NEALE-WADE ACADEMY

An Active Learning Trust School

Behaviour Policy 2023- 2024

The Active Learning Trust

DOCUMENT	Behaviour Policy
Lead author/initiator(s):	K Gallagher
Contact email address:	kgallagher@neale-wade.org
Developed by:	K Gallagher
Approved by:	Governors
Approval Date:	September 2023
Review Date:	September 2024
Version No:	1
Review Timetable:	Annually
Review:	The document should be reviewed by a nominated member of staff and updated annually if required; after ratification or earlier if there is any new local or national guidance, changes in process, or legislation.
Purpose of Document:	To give guidance on behaviour to ensure that high standards are maintained.
Implementation:	The procedures will be accessed via the Staff Share on the V Drive
Dissemination:	The procedures will be available to all staff, teaching and non-teaching

Contents Page

Section	Content	Page
	Vision and Values	5
1	**Positive Behaviour Policy and procedures**	6
2	**Neale Wade Academy: Statement of Principles**	6
3	**Legislation and statutory requirements**	7
4	**Definitions**	8
5.1	*Pro-social behaviours*	8
5.1.2	*Expected Pro-social behaviours at Neale Wade*	8
5.2	Anti-Social behaviours	9
5.2.1	*Misbehaviour*	9
5.2.3	*Serious misbehaviour*	9
6	**Bullying**	10
6.1	*Types of bullying*	11
7	**Roles and Responsibilities**	12
7.1	*The Governing body*	12
7.2	*The Principal*	12
7.3	*Teachers and staff*	12
7.4	*Parents*	13
7.5	*Students*	14
8	**Responding to behaviour**	15
8.1	*Classroom Management*	15
8.2	*Safeguarding*	16

8.3	*Responding to good behaviour*	16
8.4	*Responding to misbehaviour*	17
8.5	*On-call*	19
9	**Reasonable Force: Positive handling and de-escalation**	20
10	**Searching, screening and confiscation**	20
11	**Off-site misbehaviour**	20
12	**On-line misbehaviour**	21
13	**Suspected criminal behaviour**	21
14	**Zero-tolerance approach to sexual harassment and sexual violence**	22
15	**Malicious allegations**	22
16	**Serious sanctions**	23
16.1	*Detention*	23
16.2	*Removal from classrooms- seclusion*	23
16.3	*Suspension and permanent exclusion*	24
16.4	Risk of Permanent Exclusion meeting (ROPE)	25
17.	**Responding to behaviours from students with SEND**	25
17.1	*Recognising the impact of SEND on behaviour*	25
17.2	*Adapting sanctions for students with SEND*	26
17.3	*Considering whether a student displaying challenging behaviour may have unidentified SEND*	26
17.4	*Students with an education, health and care (EHC) plan*	26
17.5	*Supporting students following a sanction*	27
18	**Student Transition**	27

18.1	*Induction incoming students*	27
18.2	*Preparing outgoing students for transition*	27
19	**Training**	28
20	**Monitoring arrangements**	28
20.1	*Monitoring and evaluating school behaviour*	28
21	**Links to other polices**	29
	Appendices	30
	Praise Flow Chart	31
	Praise- Stepped Approach Poster	34
	Consequences Flow Chart	35
	Consequences Poster	36
	Classroom routines	37

Vision and Values

Our vision is simply explained as:

Opportunity + Success = Pride Confidence

Simply put, having opportunities to be successful, will result in a growth in confidence and an overall sense of pride.

Our vision for Neale-Wade and our community is one of opportunity, success, confidence and pride.

Experience tells us that we are happiest when we are at our most confident. It is confidence in ourselves and others, that enables us to be proud of who we are and our community.

Being able to progress with our learning and approach the future with optimism is crucial, not only for our own wellbeing, but also ensuring we are successful in our ventures.

Confidence is learned. It is only through opportunity are we able to discover new talents, develop our interests or progress our learning. Providing a range of

opportunities in and out of the classroom is fundamental to our curriculum at Neale-Wade.

Recognising our successes is how we embed and reinforce these attributes. It is only through the support and recognition from others, that we are able to have the courage and motivation to continue our development.

1.Positive Behaviour policy and procedures

The purpose of this policy is to provide a simple and practical code of conduct for staff, learners, parents/carers to reflect our vision and values by:

- Providing a **consistent and fair approach** to achieving positive behaviour and attitudes to learning across the school which all staff adopt
- Outlining **our key principles** in supporting all students to be ready, respectful and safe
- **Defining** what we consider to be unacceptable behaviour both in and out of the classroom
- Summarising the **roles and responsibilities** of the school community with regards to creating a supportive culture for learning, which includes teaching, modelling and rewarding positive behaviour and attitudes – a calm and orderly environment across the school and in the classroom is essential in supporting the learning of all students
- Outlining our system of **recognition and consequences.**

2. Neale Wade Academy: Statement of Behaviour Principles

At Neale Wade Academy (NWA), we recognise that fostering positive student attitudes is an essential pre-requisite to achieving our main aims as a school.

We value our relationships within the school community and this is reflected in our constant ambition to grow and instil a positive and respectful culture, where all our students feel safe, secure and confident.

We are aware of the importance of having high expectations of students' behaviour and conduct. We are also aware and that these need to be applied consistently and fairly and that all staff need to make sure that students adopt appropriate routines both in and out of the classroom.

