

# Our Behaviour Policy:

## Nurturing Positive Relationships



This policy will be reviewed on an annual cycle

Person responsible for the Policy:	Headteacher
Approved by/ date:	November 2025
Next review:	September 2026

Our Behaviour Policy complies with RLA's funding agreement and articles of association.

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## 1. Important Support Contacts for You.

**RLA's Main Office** is 01253 763414, Option 2 (Administration Team)

**RLA's Family Support Team** is 01253 763414 Option 3

**RLA's Behaviour Leader** is P Osborne (Headteacher) and K Buckley (Assistant Headteacher / SENCO)

**RLA's Senior Leaders are:** C Preston (Deputy Head), H Raistrick (Assistant Headteacher / EY&KS1), K Plant (Lead Teacher UPKS2)

**RLA's Learning Mentors** are M McGrath and C Bennett

**Blackpool Suspension and Exclusion Officer** is Ged McNally

**Our Website:** [www.revoelearningacademy.co.uk](http://www.revoelearningacademy.co.uk)

## 2. Aims.

We acknowledge that members of our community may have very different life and parenting experiences, skills and views on teaching positive behaviour strategies. However, the aim of our Policy is to bring us all together to adhere to basic key principles and practices that reflect the positive, nurturing, RLA Way.

Our Behaviour Policy aims to:

- 👉 Teach positive behaviour choices, which wider society expects, and the negative effect of conduct
- 👉 Create a positive, nurturing culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

Establish a whole-school approach to maintaining excellent behaviour standards that reflect our Mission Statement:

Respect All. Learn Together. Achieve Excellence and our 6 Core Values of: Honesty, Kindness, Ambition, Pride, Collaboration and Responsibility.

- 👉 Outline the expectations and consequences of behaviour in and out of RLA
- 👉 Provide a consistent approach to behaviour management, applied equitably to all
- 👉 Define what we consider to be conduct ie unacceptable behaviour, including bullying and discrimination

## 3. Legislation, statutory requirements and guidance.

Our Policy is based on legislation and advice from the DfE on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); para 7 outlines school's duty to safeguard and promote the welfare of children, para 9 requires the school to have a written behaviour policy, and para 10 requires the school to have an anti-bullying strategy.

## 4. Principles of our Behaviour Policy: Nurturing Positive Relationships.

Our Policy, setting out our rules, values, routines and consistent expectations all stakeholders must follow, is influenced by the work of DfE's Behaviour Hub programme; and Tom Bennett and Paul Dix, particularly in Dix's book, 'When the Adults Change, Everything Changes.'

***“When people talk about behaviour, they obsessively search for the instant solution. But, there is no alternative to the hard work required: building relationships with those who would rather not; resetting expectations with those who trample them; being relentlessly positive; and sustaining a poker face when confronted with challenging behaviour.”***

***We believe that excellent behaviour can be, and must be, taught consistently and with the highest expectations so that every child at RLA can be intrinsically motivated to make good behaviour choices in all aspects of their life.***

Excellent behaviour is underpinned by effective safeguarding practices. Both are central to a positive, successful education and wellbeing offer. We effectively manage behaviour and conduct to provide a safe, purposeful and nurturing environment, built on high expectations for all - where children, staff and families want to attend, learn together and achieve excellence.

Our Behaviour Policy and Behaviour Curriculum is driven by the 6 Nurture Principles and the concept of **Unconditional Positive Regard (UPR)**, the basic acceptance and support of a person regardless of what the person says or does.

***“Thinking of a child behaving badly disposes you to think of punishment. Thinking of a child as struggling to communicate or handle something difficult helps you to help them through their distress.”***

Responding to SEMH, conduct and behavioural needs of children at RLA is **everyone’s** responsibility. Where behaviour is inappropriate (conduct), pupils can suffer from issues such as: lost learning time, child-on-child abuse; violence; anxiety; bullying; and isolation. It can cause children to stay away from school, missing vital learning time.

Similarly, continually dealing with conduct negatively affects staff wellbeing, which we are determined to avoid at RLA. To ensure our pupils and staff flourish, staff are trained to collectively embrace the positive RLA culture, upholding our Behaviour Policy at all times and responding to conduct issues consistently, fairly and with unconditional regard.

RLA deliberately creates a nurturing culture where high standards of positive behaviour are celebrated. Pupils are taught explicitly what good behaviour at RLA looks like. Some pupils need additional support to reach the expected standard of behaviour. Such support is identified and put in to place early, ideally at point of admission.

When pupils commit conduct (misbehave), we respond promptly, predictably and with confidence to maintain a calm, safe learning environment; and then consider how such conduct can be prevented from recurring. [See Appendix A: Positive Behaviour Strategies](#), coproduced with pupil voice.

Each new session is a fresh start at RLA: children are praised publicly; and reminded in private, wherever possible. Giving clear structures of predictable behaviours and their expectations is key to providing a safe, happy school.

We absolutely value working in partnership with parents and carers to nurture the modification of behaviour choices. Parents and carers, staff and the child, with the influence from partners, are supported and encouraged to work together for the child’s benefit. Only by the whole team around the child acting consistently, will we cause the desired effect.

Our effective teaching, modelling, rewarding and challenging behaviour and conduct enables us to embed consistent, positive habits and deliver our co-produced Vision. To this end, we all teach our co-produced Rules: **Be Ready; Be Safe; Be Respectful**. With pupil voice, we have co-produced expectation for our Rules in RLA areas. [See Appendix B: The 3 Rules](#).

## **5. Definitions.**

At RLA, we distinguish between behaviour and conduct as: behaviour means the way a living creature behaves or acts, and can be both positive and negative, whereas conduct means the act or method of controlling or directing to cause a negative or inappropriate response or effect.

We explicitly teach expected, positive behaviours through our behaviour curriculum and nurture the progression from extrinsically motivated choices towards intrinsically motivated choices, where the child chooses to behave well, making expected choices, acting with integrity and without needing an extrinsic reward or prize. Being ‘fair’ in implementing our Policy is not about everyone getting the same (**equality**) but about everyone getting what they need (**equity**).

**Conduct** includes:

- Disruption in lessons, corridors, toilets, dining areas; between lessons, and at break and lunchtimes

- Non-completion of classwork or homework or poor attitude towards school life
- Repeated breaches of RLA's rules and values
- Any form of bullying
- Sexually motivated acts, eg harassment, meaning unwanted conduct of a sexual nature, such as:
  - o Sexual comments, jokes or taunting
  - o Physical behaviour such as interfering with clothes
  - o 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
- Causing vandalism and damage
- Fighting, actual and threatening
- Smoking or vaping including carrying of e-cigarettes or vapes
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, including: knives, weapons; alcohol, cigarettes or illegal drugs;
- Stealing property and carrying stolen items
- Accessing pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 6. Bullying.

See our separate Anti-Bullying Policy on our website. Bullying is defined as 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, often over a period of time
- Difficult to defend against

## 7. Roles and Responsibilities.

Our Local Governing Committee is responsible for monitoring our Behaviour Policy's effectiveness and holding the Headteacher to account for its implementations

**The Headteacher** is responsible for:

- Reviewing and approving our Behaviour Policy and its practices
- Ensuring that RLA's environment and culture encourages, teaches and expects excellent behaviour
- Ensuring that staff are trained and supported to deal effectively with poor behaviour choices and conduct
- Monitoring how staff implement this policy to ensure rewards, consequences and sanctions are applied consistently and equitably to all groups of pupils
- Ensuring that all staff understand RLA's behaviour expectations and the importance of maintaining them
- Providing new staff with a clear induction into RLA's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully and equitably
- Facilitating appropriate training in behaviour management, and the impact of special educational needs and disabilities and mental health needs on behaviour so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside RLA's Safeguarding Policy to offer pupils both consequences, sanctions and support appropriately and when necessary
- Analysing behaviour data to identify trends and training needs and ensure equity and non-discrimination
- Ensuring that RLA's behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

**Teachers** are responsible for considering the effect of their own behaviour on RLA's culture and reputation as well as:

- Creating a calm, orderly, purposeful and safe environment for pupils, embedding relevant plans and interventions
- Establishing and maintaining clear boundaries of acceptable, expected pupil behaviour
- Rules, Expectations and Core and Developmental Values
- Implementing our Behaviour Policy fully and consistently, teaching and modelling RLA's high expectations

