Reynolds Academy

Behaviour Policy

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Approved by:	**LGB**	**TBC**
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For Office Use Only:

Policy Version: 2.0

To make changes to this policy, please email admin@lincolnshiregateway.co.uk.

Lincolnshire Gateway Academies Trust

'The route to exceptional behaviour is not paved with a toolkit of strategies, a bag of classroom management tricks or magic dust from senior leaders. It lies in the behaviour of every adult and their ability to create a culture of certainty.'

Paul Dix (2017)

Purpose

Outstanding behaviour in schools is central to outstanding education and to enabling our school community to grow, work and thrive together. This should permeate through every aspect of school life. Supporting positive behaviour is a continual process, which is integral to:

- Learning
- Children's wellbeing and safety
- The ability to progress and attain
- Growth as an individual.

Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the Academy is a safe environment for all pupils and adults.

This policy should be used by **ALL** staff within the Academy to celebrate achievement and to guide consequences where appropriate.

'Twenty-five years of neurobiological research tells us that children learn best when they feel loved.'
Dr Andrew Curran

This policy is written in a manner that all stakeholders can understand allowing it to be applied fairly and consistently. The policy is also based on the DfE publication, *'Behaviour in Schools, Advice for headteachers and school staff, September 2022,'* as well as our own research, considering different ideas and approaches. For example:

"Evidence-based critique states that behaviourist systems relying primarily on rewards and sanctions and exclusion are limited as a tool to change behaviour as they do not provide opportunities for young people to learn positive behaviours."
Education Endowment Foundation – Improving Behaviour in Schools (2019)

In our schools, behaviour is understood as communication. Poor behaviour is understood to result from an unmet need or as an adapted, defensive, stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour.

"Quality relationships provide the necessary vehicles for adaption and recovery… every relationship has the power to confirm or challenge everything that has gone before".
Dan Hughes and Louise Bomber - Settling to Learn. (2013)

We expect staff to work to identify pupils' needs and provide developmentally appropriate support to remove the barriers to successful engagement in school life.

"I have come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. **It's my daily mood that makes the weather.** As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or de-humanised." *Haim Ginott (1972)*

This policy has been written in-line with Trauma Informed principles, based on on-going support and consultation with Trauma Informed Schools UK.

"There is little evidence that the phrase 'zero tolerance' is a useful tool for supporting behaviour and behaviour change." *Belonging, Behaviour and Inclusion in Schools, NEU Nov 2020)*

Aims of the Policy

- ***To ensure that all children and adults experience a sense of belonging, feel secure and valued.***
- Encourage all pupils to see the importance of our key values.
- Encourage a calm, purposeful and happy atmosphere within the Academy.
- Create a culture where pupils and staff flourish in safety and dignity.
- Maintain high expectations for all staff and children.
- Embed our culture as a social norm which can be disseminated into the wider community.
- Create clear boundaries and expectations of acceptable behaviour.
- Help children develop responsibility for their actions, learn independence and increase self-esteem, self-confidence and self-discipline, thus allowing them to take their place in society with confidence.
- Allow the Academy to act swiftly and decisively to remove potential threat and reduce the likelihood of reoccurrence.

Relational Approaches to Culture and Ethos – The PACE Model

Underpinning our approach, is the understanding that **relationships will have the greatest impact on the behaviour and wellbeing of our children**. The nature of those relationships will either support the development of the positive culture and ethos in our schools or undermine it.

We expect all staff in our schools to promote relationships which are warm, compassionate, forgiving and non-judgmental. They will model these in all their interactions with staff, pupils, families and across the wider school community.

We will use PACE as the key relational model. PACE was developed by Dr Dan Hughes (a clinical psychologist specialising in childhood trauma) more than 20 years ago. **The approach focuses on building trusting relationships, emotional connections, containment of emotions and a sense of security.**

PACE is a way of thinking, feeling, communicating and behaving which aims to make the child feel safe. It is done by communicating the four elements of PACE together **flexibly, not as a step-by-step process**.

Using PACE **helps adults to slow down their reactions, stay calm and tune into what the child is experiencing** in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments, it allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours.

PACE helps children and young people feel more connected to and understood by important adults in their life and ultimately, to slow down their own responses.

