Behaviour Policy

Oakwood Primary Academy

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1 Aims

1.1 This is the behaviour policy of Oakwood Primary Academy (Aurora Academies Trust).

1.2 The Oakwood Primary Academy is part of Aurora Academies Trust. The aims of this Policy are as follows:

1.2.1 to create, promote and maintain high expectations of good behaviour amongst pupils through a whole school approach to behaviour;

1.2.2 to actively promote and safeguard the welfare of pupils at the Academy and to protect all who come into contact with the Academy from harm;

1.2.3 to ensure, so far as possible, that every pupil in the Academy is able to benefit from and make their full contribution to the life of the Academy, consistent always with the needs of the Academy's community;

1.2.4 to set out a clear and fair process for the proper investigations of reports of misbehaviour;

1.2.5 to encourage pupils to accept responsibility for their behaviour;

1.2.6 to consider how negative behaviours can be prevented or prevented from recurring;

1.2.7 to enable staff to respond to incidents of misbehaviour promptly, fairly, predictably and with confidence;

1.2.8 to set out the sanctions available to the Academy in the event of pupil misbehaviour;

1.2.9 to help promote a whole school culture of safety, equality, inclusion and protection.

To create a school wherein pupils come first and each child, each day matters. To fostering supportive and positive relationships within school and the wider community, preparing children for the challenges of the future. To instil our vision of 'Being Better Every Day' by having the highest aspirations for all and expecting the very best behaviour from our children. To promote our four values of 'Knowledge, Equality, Determination and Achievement' underpinning all learning, play and interactions, building how these belong to every single pupil, member of staff and member of our wider school community. This Policy forms part of the Academy's whole school approach to promoting pupil safeguarding and well-being, which seeks to involve everyone at the Academy to ensure that the best interests of pupils is at the heart of all decisions, systems, processes and policies. Where circumstances arise that endanger the safety of a pupil or staff member, the Academy will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

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2 Application

2.1 This Policy applies to the whole Academy, including the Early Years Foundation Stage & Nursery.

2.2 This Policy applies to all pupils at the Academy and at all times when a pupil is:

2.2.1 a registered pupil at the Academy (including where the pupil is off-site for whatever reason);

2.2.2 in or at the Academy (to include any period of remote education);

2.2.3 representing the Academy or wearing school uniform;

2.2.4 travelling to or from the Academy;

2.2.5 on Academy organised trips;

2.2.6 associated with the Academy at any time.

2.3 This Policy also applies to pupils at all times and places including out of school hours and off the Academy premises if failing to apply this Policy may:

2.3.1 affect the health, safety or well-being of a member of the Academy's community (including the pupil) or a member of the public;

2.3.2 have repercussions for the orderly running of the Academy; or

2.3.3 bring the Academy into disrepute.

3 Definitions

3.1 Where the following words or phrases are used in this Policy:

3.1.1 The Behaviour Policy is referred to as **this Policy**;

3.1.2 **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian);

3.1.3 **EHC Plan** means an Education, Health and Care Plan;

3.1.4 **School days** mean any day on which there is a school session to which attendance is required;

3.1.5 **DSL** means the Academy's Designated Safeguarding Lead. References to DSL include the Deputy DSL (**DDSL**) where the DSL is unavailable;

3.1.6 **SEN** means special educational needs;

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3.1.7 **Alternative Provision** means education arranged by the Academy for pupils to be educated off-site on a temporary basis; and pupils being directed to off-site provision to improve their behaviour.

3.1.8 **KCSIE** means the statutory guidance

4 Responsibility for this Policy

4.1 The Aurora Academies Trust has overall responsibility for all matters which are the subject of this Policy.

4.2 The Aurora Academies Trust will comply with its duties under the Children and Families Act 2014, the Equality Act 2010 and the specific requirement under section 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Aurora Academies Trust is required to have due regard to the need to:

4.2.1 eliminate discrimination and other conduct that is prohibited by the Act;

4.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

4.2.3 foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

4.3 Academy leaders will:

4.3.1 Be highly visible, routinely engage with pupils, Parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;

4.3.2 Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;

4.3.3 Make sure all new staff are inducted clearly into the Academy's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the Academy;

4.3.4 Consider any appropriate training which is required for staff to meet their duties and functions within this Policy;

4.3.5 Ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupil's behaviour;

4.3.6 Encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and well-being.

4.4 Academy staff will:

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4.4.1 play an important role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;

4.4.2 uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships as set out in this Policy, so pupils can see examples of good habits and are confident to ask for help when needed;

4.4.3 challenge pupils to meet the Academy's expectations and maintain boundaries of acceptable conduct;

4.4.4 communicate expectations, routines, values and standards explicitly through teaching behaviour and in every interaction with pupils;

4.4.5 the impact of their own behaviour on Academy culture and how they can uphold the principles set out in this Policy in addition to those set out in the staff code of conduct.

4.5 The Aurora Academies Trust will be responsible for providing suitable training to all staff on all matters related to this Policy. The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this Policy and have the necessary knowledge and skills to carry out their roles. This includes:

4.5.1 how staff can support pupils in meeting high standards of behaviour;

4.5.2 how staff can help to ensure that this Policy is applied in a way that is consistent, fair, proportionate and predictable;

4.5.3 where applicable to reflect the need of particular pupils.

4.6 The level and frequency of training depends on the role of the individual member of staff. The Academy maintains written records of all staff training.

4.7 In order to achieve full and effective implementation of this Policy, the Aurora Academies Trust has allocated the following tasks:

Task	**Allocated to**	**When / frequency of review**
Keeping the Policy up to date and compliant with the law and best practice	Hannah Morgan (Headteacher)	As required, and at least termly
Monitoring the implementation of the Policy	Hannah Morgan (Headteacher) Kerry Wood (Assistant Head for Inclusion)	As required, and at least termly

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Task	Allocated to	When / frequency of review
	David Sharp (Deputy Headteacher)	
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the Academy's processes under the Policy	Hannah Morgan (Headteacher) Kerry Wood (Assistant Head for Inclusion)	As required, ideally termly
Maintaining up to date records of all information created in relation to the Policy and its implementation as required by the UK GDPR	Hannah Morgan (Headteacher)	As required, and at least termly
Formal annual review	Hannah Morgan (Headteacher) OPA Local Academy Board	Annually
Overall responsibility for content and implementation	Aurora Academies Trust	As a minimum annually

5 Promoting high expectations of good behaviour

5.1 It is everyone's responsibility to promote good behaviour, and this includes the Aurora Academies Trust, staff, parents and pupils at the Academy.

5.2 Pupils are educated about good behaviour through the operation of the Academy's curriculum, PSHE, relationships education / relationships and sex education programmes and the Academy's pastoral support systems. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of good habits and routines). This will also include induction to the Academy's systems and routines on joining the Academy and re-

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induction after removal from the classroom, time spent at off-site provision or in Alternative Provision and following suspension.

5.3 Pupils are expected to treat each other and staff with respect and meet the behaviour expectations set out in this Policy.

5.4 Parents are expected to work in partnership with the Academy over matters of behaviour. The Academy will help parents understand what is expected of pupils and why maintaining good behaviour is important to pupils' well-being and attainment. Parents will normally be informed as soon as reasonably practicable of any reports that their child / young person may have breached this Policy.

5.5 The Academy understands that rewards can be more effective than sanctions in the promotion of good behaviour. 0 sets out how the Academy will reward good behaviour.

5.6 The Academy's ethos in relation to behaviour is:

5.6.1 To believe in **our vision: "Being Better Every Day"**, demonstrating **our values: knowledge, equality, determination and achievement**. We expect pupils to come to school to learn and teachers to come to school to teach. Both should be able to do so to the best of their ability. To achieve this, we recognise that all members of our school have a role to play in ensuring the highest standards of behaviours.

We expect pupils to always be: ready, respectful, safe. These are our three school rules.

We expect staff to always be: kind, rationale, predictable.

Children and adults should be treated with unconditional positive regard and respect at all times, so that everyone in our school feels valued, listened to and supported to make positive behaviour choices. Poor behaviour choices are never ignored and will always be addressed to reinforce our standards.

