



# Behaviour and Relationship Policy 2023-2024



**Exceed Learning Partnership**

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Policy builds on Trust Behaviour Strategy and contextualises to the school

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## 1.1. Ethos, Vision and Values

### EVERY CHILD, EVERY CHANCE, EVERY DAY

Pupils/students within our Trust will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.

Every pupil/student will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.

The amount of time pupils/students spend in education is finite. We have a responsibility to ensure every moment a pupil/student is in an Exceed Learning Partnership Academy, must be spent productively. Once wasted, it is gone forever and cannot be given back.

***At Exceed Learning Partnership our vision is to equip pupils/students with the knowledge, skills and mind-set to thrive and then take on the world***

Our Ethos:



## 1.2. The meaning of our values to our pupils

As part of the Exceed Learning Partnership we follow our core values of 'Inspire, Include, Integrity and Exceed' which we aim to uphold every single day, in every single session. We have worked collaboratively with our school council members to develop what our trust values mean to pupils in our school.

**INSPIRE** - Embodied in the Trust motto, "Every Child, Every Chance, Every Day", all members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!


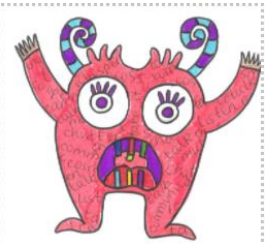

**INCLUDE** - We are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.


**INTEGRITY** - We respect the individuality of our academies and their communities and always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.

**EXCEED** - Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!

## 2. Our Learning Pedagogy

Our learning characters establish an expectation for positive behaviour. This is developed into a behaviour curriculum. This curriculum is progressive and supports children to develop positive attitudes to learning. Our pedagogy is designed based on four core characters. An overview of each is given below:

<p>Motivated Monty</p>  <p>(motivation, resilience and commitment)</p>	<p>Being able to bounce back quickly without causing stress.</p> <p>Never getting distracted and persevering with their learning, showing good 'stick ability'.</p> <p>Engage actively with issues that affect them and those around them.</p> <p>Play a full part in the life of the school</p> <p>Never giving up and striving to achieve</p> <p>Respond positively to change</p>
<p>Communicating Cosmo</p>  <p>(oracy, teamwork and showing empathy)</p>	<p>Being able to work confidently with others</p> <p>Being able to effectively communicate their ideas and understanding</p> <p>Discuss issues of concern, seeking resolution</p> <p>Present a persuasive case for action</p> <p>Propose practical ways forward</p> <p>Try to influence others, negotiating and balancing diverse views</p> <p>Work confidently with others, adapting to different contexts and taking responsibility for their own role</p> <p>Listen and take account of others' views</p> <p>Form collaborative relationships, resolving issues and reaching agreed outcomes</p> <p>Adapt behaviours to suit different roles and situations</p> <p>Show fairness and consideration towards others</p>
<p>Independent Iris</p>  <p>(self-awareness)</p>	<p>Self-awareness having a clear perception of your personality.</p> <p>Children understand their own strengths and weaknesses</p> <p>Children take responsibility for their own learning</p> <p>Plan what to do and how to go about it</p> <p>Evaluate their strengths and limitations as learners</p> <p>Review their work and act on outcomes</p> <p>Set themselves realistic goals and criteria for success</p> <p>Monitor their own performance and progress</p> <p>Invite feedback and deal positively with praise, setbacks &amp; criticism.</p>

	Make changes to improve their learning
<p>Questioning Queenie</p>  <p>(problem solving and analytical)</p>	<p>The ability to make decisions and solve problems.</p> <p>Willing and able to learn from their experiences and understand where they have gone right and wrong and what to do next.</p> <p>Gather, process and evaluate information in their investigations</p> <p>Draw conclusions and evaluate outcomes</p> <p>Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes</p> <p>Use range of techniques to collect and organise information</p>

### 3. Roles and Responsibilities

At Bentley High Street Primary School, our vision is to create a learning environment where all pupils/students feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where collaboration and partnership ensure the quality of learning is of the highest standard.

We recognise that each individual child/young person is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children/young people can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil/student behaviour at our academies. Whilst this behaviour policy refers mainly to the behaviours of pupils/students within academy premises, the academy reserves the right to discipline beyond the academy gate.

The policy is designed to enhance the development of positive relationships between children, young people and adults working in academies, parents and other members of the wider academy community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility. Everyone in our academies is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

### 4. aims of the policy

- To provide a holistic environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits.
- Through collaboration encourage a stimulating and purposeful learning environment where all children thrive and flourish.
- To foster caring and tolerant attitudes which celebrate diversity and achievements in all areas.
- To encourage increasing independence, self-awareness and positive health and well-being.
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying.
- Define adult's role in supporting pupils with their behaviour so that positive relationships are maintained showing mutual respect
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

### 5. Links to Legislation

- DfE Behaviour in Schools, Advice for headteachers and school staff 2022



- DfE Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance 2022
- DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022
- DfE Mental Health and behaviour in schools 2018
- DfE Keeping Children Safe in Education 2022
- Ofsted Equality and Diversity Impact Assessment: Inspecting Protected Characteristics Sept 2021
- Equality Act 2010: guidance
- Equality Act 2010
- Education Act 2011
- Education and Inspections Act 2006
- Use of reasonable force in schools

## 6. Key Principles

### 6.1. Curriculum

Engaging pupils/students with learning is key. Offering a well-planned and personalised curriculum which inspires all learners is a fundamental preventative measure. As is ensuring that the curriculum consistently supports pupils'/students' health and wellbeing. We use a wide range of strategies to increase pupil/student engagement such as collaborative learning activities, promoting oracy in lessons and enabling pupils/students to shape and lead their learning.

