



# Behaviour Policy

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At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

- Integrity** We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
- Responsibility** We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
- Inclusion** We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
- Enjoyment** Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
- Inspiration** Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
- Learning** Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
- Leadership** REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

To enable the best learning opportunities for our learners, ensuring full enjoyment and inspiration in all we do, all in our school show leadership and take full responsibility for our approach to encourage and nurture the best learner attitudes for all children to achieve of their best. All adults believe in keeping full integrity to our core values and ensure that inclusion of all learners is at the heart of how we treat each individual.

## Introduction

At the Palmer Academy we want to create life -long learners who demonstrate behaviours which allow them to meet their full potential. We want them to strive for excellence, be curious about their learning and make kind, respectful decisions which will allow them to one day be great citizens of a community. We recognise that as our children learn to add, subtract and write complex sentences, they also need to be taught how to manage their behaviour, deal with difficult situations and reflect on their actions.

Everyone at The Palmer Academy has a role to play in ensuring that our children act safely, respectfully and are always ready to learn. We realise to make this happen we need to have clear, consistent procedures in each classroom and area of the school when it comes to managing behaviour.

We want our children to be intrinsically motivated to want to achieve and make the right choices, but we also use positive praise and re-enforcements as our main behaviour strategy. We also feel that recognising the children that 'go above and beyond' or always do the right thing need celebrating and rewarding.

Also, as a school community we will ensure that all forms of bullying and discrimination will be challenged, and consequences will involve being educated for the future.

All staff, pupils, parents, carers, governors, and volunteers will be aware of the policy and be involved in its implementation.

## Desirable behaviours

There are three school rules that are displayed in every classroom and around our school which the pupils should know and follow:

### Ready | Respectful | Safe

Some examples include:

Ready	Respectful	Safe
Be on time	We take collective responsibility for the school	Be in the right place at the right time
Wear the correct uniform	Listen to others and expect to be listened to	Tell an adult if you have a problem
Have the right equipment and kit	Use kind words, language and tone	Move around school calmly
Looking and listening	Look after the building, displays and equipment	Use equipment correctly
Stop when you hear the bell or whistle	Say 'please' & 'thank you'.	Pick up pencils and things on the floor that shouldn't be there
Leave personal belongings at home	Hold doors open for others	Tuck chairs in
Mobile phones are left with the office	Greet adults and each other	Stay in the right area
	Put litter in the bin	We are supervised as a group
	Keep a tidy classroom and environment	We stay outside at break and lunch (or in classroom for wet play)

Each classroom will have a recognition board and be promoting a behaviour characteristic that they want to see improve in their classroom e.g. being ready, being caring, being curious etc. If the children demonstrate this behaviour they will see their name on the recognition board.

## Palmer Powers

Palmer has six core value which underpin all aspects of academy life:

1. Resilience
2. Independence
3. Focus
4. Responsible
5. Collaborative
6. Enquiry

Each half-term, we focus on one of these values. Through assemblies and the curriculum, we learn about these values, how to show them and why they are useful.

When a child demonstrates a behaviour representing one of our core values they will be awarded a Palmer Power which represents that colour of behaviour.

## Behaviour Around the School

- Classes should always enter the academy calmly and quietly.
- Classes or individuals should walk quietly and calmly around the corridors with their hands behind

their backs.

- Children should respect all areas of the school and will look to show respect by picking up a piece of litter or returning a book to its rightful place.
- Children will hold doors open for others and say please and thank you when doors are held open for them.

### Behaviour in the Classroom

- Children should sit quietly on entering their classroom on their carpet or chairs, so they are ready to start their learning.
- A learning activity or instruction will be presented to the children immediately through the use of an arrival slide. So the children can access their learning quickly.
- When a session is finished, children must clear up and return resources to their correct places. Classroom tidiness and respect for people looking after our school is promoted in each classroom.
- It is to the teacher's discretion to organise suitable rotas/monitors for each classrooms.
- Teachers will encourage children to go to the toilet at break or lunchtimes.
- Sanctions provided should be consistent with the behaviour levels procedure (see– Inappropriate Behaviour).