We know that children respond best to adults they know well, like and trust. These are

generally adults who know the children well, treat them with compassion and actively demonstrate they like them too. Such adults are known as **Emotionally Available Adults (EEAs)** and we aim to ensure children in our schools have access to their EAAs when they need them.

When speaking to pupils about their behaviour, staff will ensure they use a PACEful approach at all times. This will also help to prevent an escalation of the behaviour.

Playful	**A**ccepting	**C**urious	**E**mpathic
Use a positive, playful tone of voice and hold things lightly– this triggers positive hormones in the child and can diffuse a situation.	Actively accept the emotions underneath the behaviour. 'I accept that you are feeling angry but you cannot…so I need you to stop. I want to help you make sense of this…. but I have to set limits'.	Trying to find out about the behaviour without judgement – CORRECTION WITH CONNECTION. 'Will you help me to understand what it was like for you when…?' This forms part of 'walk and talk' or a restorative conversation and gives the child a narrative for their behaviour.	Empathise with the child to help them express. 'I wonder if it was like this when you did…'

Supporting Children with Additional Needs and SEND

Where there is a need due to an emotional difficulty or trauma in a child's life, we may refer to additional intervention. This includes Trauma Informed Schools practitioners, appropriate outreach or groups focusing on social skills and emotional literacy.

This may also result in a need for a personalised approach to supporting behaviour which will follow the overall principles - but be differentiated in outcome.

Our aim is for these children to be as successful in school and life as their peers. This cannot be achieved if they are not in school or are internally excluded. Schools may therefore need to put individual behaviour support plans in place to mitigate the risk of exclusion. This may include provision which is additional and different - for example, time in a nurture base, play therapy, sensory breaks etc.

All adults, who will be teaching a group of pupils or spending time with them, are personally responsible for knowing a child's individual needs before teaching them. Schools should ensure all staff have accessed the child's learning education plans (IEPs) or behaviour plans (IBPs) and use the suggestions on these.

Teachers need to use IEPs/IBPs to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focusing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they are missing vital physical time. There would have to be other steps/approaches in place for that child which should be followed.

Behaviour steps should be adapted to suit the needs of individual pupils. Equity is the aim for these high-needs pupils. Their individual plan and adapted expectations for behaviour should be on their Pupil Profiles, which will be monitored by the SENDCo, Senior Mental

Health Leader or other members of SLT. A child's triggers for negative behaviour need to be on their individual plan so that everyone can be aware of these.

The Rule of Three

Schools often over complicate systems, routines and practice. This generally results in increased confusion, weaknesses in practice and systemic failure, as well as negatively affecting morale.

It is often the case that schools have numerous rules in place. There may be rules for lunch time, rules for the classroom, rules in assembly, rules on the playground, the corridors etc. With that many rules, no one can remember them and therefore they are not applied consistently.

To avoid this, we will follow The Rule of Three. This means that there will be no more than three rules:

- Be Ready
- Be Respectful
- Be Safe

These three simple statements can be shared and discussed with children. We explore what this might look like in different contexts in the school. For example, what does it mean to be respectful in the classroom, or in the dining hall? What do we mean by being safe in the corridors or the playground etc. Everyone can then respond appropriately when children fail to reach the standards expected. For example, there is no grey area about running down the corridor - it is not safe. Refusing to come back into the classroom after break is not showing we are ready. It may also be unsafe and disrespectful, but staff should focus on one point.

The management of behaviour is everyone's responsibility. All staff will be able to remember the three rules and model these in their classrooms, around school, during unstructured times and when outside school with the children.

All adults will be expected to address behaviour when it falls below the high standard expected. Staff never ignore, or walk past, behaviour that falls below the standard expected. All staff will engage, use positive reinforcement and support where appropriate.

Behaviour curriculum:

Positive behaviour reflects the values of our Academy, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. We know that children are more likely to listen to, respect and behave more appropriately with adults that they trust, know well and have a positive relationship with.

We actively promote building positive relationships. We believe that by investing in a child from the start, we will develop a quality relationship where children want to achieve and be the best they can be.

We teach positive behaviour through:

- Role modelling
- Consistency
- Prioritising positive behaviour
- Educational reward and positive reinforcement

- Feedback and recognition
- Reassurance and forgiveness
- Positive language
- Restorative Practice

Positive reinforcement and consequences are both important and necessary to support our whole-Academy culture. Routines will be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the Academy, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines will be simple for everyone to understand and follow.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers.

