



Positive Behaviour Policy

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Change Log

| Date | Changes to Policy |
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| Autumn 2023 | Updated link to KCSIE 2023. |
| Autumn 2022 | <p>Updates in line with DFE Behaviour in Schools July 2022</p> <p>Updated inline with DFE Suspensions and Permanent Exclusions July 2022</p> <p>P3 Leadership oversight for pupils required additional support to manage their behaviour.</p> <p>P4 Family responsible for pupil behaviour outside of school which could be sanctioned by school.</p> <p>P5 Leaders proactive in ensuring implementation of Policy and staff training.</p> <p>P5 Expected norms as part of positive behaviour culture.</p> <p>P6 Expectations re Online behaviour</p> <p>P7 Updated detail re Sexual Violence and harassment</p> <p>P8 Clarification re 'banned items' added.</p> <p>P8 Pupil mobile phone clarity added.</p> <p>P8 Trauma informed/ context of behaviour added.</p> <p>P8 Partnership working detail added.</p> <p>P8 Preventing Recurrence of misbehaviour added.</p> <p>P.8 Use of reasonable force updated inline with DFE guidance.</p> <p>P.9 Removal for Classroom detail added (inline with DFE policy)</p> <p>P.9 Behaviour beyond school gate further detail added.</p> <p>P10 Monitoring and Evaluating behaviour set out.</p> <p>P10 Clarity of Child-on-Child abuse set out and linked to Safeguarding Policy</p> <p>P11-12 Updated Exclusion summary guidance, link to main policy</p> |
| Autumn 2021 | <p>Removed Values and Principles from introduction.</p> <p>'Positive Reward System' section updated to make more generalised as not all schools were using the 'Kudos Points' as previously stated.</p> |

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This policy complies with and has been written with reference to the following guidance and documents:

- Keeping Children Safe in Education 2023
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf
- Equality Act 2010: advice for schools DfE 2018
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- SEND Code of Practice 0-25 2020
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Schools SEN Information Report Regulations 2021
<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>
- Statutory Guidance on Supporting Pupils in School with Medical Conditions 2015
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf
- Relationships and Sex Education and Health Education 2021
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Teaching Standards
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

1. Introduction

We believe that all children have the right to a calm, safe and supportive learning environment and recognise that low level behaviour can impact on the wellbeing of students and staff. At the Learning Academy Partnership (herein referred to as the Trust), we know that children perform best when they are encouraged and motivated to learn, which is the primary step towards positive behaviour. This Positive Behaviour Policy works conjointly with the high expectations of teaching and learning in classrooms and sets out how we create safe environments in which all pupils can learn, flourish and reach their full potential.

It is recognised that, even where all strategies are in place to support positive behaviour in the classroom, some children will sometimes make choices that threaten to impact on their own learning and that of their peers. At the Trust we understand that 'all behaviour is communication,' and that it is our purpose to look beneath the behaviour and see what unmet need is causing them. In doing so, there may need to 'adjustments' for some pupils and academies may use a range of strategies to support these pupils. Some of these may be temporary but some may need longer implementation.

A series of strategies will be used to identify, assess and meet the needs of children, following a plan, do, review cycle.

Where there is a need due to social circumstances, such as family difficulties, bereavement, housing etc., the Family Support Team may be able to offer support to families and signpost to further help. Where there is a need due to an unidentified learning difficulty, the SENCO will follow the procedures of identification of a SEN as outlined in the Special Educational Needs Policy. Where there is a need due to an emotional difficulty or trauma in a child's life, the academies may refer to additional intervention such as Thrive, Boxhall, appropriate outreach or groups focusing on social skills and emotional literacy. The Head Teacher will oversee the support and leader or specialist member of staff will oversee the day to day support/ provision. Parent and pupil voice and feedback will be key in such plans and parental engagement is expected by the academy to support their child's development.