### Behaviour and Conduct at Breaktimes or Lunchtimes (Outside/Wet Break)

- Children to be respectful to all staff and pupil monitors on duty.
- Children to be encouraged and supported to play collaboratively.
- Interesting equipment and activities will be provided for the children so they can be engaged in play but taught how to use them respectfully.
- Children to be encouraged to respect the academy grounds by not dropping litter and caring for the environment.
- Children must ask permission to enter the building.
- At the end of playtimes and lunchtimes, children must line up quietly and calmly ready to go back into their classrooms.
- Physical or verbal abuse will not be tolerated.
- Sanctions provided should be consistent with the behaviour levels procedure – break times (see Section 4 – Inappropriate Behaviour).

### Behaviour and Conduct at Lunchtimes (Dining Hall)

- Children must show good table manners when eating and are encouraged to say please and thank you to staff.
- Children are reminded that, when eating lunch, they must use their 'indoor' voice.
- Sanctions provided should be consistent with the behaviour levels procedure –(see Section 4 – Inappropriate Behaviour).

### Rewards for good playground behaviour

- Praise from the teacher or adults on duty and the class teacher informed.
- House points awarded for demonstrating a desired school value or for helping others.

### Assembly Behaviour

Throughout the assembly, all class teachers and support staff should actively promote a quiet, calm, reflective and respectful ethos.

- Children should enter the hall quietly and listen to the music that is playing and sit in their

designated areas, in straight lines.

- At the end of the assembly, classes will leave the hall quietly, with their teacher.
- Classes should be arranged so that it prevents any possible disruption occurring between pupils.
- At the end of the assembly, classes will leave the hall quietly, with their teacher.
- Children should put up their hand if there is a genuine problem.
- If members of staff need to reprimand pupils whilst in the hall, this should be done with as little disruption as possible.

### Promoting Desirable Behaviour

Our emphasis should constantly be on the reinforcement of positive behaviours. We teach children the behaviours required to be a successful and effective learner.

At The Palmer Academy we focus on encouraging positive learner attitudes and, although recognised, aim for these to be intrinsically motivated.

Positive rewards and praise	
➤	Every class has a recognition board which is used in every session
➤	We have a recognition board in the hall and on the playground
➤	Non-verbal cues (thumbs up, smile etc)
➤	Verbally thank and recognise learners
➤	Write a recognition note to the learner
➤	Write a postcard home
➤	Call home to pass on the recognition and praise
➤	Recognition assemblies
➤	Hot Chocolate/ smoothie Friday
➤	Exceptional learning may be recognised with House Points (up to 200 at a time)
➤	Attendance certificates – for individuals each term
➤	Attendance trophy - for the class each week with the best attendance and/or most improved.
➤	Attendance raffle- prize for randomly selected child from the weekly 100% attenders.

### Promoting positive behaviour in the classroom

Teachers may use a variety of whole-class and individual reward systems to encourage expected behaviour on a daily and weekly basis. For example:

- Collecting a jar of marbles for a learning-focused reward at the end of a half-term
- Star of the Week
- Star of the Day
- Sent to other adults in the academy for praise, e.g. Headteacher, other teachers, classes
- Copy work to send home
- Table points
- Celebration assembly – certificate for progress made in learning
- Contacting parents with positive comments (face-to-face, phone, letter etc.)
- Sharing and discussing work with children.

Classes agree their individual class charter at the start of the academic year. The charter should be phrased positively. For example, 'We listen to others', instead of 'Don't talk when someone else is talking'. Each class should have no more than five rules on their charter. This will be called the 'class charter'. The first term of the PSHE unit 'Being me in my world" builds up to the creation of a class charter with a set of rules.

## House System

Children are grouped into four House Teams. Every child is given one of these four Houses to support. Each child is placed in a House on entry to school in Reception and remains a member of this team throughout their time at the school. Siblings are placed in the same House team.

Houses are named after significant scientists.

- Jenner – named after Edward Jenner who invented the small pox vaccine.
- Hawking – named after Stephen Hawking who was famous for his theory on black holes.
- Anning – named after Mary Anning who found the skeleton of the dinosaur plesiosaurus
- Turing – named after Alan Turing who broke the German enigma code in WW2.

House Captains will be elected from Year 6 children and they will provide positive leadership to the children in their House and the various competitions and events that may take place throughout the year (e.g. Sports Day).