- Implementing agreed 'Behaviour Support Plans', evaluating progress in a timely manner
- Providing a personalised, equitable approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents, actions and outcomes promptly and succinctly, using our CPOM system
- Challenging pupils to meet RLA's high expectations in and out of school
- Teaching, modelling and promoting RLA's Behaviour Curriculum eg pupils lining up quietly and orderly when requested; showing good, respectful manners by opening doors, allowing visitors to cross their path;
- Praising in Public (PIP); Reminding in Private (RIP), identifying children making the right choice - doing the right thing – and teaching the reason for the praise
- Modelling positivity and be proactive, using unconditional regard and empathy for all children
- Taking time to notice, welcome and greet children at the start of the day, positioning themselves at the door of their rooms at the start of each session to greet the children
- Privately challenging inappropriate behaviour, conduct and attitudes and teach expected behaviour
- Teaching children to self-reflect about the effects of their behaviour and conduct on others

**The Senior Leadership Team (SLT)** support staff in responding to behaviour incidents, in line with agreed practices, by:

- Having regular, visible presence, reinforcing all aspects of RLA's Behaviour Policy and Curriculum
- Celebrating staff and children's efforts to improve identified behaviours through communications with home; planned meetings; awards; assemblies; and celebrations
- Supporting colleagues with Boxall assessments, modifications and interventions such as ELSA, Draw and Talk
- Identify the needs of children with more complex or challenging behaviours at the point of admission and discuss and co-produce plans with relevant staff
- Monitoring agreed behaviour support plans, holding staff to account for the implementation and impact
- Reserving the right to search, screen, confiscate in accordance with Government guidance. (P23, BIS Guidance)
- Defining the amount of time proportionate to an act of misbehaviour or conduct as the minimum necessary to deter a repeat; protecting all parties with the informed design of additional measures eg risk assessment or modified curriculum; or improving the child's behaviour by enabling multi agency partnership working

**Parents and Carers** are vital to our continued approach to developing and maintaining excellent, positive behaviour, inside and outside of RLA. Parents and carers are regularly consulted and involved in reviews and consultations to ensure RLA's high expectations for behaviour and our behaviour curriculum are ambitious and fit for purpose. If a child's conduct breaches our rules etc, staff will inform their parent or carer. If the child's conduct repeatedly causes concern, they may be placed on a Behaviour Chart/Daily Record [See Appendix C](#) or a Behaviour Support Plan [See Appendix D](#). This will be shared and reviewed with parents and carers. In partnership with home, the conduct will receive the appropriate consequence – **the certainty of a consequence is more powerful than its severity.**

**RLA Parents and Carers should:**

- Know and support RLA's Behaviour Policy and reinforce it at home, where appropriate
- Support their child in adhering to RLA's Behaviour Policy
- Inform RLA of any changes in circumstances that may affect their child's behaviour or attitudes
- Discuss any behavioural concerns with the class teacher promptly
- Engage in our pastoral work following misbehaviour (eg, attending reviews of behaviour interventions)
- Raise concerns about the management of behaviour with staff, while continuing to work in partnership with us
- Take part in the life of RLA and its culture

**Pupils:** Pupils are made aware and regularly reminded of RLA's behaviour culture, on admission, at the start of each academic year and throughout the year. They are taught:

- The expected high standard of behaviour that they should be displaying at RLA and outside of RLA
- That they have a leadership responsibility to model and respect our Behaviour Policy and to support their peers to adhere to our policy and practice
- RLA's rules, values, expectations and routines
- Rewards they can earn for meeting the behaviour and consequences they will experience if they do not
- The pastoral support that is available to them to help them meet the behaviour standards

## 8. Recording.

We record behaviour incidents, actions and outcomes succinctly on CPOMs. Restraints are recorded electronically using our Physical Restraint form and sent to the Headteacher for scrutiny and feedback. The Physical Restraint form is then forwarded to the Safeguarding Lead for logging and uploading to CPOMs. We expect staff to ensure that any CPOMs entries are timely, professionally written, error free, factual and detail:

- Date and times of incident,
- Initials of perpetrator(s) and victim(s) – **Pat Sykes** would be **PSY**
- Type(s) of behaviour(s) and incident(s),
- Details including triggers,
- Outcomes including support, consequences and sharing information with parents/carers

**A Behaviour Support Plan must be in place for any child requiring physical intervention. All incidents of physical restraints are to be reported to parents/carers, on the day of incident.**

Staff update CPOMs (or talk immediately to a member of our Safeguarding Engagement Team) if there are sudden changes in a child's behaviour or there is an immediate child protection concern. Staff log meetings with parents and outcomes linked to concerns regarding behaviour and conduct. All other logging of behaviour incidents is at teacher's discretion or at the request of SLT to ensure accurate, up to date information is shared in a timely manner.

We use Cause and Effect Thinking Frames to support children to reflect on their behaviour and set targets to support their future behaviours. [Appendix E](#)

## 9. RLA's Behaviour Curriculum.

Proven adult strategies to develop excellent behaviour, conduct and attitudes are:

- 1) **IDENTIFY** the behaviour, conduct and attitudes we expect
- 2) Explicitly **TEACH** the behaviour, conduct or attitude to form the habit
- 3) **MODEL** the behaviour, conduct or attitude we expect to form the habit
- 4) **PRACTISE** the behaviour, conduct or attitude to form the habit
- 5) **NOTICE** excellent behaviour, conduct or attitude and explain why you have praised the behaviour
- 6) **CREATE** conditions for excellent behaviour, conduct or attitude

**Nurture:** We are very proud to be a Nurture UK accredited school. The 6 Principles of Nurture (UK) underpins our approach to creating a culture that promotes and expects excellent behaviour, in and out of school whilst understanding and supporting children who may have, or may be, experienced/experiencing trauma in their lives:



## The 6 Nurture Principles

- 1) Children's learning is understood developmentally
- 2) The classroom offers a safe base
- 3) The importance of nurture for development of wellbeing
- 4) Language is a vital means of communication
- 5) All behaviour is communication
- 6) The importance of transition in children's lives

### Our Expected Behaviours for Our Children:

- ✓ Behave in an orderly and self-controlled way, modelling RLA's behaviour to others with integrity
- ✓ Show positive respect to members of staff, our community and each other
- ✓ Make it possible for all pupils to learn effectively, in and out of our school
- ✓ Move quietly and safely around RLA
- ✓ Treat our school buildings, resources and property with respect



- ✓ Wear our correct uniform at all times
- ✓ Take responsibility and accept consequences and sanctions when given
- ✓ Refrain from behaving in a way that brings RLA and/or SVT into disrepute, including when outside or online
- ✓ Reflect and consider the cause and effect and impact of their behaviour and conduct on others
- ✓ Model respectful relationships, focused on our 3 Rules and Core and Developmental Values
- ✓ Become increasingly self-aware, able to self-regulate and take responsibility for their own behaviour
- ✓ Co-produce solutions and decisions together with staff through formal and informal conflict resolution

### **Logical consequences need to be in proportion to the behaviour or conduct.**

- 1) Be clear: unacceptable behaviour or conduct has an effect on others; has consequences; and will not be tolerated
- 2) **Do not** apply to a whole group for the activities of individuals
- 3) Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

For behaviour or conduct that is unacceptable, any consequence should address this behaviour and not be influenced by previous behaviours and not be made personal or retrospective. Where appropriate, reasonable adjustments will be made to routines within our curriculum to ensure all pupils can meet our behavioural expectations successfully.

## **10. Use of Mobile Phones and Smart Technologies on Site.**

Children are discouraged from carrying mobile technologies, other than their RLA device. If children must carry a technology for good reason, to and from school with parent/carer's permission, the phone or device must be handed in to the class teacher for safe keeping. The child will not be allowed to access their device during the teaching day. If there is an extraordinary reason for the device to be kept on a child's person, authorised by the Headteacher and supported in writing by the parent/carer, the Headteacher will inform relevant staff of the arrangements. The child must ensure the device is kept on silent and out of sight at all times. The child must inform the class teacher of any communication to ensure the child's safeguarding is not compromised.

Smart technologies eg watches can be worn but must not be used for communication purposes whilst on site. Failure to comply may result in the device being confiscated or banned from RLA. We cannot accept liability for loss or damage of a child's phone/smart technology during the teaching and learning day, on or off site on approved visits and activities.