The aim of these strategies is to encourage children to comply with the academy rules and re-engage with learning. In some circumstances, an academy will always seek to act promptly to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the academy, or its community (see section on preventing recurrence of misbehaviour). In some situations, this may result in suspension or even permanent exclusion (see separate policy on this).

The Positive Behaviour Policy refers throughout to the following DfE documents:

1. [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf)
2. [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2012/2746/contents/part-1)
3. [Preventing and tackling bullying \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf) Advice for Headteachers, staff and governing bodies
4. [DfE and ACPO drug advice for schools \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf) September 2012
5. [Use of Reasonable Force \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf) July 2013
6. [Behaviour and Discipline in Schools \(parliament.uk\)](https://www.parliament.uk)
7. [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf) July 2022
8. [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
9. KCSIE
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf September 2023

The fundamental basics of the Positive Behaviour Policy rely on the Home Academy Agreement being adhered to.

The family will:

- Promote and support a positive attitude towards learning, this is the greatest gift that you can ever give to your child! Praise their efforts and encourage them to always try their best. Show your child how much you value their learning, and they will exceed all expectations.
- Support the academy's Positive Behaviour Policy including meetings with staff if deemed necessary and engage with extended support and guidance to support their child's needs.
- Understand that they are responsible for online behaviour of their child outside of school and off academy premises and understand that where this behaviour contravenes this policy, and in accordance with DfE policy, the academy may sanction their child for misbehaviour (see section on online behaviour).
- Ensure they keep their children safe from harmful online content by ensuring wherever possible, any devices have adequate filters as well as adequate supervision.
- Place emphasis on the enjoyment of reading together every day throughout your child's time at primary school.
- Ensure their child attends regularly, call the academy each morning they are unwell and provide a note of explanation or medical evidence when the child returns. Aim to ensure that attendance always remains above 96%.
- Support the academy's Attendance Policy by NOT booking holidays during term time.
- Make sure their child arrives at the academy on time and is collected promptly.
- Attend parental consultations to discuss child's progress each term.
- Send their child to the academy equipped for working with the appropriate books and writing implements.
- Support the academy's dress code and send their child in wearing appropriate uniform and footwear, having specialist clothing for specific subjects e.g., apron for art, games kit for P.E. This includes appropriate hair styles: hair colouring, mohawk hairstyles and sculpted patterns or any other style deemed inappropriate by the Head Teacher.
- Where possible provide a suitable learning environment to support their child with homework and other opportunities for home learning.
- Support the academy's Healthy Eating Policy by providing fresh water daily and a fruit snack.
- Treat all staff courteously and with respect.
- Prepare your child adequately for academy life to enable them to cope with everyday activities i.e., toileting, dressing, using cutlery.
- Inform the academy of any change in personal circumstances that could impact upon child's performance or emotional well-being.
- Read all school correspondence: letters, emails etc and respond to any reply to requests promptly.

All documents should be read in conjunction with this policy. The Trust reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

The academy and our staff will:

Our attitude towards the children is key to promoting good behaviour and creating a safe and supportive environment. We should:

- Provide a challenging and stimulating programme of study designed to enable all
- Encourage children to reach the highest standards of personal achievement
- Recognise and be constantly aware of the needs of each individual child according to ability and aptitude
- Set high standards of behaviour and conduct and routinely and consistently communicate and reinforce these through 'expected norms' and routines' as well as noticing and praise

