Behaviour Policy:

Park Campus Academy

Approved by:	PCA Council	June 2022
Last reviewed:		June 2022
Next review:		June 2024

N.Mallett – Assistant Head Teacher – 06/2022

Contents

1. Intent: Aims of policy

This policy aims to:

- Provide a clear and consistent approach to Behaviour Management (BM) at Park Campus Academy (PCA)

- Define what we consider to be unacceptable behaviour, including all bullying

- Outline expectations of how students and staff should behave

- Summarise the roles and responsibilities of the different adults within the academy community, with regards to Behaviour Management (BM)

- Affirm a teacher's powers to discipline students in their charge – in line with the framework of this policy

- Assert the rights of Park Campus Academy (and its' appropriately trained staff) to exercise the legal powers to use Reasonable Force - when deemed absolutely necessary - for maintaining the safety of students and staff and good order (in line with Section 93 of the Education and Inspections Act (2006)

- Outline the system of rewards and staged consequences at PCA (including Fixed Term (home-based) and Permanent Exclusion

2. Legislation and statutory requirements

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

- Behaviour and Discipline in Academy's / Schools

- Searching, Screening and Confiscation in Academy's / Schools

- The Equality Act (2010)

- Use of Reasonable Force in Academy's / Schools

- Supporting Students with Medical Conditions in Academy's / Schools

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is informed by the following specific guidance / policy and law for Student Referral Units (PRUs):

- Section 175 of the Education Act (2002), which outlines an academy's / school's duty to safeguard and promote the welfare of its students.

- Sections 88-94 of the Education and Inspections Act (2006) , which require academies / schools to regulate students' behaviour and publish a Behaviour Policy and written statement of behaviour principles, and give maintained academies / schools the authority to confiscate students' property

- DfE Guidance explaining that maintained academies / schools, (including Free Schools) and independent schools should publish their Behaviour Policy online

- Schedule 1 of the [Education (Independent School Standards) Regulations (2014](#)); paragraph 7 outlines an academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the academy to have a written Behaviour Policy and paragraph 10 requires the academy to have an Anti-Bullying Policy

- [DfE Guidance](#) explaining that academies / schools, (including Free Schools), should publish their Behaviour Policy and Anti-Bullying Policy online

- This policy complies with our funding agreement and Articles of Association

3. Definitions for the purpose of the PCA Behaviour Policy:

Low Level Disruption / misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork (or homework) and / or the participation in lessons

- Poor attitude to learning and others

- Incorrect uniform (including hair colourings, nose piercings, false nails/nail extensions)

- Repeated breaches of the academy rules

Serious misbehaviour is defined as:

- <u>Any</u> form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation

- Vandalism of / damage to academy buildings / property / arson

- Theft

- Fighting (including 'play-fighting')

- Smoking (including e-cigarettes / vape pens)

- Racist, sexist, homophobic (including transphobic / bi-phobic), ageist or any other discriminatory behaviour

- Possession of contraband items / materials. These are:
    - Knives / 'sharps' or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers and other smoking paraphernalia (including e-cigarettes and matches / lighters)
    - Fireworks
    - Pornographic images (in either physical or e-format).
    - 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)

Furthermore, following items that are also **prescribed** as they constitute a serious misdemeanour under PCA's Behaviour Policy:

- o Sweets / soft drinks (including 'energy drinks') / excessive quantities of sugary foods brought on-site

- o Mobile phones / electronic devices (that have an internet capability / or, can film / record sounds and images) – are **not permitted** inside the environs of the academy

4. Searching and screening on entry to the academy

Academy staff follow DfE Guidance on searching, screening, and confiscation *(DFE-00034-2014)* and have received training in alignment with this advice. Searching, screening and confiscation are accepted routines that protect and reassure all within the PCA learning community

4.1 Morning entry into the academy

- All students are searched by trained staff on entry to PCA each morning

- Searches involve 'wands' (metal detectors) to seek out weapons / 'sharps'

- Phones / electronic devices and 'contraband' food and drink are confiscated and placed into labelled see-through bags for collection at the end of the academy day

- A search of students will be undertaken on entry on reasonable suspicion of possession of any contraband items becoming apparent

4.2 Student re-entry after leaving site / student entry after the start of day

- All students who leave and then return to the academy later the same day are searched at Reception by a trained member of staff.

- Searches involve 'wands' (metal detectors) to seek out weapons / 'sharps'

- Phones / electronic devices and 'contraband' food and drink are confiscated and placed into labelled see-through bags for collection at the end of the academy day

- A search of students will be undertaken on entry on reasonable suspicion of possession of any contraband items becoming apparent

4.3 Handing over certain contraband items to the police

- Weapons, 'sharps', knives and pornographic images (on mobile phones / electronic devices) are passed to the Head Teacher to decide what action to take

- The Head Teacher reserves the right to hand over the confiscated illegal items to the academy's SSPO / the Metropolitan Police

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, over a period

- Difficult to defend against

Bullying types are more fully defined in Appendix 1.