All children will be taught British Values, SMSC and have the opportunity to personally develop to be well rounded members of society. Behaviours will not only directly be addressed during PSHE lessons and assemblies, but also during lessons in the wider curriculum. Staff will model expected behaviours at all time and all stakeholders are expected to engage with each other in a way which promotes respect and dignity.

Leadership and Management:

Responsibilities

All stakeholders have a responsibility to ensure that the Behaviour Policy can be implemented and deployed to ensure its aims can be achieved.

Everyone is responsible for:

- Developing high quality, trusting, compassionate relationships with children, young people and their families
- Being positive role models.
- Ensuring that they are fully aware of the behaviour approach that is expected in the school.
- Creating a calm and well-ordered environment for teaching and learning and promoting pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).

The role of Academy leaders:

- The Academy leadership team will be highly visible and routinely engage with children, parents and staff.
- Set and maintain a behaviour culture and an environment where everyone feels safe and supported.
- Make sure all staff understand the behavioural expectations and the importance of maintaining them.
- Make sure that all new staff are inducted clearly into the Academy's behaviour culture, and that they understand rules and routines and how best to support pupils.
- Consider any appropriate training which will allow staff to deploy their duties.
- Continually promote development in understanding behaviour culture.
- Monitor and record behaviour through the Academy.
- Ensure effective support is in place for staff who may need additional advice and guidance.
- Ensure staff have appropriate and adequate training on matters such as how certain special educational needs, disabilities or mental health needs may at times affect a pupil's behaviour.

The role of teachers and staff:

- Develop a calm and safe environment for pupils.
- Establish clear boundaries of acceptable behaviour at all times during the Academy Day.
- Teach and model expected behaviour and positive relationships.
- Communicate Academy expectations, routines and values both explicitly through teaching behaviour and every interaction with pupils.
- Challenge pupils to meet the Academy expectations and maintain the boundaries of acceptable conduct.
- Consider the impact of their own behaviour on the Academy culture.
- Implement the behaviour policy to ensure consistency within individual classrooms and across the Academy.
- Ensure routines are embedded and all pupils understand and are regularly familiarised with the routines.

The role of pupils:

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the Academy behaviour standards, expectations, pastoral support, and consequence processes.

Pupils should be taught that they have a duty to follow the Academy behaviour policy and uphold the Academy rules, and should contribute to the Academy culture.

Pupils should be asked about their experience of behaviour and provide feedback on the Academy's behaviour culture. This will help support the evaluation, improvement and implementation of the behaviour policy.

Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the Academy behaviour culture.

Fundamental expectations include:

- Always be ready to learn and work to the best of their abilities, and allow others to do the same.
- Be inspirational
- Be courageous
- Be respectful
- Follow the routines and instructions provided by Academy staff. For example:

- ➢ Silent lining up when moving around the Academy; for example, going to assembly or to the library
- ➢ Shirts tucked in at all times
- ➢ Sensibly walking down corridors
- ➢ Sitting sensibly on chairs
- ➢ Being respectful of property and the environment within the Academy and the local community.
- ➢ Co-operating with other children and adults.
- ➢ Wearing the correct Academy uniform at all times with pride.

The role of the Student Leadership Team:

- Be positive role models.
- Respond in a caring way to others needs.
- Mentor children new to the academy.
- Be courageous in challenging unacceptable behaviour.
- Be involved in reviewing the behaviour policy.
- Sharing pupil voice with SLT.

The role of parents:

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the Academy, parents should be encouraged to get to know the Academy's behaviour policy and, where possible, take part in the life of the Academy and its culture. Parents have an important role in supporting the Academy's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the Academy while continuing to work in partnership with them.

Fundamental expectations include:

- Support the Academy in deploying this policy and re-enforce at home, as appropriate.
- Develop an understanding and adhere to our policies – remember, that they exist for a reason.
- Take part in the life of the Academy and its culture.
- Promote courage, kindness and respect inside and outside of the Academy setting.
- Work with the Academy to maintain a positive relationship between the Academy and home. Remember that we are a partnership.
- Celebrate pupils' successes.
- Be involved in your child's education.
- Ensure children are in correct uniform and if this is not the case, ensure the Academy knows why.
- Only use social media as a tool for positivity.
- Be kind.
- Be positive.
- Be respectful.