- Apply rules firmly but fairly by using clear and consistent language, and, where appropriate, use visual signs to reinforce
- Enable children to take increasing responsibility for their own learning and conduct
- Provide range of support, strategies and 'adjustments' to help pupils manage their emotions and behaviour.
- Ensure that learning is progressive and continuous
- Be good role models punctual, well prepared and organised taking quick, firm action to prevent one child inhibiting another's progress
- Provide regular opportunities for children to discuss appropriate behaviour both at a whole academy and class level.
- Work collaboratively with a shared philosophy and commonality of practice following academy guidelines.
- Enjoy relating to pupils and knowing them as individuals.
- Appreciate them, whenever we can tell them you appreciate them and why.
- Respect them and expect to receive respect.
- Greet children and start a dialogue with them when we meet them around the academy.
- Listen to children and value their opinions and feelings.
- Be friendly.
- Use humour appropriately to build bridges and reduce tension.
- Speak to them individually about their concerns – don't trivialise them or treat issues as being taboo, know them as individuals
- Promote and support the school council.
- Act and speak thoughtfully and appropriately in the playground, working together to ensure that no one is left out or bullied.
- Be alert to any kind of bullying, objecting to it and reporting it.
- Will not tolerate any form of child-on-child abuse (see separate section).
- Maintain high standards of behaviour when using any off-site facilities or representing the academy as ambassadors or competitors.

Leaders will be visible, proactive and regularly engage with pupils, staff and parents in setting and maintaining a culture where all feel safe and supportive. Leaders will ensure that staff have regular training and support to understand their role in confidently and consistently applying this Positive Behaviour Policy. This includes training on escalation, understanding of SEND and of Trauma and sits alongside that of wider training, such as Safeguarding.

2. Positive Reward System

In order to create and maintain a positive and safe environment and culture, high expectations will be clearly communicated through a positive approach to 'noticing' and praising the expected 'norms' of behaviour. Alongside this each academy will have a positive reward system employed in all classrooms and shared areas. The positive reward system works in conjunction with the consequences system also used throughout the Trust, details of this are in the following sections.

As part of community building within the classroom, all classes will have a 'Full Value Contract' (FVC). Pupils and Teachers agree on the rules of their classrooms and consequences that might be used. The academies also use the language "Quality Line" "Quality Walking" and "Quality Audience" to help children to unpick what exemplary behaviour is like in these situations. As part of class community building, every September and on every new child's arrival, classes will revisit what these 'qualities' look like, sound like and require children to be like.

The shared language throughout the academies ensures that there is a high expectation of children's behaviour and consistency of behaviour boundaries. Children know how they are expected to behave as citizens of their academy trust as well as their classrooms.

The positive reward systems will be bespoke to each academy (i.e. may be 'family group points', 'house points' or something different) There are no ceilings to these reward systems, so no child feels they have reached the limit of positive behaviour. A positive reward system is only effective when carried out with high quality feedback from the teaching or wider staff on why they are being rewarded, for example "Well done Bobby, you applied your writing target in this sentence, you can have a" It also works effectively as positive reinforcement to encourage a calm whole class working environment e.g. "Everyone on this table may have a '.....' because you are working silently on your independent work." This rewarding of positive behaviour will encourage other children to do the same, rather than penalising individual negative behaviour.

Rewards should be made regularly and consistently by every member of staff when children are displaying the academy values for example:

- Showing respect for themselves and others by holding doors, greeting members of staff, walking through the academy in a calm manner, correct and neat uniform, helping a member of staff, contributing to the community.
- Showing friendship, helping others, being kind to other children such as helping a classmate who is stuck in class or hurt in the playground, being a 'buddy' to a new or more vulnerable/shy child.

- Showing responsibility by recognising when to do the right thing, even when difficult e.g. reporting an incident, taking their personal targets on board and achieving them, displaying their best efforts in lessons, completion of home learning and home reading.

This list is not exhaustive and there are many ways a child may receive rewards such as certificates, nominations and celebrations in 'Praise Assemblies', class or year group rewards.

The recording of rewards will be individual to each academy

3. Consequence System in response to misbehaviour

Consequences will only work effectively in addition to high quality, well planned, inclusive teaching. All differentiation and adaptations must be in place to support children with needs that are additional to or different from their peers in order for consequences to have an effective impact. Consequences work in conjunction with a positive reward system.

When a member of staff becomes aware of misbehaviour, they should act predictably, promptly and assertively in accordance with this policy. It is key that all staff are supported so that they can all be confidently in responding in a consistent, fair and proportionate manner so that pupils know with certainty that misbehaviour will be addressed.