We believe that the school values '*Ready, Respectful and Safe'* encompasses the values above and promotes academic progress and positive behaviour.

At all times, we expect students to be engaged and have positive attitudes to their learning. We expect students to have a strong commitment to studying effectively, accepting challenge and risk-taking, whilst being resilient to setbacks and taking pride in their achievements, with high aspirations to achieve their very best at all times.

We know that some of our students have significant barriers to their learning and we will respond with a range of tailored interventions, in partnership with our parents and external partners, including teaching behaviours for learning, so that all of our students are given the best possible chance to succeed.

Bullying, aggression, discrimination and derogatory language are not accepted and are dealt with swiftly, fairly and effectively.

We regard punctual attendance as a learning behaviour and therefore expect students to have high attendance, come to school on time and be punctual to lessons, thus minimising the potential for lost learning and disruption.

Suspensions or permanent exclusions, will only be used as a last resort, when all other strategies have been exhausted.

3. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting Students with medical conditions at school

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

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- This policy complies with our funding agreement and scheme of delegation.

4. Definitions

Our behaviour for learning principles are based around:

Ready, Respectful and Safe

Ready	Respectful	Safe
Wearing the correct uniform with pride Arriving on time to school and lessons Having the correct equipment to learn Listening to teacher/ staff instructions	Communicating politely and courteously Respecting the school environment, keeping it safe and tidy Respecting others' views and beliefs	Conducting themselves safely around the school site

At Neale-Wade Academy we are clear on the types of behaviours that we want learners to display. We believe that these type of behaviours are the cornerstone to developing students into well rounded human beings that can successfully take their place in and beyond our local community.

5.1 Pro-Social behaviours

The behaviours that we want our learners to exhibit can be defined as **Pro-social behaviours.**

Pro-social behaviours are:

- Behaviours which are positive, helpful, and intended to promote social acceptance
- Behaviours characterised by a concern for the rights, feelings and welfare of others
- Behaviours which benefits other people or society

5.1.2 Expected Pro-Social behaviours at Neale-Wade Academy

At Neale-Wade the Pro-social behaviours expected of our students are as follows:

- Wearing the correct uniform at all times
- Having the correct equipment at all times
- Lining up at the start of day, end of breaks and lunchtimes in a quiet and orderly manner
- Showing respect to members of staff and each other.
- In class, make it possible for all students to learn

- Not using inappropriate language in and out of lessons
- Behaving in an orderly and self-controlled way in school corridors - *Moving quietly around the school in transition times and during break times*
- Treating the school buildings and school property with respect
- Accepting sanctions when given
- Refraining from behaving in a way that brings the school into disrepute, including when outside of school or online

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

To ensure that our students are able demonstrate these behaviours on a daily occurrence we will explicitly teach them within our school curriculum. Examples of where this will take place can be seen below:

- Tutor time programme
- Assembly programme
- Curriculum lessons
- PSHE/ Life skills lessons
- 1:1 interactions with staff members
- Personal Development 'drop down' days

5.2 **Anti-Social Behaviours**

The opposite to pro-social behaviours are Anti-Social behaviours. At Neale-Wade we define anti- social behaviours as follows:

- Behaviour that causes harm to an in individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of others.

5.2.1 Misbehaviour is defined as (but not exhaustive too):

- Lateness to school
- Incorrect uniform
- Truancy from lessons
- Poor attitude to learning
- Failure to follow the instructions of staff
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Defiance
- Inappropriate language
- Non-completion of classwork or homework

5.2.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- 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
- Vandalism
- Theft
- Fighting
- Smoking / vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Illegal drugs
    - Stolen items
    - Tobacco/ cigarette papers/ Vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
    - Energy/ fizzy drinks/ chewing gum
- Physical assault that results in a person requiring medical attention

6. Bullying

Bullying is not tolerated at Neale-Wade Academy

As a school, we subscribe to the following definition of bullying:

> *Bullying is 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'*
>
> *Anti-bullying alliance 2020*

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • 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

Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously e.g. being picked on, or taking advantage of another person.

All forms of bullying cause hurt and distress for the recipient and the school's aim is to create an environment of education and awareness that makes this type of behaviour unacceptable.

Our schools behaviour for learning principles of 'Ready, Respectful and Safe' also applies to how we respond to incidents of bullying. We aim to help students towards an understanding of what is right and wrong.

As a school we believe in:

- Supporting everyone in forming good relationships with adults & peers
- Students being fully involved in the writing, implementation, monitoring and review of our anti-bullying policy

- Tackling incidents of bullying by encouraging an environment where individuality is celebrated, and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

If a student is being bullied, they should speak to their class teacher, form tutor, Progress Leader or member of the student services team.

All members of staff should log a bullying concern on MyConcern which will then be picked up by the safeguarding and year teams.

Further details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy strategy.

7. Roles and responsibilities

7.1 The Governing Body

The local governing body are responsible for monitoring the effectiveness of this behaviour policy and holding the Principal to account for its implementation.

