

A member of Hatton Academies Trust

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| Title | Behaviour and Relationship Policy |
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| Associated Policies | <p>HAT Exclusion Policy HAT Restraint and Reasonable Force Policy HAT Staff Code of Conduct HAT Anti-Bullying Policy HAT Online Safety Policy HAT Attendance for Learning Policy HAT Child on Child Abuse Policy HAT Searching Pupils and Confiscating Pupil's Property Policy Victoria Primary Academy Behaviour Plan Victoria Primary Academy Uniform Policy Victoria Primary Academy Home / Academy agreement Victoria Primary Academy Behaviours for Learning Ladders Victoria Primary Academy Information for Supply Teachers and Visiting Adults</p> |
| Originator | Hayley Scargill |
| Approved | Robert Hardcastle |

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1. Creating a culture of high standards of behaviour

1.1 Ethos Statement:

Victoria Primary Academy – everyone has the right to be treated with respect and to learn in a safe and orderly environment

1.2 Background and Purpose:

At Victoria Primary Academy (VPA) we aim to promote values of honesty, understanding and respect in our pupils through positive role models (staff), high expectations and high quality, consistent teaching and learning. All members of the academy community are expected to demonstrate our academy values: responsibility, perseverance, patience, cooperation, respect, integrity and aspiration.

- The purpose of this policy is to fulfil our duty of care to pupils and employees: promote teaching, learning and high standards of attainment and to preserve the reputation of the academy.
- The rewards and sanctions detailed in this policy are to demonstrate that inappropriate behaviour is not acceptable; and to show that actions, both positive and negative have consequences. The rewards in this policy are to reinforce the principle that actions have consequences and to celebrate success.
- The Hatton Academies Trust (HAT) Board of Directors and Senior Management Team (SMT) expect that teachers have the core responsibility for managing pupils in their classes.
- The HAT Board of Directors and staff at VPA have made the tackling of bullying a key priority and are clear that no form of bullying should be tolerated (see HAT Anti-bullying policy with VPA appendix, E-Safety/Acceptable Use Policy). We always consider any complaints connected with bullying and behaviour seriously, no matter what the circumstances, and always try to deal promptly, sensitively and efficiently with incidents when they do occur.

1.3 Principles

Maintaining a positive culture requires constant work. This is achieved by positively reinforcing the behaviour which reflects the values of the academy and which prepares children to engage in their learning. (DfE 2022)

Sometimes a child's behaviour will be unacceptable, and children need to understand that there are consequences for their behaviour. This will involve the use of reasonable and proportionate sanctions. (DfE 2022)

Statement of our principles:

- All pupils have a right to learn and teachers to teach in a safe and secure environment.
- We promote high expectations, equality of opportunity, the welfare of all pupils and good relationships across the whole academy community.

- The quality of teaching, learning and behaviour in the academy are interrelated and is the responsibility of all staff and pupils.
- We are committed to improving educational outcomes for all pupils.
- The support of all parents is essential for the maintenance of good behaviour. The academy has a long and successful partnership with parents, which is highly valued and effective. We will continue to develop this partnership.
- We are committed to eliminating discrimination, harassment and bullying of all kinds.
- Positive behaviour management is at the core of every interaction with pupils. We follow the principles of 'Emotion Coaching' and promote empathy and positivity as key principles of our work.
- We operate a 'Warm-Strict' approach with pupils in order to reinforce our very high expectations. This involves a high level of discipline and mutual respect from adults with balance our emotion coaching approach with a level of strictness and expectation. It is made very clear who is in charge and what the rules are, and that these are consistently applied and reinforced. Alongside this warmth is about all of this being done to reassure pupils, with love and care, and clearly about "purpose not power". Instead of lowering expectations as to what pupils can do, we support them to raise their game, in whatever way is needed.
- We work closely with external agencies, including but not exclusively: the Local Authority, feeder nurseries, HAT and Jogo in order to ensure the best possible provision for pupils and staff.
- We have high expectations in terms of, modelling good behaviour, consistency of approach and of implementation by all staff as these are all keys to success.
- Behaviour for learning is our main approach and preventative action is preferred. However, where pupils can behave but choose not to, there will be clear and firm strategies in place to help pupils to manage their behaviour. (see VPA Behaviour plan).
- The behaviour policy and procedures ensure that all pupils and staff are treated equally, and fairly.
- Good behaviour in classrooms and around the academy helps to ensure the health and safety of pupils, staff and visitors.
- Respect has to be given in order to be received. Parents, carers, pupils and academy staff all need to operate in a culture of mutual respect and consideration.
- The policy and procedures should develop a clear understanding in pupils that all actions and choices (both positive and negative) have consequences. The policy includes rewards and sanctions to develop this principle.
- We have a 'zero tolerance' approach to violence, possession of an offensive weapons, illicit drugs, and direct verbal or physical abuse.