Details of our academy's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy *(see the PCA website).*

5.1 Statutory Duty of Schools / Academies:

Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

5.2 Procedures for reporting, recording and dealing with incidents of bullying:

Students or their parents/carers should feel able to report a bullying incident to <u>any</u> member of staff. The following should then occur:

• Staff member(s) to complete a **Sleuth Report**, as soon as practicable, writing a clear account of what happened, when it occurred and who was involved.

• The AHT (Behaviour Lead) will check the Sleuth MIS system daily and address any reported incidents of bullying -

• The Assistant Head Teacher (Behaviour) will follow procedural guidelines as set out in the Academy's Anti-Bullying Policy, in particular, checking the **Sleuth Report** and speaking to all those concerned / collating statements. Written statements should be collected from the victim, the perpetrator and any witnesses / staff.

• Staff will be kept informed by the Assistant Head Teacher (Behaviour). If the bullying re-occurs / persists the Assistant Head Teacher (Behaviour) will be supportive of the victim and escalate the investigation to the Head Teacher for further guidance.

• Parents / carers will be kept informed of actions, intervention strategies and consequences of any bullying inquiry.

All Academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with PCA's Anti-Bullying Policy.

The Assistant Head Teacher (Behaviour) will ensure the following consequences will be followed for students who have bullied:

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• **Incidents of racist / sexist / homophobic bullying** will be immediately reported on Sleuth and the parent(s) / carer(s) of the perpetrator and victim informed. These infractions will warrant an *automatic* Suspension and the involvement of the Academy's Safer Schools Police Officer (SSPO) – due to the fact they are **illegal.**

• **First offence** of bullying:

- Incident logged and student reminded of policy
- Opportunity given to discuss why student became involved and what they need to do to.
- Repair of the relationship (Restorative Justice) with the victim – carefully supervised.
- Parents/carers informed with **Anti-Bullying Letter 1** for offender and victim

• **Second offence** of bullying:

- As above
- Possible Suspension (at the discretion of the Head of the Academy)
- Parents / carers informed with **Anti-Bullying Letter 2** for offender and victim.

• **Third offence** of bullying:

- As above
- Parents / carers informed with **Anti-Bullying Letter 3** for offender and victim and are invited into Park Campus Academy in a supportive role.

• **Persistent Offenders:**

- Possible SSPO / Police involvement – could be in the form of a discussion, warning.

- May have longer Suspension or Permanent Exclusion.

- May be referred back to the local authority for an alternative educational provision

- Involvement of outside agencies may be necessary - as appropriate.
- May be asked to appear before a Governors panel or a panel made up of Executive Leads form across the Trust.

Students who have been bullied may be supported by:

• Being offered an immediate opportunity to discuss matter with a member of staff.
• Reassurance
• Restoration of relationship with the bully (via a Restorative Justice meeting)
• Follow-up after two weeks from the incident and again by the AHT (Behaviour).
• Whole Academy / Class work around the issue (RSHE / Assemblies)

Students who have been <u>responsible for the bullying</u> may be supported by:

• Being offered an immediate opportunity to discuss the incident with a member of staff
• Re-establishing respectful and expected behaviours with the support of the young person's family and professional support network and agreed sanctions
• Restoration of relationship with the victim (via a Restorative Justice meeting)
• Follow up after two weeks from the incident and again in the next term by the AHT (Behaviour)
• Whole Academy / Class work around the issue (RSHE / Assemblies).

Within the curriculum the academy will raise the awareness of the nature of bullying through RSHE lessons, Student Voice meetings, and assemblies and through the use of external support provisions and subject areas, in an attempt to educate all and attempt to eradicate such behaviour.

The academy has well established links with local SSPO's and may contact them for advice and support where necessary.

Key staff are trained in Restorative Justice and counselling to ensure they are skilled and competent at dealing with such incidents as effectively as possible.

5.2 Racism, Sexism, Homophobia

Racism, sexism, and homophobia are illegal.

PCA will always investigate, evaluate, and record allegations of these serious, illegal, and anti-social behaviours. All proven cases will be sanctioned to the highest possible level in line with this policy – **an automatic Suspension and the involvement of our SSPO / the police.**

6. Roles and responsibilities

6.1 The Academy Council – monitoring the implementation and impact of the policy.

The governors of the Park Campus Academy Council (PCAC) are responsible for reviewing and approving the written Statement of Behaviour Principles *(See Appendix 2).*

The PCAC will also review the PCA Behaviour Policy in conjunction with the Head Teacher, and monitor the policy's implementation and impact, holding the Head Teacher to account for the same.

The PCAC is responsible for monitoring the Behaviour Policy's effectiveness and holding the Head Teacher to account for its implementation.

6.2 The Head Teacher

The Head Teacher is responsible for reviewing the Behaviour Policy in conjunction with the PCAC, giving due consideration to the academy's Statement of Behaviour Principles *(See Appendix 2).* The Head Teacher will also approve this policy.