'Consequences' work in conjunction with the positive behaviour system, behaviour guidelines and behaviour logs. The system links with the Local Authority 'Behaviour Thresholds' and can be read alongside 'The Child's Journey' documentation. Level 3 behaviour would be at a C4 Level. Level 4 behaviour would be at a C5 Level and above. This also aligns to Cornwall, Devon and Torbay and thresholds and policies.

Misbehaviour or inappropriate behaviour online should be addressed in the same accordance as offline behaviour. This is in line with DfE 'Behaviour in Schools' guidance 2022. Parents and carers are reminded they are responsible for their children's online behaviour that takes place out of academy hours and off academy premises. This means that behaviour which is deemed as misbehaviour linked to the DfE guidelines, may still result in sanctions by the academy.

| | Why | Action | Example of behaviour (behaviour threshold) |
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| C1 | <p>First negative behaviour or continued negative behaviour from first warning.</p> <p>A note will be made of the pupil's name within the classroom (as appropriate).</p> | <p>Verbal reminder or signal will be issued, where a child has a socio-communicative difficulty, visual prompts may be used.</p> <p>Whole class reminder of the learning behaviours expected in class or in the playground.</p> <p>Praise for those demonstrating desired behaviour.</p> <p>Staff member will explain clearly to the pupil that they are going to make a note of the C1 being reached.</p> <p><i>Where a child has socio-communicative difficulties, additional input such as using photographs of desired behaviour, traffic light sound systems or noise level meters may be referenced to support. Children with SEN will have additional resources that will be used at this time and throughout.</i></p> | <p>Behaviour that is oppositional to those agreed on the FVC.</p> <p>This may include: calling out, talking at inappropriate times, not completing work set to the expected standard, regular incompletion of home learning or home reading, purposeful incorrect uniform, not adhering to school rules of quality line, quality audience or quality walking.</p> |
| C2 | <p>Second negative behaviour or continuation of C1 behaviour.</p> <p>A note will be made of the pupil's name within the classroom (as appropriate).</p> | <p>Staff member will explain clearly to the pupil that they are going to make a note of the C2 being reached.</p> | <p>Continuation of behaviour at C1 or instantaneous for behaviour such as: Refusing adult</p> |