This policy aligns to other key academy documentation, as set out below and with associated Hatton Academies Trust (HAT) policies section, listed on the front page of this policy.

1.4 Academy Vision

This policy supports the Academy vision, set out below:

Creating Learners Without Limits

1.5 Academy Values

This policy supports the Academy Rainbow Values, set out below:

Responsibility

Perseverance

Patience

Cooperation

Respect

Integrity

Aspiration

1.6 Academy Rules

We have 3 Academy Rules which all members of the academy community are expected to show in their everyday behaviour around the academy:

- Treat everyone and everything with respect and kindness
- Work hard and try your best
- Learn and play sensibly and safely

1.7 Academy Uniform

Our Academy uniform policy plays an important part in supporting positive behaviour and discipline. We expect all children to adhere to the expectations as set out in the Uniform Policy at all times.

1.8 Code of Conduct

All staff adhere to the Hatton Academies Trust code of conduct, which is clearly detailed in the Staff Handbook

1.9 Home-Academy Agreement

Children and parents/carers are expected to sign up and adhere to the agreements set out in the Victoria Primary Academy home-academy agreement

1.10 Guidance for supply teachers and visiting adults

Posters showing the key methods of support for behaviour are shared with supply teachers and visiting adults. However, this poster is also a useful reminder for all members of staff of the Victoria Primary Academy key approaches.

1.11 Academy Behaviour Plan

The Academy Behaviour demonstrates our staged approach to the management of misbehaviour. Behaviours are characterised as green, yellow, orange or red. This document details the types of behaviours and responses for each level. Please see Academy Behaviour Plan for more details.

1.12 Attendance

Hatton Academies Trust (HAT) have a clear Attendance for Learning Policy, which plays an important part in supporting the culture, discipline and ethos of the academy. The academy has rigorous and efficient systems in place to actively encourage full attendance of all children and intervene robustly where this is not the case. Please see HAT Attendance For Learning Policy Appendix 4 for Victoria Primary Academy Attendance Procedures Table.

2. Purpose and Aims

- To have a clear and consistent approach to managing behaviour and relationships which is commonly understood by all stakeholders
- Adults have the collective responsibility for insisting on consistently high expectations of children's at all times and for managing misbehaviour consistently in accordance to the policy
- Children's behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour (DfE 2022)
- Children will understand how their behaviour choices affect themselves and others, and this will support them to make consistently good choices. We use the 5 restorative justice questions to support with this:
 1. *What happened?*
 2. *What were you thinking about?*
 3. *What were/are you feeling?*
 4. *Who do you think has been affected?*
 5. *What needs to happen now? How will this be fixed?*
- Parents will have a clear understanding of the approaches the academy uses to manage behaviour and relationships and will support the academy in the use of these approaches (DfE 2022)
- Support will be sought for children finding it difficult to comply with behaviour expectations
- All members of the academy community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which children are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) dealt with quickly and effectively. (DfE 2022)

3. Academy Systems and Social Norms

Our behaviour culture centres on helping children to understand what successful behaviour looks like by defining and teaching it clearly and using consistent repeated practice to promote the positive social norms.

3.1 Core behaviour techniques using social norms

Sitting:

- You need to have all 4 legs of your chair on the floor
- Have empty hands and be facing the person speaking to you or your work
- Be sat with your back straight against the chair and hands still on your desk
- If sitting on the carpet you need to be sat with your back straight and hands in your lap

Eating:

- Sit in your seat while you eat
- Talk quietly to the children at your table
- Don't speak with your mouth full
- Keep the tables clean

Listening:

- Look at the person who is speaking
- Be still and quiet
- Ask if you don't understand what has been said
- Respond if you are asked a question

How we move:

- We need to remember to line up in register order.
- We need to stand in our line facing forwards with our hands by our side.
- We need to line up and move around the school silently.
- We need to walk when we are in our line and moving around school.