Furthermore, the Head Teacher will ensure that the whole-academy environment encourages positive behaviour and that staff deal effectively and ethically with poor

behaviour and will monitor how staff implement this policy to ensure student behavioural rewards and consequences are applied consistently.

The Head Teacher is responsible for annually reviewing and approving this Behaviour Policy. The Head Teacher is also the only person who can authorise Suspensions and pursue the Permanent Exclusion (PEx) of any student on roll.

6.3 Staff

Staff are responsible for:

- Implementing the PCA Behaviour Policy in a calm, consistent, cohesive, and fair manner (in line with our 'Home-Academy Agreement') – at any time both in and out of the academy environs. Calm consistent adult behaviour is a CPI mantra, that should be used in all situations

- Teachers can not only discipline students at any time, but they also have the powers to impose appropriate and proportionate consequences as required e.g. detentions and / or confiscation of student property

- All students will be treated at all times with ***unconditional positive regard*** – regardless of any behavioural infractions / difficulties encountered. A calm consistent adult behavioural manner is a CPI mantra and should be used in all situations

- Modelling excellent positive behaviours at all times towards students

- Providing an individualised approach in their teaching and pastoral dealings with the individual needs of all students

- Recording behaviour incidents and notes on the academy's main MIS system (*Sleuth)*

- Working collaboratively with other local agencies and professionals to assess the needs of any student who displays continuous disruptive behaviour e.g. Social Services, CAMHS, Educational Psychologists etc.

The Senior Leadership Team (SLT) at PCA will support the Learning Advisors in responding in a timely manner to behaviour incidents as appropriate. Staff will follow the PCA Staged Behaviour Response approach dealing with and escalating incidents to the appropriate level of consequence

6.4 Parents

Parents are expected to:

- Support their child in adhering to the PCA Student Code of Conduct (commonly known as the 'Home-Academy Agreement')

- Ensure their child is correctly dressed in the appropriate PCA academy uniform

- Inform the academy of any significant changes in family / individual circumstances that may potentially affect / impact their child's behaviour

- Discuss any behavioural concerns with the appropriate academy professional in a timely manner

7. Student Code of Conduct (as per the Academy's "Home / Academy Agreement")

Students are expected to:

- *"Make learning my first priority and aim to achieve to the best of my ability":* To ensure they always behave in an orderly and self-controlled way in and around the academy

- *"Respect the rights and beliefs of others":* To always treat one another, adults, and visitors with **unconditional positive regard** at all time – despite any challenging behavioural barriers they may experience

- *"Respect and care for my peers, teachers and members of my community"* To show respect to other students, members of staff and those in the local community at all times

- *"Look after the academy and its' property and grounds":* To treat the academy buildings / property with care and respect

- *"Take pride in my appearance and wear full academy uniform at all times":* To always wear the correct uniform / footwear (including hair colouring)

- *"Be on time every day and fully equipped for 'academy'":* To be punctual to the academy and ready to learn every day

- *"Hand in all electronic devices, valuables and sweets / drinks / unhealthy snacks etc. to the door 'Welcome Team'.":* To ensure no contraband items are brought across the threshold of the academy each day

- *"Be searched when returning to site by PCA staff or the Safer School's Police Officer (SSPO)":* To make the academy a safe place for all students to learn

- *"Use IT equipment for 'academy' work only":* To ensure students keep safe online and use only approved applications / software and educational websites

8. Rewards and consequences

8.1 List of rewards

All incidents of good and also unacceptable behaviour must be recorded on the academy MIS system - Sleuth

Positive behaviour rewards aim to promote good citizenship, hard work and responsibility and underpin our ethos of unconditional positive regard. The rewards at PCA are:

- **Praise** – that is specific and personal (including public recognition)

- **Positive Learning Points** – given by all adults in the academy and recorded on the MIS system (Sleuth)

- **Positive feedback** communication home to parents, such as 'positive' phone calls, 'positive' emails, 'Well Done!' postcards, achievement / effort / 'Good Citizen' certificates mailed home

- **Reward Activities** – both at the academy and when possible, practical, and affordable some off-site trips and visits

8.2 Rewards schedule

- **Weekly:**
  - **Award certificates for 'best in' subject** – chosen by form and subject teachers awarded in assembly / Tutor Time
  - **Award certificates for highest number of Positive Learning Points (PLP's)** on MIS system (Sleuth) awarded in assembly Tutor Time

- **Termly:** *(6 times per academic year)***:**

Award Certificates for:

1. Most Improved Attendance
2. Most Improved Attainment (or Progression)
3. Most Improved Behaviour
4. Most Improved All-Round Student
5. Successful re-integration back in to mainstream following a Managed Move trial.
6. Attendance Award Certificates for those achieving 97%+ for the half term

Reward Trips for:

1. Most Improved Attendance
2. Most Improved Attainment or Progression
3. Most Improved Behaviour
4. Most Improved All-Round Student
5. Successful re-integration back in to mainstream following a Managed Move trial.