Our behaviour curriculum teaches children about how to behave appropriately. This is because we believe behaviour is, ***'taught and not caught.'***

### 6.2. Environment

The environment gives clear messages to pupils/students about the extent to which they and their efforts are valued. At Exceed Learning Partnership academies, we have set expectations of our environment in order to ensure practice is consistent.

Within the environment children should be able to view the class rules and the academy values, as both will act as a reminder for the expected standards

### 6.3. Values

Our values underpin our approach to behaviour. Conversations about behaviour with pupils/students and staff should always refer back to the values. We focus our communication on efforts and values shown, as opposed to achievements.

### 6.4. Relationships

Positive relationships are key. Staff must be a constant presence around the academies, in-between classes, during breaks in the school day, and at lunch times in order to ensure that pupils/students are using the academy grounds respectfully and behaving appropriately. This will also support the building of positive relationships outside the classroom.

When dealing with poor behaviour, we keep relationships in tact by focussing on the behaviour and not the pupil/student.

### 6.5. Consistency

Consistent adult behaviours will lead to pupils/students consistently conforming to our expectations.

A truly sustainable consistent approach does not come from a toolkit of strategies, but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.

At our academies we model consistency through:

- Language and response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Follow up: Ensuring 'certainty' at the classroom, leadership and whole school level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

### 6.6. Motivation

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing good relationships, including with those learners who are hardest to reach. We praise the behaviours we want to see. The more we notice good behaviour/celebrate success the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils/students put into demonstrating good behaviour and developing good relationships.

Ways in which we recognise positive behaviour include:

- Weekly certificates
- Phone calls home
- Sharing excellent learning with others
- Good news postcards
- Completion of reward cards (bronze, silver, gold etc)

The overuse of stickers and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do.

For a minority of children, they may need more incentive and support to behave well. In these circumstances individual reward charts may be used, with a focus on earning a reward for behaving appropriately

### 6.7. De-escalation

De-escalation of inappropriate pupil/student behaviour by staff avoids low level behaviours escalating and becoming more serious. For the vast majority of pupils/students, a gentle reminder is all that is needed

When pupils/students are behaving in a way that is not appropriate, staff should use arrange of strategies to support so that the pupil/student can get back on track without giving attention to the negative behaviour.

Across our academies we use a range of strategies, these will be adopted based on knowledge of the child. For children in need of behavioural support, they may have strategies recommended within their support plans. Possible strategies include:

- Re-direction
- Distraction Humour
- Non-verbal cues
- Remaining calm, consistent and fair
- Paying attention to the right behaviours

### 6.8. Language

At our academies we understand that common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the pupil/student.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Correcting poor behaviour choices should be a private conversation to protect the dignity of the individual.

Our language should promote responsibility through developing a growth mindset approach, providing choices and understanding consequences



## 6.9 Routines

Across our school we teach the behaviours we want to see and practise these regularly with the pupils/students so they are clear about the expectations of them.

Core routines at our school are integrated within our behaviour curriculum and they are documented in our 'Simply the Best Behaviour' document.

## 7. Roles and Responsibilities

### 7.1. Staff:

All academy staff must:

- a) Smile and be welcoming to all
- b) Deliberately and persistently catch children doing the right thing and praise them
- c) Know their classes well but also develop positive relationships with all children
- d) Use these relationships to create a safe and stimulating learning environment that inspires pupils'/students' interests and learning
- e) Create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning
- f) Relentlessly work to build mutual respect
- g) Remain calm and keep their emotion for when it is most appreciated by pupils and students
- h) Demonstrate unconditional care and compassion
- i) Be a positive role model through the academy values and creating an ethos of high expectations for all
- k) Follow and implement this policy consistently

### 7.2 Principal and the senior leadership team:

The Principal and the Senior Leadership Team must:

- a) Must be visible in the academy
- b) Regularly celebrate staff and pupils/students whose efforts go above and beyond expectation.
- c) Encourage use of positive praise, phone calls/notes home/certificates
- d) Ensure staff training needs are identified and met
- e) Use behaviour records to target and assess interventions
- f) Support teachers in managing pupils/students with more complex or challenging behaviours
- g) Ensure that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

### **7.3 Pupils/students**

All pupils/students must:

- a). Consistently follow and model the academy values and enable a positive climate for learning by following the academy expectations and showing good learning behaviours.
- b) Make a positive impact in the academy community and beyond through taking responsibility for their behaviours, actions and voice.

### **7.4 Parents, carers and guardians**

All parents, carers and guardians must:

- a) Help their child understand appropriate behaviours, academy values and expectations
- b) Encourage independence and support children's progress and development enabling positive self-image and pride in their achievements
- c) Through positive relationships within the academy community, support a safe environment that prepares and ensures that pupils/students are ready for learning everyday.

## **8. Staged approach to managing behaviour**

### **8.1 Outline**

This section outlines the steps an adult should take to deal with poor behaviour. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils/students which, in turn, results in all pupils/students being treated fairly. Staff should always use a measured, calm approach; referring to the pupil/student by name; lowering themselves to the pupil's/student's physical level (where appropriate) making eye contact; delivering the required message; and then leaving the conversation to allow the pupil/student 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which pupils/students sometimes use as a distraction from the initial behaviour or to escalate the situation further



**Response to Behaviour**  
***Simply The Best***

Reminder

Fiddling/talking whilst someone else is speaking/swinging on chair/calling out/unkind words/improper use of equipment/disturbing learning

- Pupil reminded of expectations and values
- Warning given, clearly stating consequence if behaviour continues. Praise those who are doing the right thing
- Re-engage through re-direction
- Provide take up time
- I noticed you chose to . . . .
- This is a reminder that we need to . . . (refer to class rule or value)
- Make a better choice please
- Thank you