Children can be given House Points which count towards their House Cup. Points that are awarded are generally for quality of work and effort. Children can record their house points in their classroom displays and charts and teachers can record the points on the Dojo system daily.

Every week, the house points are counted by house captains, and a weekly winner announced during our Celebration Assembly. At the end of the year, once all house points are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on the House Cup. This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.

## Hot Chocolate Friday

We recognise that, in each class, there are often children who consistently demonstrate exemplary standards of behaviour but might go unnoticed. These are the pupils who are consistently respectful, ready and safe. To ensure we recognise these children, each week a child from each class will be selected to have hot chocolate with either the Headteacher or Deputy Headteacher.

## Palmer's Proactive Interventions

We use many 'proactive interventions' to help learners manage themselves and to support learners acquire amazing attitudes to learning. These include, but are not limited to:

- Mindfulness and calming activities at key transitions
- Time taken to plan engaging, exciting lessons which capture pupils' interest.
- Greeting pupils
- 2 acceptable choices
- Alternative spaces at break and lunch to model positive play
- Allocated 'safe spaces' for specific learners
- Play leaders
- Sport
- Play activities
- Emotional Literacy Support for some learners
- Calm boxes

- Targeted self-esteem and leadership programmes in partnership with Ufton Court.
- Sensory circuits and regulation interventions
- Art and play therapy
- Relax Kids
- Extra-curricular clubs
- Out of Hours provision

## Our Consistencies & Routines

- ✓ **Consistent language; consistent response:** We refer to 'Ready, Respectful, Safe'. We use phrases like:
  - "I have noticed that...I need you to...I remember when...That's what I want to see now. Thank you."
  - "So that you can keep yourself safe, I need you to choose to..."
  - "Thank you for being respectful and stopping and listening to me, now..."
  - "Well done ... for being ready for learning. I can now see that... are ready."
  - "I'm asking you to...and I know that you will..."
- ✓ **Consistent follow up:** We follow our steps. We never pass problems on, teachers take responsibility for interventions, seeking support but never delegating.
- ✓ **Consistent positive reinforcement**
- ✓ **Consistent, simple routines and expectations around school:**
  - Learners are greeted individually at the door;
  - Learners move around the school calmly and quietly;
  - Learners walk on the left hand side with their hands behind their backs;
  - Learners in large groups are supervised by staff;
  - Learners wear the correct school uniform which is reinforced by all staff;
  - Learners line up at the start of the day and at the end of break and lunch (following the 3 bell routine).
- ✓ **Consistent respect from the adults:** Even in the face of disrespectful learners!
- ✓ **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- ✓ **Consistent environment:** creative and well-presented displays celebrate high quality work and provide learning supports. All learning spaces, offices and staff areas are tidy and well presented. The school reflects the children, even when they're not in it.

## Inappropriate Behaviour

**Prior to moving onto the consequence steps staff recognise positive and correct learner attitudes in other learners, praising learners for showing the expectations of 'Palmer's Positive Learners'.**

Every member of staff has responsibility at each part in the school's steps, to ensure the maintaining and developing of positive and respectful relationships. This also demonstrates a consistent approach by all adults to learners. At all times the focus is ensuring that learning takes place for all learners.

Learners may 'restart' the steps or move down the steps throughout the day to encourage and motivate them to adjust their behaviour. At all points staff should consider any underlying issues and strategies to prevent (proactive interventions).

Teachers have the right to teach and children have the right to learn. Disruptive behaviour stops teachers from teaching and stops pupils from learning. For this reason, we have clear steps in place to deal with these behaviours quickly and effectively.

Behaviours are graded according to their severity and appropriate sanctions are applied.

If behaviour exhibited is more severe, it may be necessary to move a pupil directly to a higher level. For example, should a child swear in class, then it would be inappropriate to move them to 'Level 1'. Instead, they would move directly to 'Level 3'. Whilst possible behaviours have been matched to specific levels, these are just guidelines



and school staff may need to use their own discretion when applying the system, considering the child, their age, individual needs, and circumstances.

Any child who reaches Level 3 + on the behaviour steps system will be required to fill out a reflection form about their behaviour with the support of the adult dealing with the initial behaviour. A copy of this reflection form should be stored in the central folder in the SEN room and a copy should be sent home to parents/carers at the end of the day.