- **Annually:**
  - **Students achieving the highest number of Positive Learning Points (PLP's) over an entire academic year** – will be invited on the Term 6 Reward Trip and also receive a voucher
  - **The Head Teacher's Star Student Award** – one student will be nominated by staff / peers who has made exceptional academic and/or behavioural improvement(s) across the entire academic year – and will be invited on the Term 6 Rewards Trip and also receive a voucher

8.3 Staged Approach to Behaviour Consequences

The academy may use one or more of the following consequences in its response to unacceptable student behaviour

The adults at PCA focus their critique on the negative behaviour of the student and not the actual student. Contextual account is taken of any Safeguarding concerns that may: act as triggers for negative behaviour incidents; or may significantly influence certain behaviour consequences e.g. a home-based Suspension; or may place the student at increased Safeguarding risk; or compromise a student's caring duties

8.3.1 The PCA staged BM process:

- A **verbal reminder** and instruction regarding the desired / appropriate positive behaviour. These 'reminders' must be stated in positively framed language e.g. "Thank you for not shouting out the answer! Hands up please Tracy!"

  (Staff should <u>not</u> assume the student is aware of what is appropriate behaviour).

- A positively framed **first verbal warning** – requesting a student desist their inappropriate behaviour**. A staff member may <u>choose</u> to write the students name on the whiteboard as a visual 'reminder'** – and outline the negative / inappropriate behaviour still being exhibited by a student

- A **second verbal warning** may be issued if a student does has not modified their behaviour – and this too can be recorded on the whiteboard at the teacher's discretion

- A **third verbal reprimand** to a student will lead to the teacher warning the student that their unchanged / repeated inappropriate behaviour(s) will now be sanctioned with a 50-minute detention at the end of Tutor Time the <u>same day</u>

- **Removal of students from classroom learning opportunities:** Those students whose behaviour is deemed inappropriate / offensive or highly disruptive of the teaching and learning of others will be removed from the learning space and educated with a Senior Leader for the remainder of the lesson – as well as receiving a minimum of a 50-minute detention that <u>same day</u>. A student <u>may</u> be sent home on the instruction of the Head Teacher on an Suspension – if warranted and safe to do so.

- **Issuing of a detention:**
    1. **Lateness to the Academy / Lessons** – a **Late Detention** is for 50-minutes' duration for lateness to the academy (after 9:10am each day) and / or poor punctuality to lessons. Lateness Detentions are automatically allocated and are served in the Tutor Base (classroom) with the allocated Learning Advisor at the end of Tutor Time <u>each day.</u>
    2. **Sleuth Detentions** of 50 minutes are imposed on students who have failed to modify their behaviour(s) in-class or around the academy despite being given

two verbal warnings. Any student who is rude, offensiveness or excessively challenging towards an adult can also be set a 50-miute Sleuth Detention for the same day. Details of this detention are to be recorded on the academy's' MIS system (Sleuth) by the adult issuing the detention (Subject Teacher / Learning Advisor)

3. **'Failed' / 'refused to attend' a detention** – as such these students will re-sit the detention the next academy day. Repeated failure to comply will result in a Suspension and a parental meeting (Restart Meeting)**.** Details of failed detentions will be recorded on the academy's' MIS system (Sleuth) by the *staff member(s) running* the failed detention

- **Repeated failure to attend detentions** - this will result in the Head Teacher issuing a Suspension (home based sanction) to the student, followed by a parental meeting / Restart Meeting

8.4 Detention Referrals and Protocols

- Subject Teachers / Learning Advisors / and Form Tutors can set detentions for lateness and behavioural concerns. Details of this detention must be recorded on the academy's' MIS system (Sleuth)

- Subject Teachers / Learning Advisors / and Form Tutors will escalate a consequence as required (to the Head of Subject or the SLT). Details of this escalation must be recorded on the academy's' MIS system (Sleuth)

- The Head Teacher will become involved when a student has repeatedly 'failed' to sit assigned detentions or, where the students' on-going behaviour is giving the academy cause for concern. Such cases will typically result in a Suspension being imposed

- Phone calls home to parents / carers will be made by the Subject Teacher explaining/ discussing the reasons for the detention by the end of the academy day. Details of calls made are to be recorded in the **'Notes'** section on the academy's MIS system (Sleuth) by the staff member setting it. For Period 5 incidents a staff member may decide that the detention should be set for the next academy day if it is problematic calling home.