The Academy's behaviour curriculum will teach how to achieve the ethos of the Academy in relation to behaviour and it will be embedded throughout the school day to create an environment where good conduct is more likely, and instances of poor conduct are reduced or inexistent.

6 Special educational needs and/or disability

6.1 The Headteacher and Aurora Academies Trust will comply with their statutory duties in relation to SEN and disability and the Equality Act 2010 when making decisions in line with this Policy. This includes having regard to the SEND Code of Practice.

6.2 If staff have a concern that a pupil's behaviour may be as a result of unmet educational or other need, staff will seek the advice of the

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SENDCo and further action in accordance with the Academy's Special educational needs and disability policy will be considered.

6.3 Where the Academy has concerns about the behaviour, or risk of suspension or permanent exclusion, of a child with additional needs, SEN and disabilities or a pupil with an EHC plan, it should consider what additional support may be required. If the pupil is on the SEN register or has an EHC Plan the Academy should assess the suitability of provision. Where a pupil has an EHC plan, the Academy should consider requesting an early annual review or emergency review of the pupil's EHC Plan.

6.4 The Academy recognises that where challenging behaviour is related to a pupil's SEN or disability, use of positive discipline and reward methods may be more effective in improving their behaviour.

6.5 The Academy will be mindful that not all pupils requiring behavioural support will have identified special educational needs or a disability.

6.6 This Policy will be adjusted where it is necessary to do so by reason of the pupil's SEN and disabilities and the Academy will consider the issue of reasonable adjustments, including when deciding:

6.6.1 how to communicate this Policy and ensure understanding of the expectations in relation to behaviour;

6.6.2 what support a pupil may require to meet the behaviour expectations in this Policy;

6.6.3 how the behaviour expectations will apply;

6.6.4 how an investigation will be conducted;

6.6.5 whether a sanction / other action under this Policy is appropriate;

6.6.6 if a sanction is appropriate, which sanction may be appropriate.

6.7 Where a suspension or permanent exclusion is being considered, the Academy will ensure that a pupil with SEN and / or disability is able to present their case fully.

7 Safeguarding

7.1 The Academy will take into account their safeguarding duties, KCSIE and follow the procedures set out in the Academy's Safeguarding and child protection policy.

7.2 Safeguarding issues can manifest themselves via child-on-child abuse such as:

7.2.1 bullying (including cyber-bullying prejudiced-based and discriminatory-based bullying);

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7.2.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);

7.2.3 sexual violence and / or sexual harassment (which may include an online element which encourages sexual violence);

7.2.4 causing somebody to engage in sexual activity without consent;

7.2.5 upskirting and / or attempts to commit upskirting;

7.2.6 consensual and non-consensual sharing nudes and semi-nudes and or videos (also known as sexting or youth produced sexual imagery); and

7.2.7 initiation/hazing-type violence or rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

7.3 Child-on-child abuse can occur both inside and outside of the Academy and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can led to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.

7.4 The Academy will adopt a zero-tolerance approach to abuse to prevent harm to pupils.

7.5 Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

7.6 When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the DSL as the most appropriate person to advise on the Academy's response.

8 Responding to misbehaviour

8.1 Reporting concerns is encouraged at the earliest opportunity.

8.2 The Academy adopts a culture of openness and transparency. All concerns will be taken seriously including scenarios where potential breaches of discipline appear minor.

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8.3 When a member of staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with this Policy. Staff will also respond in a fair and proportionate manner so pupils know with certainty that behaviour falling short of this Policy will always be addressed.

8.4 The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques can be used to prevent further behaviour issues arising.

8.5 The Academy recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.

8.6 Where appropriate, staff should consider contributing factors that are identified after a behaviour incident has occurred, for example if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEN and disabilities (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges outside of school.

8.7 The Academy will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or likely to suffer, harm. Where this may be the case, Academy staff will follow the Academy's Safeguarding and child protection policy and speak to the DSL.

8.8 The Academy will give consideration to any risks posed to the welfare of pupils and staff when deciding whether to impose sanctions for a breach of this Policy.

8.9 The Academy's pastoral support team assists pupils in managing their behaviour.

8.10 All decisions in relation to sanctions will be made on the Academy's premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the Aurora Academies Trust.

8.11 Any sanction imposed on a pupil will be legal, fair and proportionate.

8.12 In relation to pupils with SEN and disabilities whose needs may affect behaviour, the Academy will consider the pupil's SEN and disabilities when implementing this Policy in relation to their behaviour and will make reasonable adjustments.

8.13 Where a pupil is a looked after child, the Academy will inform the local authority of sanctions in the same way as it would with Parents and take account of other relevant considerations prior to imposing the sanction.

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9 Minor breaches

9.1 All reports of misbehaviour will be taken seriously no matter how minor. Reports of minor breaches of discipline are considered by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes (see 0 for details of possible sanctions).

9.2 A minor breach of this Policy may be referred to a senior member of staff and external agencies prior to, during or following an informal investigation.

10 Serious breaches or recurrent misbehaviour

10.1 Reports of serious breaches or recurrent misbehaviour should be referred to the Headteacher.

10.2 The main categories of behaviour which are likely to be considered to be serious breaches include:

10.2.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the Academy's policy on smoking, alcohol and the misuse of drugs and substances;

10.2.2 all types of bullying and discriminatory conduct;

10.2.3 actual or attempted theft, blackmail, intimidation, and other such conduct capable of amounting to a criminal offence including being an accessory or conspirator;

10.2.4 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling);

10.2.5 physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");

10.2.6 initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);

10.2.7 abuse in personal relationships between peers including intimate relationships;

10.2.8 sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;

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10.2.9 consensual and non-consensual sharing of nudes and semi-nude images and / or videos (including digitally manipulated or AI-generated nude and semi-nude images);

10.2.10 behaviour in contravention of the Academy's policies on the acceptable use of technologies or online safety;

10.2.11 supply or possession of pornography;

10.2.12 behaviour which may amount to a criminal offence, such as:

10.2.13 possession or use of firearms, knives or other weapons;

10.2.14 vandalism, defacement and / or destruction of Academy property;

10.2.15 recurrent instances of misbehaviour which are inconsistent with the Academy's ethos;

10.2.16 other misconduct which affects the safety or welfare of a member or members of the Academy's community or which brings the Academy into disrepute (single or repeated episodes) on or off the Academy's premises; and

10.2.17 other misconduct specifically provided for in the related policies listed in Appendix 3.

10.3 The Academy will operate within the principles of fairness and natural justice. A decision to exclude a pupil permanently will only be taken:

10.3.1 in response to a serious breach and / or recurrent breaches of this Policy; and

10.3.2 where allowing the pupil to remain at the Academy would seriously harm the education and / or welfare of the pupil and / or others such as the Academy's staff or pupils.

10.4 Reports of a serious breach or recurrent misbehaviour will be investigated in accordance with the procedures set out in 0.

10.5 00 sets out a non-exhaustive list of possible sanctions which may be imposed for serious breaches and recurrent misbehaviour this Policy.

11 Suspected criminal behaviour

11.1 Before investigating a behaviour incident, the Academy will consider whether a criminal offence may have been committed and should be reported to the police.

11.2 When dealing with behaviour that may amount to a criminal offence the Academy will consider whether the pupils involved have additional additional vulnerabilities including:

11.2.1 Disability

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11.2.2 Special educational needs

11.2.3 Neurodiversity including Autistic Spectrum Condition

11.2.4 Mental health concerns

11.2.5 Difficult personal circumstances outside of school

11.2.6 Gang or Organised Crime Group associations

11.2.7 Social isolation

11.3 The DSL will liaise with the Headteacher to inform them of any issues relating to police investigations, including making them aware of the requirement to have an appropriate adult .

11.4 Where a report is made to the police in relation to a pupil registered at the Academy and regardless of who has made the report, the Academy will not act in a way which could prejudice a criminal investigation or tip off anyone who may be involved. The Academy will keep in mind that any records created (including witness statements) may be requested by the police, crown prosecution service or defence solicitors for use within criminal proceedings, with disclosure to other parties.

11.5 Depending on the individual circumstances of the case, and usually having liaised with the police, the Academy may decide to continue its investigation and/or impose sanctions.