7.2 The Principal

The Principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school 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 students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students 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 any 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 students both sanctions and support when necessary
- Ensuring that the data from the SIMS behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

7.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently and fairly including agreed rewards and sanctions
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly onto SIMS
- Challenging students to meet the school's expectations

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

7.4 Parents/Carers

Parents and carers are expected to:

- Sign the Home-School agreement form and adhere to the points within it
- Get to know the school's behaviour policy and reinforce it at home
- Support their child in adhering to the school's behaviour policy
- Foster positive relationships with the school, communicating with staff respectfully at all times
- Ensure that their child attends regularly and on time. When this is not possible, inform the academy promptly of the reasons for this absence.
- Ensure that their child attends in full school uniform and is fully equipped for lessons
- Inform the academy of any changes in circumstances that may affect their child's behaviour and attitude to learning
- Discuss any concerns that they have about their child's behaviour with the academy promptly
- Attend meetings to discuss your child's personal development, behaviour and attitudes (for example, attending reviews of specific behaviour interventions, re-integration meetings, IAEP meetings)
- Respond to phone calls when academy staff call to discuss their child's progress
- Read all communications from the academy and respond appropriately to support developments in our educational provision
- Support their child to complete homework which develops their knowledge and understanding of subject content
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

- Take part in the life of the school and its culture

Neale-Wade Academy will endeavour to build a positive relationship with parents and carers by keeping them informed about any developments in their child's behaviour. We will also work in collaboration with them to address any behavioural issues as they arise

7.5 The Student

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The recognition that they can achieve for meeting the behaviour standard, and the consequences they will face if they do not meet the required standard
- The pastoral support that is available to them to help them meet the behavioural standards

In addition, students are expected to:

- Sign the Home School agreement form
- Attend the academy regularly, and be punctual at the start of day (8.50am) and to all lessons
- Work to their full potential at all times
- Always wear full academy uniform and be fully equipped for all lessons
- Meet the behaviour expectations of the academy, following the Behaviour Policy to ensure their safety and that of the school community.
- Keep their mobile phone (and other electrical equipment e.g. ear pods) in their school bag or blazer and not use them inappropriately in lessons
- Not chew gum on school premises
- Not bring banned items into school (See page 9 of this policy)
- Treat staff and other learners with respect at all times
- Try their best to achieve their targets for improvement
- Maintain a pleasant environment in which to work by keeping areas of the academy clean, tidy, and free from litter.
- Complete all homework to the best of their ability and by the deadline.
- Report any act of bullying to a member of school staff.
- Share any concerns they have with an appropriate adult such as a parent/carer, tutor, subject teacher, year team or student services team so that issues which are worrying them can be resolved quickly and effectively.
- Use the academy's IT systems safely and appropriately

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture through the tutor time, PSHE/ Life Skills lessons and assembly programmes.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the schools behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

Responding to behaviour

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the 'Praise & Consequences' poster prominently within their classroom and follow
- Develop a positive relationship with students, which includes:
    - Greeting students at the classroom door at the start of every lesson
    - Establishing clear routines:

At the start of lessons students should:

- Enter the classroom and stand behind their designated seat
- Place their equipment on the desk
- Place their coats on the back of chairs
- Be directed to sit down by the teacher
- Be in silence whilst the teacher takes the class register

At the end of the lesson students should:

- Wait to be instructed by the teacher to pack their equipment away
- Stand behind their desks (holding coat and bag)
- Wait to be dismissed by the teacher by row/ student at a time
- Make their way to the next lesson/ break/ lunch in a calm and orderly manner

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption

8.2 Safeguarding

The school 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 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.

8.3 Responding to good behaviour

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

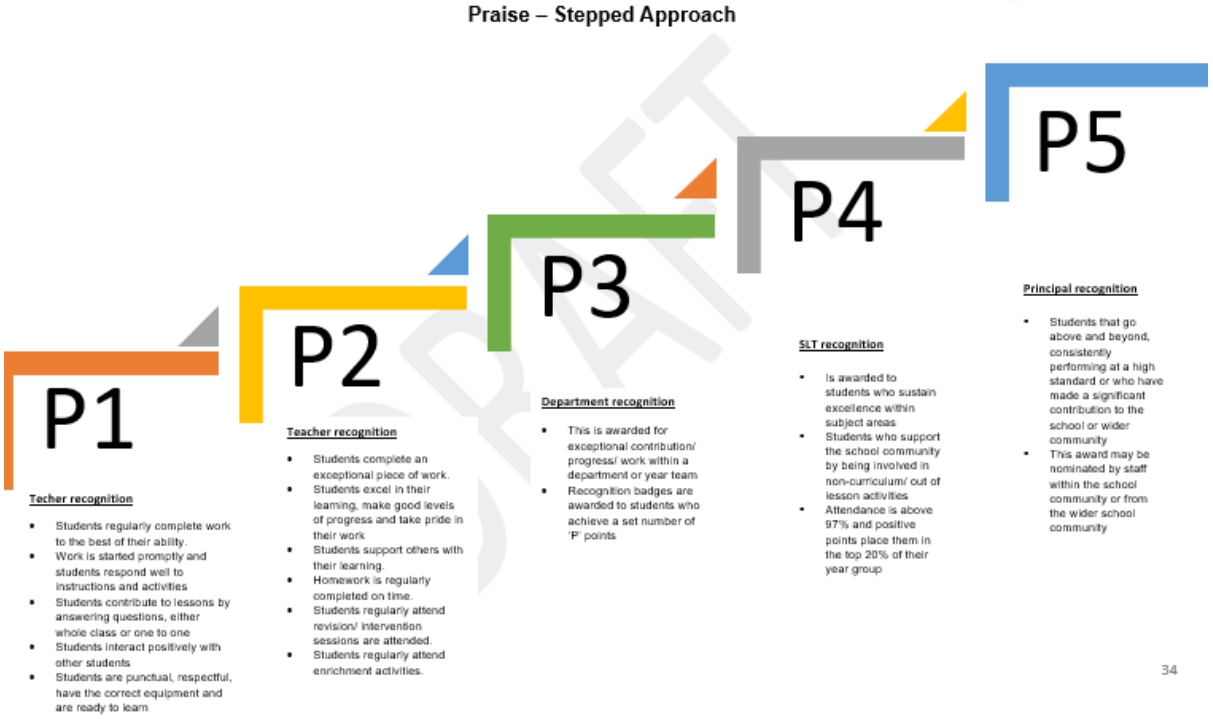
Positive reinforcements and recognition will be applied clearly and fairly to reinforce the routines, expectations and norms of our school's behaviour culture.