## **11. Responding to Inappropriate Behaviour or Conduct.**

In employing a tiered offer, a child's needs can be met via: 'typical' universal provision; having adapted, in-house, additional interventions alongside their universal offer; or by having a specialist intervention, delivered by a trained expert. Children can exhibit behaviours or conduct which may be based on early adverse childhood experiences (ACEs), SEND, abuse, trauma and/or environmental factors. We recognise behaviour is a way of communicating emotion. We also understand that for many children, they need to feel safe before they exhibit extreme behaviours. RLA staff build relationships with each individual child which enables them to de-escalate effectively. Staff knowledge of individuals enables them to understand, predict and co-produce personalised 'Behaviour Plans', used to nurture increasing self-awareness and self-regulation, positively impacting on desired behaviours.



## Graduated Response [Appendix F](#)

RLA Behaviour 2024.25

**Managing and Mitigating Unacceptable Behaviour** – Graduated Response to Managing Low Level Behaviour

Graduated Step	Actions
1. <b>Reminder</b>	<p>Tactical positioning (staff and child) / Tactical ignoring - pick your battles!</p> <p>Non-verbal prompt, gesture, signal and or warning</p> <p>Allow for take up time (time for the child to respond)</p> <p>Remind child of RLA rules – <b>Be Ready, Be Safe, Be Respectful</b></p> <p>Deliver a reminder in private if possible. Repeat reminders and make reasonable adjustments. Aim to keep things at this stage.</p> <p>Acknowledge and praise the child if they then make the right choice.</p>
2. <b>Advice</b>	<p>Clear verbal advice is delivered privately, where possible.</p> <p>Make the child aware of their behaviour, the impact on others and possible consequences if they continue. Make reasonable adjustments – move seating position, sit alongside the child.</p> <p>Use the phrase '<b>Name, please stop..., if you carry on doing ...then you aren't following our rule of....</b>'. Give the child time to take the advice. Acknowledge and praise a child who makes the right choice.</p>
3. <b>Further reminder</b>	<p>Speak to the child and give them the final opportunity to engage and make the right choice.</p> <p>Use the phrase '<b>Name, you are..., you are breaking our rule of... if you choose to continue you will leave me no choice but to ask you to...</b>' move tables, talk to you about it at playtime, move to the calming area.</p> <p><b>Do you remember when you (refer to previous positive behaviours...) That is what I need to see today. I know you can make the right choice...Thank you'</b> Give the child time to take the advice.</p>
4. <b>Time Out – Thinking Time/ Walk and Talk</b>	<p>Time Out may include time at the class '<b>Thinking area/calming space</b>' or a '<b>Walk and Talk</b>' to calm, compose, and support self-regulation; reflecting on the behaviours. This may require staff to co-regulate with the child through the use of <b>de-escalation techniques</b>.</p> <p>(Child to be offered '<b>thinking time</b>' at a designated table/calming area in the classroom to reflect on RLA expectations. The child is to return to learning within 5-10 minutes (Longer if the teacher deems that appropriate) If not ready to return to learning, time wasted to be paid back to teacher at break time)</p> <p>All staff to ensure the child receives a warm welcome back to the classroom.</p>
5. <b>Repair - restorative conversation</b>	<p>Always engage in a brief discussion with the child following an incident that has escalated through the graduated response steps.</p>

# Unacceptable Behaviour – Restorative Actions, Logical Consequence and Outcomes

## Low level behaviors that require a reminder about expectations – Graduated 5 step Response

Example behaviour	Restorative Actions	Logical Consequences
<ul style="list-style-type: none"> <li>Name calling, rude gestures</li> <li>Interrupting, shouting out, silly noises</li> <li>Repeatedly swinging on chair or tapping etc</li> <li>Failure to complete /inadequate work</li> <li>Distracting others; off task behaviour</li> <li>Rough play</li> <li>Derogatory language -unkind or insulting comments</li> </ul>	<b>Graduated Response 1-5 implemented:</b> <b>Reminder</b> of expectations <b>Advice</b> <b>Further reminder</b> <b>Time out</b> Walk & Talk; Thinking / Calm Area <b>Repair</b> – restorative conversation	<ul style="list-style-type: none"> <li>Graduated response 1 – 5; Reminder, Advice, Further Reminder, Time out, Walk and Talk, Thinking Area, Restorative conversation, Cause and Effect Thinking Frame.</li> <li>Loss of break / lunchtime with teacher to complete the following: Missed learning; Cause and Effect Thinking Frame; Restorative conversation (apology or note to be written)</li> <li>Class teacher to inform parents of behaviors</li> <li>Record repeated behaviours on Cjoms to build a picture</li> </ul>

## Medium level disruptive behavior that interferes with teaching and learning

<ul style="list-style-type: none"> <li>Intentionally damaging equipment</li> <li>Defiance - refusing to follow instructions or adult voice</li> <li>Antagonising others</li> <li>Verbal abuse, threatening language and deliberate swearing</li> <li>Throwing equipment in frustration or anger</li> <li>Refusing to work / engage in learning</li> <li>Deliberate, actual or threatening to hurt.</li> </ul>	<b>In addition to Graduated Response</b> Phase Lead to support Restorative Conversation with child and review Behaviour charts.	<b>In addition to the graduated response 1 – 5 above consider the following:</b> <ul style="list-style-type: none"> <li>Change of face - complete work in Year Team Lead class (5-10 mins) Continuation of behaviors' will result in loss of break or lunchtime detention with class teacher or LM. (Further option, send work home to be completed with parent/carers)</li> <li>If behaviours are repeated regularly, CT to implement a Behaviour Support Plan and/or Behaviour Chart. (Discuss with Phase Lead) Child to share the Behaviour Chart with Phase Lead daily, and with parents weekly.</li> <li>Teacher to arrange a meeting with parent to inform of behaviour and the support in place (Phase Lead support, if required)</li> <li>Removal of privileges or responsibility</li> <li>Record on Cjoms to build a picture</li> </ul>
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## High Level behaviour - one off or persistent behaviour or conduct which puts self or others at risk of hurt or harm

<ul style="list-style-type: none"> <li>Physical fighting with peers</li> <li>Abusive, threatening behaviour</li> <li>Intimidating conduct</li> <li>Bullying, including on-line</li> <li>Stealing property</li> <li>Absconding from class or area without permission</li> </ul>	Phase Lead / Behaviour Lead /LM to hold Restorative conversation 'Cause and Effect Thinking Frame'	<ul style="list-style-type: none"> <li>Removed from situation or area if dangerous</li> <li>Deliberate assault in anger/frustration will result in detention with class teacher, LM or SLT. Cause and Effect Thinking Frame completed.</li> <li>Phase Lead and/or Behaviour Lead and CT to meet with parent to discuss further support if behaviours continue to be persistent.</li> <li>Absconding –loss of break / lunchtime. Continuation of this behaviour - child to work with the class teacher on strategies for coping when they are feeling overwhelmed. Further Learning Mentor support may be agreed by the Phase Lead and Behaviour Team.</li> </ul>
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## Behaviour requiring Leader support

<ul style="list-style-type: none"> <li>Deliberate, offensive racial or homophobic conduct</li> <li>Assault of adult</li> <li>Absconding from school</li> </ul>	Behaviour Lead/ Leaders to agree consequences	<ul style="list-style-type: none"> <li>Consequence to be decided by Leaders.</li> <li>Parents informed.</li> <li>If deemed racial, incident reported to the local authority and logged on Arbour.</li> <li>Leaders to meet with Phase Lead, child and parent</li> <li>Support from Learning Mentors actioned throughout.</li> </ul>
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**Supporting Self-Regulation:** We employ a range of proven strategies such as carefully selected therapies, mentoring programmes and reparation models (de-escalation techniques, cause and effect frames, restorative justice conversations and zones of regulation) to support a child, in order to teach self-regulation and build the child’s resilience and ability to understand and self-regulate and manage their emotions and behaviour choices.

Step 1: Recognising, empathising, soothing to calm (‘I understand how you feel, you are not alone’)

Step 2: Validating the feelings and labelling (‘This is what is happening, this is what you are feeling’)

Step 3 (if needed): Setting limits on behaviour and conduct (‘We can’t always get we want’)

Step 4: Problem-solving with the child (‘We can sort this out’)

**Teach children to be calm.** Children need time to calm down, think about their actions, reflect on their feelings and a safe person to talk to about these who can help them understand what has happened, this is called co-regulation. Children need to learn from their mistakes, increasingly by themselves.

**Teach children to communicate their needs:** can be verbal and non-verbal and can be done by supporting communication in play and in circle times. At RLA, we regularly use Cause and Effect Thinking to teach self-awareness and self-regulation.