11.6 The Academy will follow its Safeguarding and child protection policy and procedures.

12 **Removal from the classroom**

12.1 Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

12.2 Removal from the classroom is considered to be a serious sanction and will only be imposed in response to a serious breach of this Policy. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

12.3 The Headteacher will decide which members of staff can remove a pupil from the classroom and will communicate this clearly to Parents and staff at the Academy.

12.4 Removal from the classroom is different to the use of separate spaces (for example, sensory / nurture rooms used for non-disciplinary reasons to meet a pupil's needs).

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12.5 Removal from the classroom will only happen for the following reasons:

12.5.1 to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;

12.5.2 to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;

12.5.3 to allow the pupil to regain calm in a safe space.

12.6 Parents will be notified of removal of the pupil from the classroom on the same day.

12.7 At Oakwood, removal from the classroom is agreed by a member of the Senior Leadership Team after extensive de-escalation or regulation strategies have been offered. Children requiring removal are offered support from an adult and are escorted to a designated space – with appropriate resourcing and staffing - to calm. We note that pupils should not be removed from the classroom for prolonged periods of time without the explicit agreement of the Headteacher. Pupils are supported through our reintegration process, alongside a senior member of staff, to rejoin their class, when appropriate and safe to do so.

12.8 The Academy will consider whether removal from the classroom is proportionate, and each case will be dealt with on its own individual facts. The Headteacher and staff will:

12.8.1 consider whether any assessment of underlying factors of disruptive behaviour is needed;

12.8.2 inform Parents of the removal from the classroom on the same day;

12.8.3 facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;

12.8.4 ensure that pupils are never locked in the room of their removal except in limited exceptional situations.

12.8.5 if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker.

12.8.6 If the pupil is looked after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

12.9 The Academy will provide a pupil who is removed from the classroom continuous meaningful education during any period of removal. Removal will be time-limited, and pupils will continue to be supervised by a member of staff.

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12.10 The Headteacher will maintain overall strategic oversight of the use of removal from the classroom.

12.11 The Academy will collect, monitor and analyse the data on the removal of pupils from the classroom in order to interrogate its use and effectiveness.

13 Use of restrictive interventions[1] – General comments

13.1 All members of staff at the school have a legal power to use reasonable force[2] to prevent or stop a pupil from:

13.1.1 causing injury to themselves or others

13.1.2 committing a criminal offence

13.1.3 damaging property

13.1.4 causing disorder among pupils at the school, whether during a teaching session or otherwise

13.2 This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an Academy organised visit.

13.3 Reasonable force can be used for two main purposes:

13.3.1 to control pupils; and / or

13.3.2 to restrain them.

13.4 Reasonable force means using no more force than is needed.

13.5 Any use of reasonable force will be in accordance with the guidance Restrictive interventions, including the use of reasonable force, in schools.

13.6 The Academy does not require parental consent to use reasonable force.

13.7 Reasonable force will never be used as a sanction.

13.8 In deciding whether use of restrictive interventions is appropriate, staff should consider the following:

[1] **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

[2] **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

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13.8.1 Is it necessary?

13.8.2 Is it proportionate?

13.8.3 What is the impact on the pupil's welfare?

13.9 If an assessment has been made to use restrictive interventions, staff should be supported in their decision making.

13.10 For the avoidance of doubt, the Academy will never use corporal punishment.

14 Use of restrictive interventions - Prevention and de-escalation strategies

14.1 Restrictive intervention is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches.

14.2 Our whole-school approach includes:

14.2.1 Consideration of how our school and classroom environment can support all pupils to achieve and thrive

14.2.2 Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds

14.2.3 Training staff in effective communication strategies, such as 'emotion coaching', using appropriate tone of voice and empathy to aid de-escalation

14.2.4 Development of working staff-pupil relationships and trust

14.2.5 Sharing knowledge and approaches to individualised behaviour plans, including guidance from external agencies and professionals.

14.2.6 Recording and analysing data on the use of restrictive interventions to inform improvement planning

14.3 The individual approaches we use include:

14.3.1 Working closely with parents/carers and external professionals to support individual pupils

14.3.2 Strategies to support individual pupils based on their identified needs, including:

(a) The development of behaviour support plans

(b) Strategies to help pupils calm down before their behaviour escalates

(c) Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible

14.4 De-escalation when a situation arises - When a staff member is faced with a situation where a restrictive intervention may need to

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be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:

14.4.1 Having open body language and being aware of a pupil's personal space

14.4.2 Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff

14.4.3 Using 'emotion coaching' and empathy – asking the pupil to help you understand their feelings

14.4.4 Distraction techniques

14.4.5 Offering a calm space for the pupil to go to so they can self-regulate

14.4.6 Verbal warnings – calmly reminding the pupil of the consequences of their behaviour

14.4.7 Use of limited choice – to support pupils in making positive decisions to re-regulate.

15 Use of restrictive interventions - Recording and reporting arrangements

15.1 We have a legal duty to record and report all:

15.1.1 Significant incidents involving force[3]

15.1.2 Seclusion incidents[4]

15.1.3 Restraint incidents[5]

15.2 Recording incidents

15.2.1 The process for recording the incidents listed above is to log them on CPOMS, using the tag "reasonable force" or "seclusion/non-force restraint", as appropriate.

15.2.2 Staff must record incidents in writing, as soon as possible after the event, and should endeavour to do this on the same day. Staff should

[3] A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

[4] **Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

[5] **Restraint** is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

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do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

15.2.3 For **significant incidents involving force**, we will record:

(a) The names of the pupil and staff members directly involved

(b) Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code

(c) The time, date, location and approximate duration of the intervention

(d) A clear and brief description of what happened, including:

- What led up to the incident
- Any known or potential triggers for the behaviour
- Any preventative or de-escalation strategies used
- The type and degree of reasonable force used
- Details of any physical injuries sustained, if applicable

(e) A brief explanation of why using force was assessed as necessary in that situation

(f) Details of any support given after the incident, such as medical help or emotional support

[The list above is the minimum expected. Add details of any additional information you include in reports, if applicable, such as the pupil's and/or witnesses' accounts, when and how parents/carers were notified, and any follow-up actions that were taken.]

15.2.3 For **seclusion incidents and restraint incidents**, we will record:

(a) The names of the pupil and staff members directly involved

(b) Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code

(c) The time, date, location and approximate duration of the intervention

(d) A brief explanation of why the intervention was assessed as necessary in that situation

(e) Details of any physical injuries sustained, if applicable

(f) Details of any support given after the incident, such as medical help or emotional support

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[The list above is the minimum expected. Add details of any additional information you include in reports, if applicable, such as the pupil's and/or witnesses' accounts, when and how parents/carers were notified, and any follow-up actions that were taken.]

15.2.4 **Note:** if a seclusion or restraint incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.

15.2.5 Completed reports will be kept securely and retained in line with our data protection procedures.

15.3 Reporting incidents to parents/carers

15.3.1 When reporting an incident to parents/carers, we will take the following steps:

-Restrictive intervention report is received on CPOMS by class teacher & DSL team.

-A key staff member involved in incident will also complete the 'restrictive intervention parent letter' (see letter links in 15.3.6 and 15.3.7 below), which will be sent via Arbor (MIS system) to parents.

-A copy of the parent communications and letter will be attached to the CPOMS log, to ensure reporting procedures are followed correctly.

15.3.2 We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

15.3.3 There is one exception to this: If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil, the case will be discussed in the first instance with a senior DSL so that this decision can be collectively agreed. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides.