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| C3 | <p>Third negative behaviour or continuation of C2 behaviour</p> <p>A note will be made of the pupil's name within the classroom (as appropriate).</p> | <p>Staff member will explain clearly to the pupil that they are going to make a note of the C3 being reached and at this point offer the child an opportunity to rectify actions by one of the following options:</p> <p>Moving seats – independent learning space as appropriate Time out - time for child to think through choices and return to the task, using resources such as timers and behaviour guidelines (if appropriate) Time Scale – Setting a timer for expectation of child completing task in order for consequences to stop progressing. E.g., "You will have 10 minutes to complete up to question 5 or we may have to issue a C4." Adaptation of task – teacher will use their knowledge of the child, especially in the case of SEN to adapt a task if this is causing the contention e.g., due to a child's high levels of anxiety during a test or the level of challenge presented.</p> | <p>Continuation of behaviour at C2 or instantaneous for examples of more significant behaviour such as:</p> <p>Refusal of staff instructions e.g., refusing to move seat, verbally refusing to complete a task, refusing to hand over an inappropriate toy/object or remove an inappropriate item of uniform e.g. baseball caps, hoodies Incidents of bullying</p> |
| C4 | <p>Fourth negative behaviour or instant in circumstances of higher-level behaviour</p> | <p>If C3 behaviour concerns a staff member with then issue a C4. This will require a Behaviour Log to be opened on securely held school recording system e.g. CPOMS and an alert to be sent to a member of SLT</p> <p>Where a child already has a behaviour log open, the new incident will need to be recorded and SLT informed. Local Committee will also have oversight of the number of C4s.</p> <p>The child will then be required to leave the classroom and complete their work in a designated place. They may miss playtimes on that day.</p> <p>On their return to class the behaviour will be discussed, and a 'clean slate' approach will be used for the next day.</p> <p>Parents/Carers will be informed at the end of the day. Where a behaviour log is already open, the meeting must involve a member of SLT.</p> | <p>C4 behaviour is inclusive of continued C3 behaviour despite interventions and strategies being put in place.</p> <p>Instantaneous C4 would be given for behaviour that causes concern for health and safety on the child, other pupils staff and school property, such as:</p> <p>Destruction of classroom equipment (defacing tables, snapping pencils etc) Swearing Bullying (inc online) Refusal to complete a C3 request Disruption to the classroom or classroom environment where other children or staff are not at risk of harm e.g. throwing a book to the floor or ripping up own work. Bringing in to the academy an item which is 'banned'. (see below).</p> |
| C5 | <p>Fifth Negative Behaviour Or Immediate due to Health and Safety Concerns</p> <p>(Internal Suspension)</p> | <p>An immediate behaviour log will be opened or updated if already open.</p> <p>Child will report immediately to the SLT member on duty and parents/carers will be informed promptly.</p> <p>The SLT member will determine a space appropriate to the academy and the age of the child where the child will work in isolation for the remainder of the session. The child will then work from the next half day period in this space and will miss lunchtime play.</p> <p>A meeting with parents will be held with class teacher and member of SLT. Longer term consequences may be agreed, and the child may be placed on a 'monitoring report'</p> | <p>Continued behaviour, following receipt of a C4 on the same day. OR Regular receipt of a C4 (e.g. daily over the course of a week)</p> <p>Instantaneous where health or safety is of concern:</p> <p>Putting themselves at risk (e.g., climbing up on school equipment or property, refusing to hand over an inappropriate object that could be deemed dangerous, running away from a member of staff or adult when requested, leaving classroom without permission)</p> <p>Putting others at risk (e.g., throwing kicking classroom equipment, shouting and swearing in the classroom and distressing peers)</p> <p>Putting staff at risk (e.g., threats or actual of acts of violence) Sexual Harassment (incl online) – see Annex 1 of Safeguarding Policy for policy and Procedure relating to this.</p> <p>Threat or actual destruction of school property.</p> |

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| C6 + | Suspension or Permanent Exclusion, | <p>This can only be given when a child has worked their way through Consequences.</p> <p>If there is an immediate situation that warrants Suspension or Permanent Exclusion, then an Exclusion Panel meeting will be convened.</p> <p>See Suspension and Permanent Exclusion Policy for more detail</p> | <p>Reasons for a C6 and consideration for Suspension or Permanent Exclusion, can include (but not limited to):</p> <ul style="list-style-type: none"> Persistent disruptive behaviour Physical assault against a pupil Other Verbal abuse/threatening behaviour against an adult Physical assault against an adult Drug and alcohol related Verbal abuse/threatening behaviour against a pupil Theft Sexual violence or harassment (inc online) Damage Bullying Racist abuse |
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Banned Items

The following items are deemed unsafe and not conducive to the safe and supportive environment we maintain in our academies. They are therefore banned from the academies:

- Lighters/ matches
- Cigarettes/ vapes
- Knives, weapons, including homemade and imitation guns.
- Inappropriate (e.g. games rated over age 10+), illegal, violent or pornographic material.
- Illegal drugs or medicines not appropriately handed in to the academy office as per policy.
- Alcohol, nitrous oxide or other gas/ chemical.

In addition, other items which the Head Teacher deems to be presenting a risk to the academy community.

Mobile Phones

We recognise that for some older pupils, who may walk home on their own or have extend travel to the academy, for example, bringing a mobile phone to the academy is needed. Where this is the case, the phone should be turned off upon entering the academy premises (e.g. playground or academy gates) and handed to academy staff, typically, their teacher. This will be returned at the end of the day and should only be turned on again once they have left the academy premises (as outlined in the Pupil Acceptable Use Policy).