**Teach children to negotiate, compromise and deal with conflict.** Explain to the children, we are going to talk about this and work it out. Acknowledge the child’s feelings, eg , say ‘I can see you are sad’. Ask open ended questions to get to the problem and repeat child’s words back. Ask children for ideas to solve the problem. Check children are OK with the solution. Tell the children, ‘that is great; you solved the problem’. Children will quickly gain confidence in their problem-solving skills.

**Recognise children as individuals.** We need to remember that children have needs eg if children are being very physical by throwing, kicking, hitting, they are showing their physical needs are not being met. Give children ways to express themselves by being outside with balls, throwing games, building, sweeping etc.

**Have clear boundaries.** Knowing clear boundaries makes children feel secure and safe and develops a sense of justice and fairness. Ensure consequences, for example, Thinking Time, is appropriate for the child and adults use the same approach for the child.

**Give Choices.** Providing children with opportunities to use their voice, make decisions, develop ownership and solve problems are good ways to build relationships. Give young children choices between only two things. If they don't, or can't, pick between the two, don't offer a third. They need to choose, for example, 'You can choose to tidy up the dough area or home corner.'

All staff follow our Safeguarding reporting arrangements, including fully adhering to KCSiE, when managing incidents of Child-on-Child violence, abuse, harassment or online conduct. Sexual violence is never treated lightly or perceived as banter. DSL or DDSL are informed immediately. They then liaise with statutory agents and parents (if appropriate) to ensure procedures are followed robustly.

**Beyond the School Gate.** Whilst our policy refers mainly to the behaviours of RLA pupils within RLA, we reserve the right to set consequences for conduct beyond RLA's gates. Our policy covers any inappropriate behaviour when children are:

- taking part in any RLA organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from RLA
- posing a threat to another pupil or member of the public
- affecting the reputation of RLA in some way

**In these incidences, the Headteacher may notify the Police of any actions taken against a pupil. If the behaviour or conduct is criminal or causes threat to a member of the public, the Police will always be informed. A referral to CSC and other agencies will be considered by the Headteacher and relevant senior leaders.**

**Consequences and Disciplinary Action – On or Off-Site Behaviour.** Consequences, given for poor behaviour or conduct on or off RLA premises which undermine any of our expectations regardless of whether or not it is an activity supervised directly by school staff, may be in the form of withdrawal of privileges, removal from clubs/events, suspensions. In very serious cases, permanent exclusion. In issuing consequences, the following is taken into account:

- The severity of the behaviour or conduct
- The extent to which the reputation of RLA has been affected
- The extent to which the behaviour could have repercussions for the orderly running of RLA and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the behaviour effects the chances or opportunities being offered to other pupils in the future.

Deliberate physical assaults on children or adults are not tolerated at RLA. Such incidents are fast tracked to our most serious consequences i.e. detentions, suspensions / expert multi agency meetings. Permanent exclusion is an absolute last resort. What is best for the child is at the heart of all our decision making.

**Responding to Good and Expected behaviour.** When a pupil's behaviour meets or goes above and beyond our expected behaviour standard, staff recognise this with positive recognition, praise and reward. This provides an opportunity for us to reinforce RLA's culture and ethos. Positive reinforcements and rewards are applied clearly, fairly and equitably to teach our routines, values, expectations and norms of RLA's behaviour culture. Positive behaviour will be rewarded with:

- Verbal praise in public with explicit teaching so that all pupils understand the reason behind the praising;
- Communicating praise to parents/carers via a phone call or written correspondence, including Dojo;
- Dojo Award certificates and badges, 'Always children' celebrations, specific assemblies, class dojos
- Leadership responsibilities or being entrusted with a particular project or role
- Whole-class or year group rewards, such as democratically selected celebrations

**Responding to Conduct and Misbehaviour.** When a pupil's behaviour falls below the standard that can be expected of them, staff will respond in order to restore a calm, safe, purposeful learning environment, and to prevent a repeat of misbehaviour. Staff create a predictable environment by challenging and teaching behaviour that falls short of RLA's expectations, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed – **it's the certainty and not the severity which has the greatest impact.**


De-escalation techniques, in line with Team Teach, Zones of Regulation and Restorative Justice are used to help prevent further behaviour or conduct issues arising, such as the use of co-produced activities, scripts and phrases.

All pupils are treated equitably - any factors that contributed to the behavioural incident are identified and taken into account when giving behaviour sanctions. Staff will also consider what support and further adaptations could be offered to a pupil to help them to meet behaviour standards in the future.

#### **Our Graduated Response Behaviour Pathway used by class teaching teams and recorded on CPOMS (succinctly)**

- 1) Reminder (in private)
- 2) Advice
- 3) Further Reminder
- 4) Time Out – Walk and Talk / Thinking Area for reflection
- 5) Repair - Restorative Conversation - Cause and Effect Thinking Frame ([Appendix E](#))

A class teacher is responsible for the calm, orderly discipline of their assigned children and for the safe functioning of their class, working within agreed policy and practice. Should a class teacher, having completed Steps 1 to 5 above and below, feel that they now need a leader's support to manage or modify a child's behaviour and/or attitude, they must have:

- 
1. Nurtured a positive, informed relationship with the child, having fully implemented any previous planned strategies.
  2. Implemented our agreed [Graduated Response Behaviour Pathway](#) fully, on several occasions.
  3. Held balanced conversations with parents or carers and the child to explain, understand and resolve the behaviour.
  4. Complete, discuss and agree next steps with the relevant Phase Leader agreeing actions and review date. Boxall assessments can be used to inform agreed actions, if required.
  5. Review outcomes of agreed next steps. If concerns remain, the relevant leader discusses the case with the Behaviour Lead to agree a Daily Record ([Appendix C](#)) or Behaviour Plan ([Appendix D](#)) be implemented, with suitable, purposeful co-produced actions, rewards and consequences detailed and shared with parents or carers.
  6. Behaviour Plans and Daily Records are implemented robustly for the agreed time, unless extraordinary circumstances prevail; reviewed; and new actions, if required, agreed. If concerns still remain,
  7. Meeting with teacher, parent or carer and child chaired by the relevant leader to explain progress to date and agree next steps
  8. Review meeting with class teacher and relevant staff, the Head/Behaviour Lead and invited specialist partner engagement.
  9. Outcome meeting with Headteacher/Behaviour Lead and parent or carer. Specialist expert consequences detailed up to and including formal suspension and permanent exclusion. Next steps / support agreed, implemented and reviewed.

Further sanctions and consequences to be considered for supporting self-regulation:

- Making up lost learning time - expecting work to be completed at home, or at break or lunchtime
- Detention at lunchtime or after school.
- Loss of privileges – for instance, the loss of a responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior year lead and then a senior leader
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Actions and outcomes must be logged succinctly on CPOMS by the class teaching team; actions added by relevant colleagues.

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

## **12. Classroom Management.**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within RLA. They:

- Create and maintain a stimulating, purposeful, nurturing environment that encourages all pupils to be engaged
- Display accessible, adapted versions of agreed resources and information to ensure consistency and certainty
- Develop a deeply informed and positive relationship with pupils, which includes:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clearly understood routines
  - Communicating high expectations of behaviour in ways other than verbally
  - Highlighting, promoting and teaching good expected behaviours
  - Concluding each session positively and starting the next session with a fresh start
  - Having an informed, deliberate plan for dealing with low-level disruption
  - Using positive reinforcement in public and discreet reminders in private

## 13. Safeguarding.

We recognise that changes in behaviour may be a sign that a pupil is in need of protection or help and will consider if a pupil's misbehaviour is 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 Learning Mentor, Family Support Worker or an early help intervention or referral to Children's Social Care, is appropriate.

Refer to our Child Protection and Safeguarding Policy for more information on our website: [key information/policies](#).

## 14. Online Conduct

RLA will issue behaviour and conduct sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of RLA
- It adversely affects the reputation of RLA and / or Sea View Trust
- The pupil is identifiable as a member of RLA and / or Sea View Trust

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

## 15. Reasonable Force.

**PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY** [Appendix I](#). Teachers can use minimal, reasonable force to protect others. Our safe, positive handling of children, to maintain their safety and their dignity, is informed by Team Teach practice. When dealing with an incident of **extreme behaviour**, we may need to restrain a child if they, or another person, is unsafe. This will only be used as a last resort, and where possible, by trained staff.

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

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

Incidents of reasonable force are:

- Always used as a last resort
- Applied using the minimum amount of force and for the minimum amount of time possible
- Used in a way that maintains the safety and dignity of all concerned
- Never used as a form of punishment
- Recorded using our Physical Restraint Form, [Appendix G](#), and uploaded to C'poms.
- Reported to parents on the day of incident.