Stage 1- Warning Yellow Card

Low level disruption continues

- Continue with de-escalation tactics and provide take up time
- I noticed you chose to . . . .
- If you choose to continue then you will owe 5 minutes.
- Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you. I know you can make the right choice. Thank you. Pupil moved seats or location, supported by TA

Stage 2- second warning red card

Disruption Continues

- Class staff remove pupil for discussion and re-establish expectations. 5/10 minutes sitting alone to calm and reflect. Reflection time should be made up during play/lunch
- Stage 2 logged by teacher on CPOMs

Stage 3  
SLT Intervention

Behaviours escalate  
• Offensive vocabulary  
Repeatedly disturbing the learning for many  
• High levels of aggression/emotion

- Child needs to learn somewhere else
- Teacher to provide learning
- Teacher to discuss with leadership appropriate consequence – could be the removal of a privilege/social time. This could take place the following day.
- I noticed you . . . .
- You will now need to learn away from our classroom
- I will speak to you about this . . . .
- STAGE 3 LOGGED ON CPOMS

Stage 4  
Targeted support programme

- Extreme disruption (physical or verbal)
- Aggressive behaviour towards staff or another pupil
- Stage 4 logged by SLT on CPOMs
- Parents contacted to attend a meeting
- Targeted programme of rewards and consequences implemented (See strategy)

Stage 5

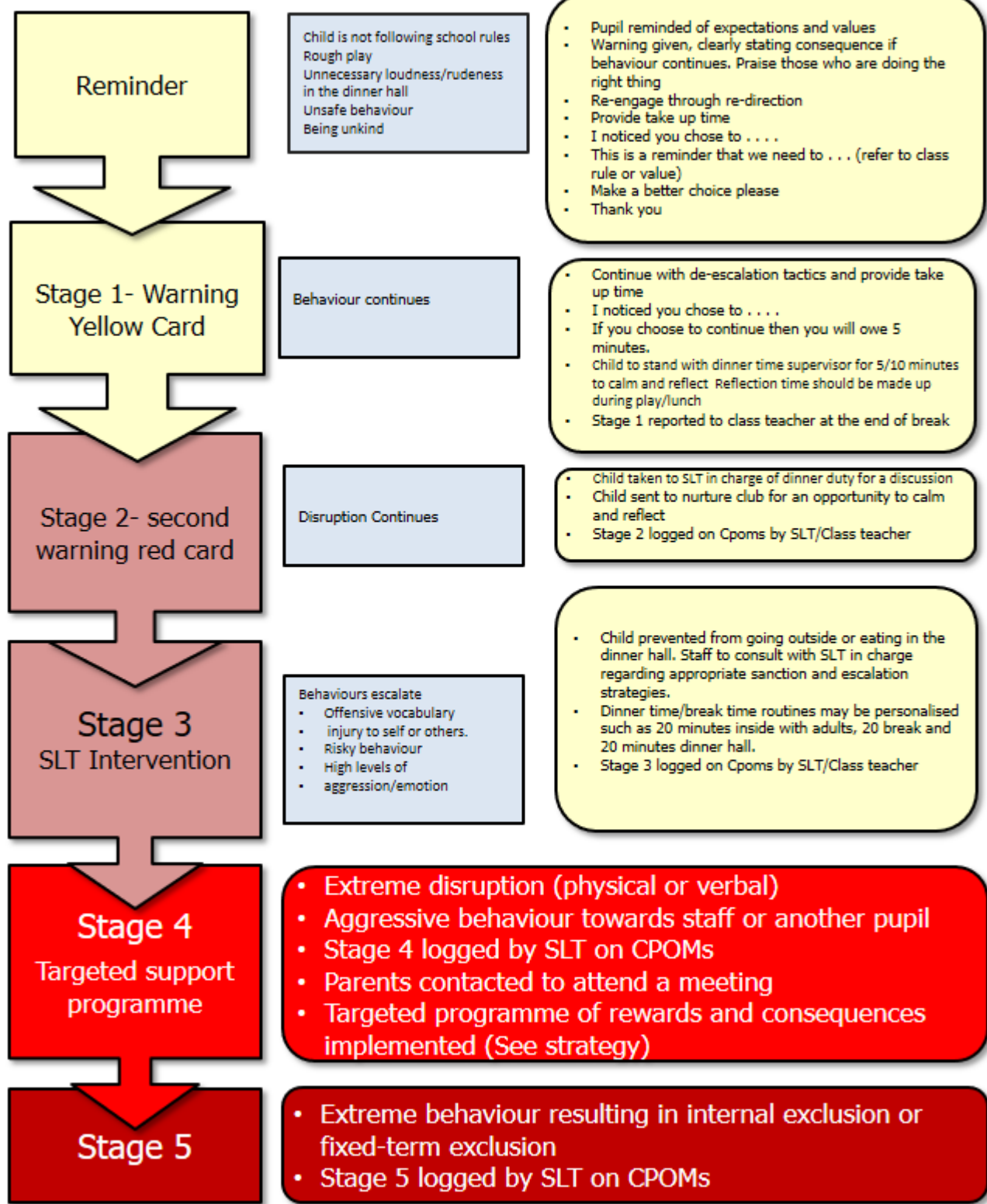
- Extreme behaviour resulting in internal exclusion or fixed-term exclusion
- Stage 5 logged by SLT on CPOMS



## Bentley High Street Primary School



### Dinner Time Response to Behaviour *Simply The Best*



INSPIRE INCLUDE INTEGRITY EXCEED

## **8.2 Off-site misbehaviour**

Sanctions may be applied where a pupil/student has misbehaved off-site when representing the academy. This means misbehaviour when the pupil/student is:

- Taking part in any academy-organised or academy-related activity (e.g. academy trips)
- Travelling to or from the academy
- Wearing the academy uniform
- In any other way identifiable as a pupil of the academy
- Sanctions may also be applied where a pupil/student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
  - Could have repercussions for the orderly running of the academy
  - Poses a threat to another pupil/student
  - Could adversely affect the reputation of the academy
- Sanctions will only be given out on academy premises or elsewhere when the pupil/student is under the lawful control of a staff member (e.g. on an academy-organised trip).