- Information regarding 'failed'/ 'no show' detentions **must** be passed on to parents /carers by a phone call from academy staff. The details of the call made are to be recorded in the notes section on the academy's MIS system (Sleuth). For those students who repeatedly 'fail' assigned detentions a formal Suspension letter will be emailed and mailed home – via First Class post (see **Appendix 3** for an example)

8.5 Exclusion from the academy and the Restart (re-integration) Meeting

- **Suspensions** will be applied to students who display serious / dangerous, unacceptable / unreasonable behaviour, as appropriate

- The Head Teacher will ultimately determine if a **Suspension** is deemed an appropriate consequence

- The academy will notify the students' parent(s) / carer(s) by phone of the exclusion – and this will be noted on the academy's MIS system (Sleuth). This call should be made by the Assistant Head Teacher (Behaviour) – or, in their absence / unavailability - by another SLT colleague

- A formal letter from the Head Teacher will be sent home to the parents / carers of a student issued a **Suspension** (*See **Appendix 3** for a **Sample Suspension** letter to parents about their child's behaviour*)

- A **Restart Meeting** with the parent/s and student <u>must</u> take place before a student can re-join the PCA learning community

- The **Restart Meeting** will be where the academy re-states its' high behavioural and learning expectations, as well as addressing the concern causing / leading up to the **Suspension.**

- The **Restart Meeting** will culminate in the completion of **Student Behaviour Agreement.** The meeting will conclude with the student being placed on a **Positive Student Behaviour Report** to a member of academy staff – *for a 2-week period.*

- Should the student fail one or more lesson targets in a day they will be placed in to a same day 50-minute Sleuth Detention with their Learning Advisor - in their Tutor Base

- Persistent failure of the **Positive Student Behaviour Report** (**PSBR)** over the two weeks will lead to a Suspension. **At the Restart Meeting the student will be told that from now on, should they log three or more Sleuth Negative entries they will then be placed on Home Learning (via Google Classrooms) the following day.** They will return to the academy the day after and not require a Restart Meeting – as they have not been Suspended.

- Students whose behaviour does not change for the better face having their educational placement at the academy reviewed for continuing suitability

- Failure of the **Positive Student Behaviour Report (PSBR)** will mean a student's behaviour and learning needs will be discussed as a priority by staff when discussing Student Independence Survey data for them each term. This will allow the SLT to put in additional academic and/or therapeutic support.

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8.6 Permanent Exclusion

Park Campus Academy reserves the absolute right to **Permanently Exclude (PEx)** any student whose behaviour may be deemed a risk to themselves, their peers, or staff.

8.7 Off-site behaviour – on trips / visits or in the local community

Consequences may be applied where a student has misbehaved off-site when representing the academy, such as on an academy trip or on public transport going to or from academy. Such behaviours would be deemed unacceptable / unreasonable in their own right – and may also bring the name of Park Campus Academy into disrepute.

A **PCA Risk Assessment** <u>must</u> be undertaken in good time by a trained member of staff - *prior to an off-site activity* to determine the students' suitability and ability to keep themselves and others safe.

8.8 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the student with a consequence in accordance with this policy.

Please refer to our *Safeguarding Policy* for more information on responding to allegations of abuse and the support services available to staff.

9. Implementation: Behaviour Management

9.1 Classroom management

Subject Teachers / Form Tutors and Learning Advisors are responsible for setting the expectations within their own learning environment(s). For positive behaviour reminders to be successful, it is crucial that the expectations are established

Positive expectations will be established through: -

- Creating and maintaining a stimulating environment that encourages all students to be engaged

- Displaying the **Student Code of Conduct** (and other relevant Behaviour Management literature) in learning environments / classrooms in order to refer students to, reducing the potential for a personal argument, as the academy expectations

- Developing positive relationships with students – including consistent use of unconditional positive regard towards all through:
  - Greeting students at the door in the morning / at the start of lessons, modelling appropriate language
  - Consistently approaching all student / staff interactions using unconditional positive regard
  - Establishing clear routines and expectations
  - Communicating expectations of behaviour verbally and non-verbally
  - Highlighting and promoting positive behaviour using the rewards system
  - Following the strategies for managing with low-level disruption – including de-escalation techniques/language – as promoted through CPI training
  - Repeatedly using positive reinforcement
  - Concluding all lesson positively – using targeted praise as appropriate and starting subsequent ones afresh
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9.2 Physical Restraint (RPI)

According to Section 93 of the Education and Inspections Act (2006), all members of academy staff have a legal power to use reasonable force

Staff are advised to only use 'reasonable force' if it is safe and prudent for them to do so without putting their own health, safety and well-being at increased / enhanced risk

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property / damaging academy equipment
- Affecting good order in and around the academy

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
- Should utilise the techniques and language acquired from CPI physical restraint training
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents by a phone call (recorded on the academy's MIS behaviour system ('Sleuth'))

9.3 Risk Assessments: minimising / managing the use of Physical Restraint (RPI)

The academy actively seeks to minimise the use of RPI wherever practical and possible

All staff receive annual CPI (or, RPI de-escalation training) to build up a caring, non-confrontational culture with students – and is supportive of the philosophy of unconditional positive regard

The academy also conducts Health and Safeguarding Risk Assessments (RA's) to map out needs and identify strategies that are supportive of students vulnerable to episodes of physicality in their dealings with others *(see **Appendix 4** for RA template)*

9.4 Student seclusion / isolation:

The Head Teacher may exercise the right to seclude / isolate a student for a time limited period e.g. as part of a 'cooling down / refocus' strategy, or to obtain a statement / information regarding a serious behaviour incident. This strategy will only be used in exceptional circumstances and for no longer than practically necessary. Students who are subject to seclusion / isolation have the right to time to eat and to use the toilet

9.5 Confiscation

Any prohibited items (listed in Section 3 of this policy) found in students' possession will be confiscated. These items will **not** be returned to students.