We will actively seek opportunities to 'catch students getting it right' both in and out of the classroom.

Positive behaviour will be rewarded with:

- Verbal praise from adults and peers
- Use of the P1-P5 system (See below and in the Appendix section)
- Recording of positive behaviour points on SIMS
- Communicating praise to parents via a phone call or written correspondence
- Subject Postcards sent home to parents
- Certificates to celebrate high levels of student attendance/ excellent work in lessons
- Prize ceremonies or special assemblies
- Showcasing good work to other classes, teachers, heads of years and members of the Senior leadership team.
- Good work and achievements being displayed around the school and on the school's social media accounts.
- Special responsibilities/ privileges/ reward trips/ invitations to celebration events

The stepped approach to recognition posters will be displayed in all classrooms to reinforce the ways in which students can be recognised for their achievements both in and out of lessons.



8.4 Responding to misbehaviour

When a student'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 students know with certainty that misbehaviour will always be addressed.

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

All students 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 student to help them to meet behaviour standards in the future.

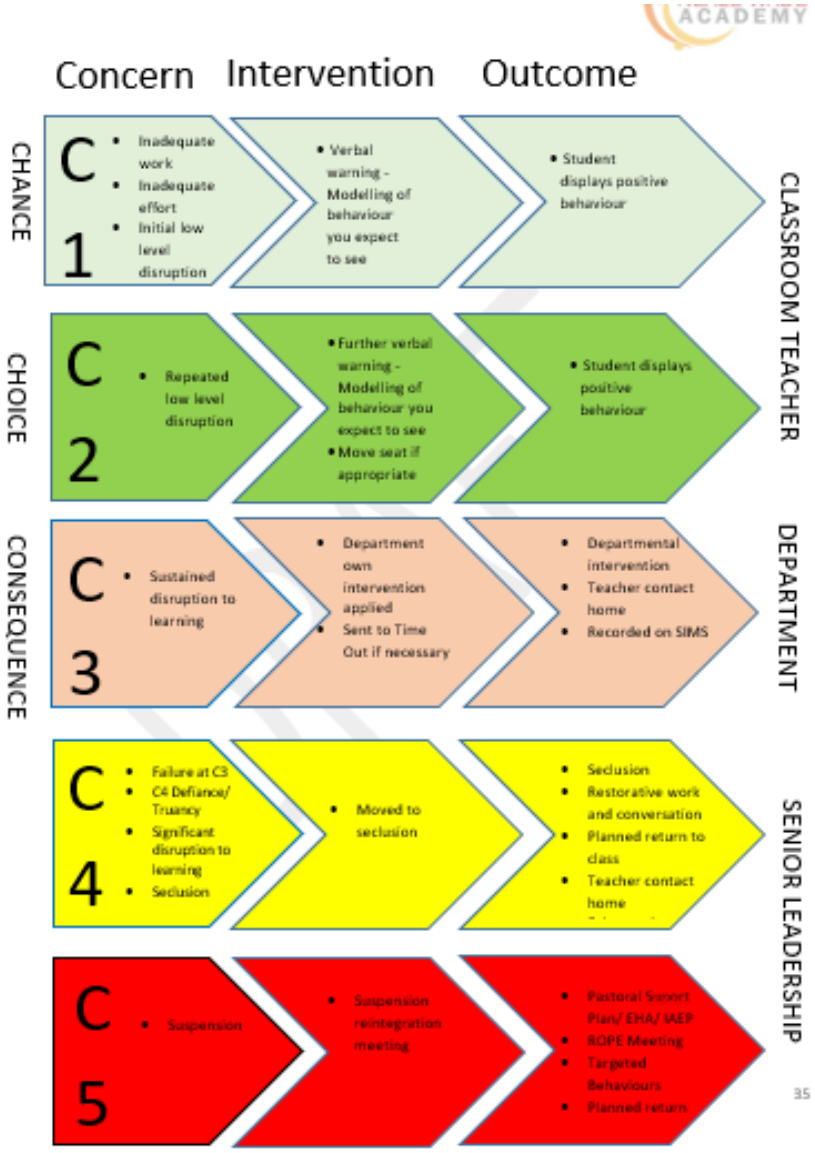
The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Use of the C1- C5 behaviour system (see below and in the appendices section)
- A verbal reprimand and reminder of the behaviour expectations
- Talking to the student individually, outside of the classroom
- Sending the student to relocation
- Setting of written tasks such as an account of their behaviour