Any behaviour reaching Level 3+ requires an incident form to be recorded on Arbor. This is to allow us to analyse a child's behaviour to identify trigger points and consider when support is needed. See additional sheet for guidance on recording on Arbor.

Levels are re-set after each break and lunchtime so the children can have a fresh start.

## Behaviour Levels

<b>Level</b> <i>Progressive, with exception of the listed</i>	<b>Consequence</b>	<b>Example behaviour</b>
<b>No level - Verbal warning</b>	A verbal reminder is given to the child and the class rule or expectation is re-stated.	<b>Low-level disruption</b> Calling out, arguing with peers, talking/being noisy at inappropriate times, not following instructions, not focusing on learning, etc.
<b>Level 1:</b>	A final reminder is given to the child and the class rule or expectation is re-stated again.	Repeated instances of above
<b>Level 2:</b>	Time-out within the classroom (up to 10 mins) <u>AND</u> Time inside at break/lunch time ( <u>max.</u> 10 mins) to reflect on their behaviour and verbally discuss how they will make improvements (no reflection sheet required)	<ul style="list-style-type: none"> <li>• Repeated instances of above</li> <li>• Rudeness</li> <li>• Taking the belongings of others without permission</li> <li>• Deliberately not completing work (or completing it to an unacceptable standard).</li> </ul>
<b>Level 3:</b>	<ul style="list-style-type: none"> <li>• Time-out in adjacent class with work/reflections sheet (up to 20 mins)  <u>AND</u></li> <li>• Time inside at break/lunch time (<u>max.</u> 20 mins) to:               <ul style="list-style-type: none"> <li>- Complete learning/reflection sheet</li> <li>- Discuss with the teacher positive behaviour strategies</li> </ul> </li> <li>• Reflection sheet stored in central folder and copy sent home. Incident form (Arbor) completed by staff member. <b>Parents informed when sending the reflection sheet.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Repeated instances of above</li> <li>• Intentional damage to school property or others' belongings</li> <li>• <u>Persistent</u> refusal to complete work</li> <li>• Swearing</li> <li>• <u>First instances</u> of aggressive behaviour that may harm another child (e.g. pushing, tripping, hitting, kicking, throwing objects, etc.)</li> </ul>
<b>Level 4:</b>	<p><b>Child sent to member of the Senior Leadership Team for further sanctions as appropriate.</b></p> <ul style="list-style-type: none"> <li>• Likely restricted privileges.</li> <li>• Pupil considered for behaviour watch.</li> <li>• Reflection sheet, incident form completed and parents informed via meeting.</li> <li>• Parents informed via telephone/meeting by relevant Senior Leadership member.</li> <li>• An internal exclusion may be used.</li> </ul> <p>SLT not teaching at time of incident to deal with this incident.</p>	<ul style="list-style-type: none"> <li>• Rudeness to any adult in the academy or persistent refusal to follow instructions</li> <li>• <u>Repeated, intentional</u> acts of physical aggression towards other children (e.g. spitting, hitting, kicking, throwing objects, etc.)</li> <li>• <u>Intentional</u> damage to equipment or the academy building</li> <li>• Instances of bullying</li> <li>• <u>Pre-meditated</u> violent acts on others which have the potential to cause serious harm (e.g. punching, kicking, choking)</li> <li>• Violent threats towards others</li> <li>• Significant property damage</li> <li>• Dangerous behaviour (e.g. running out of academy)</li> <li>• Incidents of racism or other discriminatory behaviour</li> </ul>

<b>Level 5:</b>	<p><b>Child sent to the Headteacher (or Deputy Head in their absence)</b></p> <ul style="list-style-type: none"> <li>• Likely <u>fixed-term or permanent exclusion</u> applied.</li> <li>• Reflection sheet, incident form completed and parents informed via meeting.</li> <li>• A behaviour plan considered.</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual language and behaviour <b>(to be recorded on CPOMS additionally)</b></li> <li>• <u>Pre-meditated</u> violent acts on others which have the potential to cause serious harm (e.g. punching, kicking, choking)</li> <li>• Significant property damage</li> <li>• Repeated instances of bullying or racism</li> <li>• Extreme dangerous behaviour (e.g. pushing another child towards a road, using objects as weapons, etc.).</li> </ul>
<p>It is important to note that whilst behaviour is recorded on Arbor at vulnerable children meetings all behaviour information from Arbor will be used as evidence. The AHT for behaviour is also a designated safeguarding lead who will be able to provide context around any behaviour incidents. Any behaviour incidents that link to a member of staff's cause for concern around the welfare of a pupil should still be recorded on CPOMS. <b>Any sexualised behaviour or language should be recorded on both Arbor and CPOMS.</b></p>		