We will also confiscate any item which is harmful or detrimental to academy discipline. These items will be returned to students after discussion with SLT, staff and parents / carers, if appropriate

Searching and screening students is conducted <u>daily, on entry</u> (and at other times, when staff have reasonable suspicion / intelligence that contraband items have been brought into the academy) in line with the DfE's [latest Guidance on Searching, Screening and Confiscation](#)

9.6 Student support

The academy recognises its legal duty under the Equality Act (2010) to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to support the individual needs of all students – to this end all classes have PCA Class Learning Profiles (CLPs) that identify effective individual and whole academy academic / behavioural interventions (see **Appendix 5**). These CLPs are reviewed termly

The academy's Special Educational Needs Co-ordinator (SENCO) will 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 (EP), 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

10. Student Transition Support: for students placed by the Fair Access Panel back into the mainstream

To ensure a smooth transition into a new academic institution, students are supported by a member of staff who also visits them at the placement school / academy throughout the duration of the 12-week trial period. have transition sessions with their new teacher(s). In addition, staff members hold transition meetings

11. Training

Our staff are provided with training on Behaviour Management (BM), including accredited use of restraint training (and annual refreshers), and annual Safeguarding updates (including updates contained within Part 1 of Keeping Children Safe in Education (KCSiE)) as part of their CPD process. Staff are encouraged to seek additional support in this area – should issues of poor student behaviour develop. BM support is specifically tailored to the individual staff members' needs

BM will also form part of all staffs' Continuing Professional Development (CPD) and this will be mapped into the academy's CPD Plans

12. Impact: monitoring arrangements

Behaviours that place students, staff, and others at risk of significant harm will be identified analysis of Sleuth Negative Events by the AHT (Behaviour Lead); through detail discussions with staff when collecting S.I.S. data each term. As such, identified students will have their agreed Risk Assessment revised and these changes publicised within the academy staff body by the **CPI Certified Instructor(s).**

This Behaviour Policy will be reviewed by the Head Teacher and PCAC <u>bi-annually</u>.

The written Statement of Behaviour Principles (*see **Appendix 1***) will be reviewed and approved by the PCAC bi-annually. Behaviour rewards and consequence are reviewed each term by the SLT members responsible for their operational implementation. Suspensions are monitored to ascertain patterns / 'outliers' (including inconsistencies) and supportive pastoral and academic strategies put in place by the academy.

13. Links with other policies

This Behaviour Policy is linked to the following policies:

- Child Protection and Safeguarding Policy.
- Anti-Bullying Policy
- Exclusions Policy
- Sharps Policy

Appendix 1: Types of Bullying

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobia	Explicit homophobic (anti-bi-sexual and anti-transgender) remarks, display of anti-homosexual (anti-bi-sexual and anti-transgender) material(s), anti-homosexual gestures (anti-bi-sexual and anti-transgender), unwanted physical attention, comments about sexual orientation / presentation, reputation or performance, or inappropriate touching / hitting / punching etc.
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

Appendix 2: Statement of Behaviour Principles at PCA

- Every student will understand they have the right to feel safe, valued, and respected, and to be able to learn - free from the disruption of others

- All students, staff and visitors will be free from any form of discrimination

- Staff and volunteers will always set an excellent behavioural example to students

- Rewards, consequences, and the use of reasonable force will be used in a considered and consistent by staff, in line with PCA's Behaviour Policy

- PCA's Behaviour Policy will be understood by all students, staff, parents, and governors

- PCA's Behaviour Policy will clearly explain that exclusions are only be used as a last resort, and outlines the processes involved in both Permanent Exclusions (PEx's) and Suspensions.

- Students will be assisted in learning to accept responsibility for and reflect upon their behavioural actions and corresponding consequences

- Families / carers will be involved in the academy's response to serious student misbehaviour to encourage and foster a stronger and healthier partnership between the academy and the students' home

The governing board (the PCAC) categorically affirms that violence or threatening behaviour, **will not be tolerated** in any circumstances. This written statement of Behaviour Principles is reviewed and approved by PCAC every **two** academic years.