15.3.4 When we report **significant incidents involving force** to parents/carers, we will include the following details as a minimum:

(a) The time, date, location and approximate duration of the intervention

(b) A brief explanation of why the intervention was assessed as necessary in that situation

(c) A short description of the type and degree of force that was used

(d) Details of any physical injuries sustained, if applicable

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15.3.5 When we report **seclusion incidents and restraint incidents** to parents/carers, we will provide parents/carers with the following details as a minimum:

(a) The time, date, location and approximate duration of the intervention

(b) A brief explanation of why the intervention was assessed as necessary in that situation

(c) A short description of the type of intervention carried out (seclusion, or non-force restraint), including details

(d) Details of any physical injuries sustained, if applicable

15.3.6 **Note:** if a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

15.3.7 When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

15.4 Following up with parents/carers after an incident

It's best practice to invite parents/carers to have a follow-up discussion about the incident, where appropriate. Insert details of your process/approach, if applicable. For example, the discussion might include:

15.4.1 Any behavioural triggers or warning signs of an impending incident

15.4.2 Whether any agreed behaviour support plans were followed

15.4.3 What de-escalation strategies were used and how effective they were

15.4.4 What might be done differently in the future

15.5 Reporting incidents to the local authority

15.5.1 In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides, this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.

15.5.2 In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers.

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16 Searching, screening and confiscation

16.1 Academies can impose reasonable and proportionate disciplinary measures. This enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction where it is reasonable to do so.

16.2 The Academy's policy on searching and confiscation has regard to the Searching screening and confiscation guidance for schools, and KSCIE.

16.3 **Searching**

16.4 Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search for specific items, or all items set out in this Policy.

16.5 The Headteacher can require and authorise a member of the security staff to undertake a search. If a security guard, who is not a member of the school staff, searches a pupil, this guidance should be followed and the person witnessing the search should be a permanent member of the school staff. The Headteacher may not require a member of staff to undertake a search if they refuse.

16.6 A search can be considered if the authorised person has reasonable grounds for suspecting that the pupil is in possession of an item **prohibited by law** or any item identified in this Policy for which a search can be made, or if the pupil has agreed.

16.7 The authorised person should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

16.8 Before any search takes place, the authorised person conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

16.9 The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.

16.10 If a pupil refuses to co-operate with the search, the authorised person should assess whether it is appropriate to use reasonable force to conduct the search. An authorised person can **only** use reasonable force to search for items that are **prohibited by law.** Reasonable force **cannot be** used to search for items are prohibited or restricted by the Academy (as set out in Appendix 3). The decision to use reasonable force should be made on a case-by-case basis. The authorised person should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

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16.11 Searches will be carried out on the Academy premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings.

16.12 When exercising these powers, the Academy must consider the age and needs of pupils being searched. This includes the individual needs of pupils with SEN and making reasonable adjustments that may be required where a pupil has a disability.

16.13 Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Headteacher / DSL and / or pastoral member staff will be sought. During this time the pupil should be supervised and kept away from other pupils.

16.14 Staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only if:

16.14.1 staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency; **and**

16.14.2 in the time available it is not reasonably practicable to summon another member of staff.

16.15 If a search is conducted without a witness, the authorised person should immediately report this to another member of staff, and ensure a record of the search is kept.

16.16 A pupil's possessions can only be searched in the presence of the pupil and another member of staff except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

16.17 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

16.18 The DSL should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of an item **prohibited by law** as listed above.

16.19 **The Academy usually requires the pupil's agreement** to search a pupil and their possessions:

16.19.1 for any item which the Academy has prohibited or restricted in this Policy (for a list of prohibited and restricted items see Appendix 3); and

16.19.2 where there is no suspicion that a pupil has an item **prohibited by law** in their possession.

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16.20 Under this Policy the Academy makes it a condition of having a locker or space that the pupil agrees to have these searched. If the pupil then withdraws their agreement to search, a search may be conducted both for the items prohibited by law and any items prohibited / restricted under this Policy without the pupil's agreement or cooperation.

16.21 In these circumstances, if the pupil refuses to co-operate, the authorised person(s) cannot use reasonable force to undertake the search.

16.22 The authorised person should ensure the pupil understands the reasons for the search and how it will be conducted, so that their agreement is informed. Appropriate consideration will be given to the age and needs of pupils being searched and the factors that may influence the pupil's ability to give informed consent. If a pupil does not agree to the search, the Academy will consider why this is. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with this Policy, ensuring that they are responding to misbehaviour consistently and fairly

16.23 If a search is necessary but not required urgently, the staff member will seek advice from the DSL, Headteacher or appropriate member of pastoral staff.

16.24 The Academy will consider whether it may be necessary to inform parents of a search for an item prohibited / restricted by this Policy.

16.25 **The Academy does not require the pupil's agreement** to search a pupil and their possessions for any item where the Academy has reasonable grounds for suspecting that a pupil has an item **prohibited by law** in their possession.

16.26 The following are items **prohibited by law**[6]:

16.26.1 knives or weapons, alcohol, illegal drugs and stolen items;

16.26.2 tobacco and cigarette papers, fireworks and pornographic images;

16.26.3 any article that a member of staff reasonably suspects has been, or is likely to be used:

(a) to commit an offence; or

(b) to cause personal injury to, or damage to the property of, any person (including the pupil).

16.27 The Headteacher, and staff authorised by the Headteacher, may use reasonable force to search a pupil's possessions where they have reasonable grounds for suspecting that a pupil has an item **prohibited by law** in their possession and the pupil refuses to co-operate with a search. The decision to use reasonable force should

[6] Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951)

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be made on a case-by-case basis. The authorised person should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

16.28 If it is believed that a pupil has an item **prohibited by law**, it may be appropriate for a member of staff to carry out:

16.28.1 search of outer clothing; and / or

16.28.2 search of the Academy property e.g. a pupil's locker or desk; and / or

16.28.3 search of personal property (e.g. bag or pencil case).

16.29 Parents will be informed of any search for an item prohibited by law, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the Academy has taken, including any sanctions applied.

16.30 Being in possession of an item prohibited by law may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. Where any such item is found, the member of staff must refer the matter to the DSL without delay.

16.31 The staff member should also involve the DSL without delay if they believe that a search has revealed a safeguarding risk.

16.32 **Strip searching**

16.33 A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers.[7] More information is contained within the Searching Screening and Confiscation Guidance.

16.34 While the decision to undertake a strip search itself and its conduct are police matters, Academy staff retain a duty of care to the pupil(s) involved and should advocate for pupil well-being at all times.

16.35 Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Academy staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.

16.36 An "appropriate adult" must be present at a strip search that would result in intimate parts of the body being exposed. Depending on the circumstances, the Academy may wish to involve an

[7] Police and Criminal Evidence Act 1984 (PACE) Code A and / or PACE Code C.

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"appropriate adult" during other searches conducted by the police where this is deemed necessary to ensure the pupil's well-being. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of children and vulnerable adults in police custody. This adult must not be a police officer or otherwise associated with the police. Examples of an appropriate adult include, but are not limited to, a parent, relative, social worker, teacher or, if the person is in the care of a local authority or voluntary organisation, a person representing that authority or organisation. An appropriate adult is not required when a pupil is eighteen or above.

16.37 An appropriate adult not of the same sex as the pupil being searched may be present if specifically requested by the pupil. Otherwise, no-one of a different sex to the pupil being searched is permitted to be present, and the search must not be carried out in a location where the pupil could be seen by anyone else.

16.38 Except where there is an immediate risk of harm and where reasonably possible, parents will be informed before a strip search takes place.

16.39 Parents will always be notified after a strip search has taken place.

16.40 The Academy will keep a record of searches (see below under **Record Keeping**).

16.41 Following a strip search, the Academy will give pupils appropriate support, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but should always be accompanied by a safeguarding process handled by the school which gives attention to the pupil's wellbeing and involves the DSL. In all cases pupils should feel that they have an opportunity to express their views regarding the strip search and the events surrounding it. Staff should give particular consideration to any pupils who have been strip searched more than once and/or groups of pupils who are more likely to be subjected to strip searching with unusual frequency, and consider preventative approaches.

16.42 **Screening**

16.43 The Academy may impose a requirement that pupils undergo screening for the detection of weapons.

16.44 Screening will take the form of a walk through or hand-held metal detector to scan all pupils for weapons before they enter the Academy premises.

16.45 If a pupil has a disability and /or special educational needs, the Academy will make any reasonable adjustments to the screening process as required.

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16.46 If a pupil refuses to be screened, the Academy will consider why the pupil is not cooperating and will make an assessment as to whether it is necessary to conduct a search.**]**

16.47 **Confiscation**

16.48 All members of staff may confiscate, retain or dispose of a pupil's property (however it is found) where they have reasonable grounds for suspecting that the item:

16.48.1 poses a risk to staff or pupils;

16.48.2 is prohibited by law, or a restricted / prohibited item under this Policy; or

16.48.3 is evidence in relation to an offence.