### Expectations for time-outs within the classroom (Level 2)

- The pupil should be separated from their peers as much as possible.
- If the class are on the carpet, the pupil should be moved to a chair.
- If the class are at their chairs, the pupil should be moved to a space on the carpet.
- The teacher may designate a different spot if they feel this is more appropriate but should avoid using the Reading Corner.

### Expectations for time-outs out of class (Level 3)

- Pupils should be sent to a different classroom for up to 20 minutes.
- The teacher of the other class should not stop teaching their own class to discuss why they have been sent out.
- The pupil will sit at an area away from the main class. (If the class are on the carpet, this could be at a chair and vice versa).
- Pupils should have learning to complete and/or the reflection sheet.
- Responses should be discussed with the child during the subsequent break/lunch time. During this time, pupils will be encouraged to reflect on their actions, understand how they should have behaved and how to make positive changes to their behaviour. Any work missed should be made up in this time, as needed.
- Typically, the pupil will be sent to the other class in the same year group. However, if that is not possible (or appropriate), the member of staff can select another class for the pupil to be sent to.
- If a pupil receives a Level 3 in the afternoon session, it will not be possible to keep that child in during a break time on the same day. Instead, the teacher may choose to have a brief catch-up discussion with that pupil at an appropriate time the following day to discuss the positive behavioural changes the pupil intends to make.
- The amount of time out of class (and reflection time during break/lunch) should be age appropriate (i.e. a pupil in Year One would usually be sent out for a shorter period of time whereas a pupil in Year Six may require to entirety of that 20 minute period).

## Guidance for staff

When we follow our steps:

- ✓ We invest time. We are quiet and discrete when redirecting, reminding or cautioning. The strongest messages are given privately where possible.
- ✓ We are calm, don't raise our voices and give 'take up time' and 'acceptable choices' when going through the steps. As much as possible we are proactive, prevent, support and redirect.

- ✓ We follow up every time, retain ownership and engage in reflective dialogue with learners.
- ✓ Discussions with other professionals about behaviour are in private and not in front of learners.
- ✓ Once the follow up has taken place we don't 'repeatedly reprimand' learners.
- ✓ Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- ✓ Ensure staff training needs are identified and targeted.
- ✓ Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- ✓ Support teachers and leaders in managing learners with more complex or entrenched negative behaviours.
- ✓ We always remember that consequences are to help learners adjust.
- ✓ We recognise signals in our own behaviour and adjust or remove ourselves if required.

## Behaviour Watch

As mentioned above, where pupils continue to exhibit inappropriate behaviours, they may receive additional support through Behaviour Watch. Pupils for Behaviour Watch will be identified in the following ways:

- In the half-termly behaviour reports, highlighting the pupils who regularly receive Level 3 or above
- Discussion with the class teacher (or other appropriate member of staff)
- Discussions with parents/guardians

It should be noted that this is not typically aimed at pupils with Special Education Needs that may impact upon their behaviour. Instead, they will have individualised behaviour plans (see section on Children with Special Education Needs). Unless their special education need does not affect their behaviour or their ability to follow instructions.

After a pupil is identified, there will be an initial meeting held with the pupil, their parents/guardians, a member of SLT (AHT for behaviour) and the class teacher. In this meeting, the previous behaviours exhibited will be outlined to the parents and three SMART targets will be set for the pupil. A review date will be set (usually after two weeks of the plan being in place). During this period, a 'Pupil Behaviour Tracker' will be used to record their progress against the targets. At the end of the agreed period, if the pupil has made sufficient progress in their targets, the pupil will be removed from Behaviour Watch.

Alongside this, a member of SLT (AHT for behaviour) will meet with the pupil at least once a week to discuss their targets and the progress they are making against these. These meetings will provide the pupil with an additional opportunity to reflect on their behaviours during this period, considering what went well and what could be improved, thus supporting them to make positive behaviour choices. This may then lead to them needing to be supported by other outside agencies or need a more bespoke behaviour plan.