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

## 16. Confiscation, Screening and Searching.

RLA's Searching, Screening and Confiscation Policy is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) and can be found on our website. Our Local Governing Committee has approved RLA's policy to search with good reason, but not to conduct strip searches ourselves or on site, unless Police or Children's Services take full responsibility for such action.

Any prohibited items found in a pupil's possession as a result of a search conducted by authorised trained senior leaders, will be confiscated and not returned to the pupil. We will also confiscate any item that is harmful or detrimental to RLA discipline. These items will be returned to parent or carer after discussion with parents/carers, if appropriate.

## 17. Zero-tolerance approach to Sexual Harassment and Sexual Violence.

We ensure all incidents of sexual violence and / or harassment are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be. As a responsible school, we will be:

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

We have procedures in place to respond to any concerns regarding a child's safety or wellbeing, including processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help or other tiered support agencies
- Refer to Children's Social Care
- Report to the Police

**Please refer to our Child Protection and Safeguarding Policy on our website for more information.**

## 18. Malicious Allegations.

If a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the Headteacher will discipline the pupil in accordance with this Policy and our **Managing Allegations Against Staff Policy**.

If a pupil makes an allegation of sexual violence or harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the Headteacher will discipline the pupil in accordance with this Policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Headteacher (in collaboration with the LADO, where relevant) will consider whether the pupil, who made the allegation, is in need of support ie the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate.

Regardless of an allegation's or incident's circumstances, RLA will always act responsibly and consider the pastoral needs of staff and pupils accused of misconduct.

## 19. Detention.

**Appendix H Detention, Suspension and Exclusions**. RLA's Senior Leaders are authorised by the Headteacher to give detentions to pupils on site. The leader will decide whether it is necessary to inform the pupil's parents/carers in accordance with DfE policy. **Pupils can be issued with detentions during break, after school or on weekends during term time. When imposing a detention, the Leader will consider whether doing so would:**

- Compromise the pupil's safety
- Conflict with a medical appointment



- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

## 20. Responding to Behaviour or Conduct from Children with SEND.

We recognise that pupils' behaviour or conduct may be impacted by a special educational need or disability. When incidents of misbehaviour arise, we will consider them in relation to the pupil's SEND - although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an act of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, we will balance our legal duties when making decisions about enforcing this Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the RLA's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- For pupils who have an education, health and care (EHC) plan, provisions set out in that plan are protected.

As part of meeting these duties, we try to 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 pupil concerned. Examples of measures to consider using:

- 👉 Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- 👉 Adjusting seating plans to allow a pupil with visual or hearing impairment to sit close to the teacher
- 👉 Adjusting uniform requirements for a pupil with sensory issues or who has severe skin conditions
- 👉 Training for staff in understanding conditions such as autism and implementing evidenced strategies
- 👉 Use of sensory or nurture rooms e.g Cosy corner or thinking areas where pupils can self-regulate during a time of sensory overload or difficulty.

**Adapting Consequences and Sanctions for pupils with SEND.** When considering a consequence or sanction for a pupil with SEND, we take into account:

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

If 'yes' to any of the above, we 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.

**Considering whether a pupil displaying challenging behaviour may have unidentified SEND.** Our special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist Trust teachers, educational psychologist and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with Trust and external agencies and plan support programmes for that child. We will work with parents/carers to co-produce the plan and review it on a regular basis.

**Pupils with an Education, Health and Care (EHC) plan.** Provisions set out in the EHC plan are protected. If we have a concern about the behaviour or conduct of a pupil with an EHC plan, our SENCO will liaise with the Local Authority to resolve the matter - we may even request an emergency review of the EHC plan.

## 21. Supporting Pupils following a Consequence or Sanction, including Suspension.

Following a consequence or sanction, RLA will consider further strategies to help the pupil to understand how to self-regulate and improve their behaviour and meet RLA's expectations, including:

- ✓ Reintegration meetings – [see Appendix H Reintegration Following Suspension](#)
- ✓ Regular contact with the Family Support Team, Learning Mentor or relevant Senior Leader
- ✓ A co-produced Behaviour Chart/Daily record or Behaviour Support Plan see [Appendix C](#) and [D](#)
- ✓ A review, with the child, of the child's tiered offer in line with RLA's Pathway model



## 22. Suspension and Permanent Exclusion.

The Headteacher reserves the right to use suspension and permanent exclusion in response to serious incidents or in response to persistent poor conduct which has not improved following in-school sanctions and interventions. The decision to suspend or exclude is always the last resort. [See Appendix J – Detention, Suspension and Exclusion Policy.](#)

Please also refer to the DfE's information on suspension and exclusion by visiting:

<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-for-parents-on-school-behaviour-and-exclusion>

## 23. Pupil Transition and Reintegration

**Inducting new to RLA pupils.** We support new to RLA pupils to meet our behaviour standards, and teach behaviour practices, by holding admission meeting to inform them with RLA's Behaviour Policy and our wider school culture. Such admission meetings are then further informed by information provided by previous school or setting. Assemblies and class teaching then reinforce our expectations. If staff identify an additional need requiring further additional support, leaders will implement strategies including interventions in accordance with our tiered curriculum offer.

**Preparing RLA pupils for Transition.** To ensure a smooth transition, and to agree the right support is in place, pupils have transition sessions with their new teacher and any other involved staff members. In addition, staff hold transition meetings to ensure the full passing of information to new colleagues, including behaviour, so as to support seamless, informed transition for each child. Where available, resilience coaches are used to support transition to Key Stage 3.

**Preparing Pupils for Learning Reintegration.** Relevant staff carefully plan how to reintegrate pupils, based on their individual needs, to ensure a smooth transition between specialist provision and the classroom. Parents, carers and the child (wherever possible) are fully involved in coproducing individual reintegration plans to minimise any stress or trauma.

## 24. Training.

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

- The proper use of restraint using Team Teach practice by trained staff only
- The needs of the pupils at RLA
- Trauma- informed
- How SEND and mental health needs can impact on conduct, attachment seeking and other behaviours.
- Expertly trained staff, both RLA and external, complement teaching knowledge and skills by offering deliberate and purposeful additional and specialist support interventions, therapies and programmes,
- Behaviour support plans are coproduced by staff and partners, including child and parent /carer

Regular behaviour management also forms part of continuing professional development, delivered by trained staff or by expert partners eg Team Teach trainers, Inclusion Team Officers and Health professionals such as CAMHS.

## 25. **Appendix A: Positive Behaviour Management Strategies**

### Teaching features which Transform Behaviour

- ✓ Smile, using unconditional regard for the child!
- ✓ Convince your class that there is no place that you would rather be.
- ✓ Find out what makes a learner feel important, valued, like they belong, like you want them in your class.
- ✓ Reward learners for going 'above and beyond' expectations, not simply meeting them.
- ✓ Let children lead learning, share responsibility, delegate jobs.
- ✓ Mark moments with sincere, verbal praise.
- ✓ Make positive phone calls or send positive notes home - at least one every week.
- ✓ Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour.
- ✓ Show learners their ideas and experiences have real value.
- ✓ Ensure your mechanism for positive referrals is individualised.
- ✓ Catch learners doing the right thing.
- ✓ Use subtle, private praise and reinforcement.
- ✓ Differentiate ways you celebrate achievement – not everyone wants to feel famous but everyone wants to feel valued and important.
- ✓ Class displays and classroom environments that reflect our high expectations.
- ✓ Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

### Habits of adults who manage behaviour effectively within RLA's ethos and culture:

- They meet and greet the children, with a smile and positive comment
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they expect and want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree norms with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept.
- They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

### Strategies to consider when working with more challenging behaviours

- Showing humility
- Changing anger to shades of disappointment
- Being cold rather than confrontational
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
- Patiently giving without ever expecting to receive
- Showing empathy balanced with a determination to help the learner succeed
- Earning respect not expecting it
- At times ignoring defensive behaviours in the moment but not forgetting
- Commitment to building an appropriate relationship
- Refusing to listen to the doubters and moaners; refusing to give up on any learner

### Intervention Scripts

- 👉 Gentle approach, personal, non-threatening, side on, eye level or lower.

- 👍 State the behaviour that was observed and which rule/expectation/routine it contravenes.
- 👍 Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
- 👍 Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
- 👍 Look around the room with a view to catching somebody following the rules.

**How to land a difficult message, softly:**

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

26. **Appendix B:** Our 3 Rules

**In all lessons**

**Be Safe**

**is connected  
to ...**

Know and stay in my own  
space, unless permitted to  
move.