16.49 The Academy's general power to impose sanctions enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction under this Policy, where reasonable to do so.

16.50 **Mobile electronic devices**

16.51 The Academy has adopted a policy to prohibit pupils in all years from using mobile electronic devices during the school day. Mobile electronic devices include, but are not limited to, mobile phones, smartphones or other smart technology, tablets, laptops, MP3 players and any wearable technology that has the ability to send and / or receive notifications or messages via mobile phone networks, or the ability to record audio and / or video. Further details about the Academy's policy can be found in the Acceptable use policy for pupils.

16.52 A mobile electronic device may be confiscated in accordance with this Policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach this Policy, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a senior leader.

16.53 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the Academy's policies on behaviour.

16.54 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of this Policy or a criminal offence, or hand it over to the police if the material is suspected to be evidence relevant to an offence.

16.55 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.

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16.56 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the Academy's policy on sharing nudes and semi-nudes images or videos as set out in our Safeguarding and child protection policy and consult the advice set out in the Searching Screening and Confiscation Guidance and UKCIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people.

16.57 The Academy will comply with data protection law in relation to any search of an electronic device.

Disposal of confiscated items

16.58 Confiscated items will be disposed of at the discretion of the Academy unless the law requires the Academy to hand the confiscated item to the police, and in line with the Searching screening and confiscation guidance for schools [paragraphs 58-71] . In addition, the Academy will deal with the following specific items as outlined below.

16.59 **Controlled drugs** must be delivered to the police as soon as possible unless there is a good reason not to do so. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.

16.60 **Other substances** which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

16.61 Items that **have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property** should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

16.62 **Pornographic images**: Pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil is at risk of harm, the DSL will also be notified and will decide whether to make a referral to children's social care.

16.63 Other pornographic images will also be discussed with the DSL. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.

16.64 **Weapons or items which are evidence of an offence**: these will be passed to the police as soon as possible.

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16.65 **An item prohibited or restricted by the Academy:** these may, at the discretion of the Headteacher or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the Academy.

17 Intervention, support and reintegration

17.1 The Academy has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern. The Academy will adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion, including:

17.1.1 frequent and open engagement with Parents, including home visits if deemed necessary;

17.1.2 providing mentoring and coaching;

17.1.3 short-term behaviour report cards or longer-term behaviour plans;

17.1.4 Alternative Provision; and

17.1.5 engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

17.2 Where the Academy has serious concerns about a pupil's behaviour it will consider appropriate interventions, including whether the following might be appropriate: an assessment of a pupil's SEN and disabilities; where a pupil has an EHC plan, an emergency review and / or whether a multi-agency assessment.

17.3 The Academy will use Alternative Provision where planned interventions for individual pupils take place in place of mainstream lessons at a different location. In this Policy Alternative Provision is used for planned interventions for behavioural reasons and / or as a preventative measure to support pupils at risk of permanent exclusion.

17.4 Following a sanction, the Academy will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the Academy and how to reintegrate successfully back into school. This may involve reintegration meetings between the Academy, pupils, parents and, if relevant, other agencies and will be considered on a case-by-case basis.

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18 Record keeping

18.1 The Academy will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriately skilled staff.

18.2 The Academy will keep separate records and information about **behaviour**, including records and analysis of:

18.2.1 permanent exclusions and suspensions, incidents of poor behaviour and any use of internal isolation;

18.2.2 bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / biphobic / transphobic bullying, use of derogatory language and racist incidents;

18.2.3 sexual harassment and/or sexual violence;

18.2.4 any restrictive physical intervention.

18.3 The Academy will record all **searches**:

18.3.1 in relation to prohibited items by law;

18.3.2 conducted by police officers which will be recorded in the Academy's safeguarding reporting system (including whether or not an item is found).

18.4 Records of the search will include:

18.4.1 the date, time and location of the search;

18.4.2 which pupil was searched;

18.4.3 who conducted the search and any other adults or pupils present;

18.4.4 what was being searched for;

18.4.5 the reason for searching;

18.4.6 what items, if any, were found; and

18.4.7 what follow-up action was taken as a consequence of the search.

18.5 The Academy will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

18.6 The Academy will keep a separate record of **sanctions** imposed for serious misbehaviour including suspensions and permanent exclusions. The record will include:

18.6.1 the name and year group of the pupil concerned;

18.6.2 the nature and date of the offence;

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18.6.3 the sanction imposed and reason for it; and

18.6.4 the name of the person imposing the sanction

18.7 The Academy Trust and DSL will review the records in order to evaluate all data recorded in order to meet their obligations under this Policy and establish trends (for example, in respect of particular socio-economic groups, or groups with a protected characteristic).

18.8 The information created in connection with this Policy may contain personal data. The Academy's use of this personal data will be in accordance with data protection law. The Academy has published on its website privacy notices which explain how the Academy will use personal data.

18.9 All records created in accordance with this Policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.

19 Publication availability and feedback

19.1 This Policy is published on the school website.

19.2 This Policy is available in hard copy on request, including in accessible formats.

19.3 A hard copy of the policy is also available upon request at the school office and parents will be reminded of this on an annual basis.

19.4 A copy of the policy is available for inspection from the Headteacher, upon request, during the school day.

19.5 The Academy welcomes feedback on how the Academy can continue to improve this Policy, and this can be sent to the school office marking the subject line 'Feedback on Behaviour Policy.'

20 Version control

Date of adoption of this policy	1st September, 2025
Date of last review of this policy	1st April, 2026
Date for next review of this policy	1st September, 2026
Policy owner (Headteacher)	Hannah Morgan
Policy owner Aurora Academies Trust	James Freeston

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Appendix 1 Behaviour policy summary

Behaviour Policy Summary

Our Behaviour Ethos:

To believe in **our vision "Being Better Every Day".**
To demonstrate **our values: knowledge, equality, determination and achievement.**

We expect pupils to come to school to learn and teachers to come to school to teach. Both should be able to do so to the best of their ability. To achieve this, we recognise that all members of our school have a role to play in ensuring the highest standards of behaviours.

We expect pupils to always be: ready, respectful, safe.
These are our three school rules.

We expect staff to always be: ready, respectful, safe, kind and consistent.

We promote positive behaviour choices through the use of our:

- **whole-school rewards**
- **behaviour curriculum**
- **weekly class behaviour meetings**

The Academy's behaviour curriculum aims to explicitly teach children about our school behaviour ethos and how to make positive behaviour choices. Our behaviour curriculum is centred around: our school values, personal and collective responsibility, managing disagreements, pro-social behaviours and executive functioning skills. It is embedded throughout the school day as well as through discrete teaching and whole-class weekly meetings to create an environment where good conduct is more likely, and instances of poor conduct are reduced or inexistent.

Poor behaviour choices are never ignored and will always be addressed to reinforce our standards. In cases of poor behaviour and conduct, we follow our behaviour support pathway.

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Behaviour Policy

Our behaviour pathway is displayed in each classroom, and children's name pegs reflect how well a pupil is following our Oakwood way expectations. Our pathway acts as a visual reminder to acknowledge positive behaviour, as well as reminders for unacceptable behaviours. Our pathway resets at the start of each day and after lunchtime.

We actively look for prosocial behaviours including our school rules and our three goods: good sitting, good looking and good listening.
If teachers notice a pupil being an Oakwood Superstar and demonstrating our Oakwood way, they're recognised through verbal praise and their name is moved up to superstar status. At the end of each session, if a pupil reaches superstar status then they are rewarded with a dojo point and then could also be considered for star of the day that day too.

At Oakwood, we have three school rules, which everyone follows.
At Oakwood, we are: Ready, Respectful & Safe.
Teachers should actively notice children for following our rules and should also be consistent, persistent and insistent in giving reminders for children to make good choices. Our school rules are an automatic expectation for all.