Communication:

- Be polite and considerate of others
- Be clear and careful with your language
- Smile
- Stay calm and be aware of your body language

3.2 Core routines

The set routines are:

- Lining up in register order
- Walking through corridors on the left hand side
- Silent stop signal used to gain attention
- Whistle routines at lunch and play time:
 - 1st whistle everyone stands still, steps down from equipment
 - 2nd whistle move to lines calmly
- Start of the day routines:
 - ✓ Year 3 to 6 - Leave families at the gate and line up on the playground in class lines, walk into classrooms led by the teacher
 - ✓ Year 1 – arrive through the gate with their adults, walk up the slope and line up in class lines independently
 - ✓ Year 2 – arrive through the gate with their adults, walk to the far side of the building, line up in class lines independently
 - ✓ Reception – line up with adults near class gate. Children are handed to a school adult by their parent/carer at the gate.

3.3 Developing positive behaviours for learning

Behaviours for learning ladder posters are displayed in classrooms. These are entitled: Are you a Victastic Learner? These support the pupils to understand what good learning behaviours are and how to ensure they demonstrate them within their learning. These are taught explicitly by teachers.

3.4 Rewards

Acknowledging good behaviour encourages repetition and communicates the academy expectations and values to all children. Using positive recognition and rewards provides an opportunity for all staff to reinforce the academy's culture. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the academy's behaviour culture. (DfE 2022)

We believe that good behaviour should be recognised and celebrated, along with a range of other aspects of being a successful pupil at VPA. The rewards system aims to do this and should be used by staff at least as much as the sanctions system.

- Pupils receive Victastic points for a wide range of successes and achievements, especially showing our Academy Values. Pupils will be rewarded as individuals to enable them to take responsibility for their own behaviours and be recognised for them. On average pupils should receive around 2-3 Victastic points each day. Points are recorded using the Class Dojo online system.
- All pupils are a member of a house. Their individual Victastic Awards count towards their house totals. House totals are shared with the pupils during Friday Achievement Assemblies. The winning house receives an award, voted for by the winning house, at the end of each term.
- Two pupils from each class are selected each week to receive a congratulations certificate in Friday assembly. Their names are recorded in the weekly newsletter.
- Pupils can be selected to have work entered into the Golden Book and receive a postcard home.
- Postcards home can be given for exceptional behaviour, these must be agreed with a member of the SMT.
- Young children require positive reinforcement and frequent rewards, these can be given in the form of stickers, stamps, smiley faces, kind words and 'well done's', good news given to parents/carers at the end of the school day/by phone, presentations in assemblies, being featured in newsletters, certificates are given for a variety of reasons throughout the year etc. This level of praise can often be the most effective and powerful in encouraging the required standard of behaviour.
- The system relies on the full involvement and implementation by all staff, positivity is key to our reward systems.

3.5 Weekly Achievement Assembly

Celebration Assemblies take place each Friday.

What happens in an Achievement Assembly?

- House totals are announced
- Achievement certificates are awarded
- Sports Champion certificates are awarded
- Entries in the Golden Book are announced
- Achievements outside school are shared
- Other achievements are celebrated from time to time, e.g. cycling and swimming certificates
- School news and competitions are shared etc

4. Behaviour Support and Pastoral Care

We consider that through the creation of a calm and orderly learning environment with predictable routines and a shared language our behaviour culture will meet the needs of all children, including those with SEND.

However, we acknowledge our legal duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled child caused by the academy's policies or practices. Our duty under the Children and Families Act 2014, to use our 'best endeavours' to meet the needs of those with SEND and in terms of safeguarding and supporting children with special educational needs.

As such, this policy and the practice it supports, needs to be sensitive and responsive to individual needs. It may be necessary to make reasonable adjustments for children who may display inappropriate behaviour, relating to a special educational need. When a child is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided, overseen by the SENCO.