**Be Ready**

**is connected  
to ...**

Being calm, focussed with  
equipment to hand.

**Be  
Respectful**

**is connected  
to ...**

Track the one speaker,  
listening and celebrating  
others / diversity

# Around RLA

**Be Safe**

**is connected  
to ...**

Walking in our line order, on  
the left hand side. Report  
hazards

**Be Ready**

**is connected  
to ...**

Always being in the right  
place at the right time.

**Be  
Respectful**

**is connected  
to ...**

Looking after our environment  
and using our manners

# In Playgrounds

**Be Safe**

**is connected  
to ...**

Playing sensibly, with kind,  
encouraging words and  
hands

**Be Ready**

**is connected  
to ...**

Following instructions first  
time and listening to adults

**Be  
Respectful**

**is connected  
to ...**

Accept decisions and  
continue to play with others

## 27. Appendix C: Daily Behaviour Record

RLA Daily Behaviour Record													
Name					Class			Start Date			Review Date		
Target 1													
Target 2													
Target 3													
Daily or session incentives/rewards agreed with the child.													
E: Expected, 3 (fully compliant / 24)					S: Satisfactory, 2 (mainly compliant)					U: Unacceptable, 1 (little compliance)			

Report Week 1				Targets and achievable target score to be agreed between class teacher, phase lead and shared with the child and parent/carer.															
	Session 1		Session 2		Break		Session 3		Session 4		Lunch		Session 5		Session 6		Daily Target	Phase Lead / SLT Signature	Comment
Mon	Score	Beh/Trigger	Score	Beh/Trigger	Score	Beh/Trigger	Score	Beh/Trigger	Score	Beh/Trigger	Score	Beh/Trigger	Score	Beh/Trigger	Score	Beh/Trigger	/20		
Tues	3		2	OT	3		3		3		1	T	3		1	VA	19/20		
Wed																	/20		
Thur																	/20		
Fri																	/20		

Behaviours	OT - Off Task	W –Wandering/Out of seat		A – Absconding/left room		TE - Throwing Equipment		DP - Damage to Property		PP – Physical Assault Against a Pupil	VAP – Verbal Abuse to Pupil
	RW - Refusal to Work	RI – Refusal to follow requests / instructions		DB – Disruptive Behaviour		S - Swearing		RA - Racial Abuse		PA - Physical Assault Against an Adult	VA – Verbal Abuse to Adult
Triggers	L – Lining Up	W – Work	B/L -Break/lunchtime	T- Transition		S – Staff Change		A - Assaulted	V – Verbal Abuse	P – Perceived Injustice	E – External Factors



## 28. Appendix D: Behaviour Support Plan



### Behaviour Plan



<b>Pupil:</b>	<b>Class:</b>
<b>Completed by:</b>	<b>Date:</b>
<b>Key area of need:</b>	<b>Medical need:</b>

### Description of Behaviours

<b>Strengths</b>	
<b>What do they like/enjoy?</b>	
<b>Behaviours being monitored</b>	
<b>Triggers</b>	

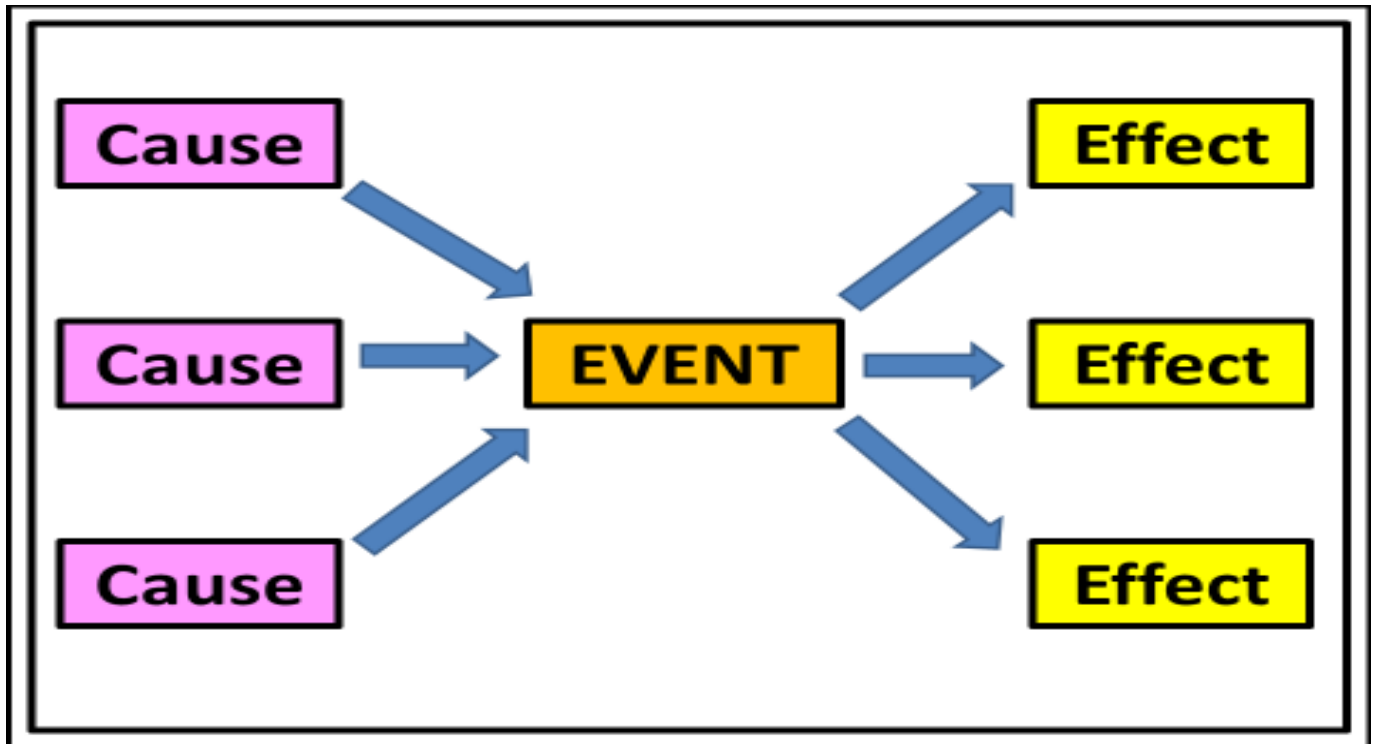
### Supportive Behaviour Strategies

<b>Proactive (Level 0)</b>	
<b>Active (Level 1 &amp; 2)</b>	<b>Level 1:</b>  <b>Level 2:</b>
<b>Reactive (Level 3)</b>	<b>Level 3:</b>

<b>Parent/Carer signature</b>	<b>Date</b>
_____	_____

## 29. **Appendix E:** Thinking Resources.

Causal Relationship Thinking Frame, used initially for resolving and educating pupils about our behaviour curriculum



Please put your behaviour or conduct in the event box. Then list the cause or causes of your behaviour choice or conduct and then explain the effect of your behaviour choice(s) or conduct on other people or the environment. On reflection, what would you do differently so that you self-regulated and made the

**What caused me to do what I did.**

**My name and Class is ...**

**What the effect was on others or the environment**

**Event. What I did.**

**What caused me to do what I did.**

**What the effect was on others or the environment**

**I have reflected on the cause and effect of my behaviour choice or conduct. To help me to self-regulate my behaviour and not repeat my behaviour in the future, I will ....**