Responding to behaviour

Maintaining a positive culture requires constant work and we will positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour.

There is a difference between logical consequences and punishment sometimes referred to as sanctions. Consequences are focused on repairing damage and restoring relationships, and in this sense, they focus on the future. Punishments highlight a mistake or wrongdoing and in this sense focus on the past.

Wherever possible, consequences link directly to the incident and are proportionate, reasonable and fair. For some children, the consequence is the restorative conversation. We ensure a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables.

Responding to good behaviour:

Staff at the Academy should be pro-active in their approach to behaviour management. Creating an environment where issues are less likely to arise allows staff to be courageous in their approach to teaching and provide inspirational opportunities for learning. Underpinning this is the opportunity for children to experience success and develop an intrinsic desire to achieve.

Acknowledging good behaviour encourages repetition and communicates the Academy community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the Academy's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of our behaviour culture.

Examples of rewards may include:

- verbal praise;
- communicating praise to parents via phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project;
- whole-class or year group rewards, such as a popular activity.

Responding to misbehaviour:

When a member of the Academy staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the guidelines set out in this policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

Importantly, our policy is entrenched in the belief that supporting children who may be misbehaving is the responsibility of all adults – not just SLT or a pastoral team. It is the

responsibility of all adults to try and address any given situation, though it is acknowledged that different contexts require different approaches. For example, given a situation where a child may need to have a restorative conversation due to an incident during a lesson, where another adult may be called for to support, we would advocate, the additional adult taking the class, to allow the teacher to have the conversation and address the situation with the child – this will support the relational approach and help to secure a sense of belonging for the child, as opposed to an approach that involves, 'calling for SLT to deal with it.'

Our response to supporting children, including where there are incidents of misbehaviour is based on the following principles:

PROTECT, RELATE, REGULATE and REFLECT

PROTECT: We are pro-active in ensuring that the ethos, environment and relationships, not only protect all children from harm, but also actively promote positive emotional and mental health and social development (mental health and safety not just physical health and safety for both staff and children).

RELATE: We ensure that all children have access to an emotionally available adult. Children who have experienced ACES (adverse childhood experiences) have daily access to a trusted adult. This needs to be someone they like, respect and have a positive relationship with. Trusted adults must be consistently available to children at agreed times and places and alternative plans need to be in place when the trusted adult is not available. All adults in our school understand the importance of treating children and each other with kindness, compassion and empathy and have the skills to do so.

REGULATE: We are committed to reducing stress in children and staff. Leaders understand the importance of positive interactions between all members of the school community as key for calming and emotional regulation. All adults know how to be in relationship with children and each other in ways that will reduce stress and promote positive physical and mental health.

REFLECT: All staff are trained in the art of good listening and 'the words to say it' for reflective and empathic responses to children, staff and parents.

We will develop 30 second scripts which staff can use to address unwanted behaviour quickly and in a non-confrontational manner. The premise of this is to **reduce the time spent managing behaviour, avoid being drawn into confrontation or pulled into secondary behaviour and to support consistency.**

Three Step Rules: 30 Second Script	1. You aren't following the rule about… (one of the three) 2. You have chosen to…. you have two minutes with me to talk…have time out to calm down…. 3. Do you remember last week when you? (positive behaviour) That is who/what I need to see today. Thank you for listening. Walk away/give take up time/follow consequences if not.

Reflective approach

This approach is crucial to our values and ethos as an Academy.

Every member of the Academy should treat each other with dignity, kindness and respect. The Academy should also build positive relationships based on predictability, fairness and trust. When conflict arises, we often focus on who is right and who is wrong, who should apologise and who should be punished. With a reflective approach we guide children to a genuine and lasting solution, whilst also equipping them the skills to successfully navigate conflict in their lives. This approach will also build relationships and community among the adults (parents and staff) and not just the children. A reflective approach focuses on these positive relationships and collaborative teaching and learning.

The approach

Reflective approaches centre around a set of key questions that help children think about their behaviour and understand how they can correct it. It must be remembered that a reflective approach is not explaining away or excusing poor behavio ur but trying to stop repeat offending. Logical consequences may still be needed and used. Logical consequences must be administered proportionally and fairly.

The questions below will be used in various situations such as conflict between children, or with a child who has been involved in disruptive behaviour.