- Expecting work to be completed at home, at break or at lunchtime
- Detention at break, lunchtime or after school
- Letter or phone call home to parents
- Referring the student to the head of year or curriculum leader
- Placing a student ‘on report’ (tutor, head of year, progress leader, SLT)
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom, litter picking or painting a wall that had been defaced
- Referring the student to a senior member of staff
- Agreeing a behaviour contract
- Timetabling students to work in faculty ‘Time-out’ for persistent disruption to learning
- Working in seclusion
- A Pastoral Support Plan
- Suspension
- ROPE (Risk of permanent exclusion meetings) meetings with parents, the student and key members of school/ Trust
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the student 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.

The NWA Consequence Posters will be displayed in each classroom as a reminder for students and staff



8.5 On call

At Neale- Wade Academy we operate a daily on call rota that is staffed by at least one member of staff who is in contact with the year teams and SLT via radio. Staff on call are expected to be a visible presence around the school for the duration of the period.

Their role at this time is to support learners in and around the building and to be alert to any staff that may need support with specific learner/s. On-call staff may wish to use the relocation room and/ or seclusion room to help resolve issues that may arise or to students are on task whilst issues are being investigated. The member of staff can call for support from SLT if they feel unable to resolve the situation. On-call staff will record details of incidents of misconduct to help inform discussions around whole academy policy and intervention on SIMS.

9. Reasonable Force: Positive handling and de-escalation

The Governing body has a duty to ensure the health, safety and wellbeing of everyone in the academy.

The term reasonable force covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Positive handling is deployed when all other aspects of this policy have been exhausted. In limited circumstances, staff may use reasonable force to restrain a student to prevent them:

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

Incidents of physical restraint must:

- **always be used as a last resort**
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded in the Restraint logs located in the office of the Vice Principal and reported to parents

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

Please refer to our positive handling policy for more information.

10. Searching, screening and confiscation

Any prohibited items (listed in section 5) found in a student's possession will be confiscated. These items will not be returned to the student.

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

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

11. Off-site misbehaviour

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

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

12. Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

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

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

13. Suspected criminal behaviour

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

When establishing the facts, the school 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 Principal/ member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school 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.

14. Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

Staff will record all incidents of sexual harassment and sexual violence onto MyConcern.

15. 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 student 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 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.

16. Serious Sanctions

16.1 Detention

The following members of staff have been authorised by the Principal to give Students detentions:

- Class Teacher
- Head of Year
- Curriculum leaders
- Student Services
- SLT

Students can be issued with detentions during break, lunchtime or after school during term time.

The school will decide whether it is necessary to inform the student's parents.

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

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

16.2 Planned removal from classrooms- Seclusion

In some cases, a child/young person may need to have some time out of class to reflect on their behavior and the impact that this has had on other learners and/ or the classroom learning environment. Students can be placed into seclusion by SLT, Year teams, Curriculum leaders or members of the Student Services team and will always involve communication with parents/ carers as to the reasons and length of time.

Students who have been removed will continue to receive education under the supervision of a senior member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove Students 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 student is being unreasonably disruptive or defiant
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

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

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

- Meetings with Heads of Year/ SLT
- Use of teaching assistants
- Short term behaviour reports
- Pastoral Support Plan's
- Individual Alternative Education Plans (IAEPs)
- In house 'Alternative Provision'
- 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 student in the SIMS behaviour log.

16.3 Suspension and permanent exclusions

The school 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.

Suspension is a consequence that is used following serious incidents or when all other interventions have been exhausted. The decision to exclude rests with the Principal and Vice Principal for Personal Development, Behaviour and Attitudes, and will be made considering the need and vulnerabilities of the learner concerned. Example circumstances of when a fixed term exclusion might occur can be see below:

- Assault on a learner or adult
- Arson
- Drug taking or supply
- Use or intended use of a weapon
- Abusive incident where there is a clear victim (Protected Characteristics)
- Damage to Academy premises
- Persistent refusal to comply with instructions
- Persistent defiance

The Principal reserves the right to use suspensions for other behaviours in exceptional circumstances as needed.

The academy follows a standard process around reintegration whereby the parent/carer will be contacted immediately following a suspension to invite them to discuss the reasons for the suspension in a **'return from suspension'** meeting. The Head of Year/ member of SLT will meet with the learner and parent if possible as

soon as they return on site. A learner's return will not be delayed if a parent cannot attend the return from exclusion meeting, however they will remain in seclusion until a meeting has taken place. Notes will be taken during the reintegration and a letter outlining the outcomes of the meeting will be sent to confirm the discussion and agreed actions.

16.4 Risk of Permanent Exclusion (ROPE) meeting

If a student, having been placed on a Pastoral Support Plan (PSP) makes insufficient progress and continues to receive multiple suspensions, a Risk of Permanent Exclusion (ROPE) meeting will take place.

