed for students who need more intensive support with their behaviour, including targeted interventions adapted to need. However, a tailored approach to support an individual's behaviour should complement the school's behaviour policy without lowering expectations of any students' behaviour. EEF Guidance 2019

Overview of Stages

Pre-stage 1

- low level and low frequency difficulties with following classroom routines
- Complying with adult direction
- Responding to social situations
- Forming relationships with peers
- Immature social and emotional skills, low level anxiety or frustration.
- Needs met within quality first teaching and behaviour management strategies.

Stage 1

- Analysis shows low level difficulties increasing in frequency and a lack of response to classroom strategies.
- Needs met by more tailored intervention.

Stage 2 –

- Analysis shows continued low level difficulties that are unresponsive to interventions , or an escalation of behaviours which are a barrier to learning for the student and others.
- There may be incidences of non-compliant and uncooperative behaviour, disruption in classrooms, difficulties with self-regulating behaviour, avoidance strategies, inappropriate impulsive behaviour, lack of socialisation with peers and adults, and a risk of isolation and social vulnerability.
- More intensive level of intervention and SMEH assessments. Specialist input into support if a SEN is identified.

Stage 3 –

- Analysis indicates that the student is struggling to cope with aspects of school despite intervention.
- Ongoing difficulties as stated in stage 2, or an escalation to aggressive outbursts, high level anxiety, mood swings and unpredictable behaviour which impacts on relationships.
- Lack of impact of intensive intervention and increasing risk of permanent exclusion due to inability to meet needs in mainstream setting.

- Behaviours impact on the progress of others. Interventions devised based on specialist advice alongside multi-agency support.

Stage 4 –

- Analysis shows that behaviour has not responded to high level interventions and is challenging to manage in a mainstream setting.
- Emotional, highly challenging and dangerous behaviour puts student and others at risk of harm, and may include extreme risk-taking behaviours, sexualised behaviour, criminal activity and substance misuse.
- Behavioural issues are complex, frequent and persistent and severely disrupt the learning of others and the climate for learning in school.
- Significant risk of permanent exclusion.
- Needs may be compounded by co-existing family and environmental difficulties and supported by a multi-agency approach.

Stage 5 –

- Needs can no longer be met in a mainstream setting after all alternatives to permanent exclusion have been explored, and the behaviour policy has been modified with regard to SEN or Social Care status.
- The continuing education of the student in school is likely to impact negatively on the learning and well-being of others.

Further information

- Meeting can be face to face or via TEAMS. If parent do not attend the initial meeting, they are provided with an alternative appointment. In the case of poor parental engagement, the meeting is held with a member of the pastoral staff as an advocate for the student, and paperwork completed and provided to parents with an invitation to discuss further. Parental contact is logged to provide evidence of parental engagement.
- For students who are at TAF – inform the Lead Professional at all stages.
- For students who are at CiN, CP or LAC – inform DSL/SOs at all stages and supply copies of paperwork. Inform DSL of any fixed term exclusions via copy of parental letter and invite SW to reintegration meeting.
- Internal suspensions are used as an alternative to fixed term suspensions to maintain relationships and daily safeguarding.
- External fixed term suspensions are used as a last resort, and in response to a serious breach or persistent breaches of the school behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. Fixed term suspensions will be of minimal length to avoid reintegration issues and a negative impact on the student's progress.

School Actions

Pre-Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
High quality first teaching that is matched to the needs of all learners and delivered within an inclusive classroom setting.	Analysis shows persistent non-compliance, failure to meet school expectations and behaviour which does not meet school values Lack of response to classroom strategies and school discipline strategies.	Analysis of Bromcom patterns to identify problem lessons and times and focus pastoral support/visits.	Analysis of Bromcom patterns to identify problem lessons and times and focus pastoral support/visits.	Consider Alternative Education. The decision will be made by the Head of School in consultation with other leaders. Regular parental contact so that parents are fully aware of concerns – phone calls and school-based meetings.	Permanent exclusion – all statutory paperwork completed within timescales.
Promoting consistent, calm adult behaviour where adults clearly outline their expectations	Targeted discussion around barriers to engaging in lessons with Year Manager. Stage 1 targets agreed which are SMART and review date set	Teaching staff directed to use appropriate access strategies according to identified need T&L, SEN, Behaviour CPD.	In case of LAC students, case presented to Designated Teacher to prompt a consultation with the Virtual Headteacher and LACEs team.	Daily monitoring of attendance at OSD/R&T placement and school response to any concerns identified by Attendance colleagues.	Work provided at home for first 5 days.
Promoting 'first attention to best conduct' by using rewards, recognition, praise and motivation to promote engagement	Pastoral debriefing using Bromcom by Year Manager – analyse trends and triggers.	Teaching staff directed to repair relationships	Regular parental contact so that parents are fully aware of concerns – phone calls and school-based meetings.	Clear exit strategy agreed from OSD/R&T and phased return to school planned, with on-going support from senior leaders.	Transition support to PRU.
Focussing on 'relentless routines' based on the	Use of restorative justice approaches with	Regular parental contact so that parents	Pastoral review - meeting with parents to	For KS4 students, consult with the VP	Consider referral to LA for a OSD/Managed