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

Once a child has been through this process it is imperative that they are given the opportunity to have reflective conversation with the person to whom they have caused harm. This will be supported by an adult and allow the child to understand their responsibility and develop empathy for others' feelings.

Consequences

Staff can use consequences for pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, a member of staff can apply an appropriate consequence with the pupil.

Consequences should be reasonable, appropriate and proportionate. In considering whether a consequence 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 special educational needs or disability they may have, and any religious requirements affecting them.

Reasonable adjustments could be made for those children with additional needs and work will be completed in conjunction with parents/carers and appropriate external agencies.

Taking disciplinary action, having high expectations and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

Consideration will also be given to whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping Children Safe in Education, Academy staff should follow the Academy's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for consequences can be considered on a case-by-case basis for any pupil where the Academy believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.

Leaders should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

Temporary removal from a timetabled activity:

For certain behaviours, it may be appropriate for a child to have some time away from a given activity or timetabled situation. *This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this*.

Removal from a timetabled activity, should be considered a serious consequence. It should only be used when necessary and once other behavioural strategies in the classroom or in another area of the school, have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

This should be used for the following reasons:

a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
b) to enable pupils, displaying such misbehaviour, to be taken to a place where education can be continued in a managed environment
c) to allow the pupil to regain calm in a safe space

Potential scenarios:

For example, where a child has had a restorative conversation for repeatedly disrupting a lesson, and then has repeated the misbehaviour again during a short time-frame, an adult may decide that the child needs to spend some time in a partner class.

Similarly, if a child has been aggressive to a child on the playground, and following the restorative process, has repeated a similar behaviour, it may be appropriate for the child to miss their next break time and/or lunchtime. This is in part, to protect other pupils but to emphasise that the behaviour is unacceptable.

Where a child misses their break-time/lunchtime for a period of time, staff should allow reasonable time for the pupil to eat, drink and go to the toilet.

Importantly, if the above does happen, the time away from the classroom/playground, should be used as part of the reflective and restorative process to support the child with understanding the reasons for the consequence and to help them with strategies to avoid repetition of the behaviour. It is important that the consequence is proportional and does not have the opposite, negative impact and should never be treated as a punishment.

Where a child does have to spend time away from their normal timetabled activity, a meeting should always take place between the class teacher, or SLT, where relevant, the parent/carer and the child as part of the restorative process and also to emphasise to the child that the behaviours displayed are not acceptable. This should happen on the same day, if possible or at least, the following day.

Depending on the severity of the incident, it may be decided that an internal suspension may be appropriate, which may involve an extended period of time in an alternative space, which may be in another classroom or with a member of the senior leadership team. In some circumstances, if it was deemed appropriate, this could also include a period of time in another school within the Trust.

Removal should be distinguished from the use of separate spaces, for example our Sensory Room, for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Separation for Safeguarding and Investigation Purposes
There may be occasions where it is necessary to separate a pupil from some or all other pupils for safeguarding, welfare or investigatory purposes. Any use of separation will be lawful, reasonable, proportionate and in the best interests of all pupils and staff involved.

Separation is not a suspension and will not be used as a substitute for a suspension or permanent exclusion. The academy will not require a pupil to remain at home, or send a pupil home, without following the statutory suspension or permanent exclusion procedures unless there is another lawful basis for doing so.

Separation may be considered where:

- Allegations are being investigated and it is necessary to preserve the integrity of the investigation;
- There are concerns about the safety or welfare of the pupil or others;
- There is a significant risk of further incidents occurring;
- It is necessary to prevent intimidation, victimisation or interference with witnesses;
- There are safeguarding concerns that require immediate action.

The academy will ensure that:

- Separation is authorised by a member of the Senior Leadership Team;
- The reasons for the separation are clearly recorded;
- Parents/carers are informed as soon as reasonably practicable;
- The arrangement is reviewed regularly;
- The pupil continues to receive appropriate supervision, support and educational provision where practicable;
- The pupil's views are taken into account where appropriate, having regard to their age and understanding;
- Any special educational needs, disabilities, vulnerabilities or safeguarding concerns are considered throughout the period of separation.

Where a period of separation is required for more than a short period, the academy will keep the arrangement under regular review and consider whether alternative measures are more appropriate. The academy recognises its duties under the Equality Act 2010 and will ensure that decisions regarding separation do not unlawfully discriminate against pupils with protected characteristics, including pupils with special educational needs and disabilities (SEND).