This meeting will be the principal, the vice principal and members of the Active Learning Trust. The purpose of this meeting is to review the incidents and support that has been offered up to this point to determine if there are any other supportive measures that can be put in place to prevent the situation moving to a permanent exclusion. At this stage, students will automatically access our internal AP provision alongside accessing additional external support to address the ongoing behaviours. A managed move may also be discussed at this meeting as a means of avoiding a permanent exclusion.

17. Responding to misbehaviour from students with SEND

17.1 Recognising the impact of SEND on behaviour

The school recognises that students' 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school 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 student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all 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 student concerned.

Our approach may include examples such as:

- Students having a 'Student Passport' that details individual learner needs and the strategies to be used to support them in and out of the classroom
- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the class teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

17.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

17.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

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

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

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

17. 4 Students with an education, health and care (EHC) plan

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

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

The Local Authority can be contacted as follows:

Local Authority named officer for SEND	Jo Hedley	Jo.hedley@cambridgeshire.gov.uk

17.5 Supporting students following a sanction

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

This could include measures like:

- Reintegration meetings with the student
- Mentoring or coaching
- Daily contact with the Head of Year or members of the Student Services team
- Inquiries into the students conduct with staff involved in teaching, supporting or supervising the student in school
- Inquiries into circumstances outside of school, including at home, conducted by the Designated Safeguarding Lead (DSL) or a deputy
- Short term behaviour report cards
- An Early Help Assessment (EHA)
- Longer term behaviour plans through a Pastoral Support Plan (PSP)
- IAEP (Individual Alternative Education Plan)

18. Student Transition

18.1 Inducting incoming Students

Neale- Wade Academy will support incoming students to meet our behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

This will be led by the respective Head of Year.

18.2 Preparing outgoing Students for transition

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

Information on behaviour issues may also be shared with new settings for those students transferring to other schools. Some students may be invited to 'Transition Clubs' for further support.

19. Training

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

- The needs of the Students at the school
- How SEND and mental health needs impact behaviour
- Classroom norms
- Routines
- The use of scripts
- Rewards
- Working with parents
- Dealing with crisis

Behaviour management will also form part of continuing professional development sessions that take place weekly throughout the year.

If staff feel that they require additional support they are able to speak directly to either the Vice Principal (Personal Development, Behaviour and Attitudes) or the Professional tutor and a bespoke programme will be developed.

20. Monitoring arrangements

20.1 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 student 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

The data will be analysed regularly by leaders.

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.

21. Link to other policies

- Attendance policy
- Anti-Bullying policy
- Positive handling and de-escalation policy
- Complaints policy
- Teaching and learning policy
- Safeguarding and child protection policies
- Online Safety and acceptable use agreements
- Curriculum policies such as PSHE and RS

Appendix

Praise Flow Chart

It is recognised that praise can be given in many ways and it would be wrong to completely standardise the methods for individual teachers. However, a common approach to recognition and reward, consistently applied throughout the school, will have a significant impact on student behaviour and attitudes to learning. The concept of praise should be accepted by all as a means of reinforcing positive behaviour. Criticism must be constructive and should include advice on how to improve, e.g. ‘can you get on with the work please’ is preferable ‘to shut up’ or ‘stop messing around’.

Prefacing requests with 'Thank you' has a marked effect on how the request is received.
'Thank you for putting your bag on the hook' or 'Thank you for dropping your chewing gum in the bin'.

The trust in the student that this statement implies, combined with the clarity of the expectation, often results in immediate action without protest. It is almost a closed request which leaves no 'hook' to hold onto and argue with.

Try and turn a negative conversation into a positive one:

'When you come to see me today get as close to 3.20 as you can so we can resolve this quickly and both get home in good time'. As opposed to, 'Meet me at my room at the end of school'.

'When you hand in your coursework next Monday, meet me by the staff room so that I can store it securely'. As opposed to, 'I want your coursework in on Monday'.

You are assuming and encouraging a positive response; making it awkward for the student to respond negatively.
The positive behaviour system at Neale-Wade is incredibly important but using rewards at the right time and in the right way is also important. Knowing you will get a reward when you do something reduces the chance of continuing the activity after you have been given the reward. The rewards need to be earnt and should be given for effort, attainment and improvement. Not just for turning up and meeting the school’s expectations of ‘Ready, Respectful and Safe’.

In research done by Lepper & Green (1973), three groups of children were asked to draw pictures. The first group was promised a certificate, the second group got a certificate as a surprise after the drawing took place and the third group did not get a certificate at all. When the experiment was done, the children’s drawing behaviour was observed. The children from groups 2 and 3 kept on drawing as they did before the experiment. However, the first group, the group that was promised the certificate beforehand, drew significantly less after they received the certificate.
It is important to note that to use praise effectively it should be less predictable.

Rewards which are less predictable may be more effective: “habits form best when rewards are powerful enough to motivate behaviour but are uncertain in the sense that they do not always occur (Wood and Neal, 2016, p.75).” Students become desensitised to predictable rewards: they come to see a merit as an entitlement, expecting it irrespective of their effort, or demanding something more for additional effort. Intermittent rewards remain effective; they encourage people to focus on what they hope will happen and “powerfully motivate repetition and habit formation”:

Motivation for students to succeed is simple- Rewarding an activity will get you more of it. Punishing an activity will get you less of it. Pink, Daniel H.. Drive (p. 34).