In these circumstances, and where the whole-academy behaviour approaches are not effective in securing good behaviour regardless of identified SEND, targeted SEND or pastoral support will be implemented, which may include, but is not limited to:

- Behaviour or Pastoral Support Plans
- Individual Risk Assessments
- Regular parent meetings
- Internal referral to Inclusion Team / SENCO for intervention and/or assessment.
- External referral to outside agencies for additional support, advice and assessment, including; Educational Psychologists, counselling services, Community Paediatricians, Occupational Psychologists and specialists, such as Autism support services and MHST (Mental Health Support Worker) and Play Therapists, Teacher of the Deaf and Visual Impairment Team

Through taking the above steps we aim to as far as possible identify any likely triggers of misbehaviour and put in place support to prevent these. Such preventative measures include, but are not limited to:

- Individual visual timetable for a child with autism who may find changes in routines difficult to manage
- Short, planned movement breaks for a child whose SEND means that they find it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher; or a child who is easily distracted to sit at a work station
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema
- Ear defenders for a child with sensory overload difficulties
- Training for staff in understanding conditions such as autism.

Although our methods of supporting children may vary, it remains our firm expectation that all children behave in socially acceptable ways and we believe that effecting positive behavioural change is nearly always possible.

5. Responses to misbehaviour and consequences

The Victoria Primary Academy Behaviour Plan outlines expected responses to pupil misbehaviour and the agreed sanctions.

5.1 Consequences

Consequence can often be effective deterrents for a specific child or a general deterrent for all children at the academy (DfE 2022). The following consequences have been designed to **deter** all children from future misbehaviour.

When consequences are required the following are examples of what could be used by staff – this is not an exhaustive list:

- Minor consequences e.g. a short reprimand/verbal warning; the ‘look’; proximity control (move closer); redirecting onto task etc.
- Offer choice and a reminder of the consequences of the wrong choice.
- Reminder to pupils of the behaviour policy and rules, and that it has been agreed by the whole academy community.
- Move the pupil and/or change the seating plan in the room.
- Time out in line with VPA behaviour plan, staff are responsible for the safety of pupils at all times.
- Managed playtimes.
- Contact with parents e.g. phoning home, email, text or letter.
- At lunchtimes pupils should be given a clear reminder of expectations and consequences by a member of the lunchtime team. Time out of 5 mins can be used within the playground either in a quiet area or with a supervisor. Senior staff on duty should be informed of serious or persistent
- Confiscation of inappropriate or restricted items.
- Support from inclusion team or SMT.
- Staff are required to record all incidents, under the appropriate area on Class Charts.
- Withdrawal from access to the academy’s IT system (Network Manager under SLT instruction). See E Safety/Acceptable use policy

5.2 Removal from class

Removal is where a child, for serious disciplinary reasons, is required to spend a limited time out of the classroom. This should be carried out in line with the Victoria Primary Academy Behaviour Plan.

Removal is only used for the following reasons:

- a) To maintain the safety of all children and to restore stability following an unreasonably high level of disruption;
- b) To enable disruptive children to be taken to a place where education can be continued in a managed environment; and

c) To allow the child to regain calm in a safe space (DfE 2022)

5.3 Disruptive behaviours

- Although not an exhaustive list, serious disruptive behaviours include:
 - Persistent disruption to other children’s learning (throwing objects, ripping work, calling out)
 - Damaging property (throwing or purposefully damaging equipment, and / or furniture, kicking walls, throwing stones at windows)
 - Poor conduct around site (pushing, tripping, shouting, kicking)
 - Unsafe behaviours (climbing, standing on chairs or tables)
 - Disrespectful behaviour towards a member of staff (answering back, ignoring, name calling, mimicking)
 - Fighting / Play fighting / Assault
 - Absconding from permitted areas (leaving classroom, PE lesson, learning space or breathing space without permission, refusing to come inside from the playground areas)
 - Swearing, inappropriate or derogatory language (verbal, written, gestures, including name calling)

5.4 Reasonable Force

As a last resort, there may be occasions where staff are required to use ‘reasonable force,’ see **HAT Physical Restraint and Reasonable Force Policy** and <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> (DfE Guidance P72-76) for further details. These may include:

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

Key staff receive regular Team Teach training to ensure they are kept up to date with current restraint and de-escalation strategies and techniques.

Some misbehaviours are referred and covered under associated HAT policies and further detail about the responses to these are detailed below:

5.5 Child on child Abuse, Sexual Violence and Sexual Harassment

The academy follows the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5.

All incidences of sexual harassment, abuse or violence will be recorded and communicated with parents. These incidences will be tracked and analysed by the Designated Safeguarding Lead. Each incident will be considered carefully and the protected characteristics of the victims and perpetrators will be considered.