Appendix 3: Sample Suspension Letter

Mrs Jemima Tumble
118B Pluto Grove,
Lower Mars,
MARS 4UMAN
Solar System   Wednesday XXth February 2109

Subject: Roland Tumble   **DOB: XX/YY/ZZZZ**

Date of Suspension from: Thursday XXth February 2109 ONLY

Dear Ms Tumble,

I am writing to inform you of my decision to exclude "**Mr Tumble (Jr.)"** for a fixed period of **1day.** This means that "**Mr Tumble (Jr.)"** will not be allowed on the campus for this period. The exclusion begins on **XX.02.2109** and ends on **XX.02.2109** inclusive.

An appointment has been arranged for you and Roland to attend a meeting on Friday XXth February 2109 at 9:45am.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **Roland** has not been taken lightly. **Roland** has been excluded for this fixed period because of:

> **Fighting with pencil case**
> **Failing to follow academy conduct code (removing his false red nose)**

You have a duty to ensure that your child is not present in a public place during academy hours throughout this exclusion on **XX.02.2109** to **XX.02.2109**   unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place during the time specified. It will be your responsibility to show reasonable justification.

You have the right to make representation to the Academy Council about this decision.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is:

SENDIST
Mowden Hall
Staindrop Road
Darlington DL3 9DN.

You have the right to see a copy of **Rolands'** academy record. Due to confidentiality restrictions, you need to notify me in writing if you wish to be supplied with a copy.
I will be happy to supply this if requested, but there would be a charge for photocopying.
You may find it useful to contact the Advisory Centre for Education (ACE) an independent national advice centre for parents of children in state academy's. They offer information and support on state education in England and Wales, including on exclusion from academy. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk

Yours sincerely

Melissa Elve-Willams
Head Teacher

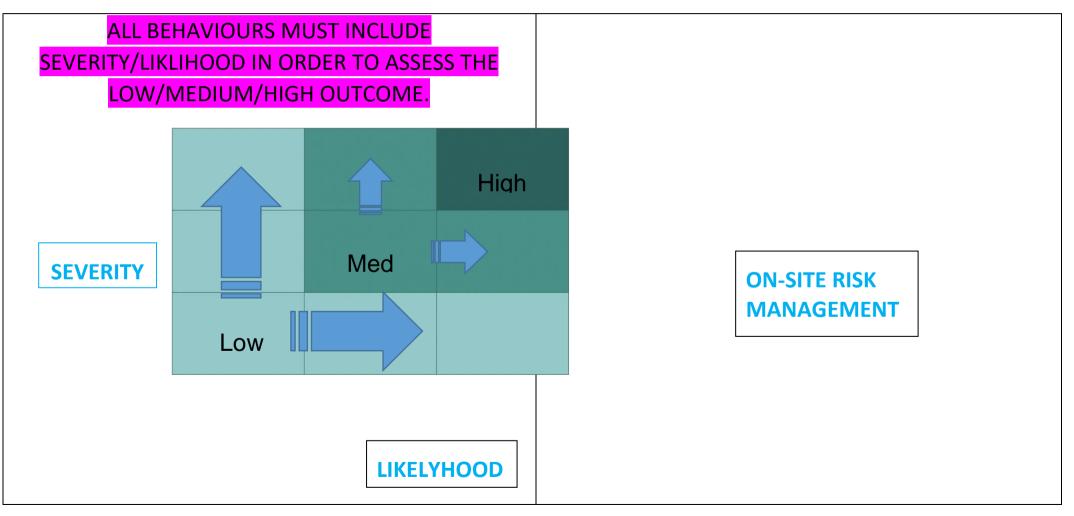# Appendix 4: Health & Safeguarding Risk Assessment Matrix and Risk Management Plan

Introduction:
Some students will be educated onsite and on occasions some offsite (e.g. during the unique Covid 19 phased return of students 2020/21), ALL students on roll will require the following Risk Assessment to be completed. Those students who will be attending the academy <u>must have PART B completed</u>, to manage the risks onsite. **The risk assessment <u>must</u> be completed, maintained and updated as required.**

PART A - Reason for completing this risk assessment	
Complete a RA for all students on roll at the academy. Please add Yes/No in the boxes below to show the reason for completing this risk assessment.	
1. Education provision leaders believe the student or student is safer in our academy, but the parent (s)/ carer (s) believe their child is safer at home This would include, but not be limited to children who have a social worker include children in need, children who have a child protection plan and those who are looked aSuspensionr by the local authority. **If the child has a social worker and education provision leader and social worker believe they are safer in our academy, but the parent (s)/ carer (s) believe their child is safer at home, agreed staff should complete Part A: health risk assessment <u>and</u> Part B: safeguarding risk assessment. They should then share this risk document with the child's social worker.**	
2. Academy leaders believe the student or student is safer at home, but the parent (s)/ carer (s) believe their child is safer in the academy. **Agreed staff should complete Part A: Heath Risk Assessment. It is likely that the appointed member of staff will complete this with support from an educational health professional, such as a academy nurse.**	
3. Academy leaders and the parent(s)/carer(s) believe their child is safer at home If the child does not have a social worker, academy leaders are likely to support the parent/carers' decision that the child is safer at home. **Leaders may have some lower level safeguarding concerns and choose to monitor the situation, and where necessary, make a request for a service. Academy leaders should complete Part C: Safeguarding Risk Assessment.**	
4. Academy leaders and the parent(s)/carer(s) believe their child is safer in the academy.	