Positive behaviour will be rewarded with:

- Praise
- Positive Points on SIMS
- Letters / postcards or phone calls home to parents
- Special responsibilities/privileges/invitations to celebration events

Praise can include:

- · a quiet word – “yes, well done, true, excellent, brilliant, marvellous, you star”
- · praise in front of peers, but with sensitivity
- · praise through display material or using work as an exemplar
- · public acknowledgement in assembly
- · certificates and postcards
- · communication with parents/ carers
- · reports and records of achievement

The aim of the Positive Behaviour Procedures is to ‘catch students getting it right’. The approach is based on the belief that the vast majority of students do the right thing most of the time. The approach aims to recognise this using a public system of rewards which is understood and valued by all members of the school community. Through the consistent application of these procedures, good habits are reinforced and inappropriate behaviour is marginalised.

Our system for rewarding good behaviour reinforces the informal praise and rewards that teaching and support staff use as part of normal daily practice

Class Teacher Recognition:

P1: teacher

- Students regularly complete work to the best of their ability.
- Work is started promptly and students respond well to instructions and activities
- Students contribute to lessons by answering questions, either whole class or one to one
- Students interact positively with other students
- Students are punctual, respectful, have the correct equipment and are ready to learn

P2: teacher

- Students complete an exceptional piece of work.
- Students excel in their learning, make good levels of progress and take pride in their work
- Students support others with their learning.
- Homework is regularly completed on time.
- Students regularly attend revision/ intervention sessions are attended.
- Students regularly attend enrichment activities.

P3: Department recognition (Badges)

- This is awarded for exceptional contribution/ progress/ work within a department or year team
- Recognition badges are awarded to students who achieve a set number of 'P' points

Suggestion of recognition ideas:

Tier 3 department recognition:

Postcards
Text messages
Emails
Letters
Phone calls
Certificates
Awarded by subject teachers or HODs in special badge assemblies.
Department award evening.

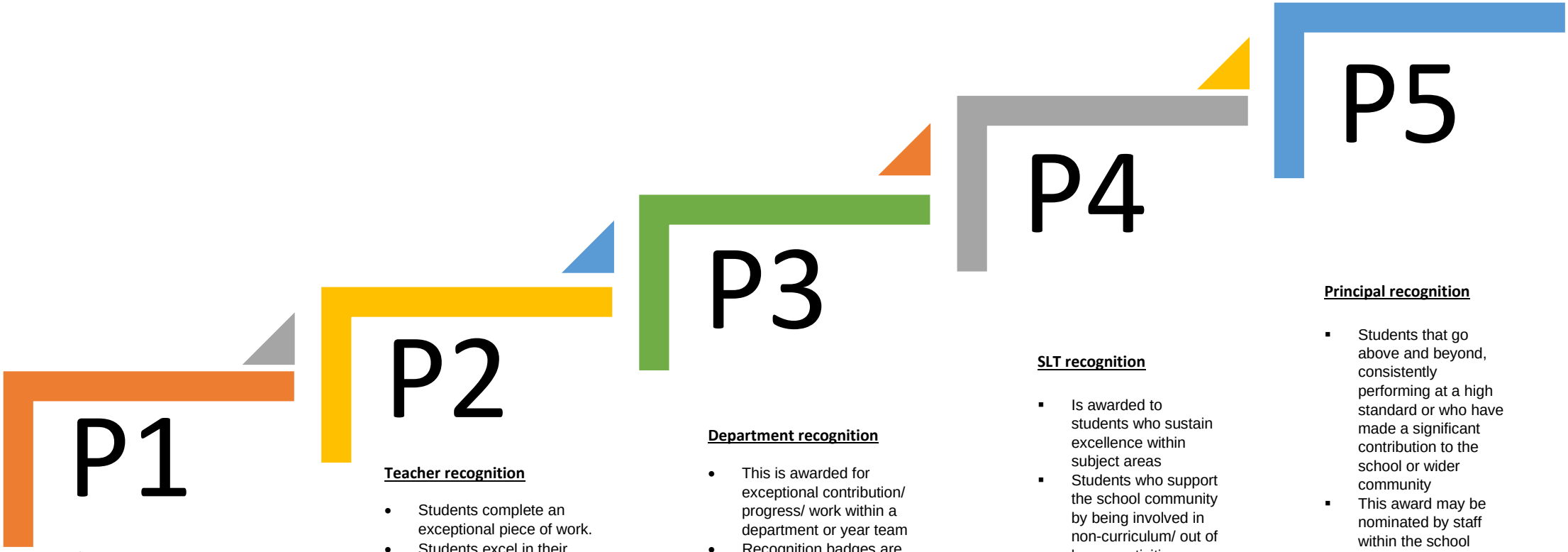
P4: SLT recognition

- Is awarded to students who sustain excellence within subject areas
- Students who support the school community by being involved in non-curriculum/ out of lesson activities
- Attendance is above 97% and positive points place them in the top 20% of their year group

P5: Principal recognition

- Students that go above and beyond, consistently performing at a high standard or who have made a significant contribution to the school or wider community
- This award may be nominated by staff within the school community or from the wider school community

Praise – Stepped Approach



Techer recognition

- Students regularly complete work to the best of their ability.
- Work is started promptly and students respond well to instructions and activities
- Students contribute to lessons by answering questions, either whole class or one to one
- Students interact positively with other students
- Students are punctual, respectful, have the correct equipment and are ready to learn

Teacher recognition

- Students complete an exceptional piece of work.
- Students excel in their learning, make good levels of progress and take pride in their work
- Students support others with their learning.
- Homework is regularly completed on time.
- Students regularly attend revision/ intervention sessions are attended.
- Students regularly attend enrichment activities.