## 30. Appendix F: Graduated Response

### Managing and Mitigating Unacceptable Behaviour – Graduated Response to Managing Low Level Behaviour

Graduated Step	Actions
1. <b>Reminder</b>	<p>Tactical positioning (staff and child) / Tactical ignoring - pick your battles!</p> <p>Non-verbal prompt, gesture, signal and or warning</p> <p>Allow for take up time (time for the child to respond)</p> <p>Remind child of RLA rules – <b>Be Ready, Be Safe, Be Respectful</b></p> <p>Deliver a reminder in private if possible. Repeat reminders and make reasonable adjustments. Aim to keep things at this stage.</p> <p>Acknowledge and praise the child if they then make the right choice.</p>
2. <b>Advice</b>	<p>Clear verbal advice is delivered privately, where possible.</p> <p>Make the child aware of their behaviour, the impact on others and possible consequences if they continue. Make reasonable adjustments – move seating position, sit alongside the child.</p> <p>Use the phrase <b>'Name, please stop..., if you carry on doing ...then you aren't following our rule of....'</b> Give the child time to take the advice. Acknowledge and praise a child who makes the right choice.</p>
3. <b>Further reminder</b>	<p>Speak to the child and give them the final opportunity to engage and make the right choice.</p> <p>Use the phrase <b>'Name, you are.....you are breaking our rule of... if you choose to continue you will leave me no choice but to ask you to...)</b> move tables, talk to you about it at playtime, move to the calming area.</p> <p><b>Do you remember when you (refer to previous positive behaviours...) That is what I need to see today. I know you can make the right choice...Thank you'</b> Give the child time to take the advice.</p>
4. <b>Time Out – Thinking Time/ Walk and Talk</b>	<p>Time Out may include time at the class <b>'Thinking area/calming space'</b> or a <b>'Walk and Talk'</b> to calm, compose, and support self regulation; reflecting on the behaviours. This may require staff to co-regulate with the child through the use of <b>de-escalation techniques</b>.</p> <p>(Child to be offered <b>'thinking time'</b> at a designated table/calming area in the classroom to reflect on RLA expectations. The child is to return to learning within 5-10 minutes (Longer if the teacher deems that appropriate) If not ready to return to learning, time wasted to be paid back to teacher at break time)</p> <p>All staff to ensure the child receives a warm welcome back to the classroom.</p>
5. <b>Repair - restorative conversation</b>	<p>Always engage in a brief discussion with the child following an incident that has escalated through the graduated response steps.</p>

## Unacceptable Behaviour – Restorative Actions, Logical Consequence and Outcomes

### Low level behaviors that require a reminder about expectations – Graduated 5 step Response

Example behaviour	Restorative Actions	Logical Consequences
<ul style="list-style-type: none"> <li>Name calling, rude gestures</li> <li>Interrupting, shouting out, silly noises</li> <li>Repeatedly swinging on chair or tapping etc</li> <li>Failure to complete /inadequate work</li> <li>Distracting others; off task behaviour</li> <li>Rough play</li> <li>Derogatory language -unkind or insulting comments</li> </ul>	<b>Graduated Response 1-5 implemented:</b> <b>Reminder</b> of expectations <b>Advice</b> <b>Further reminder</b> <b>Time out</b> Walk & Talk; Thinking / Calm Area <b>Repair</b> – restorative conversation	<ul style="list-style-type: none"> <li>Graduated response 1 – 5; Reminder, Advice, Further Reminder, Time out, Walk and Talk, Thinking Area, Restorative conversation, Cause and Effect Thinking Frame.</li> <li>Loss of break / lunchtime with teacher to complete the following: Missed learning; Cause and Effect Thinking Frame; Restorative conversation (apology or note to be written)</li> <li>Class teacher to inform parents of behaviors</li> <li>Record repeated behaviours on Cpoms to build a picture</li> </ul>

### Medium level disruptive behavior that interferes with teaching and learning

<ul style="list-style-type: none"> <li>Intentionally damaging equipment</li> <li>Defiance - refusing to follow instructions or adult voice</li> <li>Antagonising others</li> <li>Verbal abuse, threatening language and deliberate swearing</li> <li>Throwing equipment in frustration or anger</li> <li>Refusing to work / engage in learning</li> <li>Deliberate, actual or threatening to hurt.</li> </ul>	<b>In addition to Graduated Response</b> Phase Lead to support Restorative Conversation with child and review Behaviour charts.	<b>In addition to the graduated response 1 – 5 above consider the following:</b> <ul style="list-style-type: none"> <li>Change of face - complete work in Year Team Lead class (5-10 mins) Continuation of behaviors' will result in loss of break or lunchtime detention with class teacher or LM. (Further option, send work home to be completed with parent/carers)</li> <li>If behaviours are repeated regularly, CT to implement a Behaviour Support Plan and/or Behaviour Chart. (Discuss with Phase Lead) Child to share the Behaviour Chart with Phase Lead daily, and with parents weekly.</li> <li>Teacher to arrange a meeting with parent to inform of behaviour and the support in place (Phase Lead support, if required)</li> <li>Removal of privileges or responsibility</li> <li>Record on Cpoms to build a picture</li> </ul>
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### High Level behaviour - one off or persistent behaviour or conduct which puts self or others at risk of hurt or harm

<ul style="list-style-type: none"> <li>Physical fighting with peers</li> <li>Abusive, threatening behaviour</li> <li>Intimidating conduct</li> <li>Bullying, including on-line</li> <li>Stealing property</li> <li>Absconding from class or area without permission</li> </ul>	Phase Lead / Behaviour Lead /LM to hold Restorative conversation 'Cause and Effect Thinking Frame'	<ul style="list-style-type: none"> <li>Removed from situation or area if dangerous</li> <li>Deliberate assault in anger/frustration will result in detention with class teacher, LM or SLT. Cause and Effect Thinking Frame completed.</li> <li>Phase Lead and/or Behaviour Lead and CT to meet with parent to discuss further support if behaviours continue to be persistent.</li> <li>Absconding –loss of break / lunchtime. Continuation of this behaviour - child to work with the class teacher on strategies for coping when they are feeling overwhelmed. Further Learning Mentor support may be agreed by the Phase Lead and Behaviour Team.</li> </ul>
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### Behaviour requiring Leader support

<ul style="list-style-type: none"> <li>Deliberate, offensive racial or homophobic conduct</li> <li>Assault of adult</li> <li>Absconding from school</li> </ul>	Behaviour Lead/ Leaders to agree consequences	<ul style="list-style-type: none"> <li>Consequence to be decided by Leaders.</li> <li>Parents informed.</li> <li>If deemed racial, incident reported to the local authority and logged on Arbour</li> <li>Leaders to meet with Phase Lead, child and parent</li> <li>Support from Learning Mentors actioned throughout.</li> </ul>
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## 31. Appendix G: Physical Restraint Record



### Physical Restraint Record

Seen by Head:		Date:		CPOMS upload	Yes / No
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Name of Child		Class	
Date		Time	
Place			

Names of Staff involved	
Names of witnesses	

Reason for Intervention							
Immediate danger or personal injury to self		Immediate danger of injury to another person					
Disruption to other pupils		fighting		assault		Accidental	
To avoid damage to property		To prevent / interrupt absconding		Verbal threats		Off-site	

Describe the lead up to the incident / behaviour

De-escalation techniques used					
Verbal advice and support		Humour		Distraction	
reassurance		Option offered		Step away / change of face	
Calm talking		Time out offered		Time out directed	

Forms of physical controls used as taught by TEAM TEACH					
Caring C guide		Half shield		Small child 2 person escort	
Help hug – 1 person		Small child to bean bag		Held by 2 or more	
Help hug – 2 person		Single elbow to chairs		Child takes self to floor and held	
Friendly hold		Figure of 4 to chairs		Double elbow	
Guided escort				Approximate duration of physical control	

Medical Intervention									
Medical Intervention required					Injury suffered by child	Yes		No	
Child checked by:					Treatment Required	Yes		No	
Referred to First Aider	Yes		No		Specify:				
Parent/carers informed by	Phone	Face to face		Letter					
Injury suffered by staff	Yes		No		Damage to property	yes		No	
Specify:					Details:				

Action Taken					
Follow up talk		Consequence: eg Suspension		Further SEND support / referral	
Complete missed work		Review meeting		Letter to parent / carer	
Returned to class		Recommend part-time		Meeting with parent / carer	
Internal Isolation		Referral or information shared with other agencies – details:			

Print Name			
Signed		Date	
Print Name (additional adult, if involved)			
Signed (additional adult, if involved)		Date	

## 32. Appendix H: Suspension Reintegration Form

### Suspension Reintegration Meeting For

Name of child				DOB		
Class				Date		
Primary SEND Need	Communication and Interaction	Cognition and Learning	Social, Emotional, Mental Health		Physical and / or Sensory	
Suspension History – not to refer to	Nature			Period		
	Nature			Period		
	Nature			Period		
In Attendance						
Suspension Period			Work Completed to Expected High Standard		Yes	No
		Attitude during Suspension	Poor	Fair	Reflective Remorseful	
Summary of Conduct leading to Suspension and Resulting Impact						
Identified trends or patterns						
Outcome of Reflective Reintegration						
				Pupil Voice		
				Parent Voice		
				Leader Voice		
Agreed Consequence if behaviour/ conduct is repeated						
Daily Record / Behaviour Chart required						
Behaviour Support Plan to be implemented						
Agency meeting / further external support required						
Signed	Child		Parent or Carer		Leader	



### 33. **Appendix I: PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY**

We teach our children about equity by acknowledging and coproducing, where possible, the need to make reasonable adjustments for children who just happen to have special educational needs or disabilities (SEND). Teachers, and other persons authorised by the Headteacher to have control or charge of children, may use such force as is reasonable in all circumstances to prevent a child from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the child were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the child's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its children, whether that behaviour occurs in a classroom during teaching sessions or elsewhere.