Student Details		
Name of student:	DOB:	PCA or Pathways?:
Does the student have an EHCP plan?	Does the student or student have a named social worker?	Do parent (s)/ carer (s) believe the student or student is safer in the Academy or at home?
How does the student travel to academy?	How does the student travel home from academy?	Does the student travel with any other person?

Park Campus Academy (incl. Pathways)

PART B – RISK ANALYSIS AND MANAGEMENT.

COMPLETED FOR STUDENTS ATTENDING PCA / PATHWAYS.

COMPLETE THE RISK ANALYSIS BASED ON THE RISK MANAGEMENT MATRIX BELOW.

ALL BEHAVIOURS MUST INCLUDE SEVERITY/LIKLIHOOD IN ORDER TO ASSESS THE LOW/MEDIUM/HIGH OUTCOME.

SEVERITY

High

Med

Low

LIKELYHOOD

ON-SITE RISK MANAGEMENT

PART B				
EVERYTHING IS "OK"		**PROACTIVE STRATEGIES** *(Evidence: observations. The strategies must be linked to the Message. Highlight achieved skills/messages)*		
		Physical *(Setting, light, noise, crowding, space, food and drink, sensory differences etc.)*	**Interpersonal** *(Respect, communication, social interaction, friends, expectations etc.)*	**Programme Planning** *(Choice, predITability, rules, motivation, opportunity to learn, variety, task difficulty, instructional methods).*

WHAT DOES MY BEHAVIOUR LOOK LIKE? - Potential risk behaviours and strategies to manage e.g. during Covid 19			
ANXIETIES *A change in behaviour.*	**DEFENSIVE** *Beginning to lose self-control.*	**RISK BEHAVIOUR** *Behaviour that presents an imminent or immediate risk to self or others.*	**TENSION REDUCTION** *Decrease in physical and emotional energy.*

STAFF APPROACHES			
SUPPORTIVE *An emphatic, non-judgemental approach.*	**DIRECTIVE** *Decelerating an escalating behaviour.*	**PHYSICAL INTERVENTION** *An emergency response aimed at minimising risk and keeping everyone safe.* *INCLUDE DECISION MAKING MATRIX CALCULATION*	**THERAPEUTIC RAPPORT** *Restorative approaches to re-establish rational communication, relationships and routines.*

Part C: Safeguarding Risk Assessment

Specific Safeguarding needs	Safeguarding risk if at home for four weeks or more	Control Measures

Conclusion of Safeguarding Risk Assessment:

Brief rationale:

Part C: Conclusions

Conclusion of Health Risk Assessment:

Conclusion of Safeguarding Risk Assessment:

Overall conclusion (WHERE IS THE STUDENT SAFER?):

Overall brief rationale (When both a Health and Safeguarding Risk Assessment has been completed, the overall conclusion may be a complex traded off decision. The Head Teacher must consult with a health care professional, a social worker, and a local authority education officer to support this decision. At this point, there should be consideration given to whether the child's parent is a critical worker (Covid 19 consideration)):

Part D: Monitoring and Liaison Arrangements while the child is at home

Risk Assessment Review statement (This may be a suitable date of review, coupled with a commitment to review in light of new information):

Monitoring arrangements while child is at home (DAILY/WEEKLY?):

Liaison plan if/while child is at home:

Parent views	Student views

Signature of PCA / Pathways staff member completing the Risk Assessment	Name of PCA / Pathways staff member completing the Risk Assessment	Job title	Date
Risk assessment quality assured by (PCA Head Teacher signature) **(Required when a Health and Safeguarding Risk Assessment has been completed).**	Name of Head Teacher		Date

Appendix 5: PCA Class Learning Profile

(Actively supporting desired Learning Behaviours in class)

YEAR GROUP:	**SUBJECT BEING TAUGHT:**				
STUDENTS IN CLASS:	**Male:**			**Female:**	
Class name/colour: e.g. "11Red 1"					
Looked ASuspensionr Child (LAC) **student name(s):**					
Total <u>number</u> of students as having Special Educational Needs (Disability):					
	Name:		**SEN(D) Details:**		**W/Academy SEN(D) Strategies:**
SEN(D):					

Subject specific strategies to support SEN(D) Learners:	**Name:**	**Subject specific strategies to support each SEN(D) Learner in class:**	
Total number of students on EAL Register:			
Regular EAL support (student name(s)) in class:			
Total number of Students with Low Reading Age / receiving SALT:			
Names of students with Low Reading Age / currently receiving SALT:			

PCA Class Data per Subject - Number of students in this class in each category:		
Below Target	**On Target**	**Above Target**

Additional Information New Joiners this term only:	Learner details / strategies required:
Name: **Name:** **Name:**	30