Department recognition

- This is awarded for exceptional contribution/ progress/ work within a department or year team
- Recognition badges are awarded to students who achieve a set number of 'P' points

SLT recognition

- Is awarded to students who sustain excellence within subject areas
- Students who support the school community by being involved in non-curriculum/ out of lesson activities
- Attendance is above 97% and positive points place them in the top 20% of their year group

Principal recognition

- Students that go above and beyond, consistently performing at a high standard or who have made a significant contribution to the school or wider community
- This award may be nominated by staff within the school community or from the wider school community

Consequences Flow Chart

Level 1 – at this level the intervention is used to address initial low level disruption e.g. talking while the teacher is talking. The student is given a 'chance' to correct their behaviour. Teachers should model the behaviour that they expect of the student by explaining how they can get it right. An example of this is by telling the student that by interrupting they have delayed the register and it is important to be silent to allow it to be done accurately. The student is not just simply told off for talking.

Level 2 – at this level the intervention is used to address repeated low level disruption. This might be a repeat of the initial level 1 behaviour or a new incident. The focus at level 2 is similar to stage one with the aim being for the student to reengage in their learning. At this pivotal stage students understand that they have a 'choice' to correct this behaviour or that it will escalate to level 3. Teachers may choose to move the student to a different seat within the classroom.

Level 3 – at this level the intervention is used to address sustained low level disruption. At this level the student's will face a 'consequence' of their off task behaviour. Each department has a set policy of intervention strategies and the staff member will implement the appropriate intervention in consultation with their Head of Faculty. This ensures that the intervention matches the behaviour and allows for successful resolution.

Level 4 - at this level the intervention is used to address significant disruption. This may be in response to behaviour such as the failure of the student to comply with intervention put in place at Level 3. When a student is issued a C4 the seclusion lead will decide if they go into seclusion the next day. Intervention to be directed by a Curriculum leader or Head of Year. In addition, a student can receive a C4 Defiance or C4 Truancy which should be logged onto SIMS.

- A C4 Defiance (C4D) should be awarded when a student refuses to follow the instructions of a member of staff. Examples of this could be saying no or something more subtle such as ignoring or refusing to engage in communication.
- A C4 Truancy (C4T) should be awarded for any student that does not arrive within the first 10 minutes of a lesson, leaves a lesson without permission or leaves a lesson with permission and does not return. Students receiving a C4D or C4T may be booked into seclusion the following day.

Level 5 - at this level the intervention is used to address serious incidents. This may be in response to a one off incident e.g. fighting; or to a repeated behaviour over a series of time e.g. bullying. This intervention is applied at the discretion of the Principal due to the serious nature of the incidents involved. Substantial work will be completed with the student

	Concern	Intervention	Outcome	
CHANCE	C1 • Inadequate work • Inadequate effort • Initial low level disruption	• Verbal warning - Modelling of behaviour you expect to see	• Student displays positive behaviour	CLASSROOM TEACHER
CHOICE	C2 • Repeated low level disruption	• Further verbal warning - Modelling of behaviour you expect to see • Move seat if appropriate	• Student displays positive behaviour	
CONSEQUENCE	C3 • Sustained disruption to learning	• Department own intervention applied • Sent to relocation	• Departmental intervention • Teacher contact home • Recorded on SIMS	DEPARTMENT
	C4 • Failure at C3 • C4 Defiance/ Truancy • Significant disruption to learning • Seclusion	• Moved to seclusion	• Seclusion • Restorative work and conversation • Planned return to class • Teacher contact home	SENIOR LEADERSHIP
	C5 • Suspension	• Suspension reintegration meeting	• Pastoral Suport Plan/ EHA/ IAEP • ROPE Meeting • Targeted Behaviours • Planned return	

Classroom Routines
Start of lesson
• Teacher will greet the students at classroom door, settle students if needed and facilitate calm entry to the classroom. • Students enter the classroom and stand behind their designated seat, placing equipment (pencil case, pen pencil ruler and reading book) on the desk and coat/blazer on the back of the chair. • Teacher will instruct the students to sit down when they are ready, • Teacher will complete the register in silence, students will complete starter activity during this time. The lesson will start once this process has been completed, if the teacher is not happy with how this has been completed, they are expected to repeat it.
End of Lesson (final 5 minutes).
• Teacher will instruct students to pack their equipment away, books and resources collected in etc. • Students will stand behind their desks (holding their coat and bag) • Teacher will check the classroom to ensure it is clean, tidy and in the same condition as when the students entered. Where this is not the case the students in the area will be asked to address the area as appropriate. • Once the teacher is happy that the classroom presentation is as expected, they will dismiss the class a row/student at a time. • Students make their way out of the classroom and on to their next class/break time (they do not wait for their friends) Where lessons back on to break or lunch time teachers are encouraged to use some of this time to keep classes/students back who have been unable to meet behaviour expectations in a lesson.