Consequences will be determined depending on the context and the nature of the incident. When more than one low-level incident occurs, a risk assessment may be completed and this will be shared with parents/carers.

Support will be offered for any victims and perpetrators by a member of the inclusion team and referrals to outside agencies will be made, when appropriate e.g. The Multiagency Safeguarding Hub.

5.6 Searching, screening and confiscation of banned items

At Victoria Primary Academy the list of banned items is as follows:

- Mobile phones (with the exception of Y5/6 who may bring phones by prior arrangement, but these are left with the class teacher during the school day)
- Dangerous or sharp objects
- Weapons or objects that can be used as weapons
- Offensive materials of any kind
- Items relating to alcohol, smoking or drug use
- Expensive personal items, especially electronic items

The Principal and other Senior Leaders are authorised to use such force as is reasonable given the circumstances when conducting a search for any of the above articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

This reflects advice set out in the following guidance;

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Senior leaders will confiscate, retain or dispose of a child's property as a disciplinary in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Other banned items, which force may not be used to search for are:

- Mobile phones (unless staff reasonably suspect it contains pornographic images)
- Toys from home (including trading cards, fiddle toys and electronics). If toys from home are required for a specific reward or curriculum enhancement these will be requested in writing. If you believe your child requires a fiddler to support with attention, please discuss this with the SENCO and the academy will provide one if the need were identified. If a child brings in toys from home these will be confiscated and retained by the class teacher and returned to the child at the end of the day.

5.7 Use of mobile phones

Allowing children access to mobile phones in the academy introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. To reduce these risks, we prohibit the use of mobile phones by children whilst on site.

For children who walk home alone it is acknowledged that a having a mobile phone can help parents to track their whereabouts and to make contact with them at the end of the day. Given these safety considerations, we do allow mobile phones on site in the following circumstances:

- The parent completes a consent form
- The child does not use the mobile phone whilst on site
- The mobile phone is handed in immediately on arrival to the class teacher
- The academy will bear no responsibility or liability for the loss of any mobile phone whilst on site

If the child uses their mobile phone whilst on site or fails to hand it in immediately on arrival to the class teacher, the mobile phone will be confiscated until a parent can collect it and the child may be banned from bringing in the mobile phone in the future.

Bringing in any of the above banned items will be subject to the full range of consequences as detailed above in the policy. Consequences will be determined depending on the context and the nature of the incident and any mitigation will be taken in to account.

5.8 Misbehaviour outside of academy premises

The academy retains the right to apply the range of consequences detailed in this policy for misbehaviour outside of the academy premises, which is witnessed by a member of staff or reported to the academy.

A decision to apply such as consequence would usually be taken at a time when the child is under the charge or control of a member of staff at the time and could include when:

- Taking part in any academy-organised or school-related activity;
- Travelling to or from academy;
- Wearing academy uniform;
- In some other way identifiable as a child at the academy;
- There could be repercussions for the orderly running of the academy;
- There poses a threat to another child; or
- There could be adverse effects on the reputation of the academy.

5.9 Behaviour incidents online

We expect the same standards of behaviour online as apply offline, namely that everyone should be treated with kindness, respect and dignity.

As mobile phone use is prohibited on site the vast majority of online behaviour incidents amongst children at the academy occur outside the academy school day and off the school premises. Parents are responsible for this behaviour.

However, often incidents that occur online will affect the school culture and in these circumstances the we reserve the right to apply the full range of consequences as detailed in this policy when online misbehaviour online;

- Poses a threat or causes harm to another child
- Could have repercussions for the orderly running of the academy
- When the child is identifiable as a member of the academy
- If the behaviour could adversely affect the reputation of the academy

Misbehaviour online which includes bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour and in relation to the details set out in the HAT Online Safety Policy. This may also include following the; HAT Child Protection Policy; Child on child Abuse Policy; Anti-Bullying Policy and; speaking to the designated safeguarding lead when an incident raises a safeguarding concern and following principles set out in KCSIE. In cases where a school suspects a child of criminal behaviour online, they should follow the guidance in paragraphs below.

5.10 Suspected criminal behaviour

In cases when a member of staff suspects criminal behaviour, the academy will make an initial assessment of whether an incident should be reported to the police, only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented and recorded on CPOMS and the academy will make every effort to preserve any relevant evidence.