We're all human and it's only normal to make a mistake or poor choice once in a while. All teachers will give a reminder 1 to help children know what they need to change. After a reminder, the pupil's name peg will move down the pathway to signal that a reminder has been given. e.g. "Gertrude, Reminder 1, one voice. Show me good listening."

If a pupil shows further unacceptable behaviour, a reminder 2 will be given outlining what needs to change in order to improve. The pupil's name peg will move to Reminder 2. Teachers will use a range of support strategies to de-escalate behaviours. e.g. "Gertrude, Reminder 2, one voice. Stop talking over other member of our class. We're showing respect by listening to each others' ideas. Try sitting here to help."

If further unacceptable behaviours continue, the child's name peg will move down again to signal that they now need to complete reflection time at the next available break time. At break time, teachers conduct restorative follow ups with their class, and at lunch time, teachers accompany children to our reflection room to lead on restorative conversations alongside a senior leader.

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Ready, Respectful, Safe

Behaviour Policy

At Oakwood, we are: Ready, Respectful & Safe. These are our three rules.
We expect that teachers can teach, children can learn and everyone can be 'better every day'. We actively promote a culture of kindness and take a 'curious not furious' approach, guided by emotion coaching principles.

We use the following universal routines and signals to support a consistent and positive culture for learning:

Team Stop

My turn, Your turn

Magnet Eyes

1,2,3 : Show it to me

Think in your head

Talk To Your Partner

Remember: Cold Calling
No Hands Up

1... 2...3...
transitions

Agree/

Build

Challenge

Reminder 2

Reminder 1

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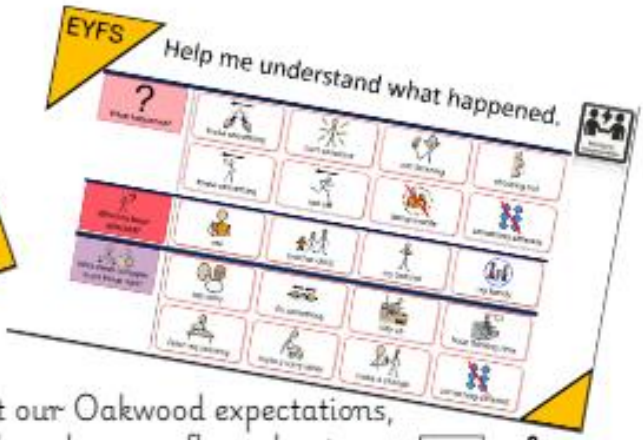
Ready, Respectful, Safe

Behaviour Policy

To address unacceptable behaviour, we use restorative conversations and emotion coaching principles to support children in recognising how to improve their responses/ behaviour.

At the next available break/ lunch time, teachers lead on these reflective conversations. If appropriate, children take time to complete our reflection tool.



If behaviours do not meet our Oakwood expectations, we will offer support based on our flow-chart:

Restorative conversations are used to immediately following up behaviour not meeting our Oakwood expectations. These are led by the class teacher during the next available break time.

If a child receives 3 or more reflection times for not meeting behaviour expectations in a 1 week period, or is involved in a 'serious' incident then the class teacher will call home.

If further repeated reflection times take place in the subsequent week, a parent liaison meeting will be held with the child, parents and class teacher. Additional support can be requested from the pastoral team, SENCo or behaviour lead to help prepare for this.

If behaviour continues to not meet expectations, after the initial parent meeting, the child should be raised with a member of SLT for further discussion. A 1-2-3 report card may be put in place to outline personalised targets. This will be monitored by the class teacher for an initial 2 week period, with SLT oversight.

If the report card is improving behaviour, this may cease or continue as a supportive measure for maximum of a half-term.
If a report card review indicates that further support is required, then a TAC (Team Around Child) meeting will be held alongside SLT.

Additional intervention/ mediation for behaviour, review of provision, resources to inform a short-term behaviour plan may be put in place.

School based behaviour plan and/or a risk reduction plan are co-created with all stakeholders and looks at identified behaviours, support measures, personal responsibilities for the child and team, and consequences.

Further referrals are considered including: SEND, external specialist support, children's services (for behaviours seen at home) or family practitioner support.

Regular behaviour review meetings are scheduled and attended by senior leaders, class teacher, parents and child.

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Our Rewards

In Key Stage One and Two, we recognise and celebrate our pupils' positive contributions through a combination of whole-class and individual rewards.

Whole-class, children work towards earning letters towards their SUPERSTARS award (a whole class treat, previously agreed with the class teacher). Letters of the word SUPERSTARS are earned and the collective goal worked towards.

On an individual basis, children can earn:

- Star of the day (certificate/ sticker presented in class)
- Star of the week (certificate presented weekly in assembly)
- Star of the term (certificate presented half-termly in assembly)
- Values certificate (values rotated weekly and certificates presented in assembly)

Although these extrinsic means of recognition are available, we promote an intrinsic approach around our school vision: "Being better every day" and offer moments of affirmation and reflection to feel proud of the positive choices we make in school.

Our Behaviour Pathway

We know that most children can make consistently positive choices in school and will not require more than a verbal reminder to meet our expectations. These pupils will be in receipt of rewards to recognise their positive choices and contributions.

When children display behaviour that breaches our conduct expectations, we follow our behaviour support pathway to communicate with children the behaviours that we want to see and to offer additional support to help them get there successfully and turn their behaviour around.

We advocate for a 'connect before you correct', relational approach and utilise this pathway to give all children to the best possible support to do the right thing. We are seeking to support, not to punish and will always be 'curious not furious'.

Additional Behaviour Support

When a child exhibits persistently low standards of behaviour and is struggling to meet our school expectations, we will look to offer additional support, which may encompass:

- Parent liaison meetings
- 123 Report Card (This is a behaviour report card that outlines personalised targets for behaviour and monitors behaviour across all sessions within the school day)
- Team Around the Child (TAC) meetings (These meetings are a forum for professional dialogue about a specific child with the aim of supporting positive behaviour).

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- Intervention/ mediation for behaviours
- School-based Behaviour Plan/ Risk Reduction Plan (This plan is co-created with all stakeholders: child, parents/carers and school staff, and looks at identified behaviours, support measures, personal responsibility for the child and consequences).
- Behaviour Advice and Guidance from SLT.
- Review of provision for child e.g. sensory circuits/ soft-landing/ soft-ending/ scaffolds/ visual resources
- Further discussion with SENCo/ SEN referral
- External specialist help/ advice/ support
- Children's Services Referral (for behaviours seen at home)
- Family Practitioner Support Referral (for behaviours seen at home)
- Regular behaviour review meetings, attended by the Team Around Child.

In our Early Years – Year 1

We know that establishing positive behaviours, norms and routines is essential to our work in the Early Years and equipping our children with the best foundations for learning possible, therefore we uphold high standards of conduct and behaviour from the outset of the children's journey here at Oakwood.

In Early Years – Year 1, the children get to know our school vision: "Being better every day" as well as our three school rules, be: ready, respectful, safe.

We use the whole-school rewards to praise positive behaviours, but use more instantaneous consequences when we see unwanted behaviours. This will often look like additional support, restorative conversation or time out from an activity/ peer group. We ensure that each moment is a teaching moment and that we can teach logcial consequences from an early age to improve behaviour long term.

All key strategies linked to our support pathway, that are used whole-school, will be adapted to suit the age and needs of our younger pupils.

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Appendix 2 Investigation of incidents

1 Off-site directions

1.1 The Academy can require a pupil to attend another education setting to improve their behaviour. This is known as an "off-site direction."

1.2 An off-site direction will only be used where in-school interventions and / or outreach have been unsuccessful or deemed inappropriate and will only be used to arrange a time-limited placement in Alternative Provision. It will not be used as a sanction for recent or past misconduct.

1.3 Where possible parental views on a proposed off-site direction should be obtained. However, the Academy can make an off-site direction without parental consent. The Academy will provide written notification to parents (or pupils aged 18 or over) (and the local authority if a pupil has an EHC plan / is a looked after child) and any information about the placement as soon as practicable after the direction has been made and no later than two school days before the first day the pupil is required to attend the Alternative Provision.

1.4 The off-site direction can be full-time or a combination of part-time support in Alternative Provision and continued education at the Academy.