## Peer on Peer Abuse

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed off as 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE). It is important to consider the forms abuse may take and the subsequent actions required.

It is important to note we will log any incidents of peer on peer abuse using CPOMS (additionally to Arbor) which will be responded to via the school's safeguarding processes by the designated safeguarding leads.

We also have a peer on peer abuse risk assessment which identifies any circumstances where potential peer on peer abuse could take place and how we are limiting the risk of it take place.

All staff will be briefed on peer on peer abuse through the use of the DFE's 7 minute briefing. This training will also be saved in a central behaviour folder for all staff to be able to access at all times.

## Racism and Bullying

### Racism

The academy staff actively promotes Race Equality as an academy priority to ensure high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are valued, and the principles of equal opportunity are actively seen to be at work in the academy's ethos and procedures.

Racism can be defined as:

- Any behaviour, attitude or institutional structure which treats an individual or group or individuals differently because of their race.

Racist attitudes or behaviour within our school community will not be tolerated.

### Bullying

Bullying is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying may be motivated by actual or perceived differences relating to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty or local issues appropriate to the academy context. Bullying results in pain and distress to the victim. Repeated unkind treatment of one child or group of children by the same child or group of children may be viewed as bullying. In this case, the Learner Attitudes Policy will continue to be used as the unkind behaviours (physical or name calling) would fall under Stage 4. In the same way that inappropriate behaviour is not

## Inclusion and Equity

Every child, including those with additional needs and social, emotional and behavioural needs, has a right to an education and that education should allow them full access to all educational opportunities the school can offer. There are some pupils whose behaviour falls beyond the scope of any policy and who require Pastoral Support Plans which are therapeutically informed.

## Multi-Agency Assessment

A multi-agency assessment will be considered when a pupil's behaviour is significantly disruptive to their own learning and the learning of others. Before other agencies are involved the students' needs should be brought to the attention of the SLT (Headteacher, Deputy Headteacher and Assistant Headteachers). Parents should be informed of any concerns about their child's behaviour using the normal school systems.

### Step One

Teacher asked to complete:

- Two weeks of intensive monitoring using ABC forms
- Analysis of behaviour trends and patterns (using the Therapeutic analysis tools)
- Major Incidents Forms
- Pupil and Parent Behaviour Questionnaires and Surveys

### Step Two

- Range of class based strategies tried using PSP format (Therapeutic Behaviour Plan)

- Low level additional support possibly put in place
- Individualised timetable considered (Therapeutic Behaviour Plan)

#### Step Three

- Involvement of Behaviour Outreach Service, Educational Psychologist and other agencies
- Referral to school nurse considered
- PSP in place (Therapeutic Behaviour Plan)

### Therapeutic interventions

The school team understand that there may be reasons underpinning the demonstration of behaviour(s) by a child and in order to be able to aim include all children support their emotional and mental health, wellbeing and development by implementing a range of strategies. The Assistant Head- Inclusion leads on accessing and implementing therapeutic interventions.

### Positive Handling/ Physical Intervention

The power to use reasonable force:

- Staff have the authority to use reasonable force if the behaviour of a child leads them to causing harm to themselves, others or extensive / expensive harm to school property or the property of others. Force should always and only be used in an emergency or when all other avenues have been exhausted.
- The Headteacher MUST be informed immediately if a child has been handled due to the fact that they were causing risk to themselves, others or property. This must also be recorded on CPOMS via the record sheet being scanned and uploaded.
- Parents should always be informed (using the set form) if a child has been moved or held using 'positive handling' and a positive handling plan should be put in place when this is likely to happen on more than one occurrence.
- Positive handling should not be used to force compliance.
- Some children may support, particularly in the Early Years, to leave parents / carers or move from one place to another. This does not constitute 'positive handling'.

Physical intervention should only be used within the strict safety guidelines laid out in The Palmer Academy's Physical Intervention Policy. All staff are required to be familiar with the contents of this policy and to abide by it at all times tolerated, bullying is not tolerated and the school will follow the Anti-Bullying Policy.