The use of separation will be monitored by senior leaders to ensure that it is used fairly, consistently and only where necessary.

Suspension	This is likely to be for any serious incidents, where it is felt that other consequences such as those mentioned, are not appropriate and/or is necessary in line with our aims – deterrent; protection and improvement. Examples may include: • Physical assault against an adult or another child • Verbal aggression towards an adult or another child • Threats of violence towards an adult or another child • Foul and abuse language towards an adult or another child • Continual defiance • Refusal to follow instructions from any adult • Use of derogatory and discriminatory language • Repeated misbehaviour, where on or more of the above sanctions has not had an impact • Repeated failure to follow the Academy's behaviour policy Please note, the nature and context of any of the above will be considered and could result in permanent exclusion.
Permanent exclusion	This will be for extremely serious incidents and may include any of the examples mentioned in the Suspension section. Consideration will be given to the nature and context of the incident. Please note, this could be for a one-off incident or for particular incidents over a period of time. Examples may include: • Physical assault against an adult or another child • Verbal aggression towards an adult or another child • Threats of violence towards an adult or another child • Foul and abuse language towards an adult or another child • Continual defiance • Refusal to follow instructions from any adult • Use of derogatory and discriminatory language • Repeated misbehaviour, where on or more of the above sanctions has not had an impact • Bringing an offensive weapon on site • Bringing an illegal substance on site • Repeated failure to follow the Academy's behaviour policy.

Use of Restrictive Physical Intervention

Designated staff members are trained to de-escalate situations using Positive Handling techniques. On occasions where there is a risk to safety of pupils and or staff, Restrictive Physical Intervention (RPI) may be necessary to avoid further injury. RPI is used as a last resort and carried out for the least amount of time possible. All Incidents involving RPI are recorded on an RPI log which is then uploaded to our Child Protection Online Monitoring System (CPOMs).

To support the team's understanding and to minimise the number of times RPI is used, the designated staff members have received de-escalation training. Members of staff who use RPI are trained. Parents and carers will always be informed when RPI is used.

Supporting pupils following a consequence:

Following a consequence, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the Academy, as referenced to an extent, in the above chart. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call with parents/carers
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in the Academy
- inquiries into circumstances outside of the Academy, including at home, conducted by the designated safeguarding lead or a deputy;
- considering whether the support for behaviour management being provided remains appropriate.

Prohibited Items

The Academy has a duty to keep all students safe and reduce opportunity for harm to occur. As such, the below items are prohibited from the Academy site:

- Mobile phones. In certain circumstances these can be left at the pupil office. This must be agreed by the Academy and parent/carers. The child will be expected to sign an agreement about the usage of this phone when travelling to and from the Academy.
- Electronic devices, including Smart watches, MP3 players, portable games consoles and laser pointers
- Jewellery including rings, bracelets/bangles and rings (one small stud per ear is permitted).
- Weapons of any sort including knives, BB/pellet guns, blunt force objects.
- Illegal drugs, medicines, alcohol and tobacco (including vapes). Prescribed medicines should be handed to main reception and held by the appropriate member of staff.

Children can be searched should the Principal or staff suspect that a child has a prohibited item. This will be conducted as per the guidance in **'Searching, Screening and Confiscation Advice for Schools July 2022'**.

Bullying and Child on Child Abuse

The Academy wants to ensure that all children have the opportunity to learn in a supportive, caring and safe environment without the fear of being bullied regarding their endeavours or other aspects of their lives. Bullying is an anti-social behaviour and not only has an impact on the victim, but also the Academy has a whole. Bullying and child on child abuse will never be tolerated at the Academy.

Bullying

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups (e.g., race, religion, gender or sexual orientation).

Bullying can take many forms including physical assault, teasing, making threats, name calling and cyberbullying.

Children who are victims of bullying are more likely to show changes in their behaviours, potentially becoming shy and nervous, feigning illness, taking unusual absences or being over reliant on adults within the Academy. There may also be evidence of changes in work pattern or a general lack of concentration. These signs are not exhaustive and staff are encouraged to be professionally curious in regards to bullying.