1.5 The duration of an off-site direction will depend on what best supports the pupil's needs and potential improvement in behaviour.

1.6 A proposed maximum period of time will be decided during the planning phase for an off-site direction and agreed between the Academy and the Alternative Provision. Also, as part of the planning, alternative options will be considered once the time limit has been reached, including a managed move (if the pupil is placed in a mainstream school) on a permanent basis upon review of the time limited placement.

1.7 The nature of the intervention, its objectives, and the timeline to achieve these objectives will be clearly defined and agreed with the Alternative Provision before the placement starts. The plan will then be frequently monitored and reviewed. A pupil must continue to receive a broad and balanced curriculum to support their reintegration once the off-site direction ends.

1.8 In all cases parents will be expected to be supportive of the Academy's decision in relation to an off-site direction, and pupils will be expected to attend the Alternative Provision as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they had failed to attend the Academy.

1.9 The arrangements for the off-site placement will be based on an understanding of the support the pupil needs in order to improve their behaviour, as well as any SEN and disabilities or health needs the pupil has.

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1.10 The off-site placement will be regularly reviewed, and parents will be involved in the review. The purpose of the review(s) is to ensure that the off-site placement is achieving its objectives, and that the pupil is benefitting from it. Parents will be informed in writing each time that the placement is extended including the reasons for this. Parents and pupils are encouraged to praise progress and raise any concerns about the off-site direction at an early stage. As part of the review(s) the Academy will design a reintegration strategy that:

- offers the pupil a fresh start;
- helps them understand the effect of their behaviour on themselves and others;
- teaches them how to meet the high expectations of behaviour in line with the Academy's ethos and culture;
- fosters a renewed sense of belonging within the school community; and
- builds engagement with learning.

1.11 There will be a reintegration meeting before or at the beginning of the pupil's return to the Academy to discuss the reintegration strategy. Parents will be invited to attend but they are not required to attend.

1.12 During the period of an off-site direction the pupil must be recorded in the attendance register using code D to indicate that the pupil is absent with leave to attend another school at which they are registered (dual registered).

1.13 The Academy will aim to follow the Alternative Provision Guidance when exercising this power.

2 Managed moves

2.1 Managed moves are a behaviour management tool to prevent permanent exclusion, ensure high standards of behaviour and maintain the safety of the school community. A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school / academy **permanently**.

2.2 Managed moves are **voluntary** and agreed with all parties involved, including the parents and the new school. Managed moves should only occur when it is in the pupil's best interests.

2.3 If a temporary move to another setting is needed to improve the pupil's behaviour, then off-site direction (as described above) should be used instead.

2.4 Managed moves should only be offered as part of a planned intervention. The Academy will provide appropriate initial intervention prior to a managed move, which could include, where relevant, multi-

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agency support or statutory assessments. The Academy will keep a record of intervention offered.

2.5 Where a pupil has an EHC plan, the Academy will contact the relevant local authority prior to the managed move. If the local authority, both placements and parents are in agreement that there should be a managed move, the Academy will ask the local authority to amend section I of the pupil's EHC plan.

2.6 The Academy will share any relevant information with the new school before the managed move, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. This will enable the new school to ensure that the pupil is provided with an effective integration strategy.

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Appendix 3 Investigation of incidents

1 Investigation

1.1 The Headteacher may investigate incidents which potentially give rise to a breach of this Policy, or they may appoint a member of staff to carry out the investigation.

1.2 The investigation and any interviews or meetings which take place with pupils will be conducted fairly, in a way which is appropriate in a school environment, and without being formal or legalistic in nature.

1.3 The pupil or pupils involved will be interviewed as part of the investigation to allow them to give their full version of events.

1.4 The pupil will be asked to make a statement, and / or a written record of the interview will be made by the interviewing member of staff. Pupils will be asked to sign and date their statement or the written record of interview, confirming it to be true and accurate.

1.5 Where pupils are at risk of sanctions, they should normally be accompanied by a member of staff not involved in the incident or the investigation while they are interviewed unless it is not reasonably practicable. If further information comes to light to which the pupil has not yet had an opportunity to respond, the Academy will consider whether it is necessary to re-interview the pupil suspected of a breach of this Policy and any other relevant pupils and staff.

1.6 Pupils who are clearly only witnesses and not at risk of sanction may be interviewed without an additional member of staff being present.

1.7 Parents do not need to be notified that interviews are taking place, and their consent is not required.

1.8 Parents may be invited to attend an interview in the case of potentially serious breaches where the Academy deems it appropriate to do so.

1.9 CCTV footage may be viewed and pupils' desks, lockers and / or personal belongings may be searched during the course of an investigation.

1.10 It may sometimes be necessary to delay or suspend an investigation, for example where the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will consider advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the Academy will have regard to KCSIE and the Academy's DSL will take a leading role on decisions.

1.11 Where the Headteacher has appointed a member of staff to investigate an incident which may result in suspension or permanent exclusion, the investigator will report the outcome of their investigation to the Headteacher to enable the Headteacher to make an informed decision.

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1.12 When interviewing and carrying out an investigation the Academy will comply with its duties under the Equality Act, including the duty to make reasonable adjustments, and also consider whether a pupil may require additional support due to the pupil's SEN and disabilities, additional needs or other special circumstances such as mental health difficulties.

2 Removal from the classroom or suspension pending further investigation

2.1 Where the incident is serious and it has not been possible to complete the full investigation on the day that the incident occurred or was brought to the attention of the Academy, the pupil may be removed from the classroom while the investigation continues. During this time the pupil will receive a broad and balanced curriculum.

2.2 Alternatively, where it is not appropriate for the pupil to remain on the Academy's premises while the investigation continues, the Headteacher may suspend the pupil pending further investigation. The length of the suspension will be kept to the minimum required to complete the investigation.

2.3 Before a suspension pending further investigation is imposed, the Headteacher must be satisfied that there is sufficient information in relation to the pupil's involvement in the incident.

2.4 A suspension pending further investigation is a serious sanction and the statutory procedure set out in the Suspensions and Permanent Exclusions Guidance will be followed (including sending a notification letter to the Parents containing all mandatory information).

2.5 The Headteacher will take into account the period of removal from the classroom or suspension when determining the final sanction.

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Appendix 4 Rewards and Sanctions

1 Examples of the rewards and sanctions the Academy ordinarily uses are set out below.

2 **Examples of appropriate rewards**

Individual rewards	**Collective rewards**
• **Verbal praise** • **Sticker** • **Dojo points** • **Star of the day certificate/ sticker (presented daily in class)** • **Values certificate (presented weekly in assembly)** • **Star of the week certificate (presented weekly in assembly)** • **Golden behaviour tickets (nominated by staff and awarded in assembly weekly, plus a positive visit to see SLT)**	• **Whole-class S.U.P.E.R.S.T.A.R.S letter earnt, working towards the whole word to earn an addition whole-class 15 minute activity (pre-agreed with the class teacher) e.g. 15 minutes on the bus/ trim-trail/ dodgeball/ dough disco etc.**
Although these extrinsic means of recognition are available, we promote an intrinsic approach around our school vision: "Being better every day" and offer moments of affirmation and reflection to feel proud of the positive choices we make in school.	

3 **Prohibited and restricted items**

Restricted items	*• mobile phones – Upper KS2 classes require pupils to hand in their phones on a daily basis and be stored in the main office;*
Prohibited items	*• mobile phones for LKS2 and KS1 classes.* *• smart watches/ devices able to send messages;* *• personal laptops;* *• personal tablets;* *• hand-held electronic games;* *• other electronic devices;* *• vaping devices / e-cigarettes*

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	• *explosives/ fireworks;* *4 Pornographic material*

5 **Examples of appropriate sanctions**

We categorise unwanted behaviours as outlined below: (Note: this is not an extensive/ exhaustive list, but acts as a guide for staff to support managing behaviour). These stages outline when a minor breach becomes and serious breach, and what we consider a recurrent or very serious breach.