## **8.3 Online misbehaviour**

The academy can issue behaviour sanctions to pupils/students for online misbehaviour when:

- It poses a threat or causes harm to another pupil/student
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy
- Sanctions will only be given out on academy premises or elsewhere when the pupil/student is under the lawful control of a staff member.

## **8.4 Suspected criminal behaviour**

- If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.
- When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.
- If a decision is made to report the matter to the police, the Principal or a member of the Senior Leadership Team will make the report. The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **8.5 Malicious allegations**

- Where a pupil/student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil/student in accordance with this policy.
- Where a pupil/student makes an allegation of sexual violence or sexual harassment against another pupil/student and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil/student in accordance with this policy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil/student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The academy will also consider the pastoral needs of staff and pupils/students accused of misconduct

## **8.6 Zero tolerance approach to sexual harassment and sexual violence**

- The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

- Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:
  - a). Proportionate
  - b). Considered
  - c). Supportive
  - d). Decided on a case-by-case basis
- The trust/academy have procedures in place to respond to any allegations or concerns regarding a child's/young person's safety or wellbeing. These include clear processes for:
  - a). Responding to a report
  - b). Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police
- Please refer to Trust/academy child protection and safeguarding policy for more information.

### **8.7 Repeated or persistent misbehaviour**

- At Exceed Learning Partnership's academies, we are aware that there are experiences in academies that can trigger patterns of behaviour. These triggers may relate to learning, relationships, changes at home or at school, special educational needs or attachment difficulties.
- Therefore, we record inappropriate behaviours on CPOMs, so we can:
  - a) Increase our awareness and identify patterns
  - b) Recognise potentially disruptive situations and attempt to minimise them
  - c) Target key pupils/students for the appropriate intervention
- Senior leaders in the academy will regularly analyse data linked to behaviour to inform their actions across the academy.

### **8.8 Serious incidents**

- Occasionally, some pupils/students may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system in order to be dealt with more quickly by a member of SLT. If this occurs, a focussed meeting involving SLT and the staff members will be arranged to discuss what happened.
- However, it is important to maintain that all adults can deal with these types of behaviour. Unacceptable behaviours that may be escalated include:
  - a) Violence (i.e., physical contact made with the intention to harm)
  - b) Defiance that becomes dangerous
  - c) Persistent taunting, teasing and bullying behaviour
  - d) Stealing
  - e) Spitting
  - f) Swearing
  - g) Discriminatory language or harassment (i.e., behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals. For example, due to age, disability, gender, race, religion or belief or sexual orientation)
- We have the right to take measures to keep pupils/students and staff safe. These measures include:
  - a) The legal right to confiscate inappropriate items from pupils/students such as mobile phones.
  - b) Statutory powers to discipline pupils/students who behave poorly outside of the academy.
  - c) Greater scope and flexibility in giving pupils/students detentions, which may include after school detentions. If the academy feels after-school detention is an appropriate consequence, parental agreement will be sought. However, under the new guidelines, pupils/students can receive detention outside academy hours without parental consent, although 24 hours' notice to parents is necessary.
  - d) The Principal has the power to search groups of pupils/students if they suspect one of them is carrying a knife or other offensive weapon.
  - e) A legal duty on academies to make provision to tackle all forms of bullying.

- Every serious incident will be assessed individually on a case-by-case basis and the ultimate decision and discretion regarding the consequence lies with the Principal.

## 8.9 Consequences

- Consequences should:
  - a) Be linked to the behaviour and be proportionate to the action
  - b) Make it clear that unacceptable behaviour affects others and is taken seriously
  - c) Not apply to a whole group for the activities of individuals
  - d) Be consistently applied by all staff to help to ensure that pupils/students and staff feel supported and secure.

## 9. Discrimination towards protected characteristics

At Exceed Learning Partnership's academies, we take any behaviour of a discriminative and offensive nature towards the 9 protected characteristics (whether intended or in 'jest') extremely seriously and is not tolerated.

The protected characteristics are:

- a) Age
  - b) Disability
  - c) Gender reassignment
  - d) Marriage and civil partnership
  - e) Pregnancy and maternity
  - f) Race
  - g) Religion and belief
  - h) Sex
  - i) Sexual orientation
- Behaviour of this nature will be dealt with by a member of the academies' senior leadership team, usually the Principal or Vice Principal, who will fully investigate the incident.
  - Support will be provided for the victim immediately and restorative work between the victim and the perpetrator to take place when appropriate.
  - The senior leader will make contact with the families of those involved and inform them of the incident and the outcome
  - The incident will be record on the pupil's/student's file via CPOMs and the Trust Leaders will be informed. If this behaviour is repeated, then a meeting with parents and Trust Leaders may be arranged to discuss the seriousness of the behaviour.

## 10. Inclusion

- Whilst all children identified with SEN and/or disabilities are covered under this Behaviour strategy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils/students.
- Pupils/students with cognitive and physiological difficulties are more likely to have an impaired emotional regulation system and sometimes this is compounded by communication, sensory and motor difficulties as well as by a wide range of environmental factors. Responses to these difficulties should be supported and planned as part of a multi professional approach within schools.

## 11. Restorative practice

A restorative approach enables the academy to resolve conflicts, improve behaviour and develop well-rounded individuals.