Context and Circumstance

In line with our Mission of 'Flourishing Futures' and DfE guidance, our academies will consider whether behaviour gives cause to suspect that a pupil is or likely to be suffering from harm. This is in line with Safeguarding Policy and this may be followed in tandem with this policy. In addition, alternative adjustments for sanctions/ consequences can be considered on a case-by-case basis and may include taking due regard where a pupil's SEND had affected their behaviour, as part of the SEND code of practice and reasonable adjustments when appropriate. Heads and senior leaders will have due regard for consistency and perceived fairness when considering alternative arrangements and may use Trust Senior Executive Team support in their decision making.

Parental involvement, partnership working and Pupil Support following a consequence

Parent partnership working is key to supporting pupils to improve behaviour and the Trust expects parents to support this. Teachers may be supported by leaders and/or specialist support when working in partnership with parents. By working together, pupils will be supported, following a consequence, to improve their behaviour and, where appropriate, to reintegrate back into class. This may include ongoing support for the pupil, understanding more around any difficulties at home or outside of the academy. Where a child has a social worker (or if Looked After the Virtual School will be involved) they will be asked to also engage with this.

Preventing Reoccurrence of Behaviours

There are a range of initial interventions employed by the academy to help pupils manage behaviour well and maintain a positive whole academy safe and supportive culture. This includes additional support for those needing it which will be provided as proactively as possible, and parents will be required to support this. There are systems in place to ensure leadership and pastoral/ specialist teams have oversight of those pupils who struggle to meet behaviour expectations or whose behaviour reflects a sudden change. This oversight will be in line with Local Authority Behaviour Thresholds and may include frequent and open engagement with parents. This may also include engaging with local agencies, including

Safeguarding and / or SEND 'Graduated Response'. The academy leadership will engage with any Local Authority support, supervision, pupil referral meetings at the earliest opportunity to ensure early intervention is on place. In addition, the Headteacher will engage support and advice from the Trust Director for Vulnerable Pupils and Inclusion and use the following approach:

'Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working together to safeguard children).'
As per DfE Behaviour for Schools Guidance paragraph 100.

Use of Reasonable Force

The academy follows DfE guidance 'Use of reasonable force. Advice for head teachers, staff and governing bodies' and understands that this means 'no more than is needed' to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the academy or among pupils. Head Teachers and authorised academy staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the academy rules

All members of academy staff have a legal power to use reasonable force. This power applies to any member of staff at the academy. It can also apply to people whom the Head Teacher has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an academy organised visit.

A 'Safe Touch' Policy is available in regard to the strategies of touch and safe handling applied in programmes used throughout the academies such as: Thrive, Nurture and Attachment Awareness.

Screening, Searching and Confiscation

We follow the DfE guidance 'Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies'.

1. Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.
2. Staff should hand the confiscated item to the relevant member of the Senior Leadership Team as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the child and the member of staff's name. Staff must not give the confiscated item to another child to hand in and must not leave the item in an unsecure area at any time.
3. Any item which staff consider to be dangerous or criminal i.e., drugs must be brought to the attention of a senior member of staff immediately.
4. Items confiscated by the academy can be collected by parent/carers except where the academy has chosen to dispose of the confiscated items, e.g., cigarettes, alcohol, lighters.

The academy understands its responsibility, in line with KCSIE 2022, to ensure appropriate adult support for pupils and its role in ensuring partnership working is done safely. See Annex 8 of Safeguarding Policy.

Removal from classrooms (C5)

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff.

Removal 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 disruptive pupils to be taken to a place where education can be continued in a managed environment;
and
- c) to allow the pupil to regain calm in a safe space.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. This should have oversight from a senior member of staff unless the behaviour so extreme as to warrant immediate action. Parents should be informed on the same day if their child has been removed from the classroom.

This removal should be for the rest of that remaining lesson or half day session, as necessary, to enable to pupil to fully regain a calm and regulated state (taking into account knowledge and understanding of trauma. Any removal will be recorded on school system e.g. CPOMS/My Concern as a C5.