Once a decision is made to report the incident to police, the academy will ensure any further action they take does not interfere with any police action taken. However, will retain the right to continue investigations and enforce consequences as so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make a referral to MASH (Multi Agency Safeguarding Hub). As set out in KCSIE, in most cases that the designated safeguarding lead would take the lead on this.

5.11 Managed move

A managed move is used to initiate a process, which leads to the transfer of a child to another mainstream school permanently. Managed moves should only occur when it is in the child's best interests and with agreement of all parties involved, including parents and the new setting. Reasons for offering a managed move may include, but are not limited to;

- A child is at risk of permanent exclusion if they remain at the academy
- A child persistently breaches behaviour expectations and is at risk of further fixed term exclusion if they remain at the academy

Managed moves will be offered as part of planned intervention for a child at risk of permanent exclusion. It will only be considered if other appropriate intervention has been explored, such as; external agency support, targeted intervention or statutory assessment.

Should a managed move be secured it will be preceded with information sharing between the academy and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective behaviour management strategies. It is also important for the new school to ensure that the child is provided with an effective integration strategy.

5.12 Suspension and Permanent Exclusion

Good behaviour is essential to ensure that all children benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for Principals and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. Principals can use their professional judgement when making a decision to suspend or permanently exclude a child, DfE 2022.

We believe that all children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. As such, the Principal may use suspension and permanent exclusion in response to serious incidents or in response to persistent misbehaviour which has not improved following consequences and interventions, in line with the HAT Exclusion Policy and may include other associated policies, such as Child on child Abuse Policy or Anti-Bullying Policy for instance.

- Although not an exhaustive list, serious misbehaviours include:
 - There has been a series of violent incidents that put staff and/ or children at risk of harm
 - There has been one serious incident which in itself is deemed serious enough
 - The resources and staffing cannot meet the needs of the child to keep him/her safe
 - Persistent disruption and disrespect
 - Theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking, intimidation, racism; bullying, including cyber bullying
 - Sexual harassment and violence
 - Inappropriate use of social media and/or technology, including serious cases of bullying
 - Damage to property, vandalism, graffiti
 - Sexist, racist or homophobic abuse
 - Other serious misconduct toward a member of the school community or which brings the school into disrepute (single or repeated episodes), on or off the school premises
 - Gang affiliation

Suspensions are designed to send a clear signal of what is unacceptable behaviour as part of the academy's behaviour policy and show a child that their current behaviour is putting them at risk of permanent exclusion.

During a suspension, work will be set for the continuation of the child's education for the first five days. This work can be accessed through the academy's online platforms which the child has access to as part of their home learning. In line with the academy's legal duties to children with disabilities or special educational needs, reasonable adjustments in how they supported will be made where necessary.

A child may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period and can be for parts of the academy day. For example, if a child's behaviour at lunchtime is disruptive, they may be suspended from the academy premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half an academy day. The Principal (or delegated deputy) will notify parents immediately a decision has been made to suspend or permanently exclude their child.

Following a suspension, the child will be reintroduced to the academy via a restorative meeting with the child and parents. Children will have an agreed reintegration plan at this point, which is aimed to support the success return to academy life.

If the Principal permanently excludes a child, he/she will inform the parents immediately, giving reasons for the exclusion. At the same time it will also be communicated to the parents that they can, if they wish, appeal against the decision to the Academy Committee. The Principal will inform the local authority and the Academy Committee about any permanent exclusion, and about any suspensions beyond five days in any one term.

The Academy Committee Trustees cannot either exclude a child or extend the exclusion period made by the Principal. The Academy Committee has a personnel appeals committee which is made up of between three and five representatives. This committee considers any exclusion appeals on behalf of the Trustees. When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the local authority, and consider whether the child should be reinstated. If the Academy Committee' appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.

For further guidance used to inform the managed move, suspension and permanent exclusion sections of this policy, please see; HAT Exclusion Policy and; DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in

England, including pupil movement, available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf

6. Roles and Responsibilities

The following section lists roles and responsibilities for all stakeholders. These are essential if the procedures and practices are to be adhered to.