- The principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in conflict there is an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature.
- Restorative justice techniques are used to positively resolve conflict that arises in the classroom and the playground in order to uphold a positive learning climate.



- This should take the form of a coaching conversation. It should take place at the earliest opportunity, before the two parties are scheduled to meet again.
- Staff will have a script for the restorative conversation that they feel comfortable with.

An example of a script for a restorative conversation is:

- a) What happened and why they made the choice to behave like that?
- b) Who was affected by their behaviour?
- c) What could have been done differently, what would they do to avoid the same situation happening again?
- d) What you could the other party have done differently?
- e) Agree strategies, goals, targets for the future

## 12. The junction

The Junction is not a sanction. It is an inclusion unit designed to enable students who struggle with barriers to learning including behaviour to be supported in accessing the curriculum. Where possible, the hope is students will re-integrate into mainstream lessons. However, it might be that a student is required to spend some time in the junction as part of a supportive package as an alternative to a punitive measure. If students who are already in the junction require a sanction, the school will take a flexible approach and employ a range of appropriate measures which include all of the sanctions issued to students in mainstream lessons.

## 13. Positive Handling

We recognise that their behaviour is a way of communicating their emotions. When dealing with an episode of extreme behaviour, a child may need to be restrained. Any physical intervention used by staff should be in accordance with the idea of 'reasonable force', and only be used as a last resort once all other strategies have been exhausted.

There is no legal definition of legal force. However, there are legal justifications for the use of force. These include if the pupil/student is:

- a) In danger of hurting themselves
  - b) Endangering the safety of others
  - c) Disrupting the good order of the class room
  - d) Destroying property.
- The use of force can only be reasonable if the circumstances to the particular incident warrant it and the degree of force used is proportionate to the degree of challenging behaviour presented or the consequences it is intended to prevent.
  - Whenever physical intervention/restraint is used the incident must be recorded using the incident recording log format (see appendix 2) All staff involved in the incident (including witnesses) must contribute to the record and the report must be completed as a matter of urgency (by the end of the academy day at the latest). Parents will always be informed. Incidents that require the use of physical interventions/restraints can be very upsetting to all involved and may result in injuries to pupils/students or staff. Until an incident has subsided, it is essential to reduce risk of re-escalation and to ensure the situation remains calm. Staff should avoid saying or doing anything that might inflame the situation during the recovery phase.
  - Pupils/students should be given time and space to calm down after an incident and when ready, reintegrated back into their timetable as soon as possible. Staff should also be offered a short break out of the classroom where possible after an incident. It is important to ensure that staff and pupils/students are given emotional support and basic first aid treatment for any injuries. Immediate action should be taken to ensure that medical help is accessed for any injuries that require it other than basic first aid. All injuries should be reported and recorded on an accident form and in the accident log book.
  - All staff using physical restraint as part of their daily role will be appropriately trained and will refresh this training on a regular basis. Where a pupil/student has been restrained a 'positive handling plan' will be written to support future behaviour (see appendix)

## 14. Suspensions and Exclusion

In order for pupils/students to achieve their maximum potential in the academy, they must feel safe. If a pupil/student significantly breaches the academy's behaviour policy and if the pupil/student remaining in the

academy would seriously harm the education or welfare of the pupil/student or others in the academy, the Principal may take the decision to suspend for a fixed period.

If this decision is taken, work will be set for the pupil/student to complete at home. Following a fixed-term suspension, the pupil/student and parents meet the Principal or vice principal to discuss the pupil/student's reintegration to school and the best way forward to support the pupil/student. Each day is a new day and where a pupil/student has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

### 15. Managed Moves

Students who continue to experience behavioural issues may be offered a managed move. This will involve the student moving to another school/academy. This strategy may be used as an alternative for a student who is at risk of permanent exclusion. In these cases, the student continues to be on roll at the Academy. Managed moves take place for a fixed period of time, at the end of which there is a review and the student may be taken on roll at the new school (although this is unlikely at the end of KS4).

A managed move is carefully considered prior to working in partnership with other local schools. If a student's behaviour is deemed dangerous or consistently unacceptable then a managed move will be skipped/ not put in place. If behaviour continues to escalate then a BOSS referral and/or Inclusion panel will be made to the local authority. If a managed move is unsuccessful a student will return to the academy or, if the move was used to avoid a permanent exclusion and concerns persist in regard to the student impacting on the health, safety and well-being of our community, permanent exclusion may be invoked.

### 16. Permanent exclusions

Permanent exclusion should be seen as the very last resort and, as such, we would take all reasonable steps to avoid this type of exclusion. All policies and procedures are in place to support inclusion of all pupils/students. Permanent exclusion should only occur when a risk assessment indicates that to allow the pupil/student to remain in the academy would be seriously detrimental to the education or welfare of the pupil/student concerned, or to other pupils/students at the academy.

### 17. Staged Approach to consequences

Whilst the academy will apply consequences fairly and consistently. There might be occasions where consequences vary from the plan below. This could be due to severity of the incident or special circumstances related to the incident.