Suspected Criminal Behaviour

The school will follow DfE guidance on this and this may be in tandem with a report to social care: [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/guidance/behaviour-in-schools)

Behaviour Beyond the school gate

Parents are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the academy premises which pose a threat to a member of the public or a child, to the police as soon as possible.

Schools have the power to sanction and put in place consequences for actions by pupils outside of school.

If a member of the public, academy staff, parent or child reports criminal behaviour, anti-social behaviour, or a serious breach of the behaviour policy carried out by a pupil, to an academy member of staff, the Senior Executive Team must be informed.

Conduct outside the academy premises, including online conduct, that academies might sanction pupils for include misbehaviour:

- when taking part in any academy-organised or academy-related activity;
- when travelling to or from the academy;
- when wearing academy uniform;
- when in some other way identifiable as a pupil at the academy;
- that could have repercussions for the orderly running of the academy;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the academy.

For health and safety reasons, very high standards of behaviour are expected on academy residential, day trips and extracurricular activities. The academy will use the same policy and behaviour sanctions that are applied to incidents that occur on the academy site.

Part Time Timetable

As an alternative to exclusion the Senior Leadership Team may, in limited circumstances, make use of a partial timetable to support a child. This would be agreed in partnership with parents/carers and other agencies involved, including the Local Authority with the child and alternative provision will be set up for the child. This should also be agreed with the Director for Vulnerable Pupils & Inclusion or the Regional Director of Education to ensure we have a wraparound approach for the child.

4. Monitoring and evaluating school behaviour

Routinely monitoring and evaluating academy behaviour is key to understanding the impact and effectiveness of positive behaviour on maintaining a safe and supporting academy environment. This is central to the role of a Head Teacher and senior leadership team in all schools.

As a minimum, Head Teachers and senior leaders should:

- Monitor behaviour logs and incidents as per QA cycle.
- Monitor Incidents of C4+ behaviour and report termly to Trust Leadership Team, Local Committees and Trust Board
- Monitor Attendance and absence data fortnightly
- Monitor Annual pupil survey
- Monitor Annual parent survey
- Engage in Vulnerable Pupil and Inclusion Meetings as directed by Director for Vulnerable Pupils and Inclusion.

These evaluations should take place with an objective lens and from multiple perspectives to gain an in-depth and robust understanding of the needs of pupils in the academy. This includes analysing data by protected characteristics and using this to inform policy and practice are key.

5. Guidance on specific behaviour issues: Child-on-Child Sexual Violence and Sexual Harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, our academies should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the academy's initial response. Each incident should be considered on a case-by-case basis.

Academies will follow ANNEX 1 in the Safeguarding Policy when responding to any incidents or concerns regarding Child-on-Child Sexual Violence and Sexual Harassment.

Academies should be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Our academies should make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. Academies should refer to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

Academies should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. They should advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing (see paragraphs 124-126 for suspected criminal behaviour).

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the academy should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the academy should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

6. Suspensions and Permanent Exclusions

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments. No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

A pupil may be at risk of suspension from school for these types of behaviour which occur in the academy, outside of the academy or online.

1. Physical assault against a pupil or adult
2. Verbal abuse / threatening behaviour against a pupil or adult
3. Bullying
4. Persistent and repetitive disruption of lessons and other pupils' learning;
5. Racial abuse
6. Sexual violence or harassment
7. Child on Child Abuse
8. Drug and alcohol related abuse
9. Damage or theft of school or personal belongings
10. Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions

Any suspension or permanent exclusion will be at the decision of the Head Teacher, in consultation with the Director for Vulnerable Pupils and Inclusion, the Deputy Trust Lead or the Trust Lead. All exclusions, including internal suspensions will be reported to the Board of Trustees through the Local Hub Committee. We will report suspensions and permanent exclusions to the Local Authority without delay. We recognise that it is unlawful to exclude a pupil for a non-disciplinary reason.