Type of breach	**Examples of behaviour**	**Examples of appropriate sanctions**	**Notes for staff and Parents**
Minor breaches	*Minor disruption etc* *Low level disruption* *Work avoidance* *Refusal to follow adult instructions/ not listening* *Verbal unkindness to peers/ adults* *Inappropriate language/ gestures (indirect)* *Throwing (non-dangerous) items* *Leaving assigned area without permission* *Employing excessive and inappropriate attention-seeking behaviours* *Play fighting* *Swinging on chair* *Other*	*Personal and private reminder of expected behaviours.* *Regulation Station for 5 minutes.* *Restorative activity at next available break time with class adult for 3 – 5 minutes.*	*Class teacher or class-based support staff responsible for dealing with these behaviours* *Pastoral team support can be requested if pupil's behaviour escalates* *Please refer to Appendix 1: Behaviour Policy Summary*

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Serious breaches	*Recurrent minor breaches (demonstrated in a separate session/ location)* *Running away or hiding from adults* *Physical behaviour including: pushing, pinching, poking, pulling hair, kicking, hitting ** *Inappropriate language/ gestures (direct at a child/ adult)* *Name calling (direct)* *Throwing (dangerous/ larger) items/ directed throwing* *Damaging property* *Other more serious behaviours*	*Time working alongside class staff member in the Hive open area* *Restorative conversation at next available lunch time or end of day with SLT (timings as deemed appropriate due to each individual incident)*	*Class teacher or class-based support staff responsible for dealing with these behaviours* *Further pastoral team/ Senior Leadership Team support should be requested if pupil's behaviour escalates* *Parents will be informed at the end of the school day either in person or via school contact methods*
Very serious breaches	*Recurrent minor or serious behaviours (seen in a separate session/ location)* *+ other more serious behaviours examples such as:* *Using sustained/ intentional/ deliberate/ unprovoked physical or verbal*	*Removal from the classroom and internal seclusion/ provision supported within the Hive (initially), alongside an adult, whilst incident is investigated.* *Further consequences to*	*Most appropriate staff member (relational approach) is responsible for managing these behaviours.* *CPOMS behaviour log* *Any follow up and consequences to*

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	*aggression towards children or adults ** *Unsafe behaviour, endangering themselves and/or others* *Harassment/ bullying* *Persistent defiance/ disrespect* *Racism* *Discriminatory behaviour* *Intentional vandalism of property* *Inappropriate usage of technology e.g. prohibited mobile phone use* *Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy*	*be discussed and implemented, including:* **Internal seclusion* **Fixed term suspension* **Permanent Exclusion*	*be decided by SLT and parents to be informed (where possible, on the same day).*

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Appendix 3 Suspension and permanent exclusion

5.1 Telling a pupil to leave the school or not allowing them to attend school is a suspension (if temporary) or a permanent exclusion (if permanent). Whenever the Academy asks a pupil to leave school, or not to attend school, on disciplinary grounds, this will be done in accordance with the School suspensions and permanent exclusions guidance.

5.2 Only the Headteacher has the power to impose a suspension or permanent exclusion from school. An "Acting Head" who has been formally appointed to this position in the Headteacher's absence or pending the appointment of a Headteacher will also have this power.

5.3 The decision to suspend or exclude permanently will be lawful, reasonable, fair and proportionate.

5.4 A pupil's behaviour both in school and outside school can be considered grounds for suspension or permanent exclusion.

5.5 In all cases the Headteacher will, without delay, write to Parents notifying them of the period of the suspension or permanent exclusion, the reason(s) for it and their rights as set out at paragraph 64 of the Suspensions and permanent exclusions guidance.

5.6 The Headteacher should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending Alternative Provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

5.7 The Headteacher must take account of their legal duty of care when sending a pupil home following a suspension or permanent exclusion.

5.8 The Headteacher can cancel a suspension or permanent exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the pupil should be reinstated. Where the Headteacher cancels a suspension or permanent exclusion:

5.8.1 the Headteacher must notify the Parents, the governing board, the local authority and the pupil's social worker and VSH as applicable, without delay. The notification must also provide the reason for the cancellation;

5.8.2 the governing board's duty to consider reinstatement ends, and there is no requirement to hold a meeting to consider reinstatement;

5.8.3 parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the Headteacher to discuss the circumstances that led to the suspension or permanent exclusion being cancelled which should be arranged without delay;

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5.8.4 the pupil must be allowed to attend the Academy without delay;

5.8.5 any days spent out of the Academy as a result of any suspension or permanent exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year.

5.9 A **suspension** is where a pupil is temporarily removed from the Academy. A pupil may be suspended for one or more fixed periods (including lunch time suspensions, which each count as half a day).

5.10 A pupil can be suspended up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

5.11 Sending a pupil home 'to cool off' is unlawful when it does not follow the statutory suspension or permanent exclusion process and regardless of whether it occurs with the agreement of parents.

5.12 Following a suspension there will be a reintegration meeting before or at the beginning of the pupil's return to school to discuss the reintegration strategy. Parents may be invited to attend.

5.13 A **permanent exclusion** is when a pupil is no longer allowed to attend the Academy (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

5.13.1 in response to a serious breach or persistent breaches of this Policy; **and**

5.13.2 where allowing the pupil to remain at the Academy would seriously harm the education or welfare of the pupil or others such as staff or pupils.

5.14 A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been by the time the cancellation takes effect.

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Appendix 2 Regulatory framework

1 Regulatory framework

1.1 This Policy has been prepared to meet the Academy's responsibilities under:

1.1.1 Education Act 2002, as amended by the Education Act 2011;

1.1.2 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022;

1.1.3 The Education and Inspections Act 2006;

1.1.4 The Education Act 1996;

1.1.5 The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;

1.1.6 Education (Independent School Standards) Regulations 2014;

1.1.7 School Attendance (Pupil Registration) (England) Regulations 2024;

1.1.8 National minimum standards for boarding schools (Department for Education (DfE), September 2022);

1.1.9 EYFS statutory framework for group and school-based providers (DfE, effective from 1 November 2024);

1.1.10 Education and Skills Act 2008;

1.1.11 Children and Families Act 2014;

1.1.12 Children Act 1989;

1.1.13 Childcare Act 2006;

1.1.14 Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR);

1.1.15 Human Rights Act 1998; and

1.1.16 Equality Act 2010.

1.2 This Policy has regard to the following guidance and advice:

1.3 Keeping children safe in education (DfE, September 2026) (KCSIE);

1.4 Working together to safeguard children 2023 (DfE, December 2023, updated February 2024);

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1.5 Information sharing advice for safeguarding practitioners (DfE, May 2024);

1.6 Behaviour in schools: advice for headteachers and school staff (DfE February 2024) (Behaviour Guidance);

1.7 Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies (DfE, July 2017);

1.8 Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, August 2024) (Suspension and Permanent Exclusion Guidance);

1.9 Use of reasonable force (DfE, July 2013);

1.10 Searching, screening and confiscation: Advice for schools (DfE, July 2022) (Searching, Screening and Confiscation Guidance);

1.11 Mobile phones in schools (DfE, February 2024);

1.12 Alternative provision (DfE, January 2013) (AP Guidance);

1.13 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, March 2024);

1.14 Mental health and behaviour in schools (DfE, November 2018);

1.15 Equality Act 2010: advice for schools (DfE, May 2014, updated June 2018);

1.16 Police and Criminal Evidence Act 1984 (PACE) Code A (Home Office, 2023 updated December 2023);

1.17 Police and Criminal Evidence Act 1984 (PACE) PACE Code C (Home Office, 2019, updated December 2023);

1.18 Guidance for Appropriate Adults (Home Office, December 2024);

1.19 Relationships education, relationships and sex education and health education (DfE, September 2021);

1.20 The designated teacher for looked-after and previously looked-after children (DfE, February 2018);

1.21 Working together to improve school attendance (DfE, August 2024);

1.22 Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015).

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Appendix 3 Other relevant policies

1 The following Academy policies, procedures and resource materials are relevant to this Policy and, where applicable, breach of them will constitute a breach of this Behaviour Policy:

1.1 Anti-bullying policy;

1.2 Attendance Policy and Procedure;

1.3 School uniform policy;

1.4 Online safety policy;

1.5 Safeguarding and child protection policy and procedures;

1.6 Special educational needs and learning difficulties policy; and

1.7 Relationships and sex education policy

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