	Types of behaviour	Possible Consequences	Actions
Stage 1- Warning Yellow Card	Not following instructions. Talking during listening time. Not engaged in learning. Distracting peers. Shouting out	Positive reminders. Gestures. Warning. Yellow card. Cue cards. Learning pitch check	No further action if these behaviours cease.
Stage 2- Second warning Red card	Persistent low level from stage 1. Disruption in class. Rudeness to staff. Inappropriate language. Repeated refusal to join in learning. Leaving the classroom without permission,	Missed break times. Time out/ time in. Restorative conversations. Completing any missed learning. Restorative practice e.g. letters of apology	Internally logged/ monitored, SLT made aware  Teacher to contact home to discuss concerns.
Stage 3- SLT intervention	Persistent behaviours from stage 2. Damaging learning. Persistent inappropriate language used. Aggressive behaviour	Short term removal e.g. one lesson. Detention Behaviour plan/Values card Contact with parents SLT involvement,	Incident recorded on C-POMS  Meeting with parents/carers, teachers and SLT

			Involvement of external agencies and pastoral staff
Stage 4	Use of homophobic, transphobic, racial language. More aggressive behaviour towards staff and pupils. Severe disruption to learning of peers. Dangerous behaviour	Behaviour contract with parents and academy  Internal suspensions (e.g. removal for a longer period of time, missed breaks for a week)	Serious incident recorded on C-POMS  Meeting with parents/carers, teachers and Principal  Risk assessment in place  Involvement of external agencies and pastoral staff
Stage 5	Persistent, severe disruption to peers' learning. Physical Assault against a pupil or adult. Bullying. Verbal abuse or threatening behaviour against an adult or pupil. Deliberate, severe damage to property. Use or threat or use of an offensive weapon or prohibited item. Racist abuse. Abuse related to disability. Abuse against sexual orientation or gender assignment.	Suspension  Fixed Term suspension  Exclusion  Managed moves	Recorded on C-Poms  Meeting with parents/carers, teachers and Principal  Notifying Local Authority  Involvement of CEO/ Local Governing Body.

#### 18. Staged Approaches to Behavioural Intervention

	Types of behaviour	Action	Intervention/support
Stage 1-	Repeated yellow cards and low-level disruption Difficulty following classroom instructions Difficulty following rules at break and dinner Child needs lots of supports to make the right decisions and to remain on task.	Ensure child is discussed within phase meetings and phase leader/SLT are notified  Monitor behaviour using cpoms  If appropriate, informal discussion with family  Reward and consequence used consistently with appropriate conversations to enforce positive and negative behaviours	Individual reward chart for trigger points (broken into lessons, break etc.)  Use of praise for positive behaviour  Regular coaching conversations  Restorative conversations when incidents occur
Stage 2-	Persistent disruption in class. Frequent red cards Regular episodes of rudeness to staff. Inappropriate language. Repeated refusal to join in learning.	Ensure child is discussed within phase meetings and phase leader/SLT are notified that the behaviour has become more severe.  Monitor behaviour using cpoms	Values booklet implemented and completed daily. Daily information given to parents. Parents must sign daily values card. Discussion with child per day to outline positive and negative behaviours. Child sent to phase leader at the

	<p>Leaving the classroom without permission. Difficulty engaging in positive play.</p>	<p>STAR documentation to identify route and cause.</p> <p>Thrive assessment</p> <p>Parent informed that a values booklet will be implemented for two weeks to monitor behaviour. Both verbally and in writing</p> <p>Reward and consequence used consistently with appropriate conversations to enforce positive and negative behaviours</p>	<p>end of each day to discuss behaviour.</p> <p>Regular support and reminders from class based staff. Use of class based strategies such as: now and next, timetables, stopwatches to support the child to monitor expectation.</p>
Stage 3-	<p>Stage 2 interventions show no improvement. Use of homophobic, transphobic, racial language. More aggressive behaviour towards staff and pupils. Severe disruption to learning of peers. Dangerous behaviour</p>	<p>Phase leaders and SLT notified. Individual behaviour plan developed. This may also include a risk assessment.</p> <p>Thrive assessment</p> <p>Formal meeting held with parents, class teacher and phase leader. This will include development of targets for the pupil. This will be reviewed every 4 weeks.</p>	<p>Learning mentor support/ Thrive intervention. Frequency dependent on need</p> <p>Targets to be included in values card. Daily information given to parents. Parents must sign daily values card. Discussion with child per day to outline positive and negative behaviours. Child sent to phase leader at the end of each day to discuss behaviour. Weekly meeting with principal/vice principal.</p>
Stage 4	<p>Stage 3 interventions not working. Persistent, severe disruption to peers' learning. Physical Assault against a pupil or adult. Bullying. Verbal abuse or threatening behaviour against an adult or pupil. Deliberate, severe damage to property. Use or threat or use of an offensive weapon or prohibited item. Racist abuse. Abuse related to disability. Abuse against sexual orientation or gender assignment</p>	<p>Phase leaders and SLT notified. Individual behaviour plan developed.</p> <p>Risk assessment developed signed by parents</p> <p>Variation to timetable if needed to optimise learning opportunities for the child and class.</p> <p>Behaviour contract with parents and academy. Weekly review with family.</p> <p>Incidents recorded on cpoms</p>	<p>Learning mentor support/ Thrive intervention. Frequency dependent on need</p> <p>Targets to be included in values card. Daily information given to parents. Parents must sign daily values card. Discussion with child per day to outline positive and negative behaviours. Child sent to principal/vice principal at the end of each day to discuss behaviour.</p> <p>Variation to timetable if needed to optimise learning opportunities for the child and class. Use of adult support</p>

			<p>Reduction in unstructured times e.g. provision for break, dinner and group based learning.</p> <p>Referral to outside agencies for support and intervention.</p>
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## 19. Conclusions

### Monitoring and arrangements

- The Principal is responsible for reporting to the local governing board on how the policy is being enforced and upheld, via the termly report.
- The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

## Appendix:

### A.1 Simply the best behaviour



## Simply The Best Behaviour-Every Child, Every Chance, Every Day.



### Routines, phrases and gestures (Adults)

Well considered seating-carpet and tables  
Kagan- use of table numbers  
Resources organised on tables  
Quiet, clear instruction  
1-2-3 to support transitions  
Praise in Public (PIP)  
Remind in Private (RIP)  
Consistent language of learning  
Team Stop- hand  
My turn, your turn  
Turn to your partner hand gestures,

### Restorative questions (Adults)

- What happened? (Neutral, dispassionate language.)
- What were you feeling at the time?  
What have you felt since?
- How did this make others feel?
- Who has been affected?
- What should we do to put things right? How can we do things differently next time?