Types of Suspension and Permanent Exclusion

Internal Suspension (C5)

This is a decision taken by the Head Teacher in line with the behaviour policy and the appropriate consequence stage. An internal suspension will include the removal of a child from their class and they will be supervised 1:1 and/or join another group or class. This will usually be no longer than a period of a day. All parents are informed of an internal suspension as soon without delay and these will be logged on the Behaviour Log then onto the schools recording system e.g. CPOMS. These will also be reviewed by SLT and Local Committees.

Suspension (previously know as Fixed Term Exclusion) (C6)

- The decision to Suspend by the Head Teacher will be in agreement of the Trust Leadership Team.
- A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, Head Teachers and academies 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.
- A suspension, where a pupil is temporarily removed from the academy, is an essential behaviour management tool that should be set out within a academy's behaviour policy.
- A pupil may be suspended for one or more fixed periods¹⁴ (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.
- Where a suspension is in place, the academy will set work for the period of time that that child is not in the academy.
- A suspension can also be for parts of the academy day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the academy premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Head Tteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half an academy day in determining whether a governing board meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension. See info before re Permanent Exclusion

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend an academy (unless the pupil is reinstated). A permanent exclusion is a very serious decision that should only taken as a last resort.

The decision to exclude a pupil permanently should only be taken:

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

As per the Scheme of Delegation, Head Teachers are NOT authorised to make a Permanent Exclusion without prior approval of Trust Lead or, if unavailable, Deputy Trust Lead. For any pupils who are vulnerable to Permanent Exclusion, the Head MUST work proactively to alert the Director for Vulnerable Pupils and Inclusion, the Deputy Trust Lead or Trust Lead without delay. This should take priority within their role.

In this instance, an Exclusion Panel convened where the Head Teacher sets out the behaviours placing the child at risk of Permanent Exclusion, as well as the preventative measures in place, including in class measures, wider measures involving specialists within the academy e.g. SENDCo, partnership working with family and / or wider agencies such as the Local Authority.

If the decision is taken to Permanent Exclude, the Local Hub Committee will be informed.

For any permanent exclusion, Head Teachers should take reasonable steps to ensure that 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.

There are very clear duties and expectations with regards to any suspension, as set out in more detail on the Trust's Suspension and Permanent Exclusion Policy. These are in line with DfE Guidance on Suspension and Exclusions, September 2023

This Positive Behaviour policy must be read in tandem with the Suspension and Permanent Exclusion Policy.

Annex 1 Monitoring report example

| | | | |
|--|------------------|-----------------------|---|
| Monitoring Report for [CHILD NAME] Started: | Monday | Review of day: | End of week review with parents/carers/SLT and class teacher: DATE: Actions: Signatures: |
| | Tuesday | Review of day: | |
| | Wednesday | Review of day: | |
| | Thursday | Review of day: | |
| | Friday | Review of day: | |

Annex 2 Behaviour log example

| Date | Person recording incident | Details of incident (level and key information) | Actions taken | Follow up impact (2-weekly review) |
|------|---------------------------|---|---------------|------------------------------------|
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Please use initials for recording names and identify if teacher, support staff or child. Please ensure children involved are recorded with their class.

Use the ABC approach to recording an incident:

- A. Antecedent = what was the event or activity occurring immediately before the incident
- B. Behaviour = what was the behaviour observed
- C. Consequence = what was the immediate consequence following the response

Annex 3: Suspension Reintegration Meeting Proforma

| | |
|--|--|
| Pupil Name and Year Group | |
| Behaviour category for Suspension (as stated in parent letter) | |
| Date of suspension (include which days of week) | |
| Actions by the school to support pupil reintegrating back into their class and school community. | |
| Actions and feedback from the pupil (as appropriate) | |
| Actions by the parent to support pupil reintegrating back into their class and school community. | |
| Parent name, date and signature | |
| Staff name, date and signature | |