Reasonable force is deemed as either control or restraint, which can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury to self or others. At RLA, staff will only use reasonable force as an absolute last resort or where imminent danger is predicted.

#### **Definitions**

**Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder

**'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a pupil to prevent violence or injury

**'Reasonable in the circumstances'** means using no more force than is needed for the minimum amount of time needed

**'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

**'Restraint'** means to hold back physically or to bring a pupil under control

#### **1. The Legal Position**

**Who can use reasonable force?** All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip. Staff should use their professional judgment of each situation to make a decision to physically intervene or not. School staff can use reasonable force to control and restrain pupils. This could include leading a pupil by the arm into a classroom.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

#### **2. When can physical force be used?** Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

A detailed written report is made of any occasion (except minor or trivial incidents) where force is used, [using Appendix G](#), Our Physical Restraint Form, which is uploaded to CPOMS and accessed by tagged, relevant staff.

**Schools cannot use force as a punishment. This is always unlawful.**

## 34. **Appendix J: Detention, Suspension and Exclusion Policy**

**Detention:** Schools do not have to give parents notice of after-school detentions or tell them why a detention has been given. At RLA, parents and carers have told us that they want to be informed. We, therefore, ask for their approval to support positive relationships between RLA and home.

**Making a complaint** If you disagree with a detention, suspension or exclusion, first talk to a member of SLT. If you're not satisfied, speak to the Headteacher. Following this, if you are still not satisfied, please ask for a copy of the complaints procedure.

### **Suspensions and Exclusions. What legislation relates to this guidance?**

- The principal legislation to which this guidance relates is:
- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2014.

**Page 8, Behaviour in Schools Guidance 2022: Key Updates in Policy and Guidance.** Suspensions should be used when necessary, the last resort, to instigate a reduction in incidents and therefore reduce the need to exclude.

Headteachers can revoke an exclusion or suspension as long as it is not being reviewed by Governors. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, Governors and the local authority should be notified, and if relevant, the social worker and Virtual School Headteacher (VSH).

When Headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the Headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable.

When Headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.

### **Duties under the Education and Inspections Act 2006**

Under the Education and Inspections Act 2006, Headteachers of maintained schools and pupil referral units must determine measures to be taken with a view to:

- promoting, among pupils, self-discipline, and proper regard for authority,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils.

Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort.

### **Duties under the Equality Act 2010 and Children and Families Act 2014**

Under the Equality Act 2010 (the Equality Act): advice for schools - GOV.UK ([www.gov.uk](http://www.gov.uk)), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy /maternity; or gender reassignment.

For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services.

In carrying out their functions, public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people sharing a relevant protected characteristic and those who don't;
- and
- foster good relations between people who share a relevant protected characteristic and people who don't share it.

'Relevant protected characteristics' in this context are characteristics mentioned above. Age is also a relevant protected characteristic, but not when carrying out a function which provides education, benefits, facilities, or services to pupils.

At RLA, these duties need to be complied with when deciding whether to exclude a pupil.

Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

Governors must also comply with their statutory duties in relation to pupils with SEND when administering the exclusion process, including using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.

### **What the law allows – Behaviour in Schools Guidance 2022**

50. Teachers can sanction pupils whose conduct falls below the standard reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

51. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits and can apply to outside of school

52. A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

53. In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any SEND needs they may have, and any religious requirements affecting them.

54. The Headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

55. Corporal punishment by school staff is illegal in all circumstances.

### **Part three: The Headteacher's power to suspend or permanently exclude for Headteachers**

Government supports Headteachers in using suspension and permanent exclusion as sanctions when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and

permanent exclusion are sometimes a necessary part of a functioning system and accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

### **The Headteacher's Powers to use Exclusion**

1. Only the Headteacher can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
2. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.
3. When establishing the facts in relation to a suspension or permanent exclusion decision the Headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The Headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.
4. Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made.
5. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the Headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred.

**Suspension.** A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour (conduct) as part of school's behaviour policy and show a pupil that current behaviour is putting them at risk of permanent exclusion. When suspensions are becoming a regular occurrence for a pupil, Headteachers should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy.

School's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Headteacher's duty to notify parents, apply in all cases.

Lunchtime suspensions are counted as half a school day in determining whether a Governors meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion, unless where further evidence has come. A 'fixed period' means that a suspension on disciplinary grounds can't be open-ended but must have a defined end date that is fixed at the time when the suspension is first imposed.

**Permanent Exclusion** A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For permanent exclusion, Headteachers should take reasonable steps to ensure work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

### **Cancelling Exclusions**

The Headteacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing committee. Where an exclusion is cancelled, then:

- Parents, Governors and LA should be notified without delay; if relevant, the social worker and VSH;
- Parents should be offered the opportunity to meet with the Headteacher to discuss the circumstances that led to the exclusion being cancelled;
- Schools should report to Governors once per term on the number of exclusions which have been cancelled, including circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
- The pupil should be allowed back into school.

### **Setting a Clear Process for Exclusions**

Headteachers should consider the following, when setting a clear process for exclusions:

- adopting a reliable method for monitoring the 45 day suspension rule, including suspensions received from other schools;
- ensuring there is a formal process for informing parents, social worker (where relevant), Governors and local authority, clearly setting out all reasons for the exclusion;
- providing up-to-date links to sources of impartial advice for parents;
- reintegrating suspended or permanently excluded pupils and supporting pupil's future behaviour;
- ensuring a formal process for arranging, at short notice, suitable full-time alternative education for pupils receiving suspensions over five school days.

### **Reasons and Recording Exclusions**

We are clear that we trust Headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item, prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive. It is intended to offer examples rather than be definitive. The DfE collects data on suspensions and permanent exclusions from schools via the termly school census. Schools must provide information via the school census on pupils subject to any type of suspension or permanent exclusion in the previous two terms. Up to three reasons can be recorded for each suspension or permanent exclusion (where applicable) in accordance with Census completion.

## 35. **Appendix K: Behaviour Policy Summary**

This summary captures the essential elements of the Behaviour Policy, focusing on its aims, principles, roles, and key procedures.

### **Nurturing Positive Relationships: Aims and Principles**

- Teach positive behaviour choices
- Create a nurturing culture for excellent behaviour
- Establish a whole-school approach to behaviour
- Define unacceptable conduct, including bullying and discrimination
- Influenced by DfE's Behaviour Hub programme and experts like Tom Bennett and Paul Dix
- Focus on building relationships, high expectations, and effective safeguarding
- Emphasize Unconditional Positive Regard for all children (UPR)

### **Roles and Responsibilities**

- **Headteacher and Behaviour Lead (Ms Buckley):** Approve and ensure policy implementation, staff training, and data analysis
- **Teachers:** Create a positive environment, maintain clear boundaries, and model expected behaviours
- **Learning Mentors and Family support workers:** Direct support, interventions and therapeutic sessions, communication and support with families
- **Parents/Carers:** Support the policy, inform school of changes affecting behaviour, and engage in pastoral work
- **Pupils:** Understand and adhere to behaviour expectations

### **Behaviour Curriculum**

- Identify, teach, model, practice, and notice excellent behaviour
- Use the 6 Nurture Principles to support development and wellbeing

### **Responding to Inappropriate Behaviour**

- Use a tiered approach: universal provision, additional interventions, and specialist support
- Employ de-escalation techniques and restorative practices
- Use of Pastoral Team and/or SLT to support, if required
- Record incidents on CPOMs and inform parents/carers where necessary

### **Use of Mobile Phones and Smart Technologies**

- Mobile phone use is not permitted in school; must be handed to the teacher

### **Zero Tolerance**

- No tolerance for sexual harassment, violence, or malicious allegations
- Proportionate and supportive responses

### **Detention, Suspension, and Exclusion**

- Detentions can be given during break, lunchtime and after school
- Suspensions and exclusions are last resorts, with a focus on reintegration and support

### **Behaviour Support Plan Components**

- Pupil information, description of behaviours, supportive strategies, and signatures

### **Training**

- Regular training on behaviour management, SEND, and mental health impacts
- Identified staff, including SLT are Team Teach trained.