### Recognition

Displays and recognition  
Boards  
Reward Cards  
Table points  
Midday/lunchtime stickers  
Learner of the week  
Home contact (*calls, texts*)  
Postcards  
Social Media  
Principal/SLT praise

### Our school Rules- children and adults

We are respectful  
We are kind.  
We are calm  
We are honest.  
We try our best  
We look after property.

### Reminder, Yellow and a red

**Step 1:** Verbal reminder (warning of yellow card)  
**Step 2:** Verbal warning- You will be issued a yellow card- this is a reminder that you are nearing a red card and a consequence for your action will be in place.  
**Step 3:** A further reminder will result in a red card. This means that a sanction will be put in place and a conversation with a member of SLT

### Micro-scripts for adults

I've noticed that you... (seem hot/flustered/are stamping your feet)

I imagine that you are feeling...

I wonder if...

Do you remember the \_\_\_ (positive behaviour) I saw \_\_\_?

That's the behaviour I'd like to see now.

### Visible Consistencies-Pupils and Adults

- Daily meet, greet and smile
- Wonderful Walking- quiet and calm
- Terrific transitions
- Holding doors open
- Expected behaviours praised first
- Daily reinforcement of our Values
- Simply the Best Manners



Name of child:		Class Group :	Morning group :	Date for completion: Review Meeting:	Sheet Number □ of □
Date & Time	Setting	Trigger	Action	Result	



A.3 RECORD OF INCIDENT REQUIRING POSITIVE HANDLING

<b>Name of Pupil:</b>	<b>DOB:</b>		<b>Date:</b>
<b>Time of incident: Start:</b>	<b>Finish:</b>	<b>Duration of hold:</b>	
<b>Person recording incident:</b>	<b>Incident Book No and Page:</b>		
<b>Location of incident:</b>			

<b>De-escalation techniques used (number in order used):</b>							
Verbal advice:		Verbal Support:		Distraction:		Transfer to new adult:	
Time out directed:		Alternative offered:		Step away:		Limited choices:	
Calm Taking:		Space given:		Direction given:		Success reminder:	
Humour:		Reassurance:		Planned ignoring:		Consequence reminder:	
Help Script:		Supportive touch:		Simple listening:		Removing audience:	
Apologising:		Agreeing:		Acknowledgement:		Other:	
<b>Response to de-escalation:</b> Positive: ↑ Negative: ↑							

<b>Reason for intervention (Actual – A / Threat – T):</b>				
Injury to self:	A/T	Criminal Offence:	A/T	Other:
Injury to staff / pupil:	A/T	Serious disruption	A/T	_____

<b>Medical intervention:</b>	
Breathing monitored during incident: Y/N	Circulation monitored during incident Y/N
Injuries to staff/pupil Y/N	Air1 No: _____
If yes, what? _____	If yes, what? _____

<b>Team Teach Techniques used in intervention (number in order used):</b>							
Help Hug:		Cradle:		Friendly hold:		T Wrap:	
Single elbow:		Double elbow:		Face:		Figure of four:	
Guided escort:		Other					
<b>Position:</b>	Standing: ↑	Sitting: ↑	Ground: ↑	Escorting: ↑			
Did position change: Y/N If so, to what position?							

<b>Staff Members Involved:</b>				
Name:	Designation:	Active	Passive	Signature:

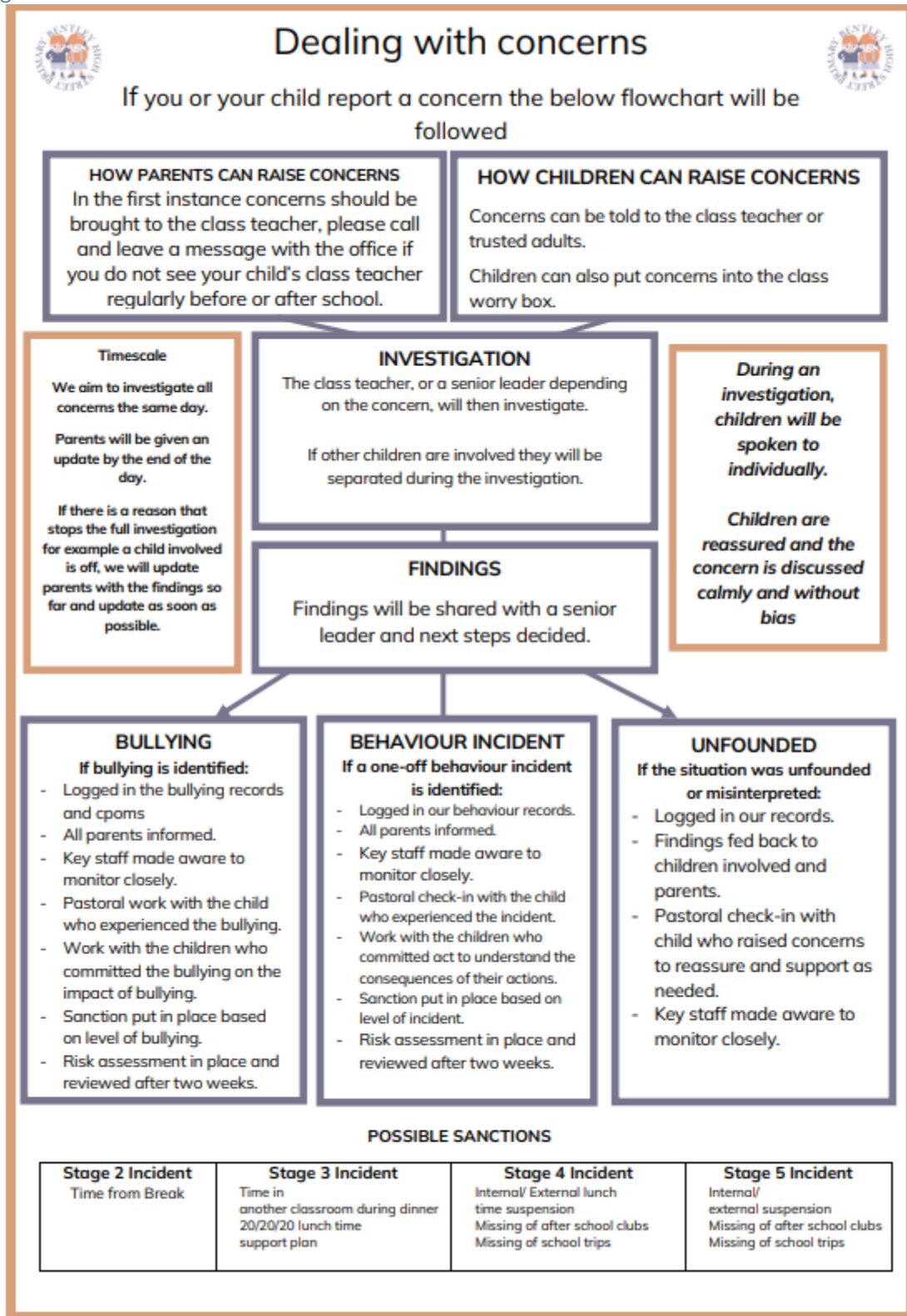
<b>Details of incident:</b>
1) What happened prior to the incident/triggers
2) What happened during the incident (try to include all details):
3) What happened after physical intervention:

<b>Action taken after the incident:</b>
---

Outline of debrief:	Staff debriefed: Y / N
Outline of debrief:	Pupil debriefed: Y / N
Hear	
Explain	
Link	
Plan	
Time:	Date:
Pupil's signature	Staff Signature:

<b>Action Taken / Outcomes:</b>			
PLP Updated:    ↑	Risk Assessment Updated:    ↑	PHP Updated:    ↑	

Notifications	Phone:	Report Book:	Letter:		Phone:	Report Book:	Letter:
Parent/Carer:				Police:			
Social Worker:				Child Protection:			



A.5 Positive Handling Plan

Child's Name:

Date of Plan:

Date of review:

Stage 0: Pre-intervention and support:

What are common triggers?

Being asked to leave class

What does the behaviour look like?

Stage 1: Anxiety Behaviours	Stage 2: Escalation Behaviours	Stage 3: Crisis Behaviours
What does this look like?	What does this look like?	What does this look like?

De-escalation techniques

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Time-out			
Supportive touch			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			
Apologising			
Agreeing			
Removing audience			
Others			

Are there people who we should inform in addition to parents/any person to avoid?
Any medical conditions to be taken into account before using Physical interventions?

Preferred method Physical intervention?

	Try	Avoid	Notes
Friendly escort			
Single elbow			
Figure of four			
Double elbow			
Graduated arms in seats			
Small person support			
Small person support: seats			
Small person support: ground			
Shield			
Ground holds			

Guidelines to follow during physical intervention

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

Principal:

Parents/Carers:

Social services (if applicable)

Child:

Other:



A6. Individual Behaviour Plan

INDIVIDUAL BEHAVIOUR PLAN PUPIL NAME: _____ CLASS: _____ YEAR GROUP: _____	
IS A POSITIVE HANDLING PLAN IN PLACE? _____ HAS A BEHAVIOUR SUPPORT MEETING TAKEN PLACE? _____	
Date of birth:  Date plan starts:  Date of next review:	Medical conditions/needs: Staff working with the pupil:  <u>Any other things to consider:</u>
<b>Ensure all pupils know the impact of their behavior and why they are on the plan.</b>	<b>Targets- Look at learning pedagogy for achievable goal:</b>
<b>How I will achieve my targets:</b>	<b>How do I feel about my targets:</b> Pupil voice
<b>Challenging behavior:</b>	<b>Early warning signs:</b>
<b>Reactive strategies</b>	<b>Support after an incident</b>

BEHAVIOUR PLAN PUPIL NAME: _____ CLASS: _____ YEAR GROUP: _____	
<b>Skills and Talents</b>	<b>Achievements</b>
<b>Likes</b>	<b>Dislikes</b>

BEHAVIOUR PLAN  
PUPIL NAME:

CLASS:

YEAR GROUP:



**Agreement:**

Parent name

Staff name

Parent signature

Staff signature

Date

Date

**IBP evaluation and next steps:**

How effective is the plan?

Record suggestions to be considered when this plan is reviewed.

**Behaviour agreement**

Name of Child	Date	Tear Group/Class

Reason for behaviour agreement:			
Indicate Stage of behaviour			
Stage 1	Stage 2	Stage 3	Stage 4
Is the child receiving outside agency involvement:			

Description of the child at home
Description of the child at school

	Yes	No
Have parents/carers been given a copy of the behaviour policy?		
Do parents/carers understand the content on the policy?		
Do parents/carers understand the targets that have been set within the individual behaviour plan?		
Have parents contributed to the individual behaviour plan?		
If there is a need for a positive handling plan, have the family signed and consented to this?		
Do parents/carers consent or wish to apply for external support?		
Do parents/carers understand that there needs to be improvements in behaviour?		

Do parents/carers agree to sign the values card daily and to work alongside school staff to improve behaviour?		
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Description of actions and support that will be offered by the school
Description of action and support that will be offered at home

Date of review meeting:

Signed parent/carer:

Signed by school representative