school values and agreed classroom and school routines which are consistently followed up	teaching staff.	are fully aware of concerns – phone calls and school-based meetings – logged as evidence.	discuss concerns and agree parental support. Parental views on any potential interventions recorded. Behaviour contract signed by all parties with agreed actions recorded on Stage 3 pastoral plan. Information shared with teaching staff.	Outcomes to identify a personalised curriculum with reduced option subjects.	Move with parental agreement (and agreement of SW if CIN/CP). Priority to maintain mainstream school placement
Scripting difficult interventions so that issues can be de-escalated whilst avoiding confrontation	Directed to appropriate extracurricular activities to build on skills and engagement.	Pastoral review - meeting with parents to discuss concerns and agree parental support. Parental views on causes of behaviour difficulties recorded. Behaviour contract signed by all parties with agreed actions recorded on Stage 2 pastoral plan. Information shared with teaching staff.	SENCO consult to consider a Person Centred Plan/Student Passport which incorporates any specialist advice, if student provides consent.	For longer-term placements at KS4 that meet the safeguarding criteria, agreed review points to be scheduled to jointly examine attendance, behaviour or any emerging safeguarding concerns. Blended AP placements prioritised.	
Embedding restorative practice to structure sanctions and develop relationships	Family signposted to local support agencies.	Year Manager to consider adaptations to school day or curriculum where appropriate, for example, time-limited withdrawal from lessons, movement of teaching groups, changes to seating plan, review of option subjects.	Continued reference to 'Planning for SMEH' for further advice on classroom strategies	SENCO to consult with LA on a request for an EHCP assessment.	
	Regular parental	- SENCO to complete	School response to	In case of LAC	

	contact so that parents are fully aware of concerns – phone calls and school-based meetings – logged as evidence.	resiliency scales assessment to target pastoral support	outcomes of specialist assessments clearly evidenced, strategies amended and shared with parents.	students, school to consult with Virtual Headteacher and LACEs team around appropriate strategies to avoid exclusion.	
	In case of identified SEN, staff directed to 'SEN Access Strategies' to plan appropriately and modify approach.	SENCO consult to consider learning profile, literacy skills, educational and family history.	Referral for specialist consults with ASC team if appropriate.	Consult with Headteacher prior to an escalation to Stage 5. Consider OSD/managed move to another local school? Transition support to new placement via Managed Move process – all information shared with receiving school. Uniform and transport costs supported. 'At risk of permanent exclusion' paperwork completed and case reviewed with LA Principal Officer for Managed Moves.	
		SENCO consult to complete an SMEH profile in order to consider risk and protective factors alongside the parents	SENCO to consider an Additional Support Plan to map school provision and resources.	Consider blended R&T	
		SENCO to complete mental health screening and signpost family to CAMHs drop-in/advice line. SENCO consult with CAMHs if concerns are significant or	SENCO to consider an EP referral for specialist advice.	Have there been modifications around SEN/LAC status? Is there an increased risk of exclusion due to the disability? Is there any potential	

		complex.		SEN – how do you know?	
		Consideration of referrals for specialist assessments – for example, Community Paediatricians, CAMHs, SALT to identify any underlying medical or mental health issues.	Parental meeting attended by SENCO/SLT to ensure review of SEN/potential SEN strategies and ensure a holistic, whole-child approach.		
		SENCO liaison with Community Paediatricians on medication issues.	Offer of multi-agency support through Early Help/TAF process if there is parental consent and have already been signposted to appropriate agencies that they can access independently.		
			Consult with Safeguarding Officer if concerns around family circumstances or parenting suggest a referral to the Integrated Front door for additional services.		