All staff at the Academy encourage pupils to report bullying whether they are the victim or a witness. This is supported through the PSHE curriculum, assemblies and in the wider curriculum. Children who often suffer bullying may need additional support to develop strategies to become more assertive and confident when dealing with incidences of bullying.

Incidences of bullying will be investigated by the class teacher in the first instance and allocated to a member of SLT should it be necessary. Bullying will be dealt with as per the outcomes listed in the consequences section of this policy.

The perpetrator will also be given support to rectify their behaviours and reflect upon how their behaviours have impacted on the victim and the wider Academy community.

If you are worried that your child is being bullied, please speak to a member of staff at the academy. Additionally further information and support can be found here Anti-Bullying Alliance.

Child on Child Abuse (Including Sexually Inappropriate Behaviour)

In regards to child on child abuse the Academy will follow the general safeguarding principles set out in **'Keeping Children Safe in Education (KCSIE)'**.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the Academy's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

As stated in KCSIE, child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- up skirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Children should feel safe from harmful behaviours of a physical and mental nature. All signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online should be responded to and all staff working with children are advised to maintain an attitude of ‘it could happen here’.

Behaviours which are sexually violent and harassing will never be tolerated at the Academy and will never be passed off as ‘banter’, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so could lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

The Academy’s ethos strenuously advocates high standards of conduct between pupils and staff with every opportunity taken to demonstrate and model manners, courtesy and dignified/respectful relationships. All stakeholders have a duty to

assertively challenge inappropriate behaviour such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

Victims of child-on-child abuse will be reassured they will be supported, kept safe, and are being taken seriously and that they will be supported and kept safe. regardless of how long it has taken them to come forward.

Children will never be given the impression that they are creating a problem, nor made to feel ashamed for making a report or their experience minimised. Abuse that occurs online or outside of the Academy will not be downplayed and treated with the same seriousness.

The circumstances around any case of child-on-child abuse will be fully investigated by a member of staff at the Academy and the DSL/Deputy DSL will be informed of outcomes and any support/guidance that is required. The Academy will support the perpetrators of child-on-child abuse to access relevant interventions or support to prevent abusive and/or violent behaviour in the future (see Part 5, Pages 104 to 134 of KCSIE for further information).

Racism and Equality

Pupils are encouraged through the curriculum, assemblies and other learning opportunities to challenge racial/social inequalities which can be oppressive and negatively impact on the individual or a specific group of people.

Incidences where a child has been abused based on ethnicity, sex, gender, disability, religion and cultural background will be addressed with the victim and perpetrator. As with other incidences of undesirable behaviour a reflective approach will be adopted in order to stop negative behaviours reoccurring. Staff will pass on any incident of racism to a member of the SLT, whereupon a log will be created of the incident with a definite outcome. This will also be reported to the local governing body on a regular basis.

Parents will be informed and fully involved in discussions and in supporting both the victim and the perpetrator.

Staff Training and Record Keeping

Behaviour incidences are logged by class teachers, teaching assistants and members of the SLT (Safeguarding incidences are also recorded on CPOMs) and monitored by the Principal, Vice Principal and Assistant Principals. Repeated behaviours will be highlighted and further action taken where necessary. Staff are consulted in the forming of the behaviour policy annually and thus trained in its implementation in the form of after school meetings, morning briefings and twilight sessions/INSET. In regard to behaviour, training is continuous and when appropriate.

Designated Staff

The Principal has a responsibility to create a culture where children and staff flourish in safety and dignity. Sanctions will only be implemented under the guidance of this policy, or by the Principal directly where the child poses a risk to themselves or other stakeholders in the Academy. The Principal is responsible for the monitoring, training, policy development and is the first point of support for staff in regards to

behaviour incidences beyond those which can be managed by the classroom teacher. All staff have a responsibility to enact the behaviour policy at the Academy.

Behaviour Outside of the Academy and Online

The same standards of behaviour are expected online as apply offline, and all stakeholders should be treated with kindness, respect and dignity. This is also true of behaviours outside of Academy hours. When wearing the Academy uniform children are representing the Academy and its values and as such should adhere to its behaviour policy. Risk taking behaviours and criminal activity highlighted to the Academy will be reported to the relevant external agency and appropriate sanctions will be issued by the Academy if the behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the Academy, and/or the pupil is identifiable as a member of the Academy and their actions adversely affect the reputation of the Academy.