6.1 Staff

Staff have an important role in developing a calm and safe environment for children and establishing clear expectations of acceptable behaviour. All staff must:

- Uphold the academy approaches to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the behaviour and relationship policy, so that children can see examples of good habits and are confident to ask for help when needed.
- Challenge children to meet the school expectations and maintain the boundaries of acceptable conduct
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with children
- Consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations, adhering to the Academy Code of Conduct at all times

6.2 Teachers

- Provide appropriate opportunities for Personal Development for all the children in their class as detailed on class timetables
- Record behaviour incidents on Class Clarts
- Nominate at least two children per week for achievement certificates
- Ensure pupil compliance and demonstration of academy rules, social norms and values
- Use behaviour for learning language throughout the day (see ladders)

6.3 Support staff, Volunteers & Students

- Report all behaviour incidents to class teachers or senior leaders so they may be recorded on Class Charts or report directly on Class Charts where appropriate
- Insist on children demonstrating expected conduct and routines when moving around the site.

6.4 The Leadership Team

- The school leadership team should be highly visible, with leaders routinely engaging with children, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Ensure all staff understand the behavioural expectations and the importance of maintaining them.
- Ensure that all new staff are inducted clearly into the academy's behaviour culture to ensure they understand its expectations and routines and how best to support all children to participate in creating the culture of the academy

- Ensure that all new children are inducted clearly into the academy’s behaviour culture to ensure they understand its expectations and routines and their role in participating in creating the culture of the academy
- Consider any appropriate training, which is required for staff to meet their duties and functions within the behaviour policy, including The National Professional Qualification in Leading Behaviour and Culture (NPQLBC) for teachers who have, or are aspiring to have, responsibilities for leading behaviour or supporting children’s wellbeing in the academy.
- Ensure that their staff have adequate training and engagement with experts such as Educational Psychologists and counsellors on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a child’s behaviour.
- Monitor behaviour reports from Class Charts on a weekly basis and consistently apply the Behaviour Responses, including meeting with parents to discuss further support and sanctions line with the policy. Phase leaders will report weekly during leadership team meetings.

6.5 The Principal

- Supports staff in implementing the Behaviour and Relationship Policy consistently throughout the academy, and to report to Academy Trustees requested, on the effectiveness of the policy
- Ensures the health, safety and welfare of all children in the academy
- Keeps records of all reported serious incidents of unacceptable behaviour
- Is responsible for imposing suspensions to individual children for serious incidents of unacceptable behaviour
- Is responsible for permanently excluding a child for repeated or very serious incidents of unacceptable behaviour
- Informs the Academy Committee, the local authority and parents of any suspensions or permanent exclusions

6.6 Children must

- Be taught that they have a duty, to follow the academy behaviour and relationship policy and uphold the school expectations and routines, and should contribute to the school culture.
- Be asked about their experience of behaviour and provide feedback on the school’s behaviour culture.
- Be provided with extra support and induction if they are new to the academy

6.7 Parents/carers

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the academy, parents should:

- Know and support the academy behaviour and relationship policy and reinforce the policy at home as appropriate
- Where possible, take part in the life of the academy
- Support the actions of the academy if a reasonable consequence has been applied to their child

- Report any concerns relating to the administration of the Behaviour and Relationship Policy to the class teacher initially, whilst continuing to work in partnership with them
- Report any unresolved concerns relating to the administration of the Behaviour and Relationships Policy to a member of senior leadership team
- Attend meetings as requested to discuss their child's behaviour

6.8 Academy Committee

- Are responsible for reviewing the effectiveness of this policy
- Support the Principal in implementing this policy consistently throughout the Academy
- Provide an appeal panel following a suspension or permanent exclusion, should the need arise

7. Communicating the Policy

Communicating the academy policy to all members of the community is an important way of building and maintaining the academy's culture. It helps make behaviour expectations transparent to all children, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. We will communicate this policy in the following ways:

- Share successes in the academy newsletter
- Hold regular review meetings with parents where pastoral support is in place
- Publicise the policy in writing to parents and staff once a year
- Publish the policy on the academy website

8. Monitoring

The Senior Leadership Team will review the effectiveness of this policy on a weekly, termly and annual basis. Monitoring will include:

- Behaviour audits
- Classroom Observations
- Playground Observations
- Weekly reporting from Class Charts
- Feedback from staff, children and parents

9. Review

The Academy Committee reviews this policy annually. They may review the policy earlier if the government introduces new regulations, or if the Academy Committee receives recommendations on how the policy might be improved.