### Searches, Banned Items and Confiscation

The Headteacher, Deputy Headteacher and delegated staff members have the right to search learners where they reasonably suspect that "prohibited items" may be in a child's possession. These could be items which are stolen, illegal or dangerous e.g.: drugs, weapons, cigarettes, fireworks or pornographic images.

Confiscation can be used when:

- an item poses a threat to others: for example, a child has brought in an inappropriate toy from home such as a catapult
- an item poses a threat to good order for learning: for example, a pupil continuously plays with a toy, wrist band etc.
- an item is against school uniform rules: for example a hooded top or baseball caps (worn inside the building) instead of for sun protection outside
- an item poses a health or safety threat: for example, a pupil wearing earrings in PE may present a safety threat to themselves or other pupils;
- an item which is counter to the ethos of the school: for example, material which might cause tension between one community and another;
- an item which is illegal for a child to have: for example racist materials
- an item which the school has currently banned (this may occasionally happen with toys).

When an item is confiscated and poses no further threat to the pupil or community it will be returned to the child at the end of the day, week or term depending on the item and child's response. On occasion the school may choose to only hand the item to the child's parents.

Where an item is illegal it may not be returned and instead to the police or appropriate safeguarding body.

## Internal Exclusion

Internal Exclusion refers to a school strategy to remove a learner from the environment in which the behaviour or behaviours occurred. It is not an isolation. Internal exclusions are administered within other learning environments (e.g. another classroom or learning space) with the learner completing work provided by the class teacher. It provides the learner with the space to demonstrate positive behaviours with staff and pupils who are less familiar, therefore breaking any developing habits.

## Exclusion - permanent

A child may be at risk of permanent exclusion if there is:

- A serious breach, or persistent breaches of the school behaviour policy
- Where a pupil's behaviour means allowing the pupils to remain in school would be detrimental to the education or welfare of the pupil or others in the school

(DfE Exclusion Guidance January 2015)

The decision to permanently exclude would only be taken after an appropriate investigation had taken place and the child given the opportunity to give his/her version of the events unless the child was in immediate danger.

In all cases, the Deputy Director of Education will have been informed of this potential decision.

Only the Headteacher has the power to permanently exclude. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if further evidence warrants this.

If the Headteacher permanently excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The local governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA and consider whether the pupil should be reinstated.

If the appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The school keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. This data is collected by the Academy Trust and also shared with the Local Authority

## Promoting Good Behaviour Outside of School

DfE Guidance:

Schools must act reasonably both in relation to expectations of pupil behaviour and in relation to any measures determined for regulating behaviour by pupils when off the school site and not under the lawful control or charge of a school staff member. A school could sensibly take account of the following factors:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- related to this, whether the pupil(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school;
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of the staff);
- whether the misbehaviour in question was on the way to or from school, outside the school gates or otherwise in close proximity to the school;
- whether the misbehaviour was whilst the pupil was on work experience, taking part in a further education course as part of a school programme or participating in a sports event with another school (i.e. when the pupil might be expected to act as an ambassador for the school) which might affect the chance of opportunities being offered to other pupils in the future.

In our school we will apply school-based sanctions to the following behaviours that have taken place outside of school:

- Harassment of a member of staff;
- Vandalism within the vicinity of the school if it happens on the way to / from school;
- Misbehaviour on educational visits or 'ambassador' based visits;
- Incidents between pupils that have been witnessed by a member of staff or an unrelated, reliable third party;
- Bullying (see anti bullying policy for additional guidance) that has been witnessed by a member of staff or an unrelated, reliable third party.

To avoid malicious allegations or being involved in parental conflicts the school will not sanction outside school behaviours brought to us by parents / carers. The school will instead encourage parents / carers to involve partnership teams, housing teams or the police.

The school will not sanction children for 'home behaviours' as we want to create a refuge and consistent space for some children. However, we can help parents draw up behaviour plans and access home / school support and parenting courses.

## Implementation and review of policy

The local governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and reviewing their effectiveness.

The Headteacher is responsible for ensuring the health, safety and welfare of all children in the school. This includes implementing the school behaviour policy consistently throughout the school. The Headteacher keeps records of all reported serious incidents of misbehaviour and reports to governors on the effectiveness of the behaviour and discipline policy, when requested. The Headteacher completes monitoring reports for the Local Authority and the Trust, on request and as part of their regular data collection process.