



L.E.A.D. Academy Trust

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BIRLEY PRIMARY ACADEMY BEHAVIOUR POLICY

Review frequency: Annual

Policy/Procedure management log

Document name	Behaviour Policy
Date approved	Spring Term 2023
Date issued	Spring Term 2023
Date of review	Spring Term 2024
Approved by	Academy Governing Body As a statutory policy this needs to be reviewed annually and minuted at the AGB meeting.

Aims

At Birley Primary Academy, it is our aim to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the academy
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management for pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

At Birley Primary Academy, our underlying principles are:



Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Definitions

At Birley Primary Academy, misbehaviour is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Breach of the academy rules

When misbehaviour occurs, it should be dealt with consistently using the sanctions that schools have in place, and restorative work should be undertaken to ensure that misbehaviour does not escalate.

At Birley Primary Academy, serious misbehaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Child on Child abuse
- Theft
- Vandalism
- Fighting
- Racist, sexist, homophobic or other discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco and/or cigarette papers
- Vapes and/or related items
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

If serious misbehaviour occurs, the academy will investigate the incident fully, and will treat each case individually using a balanced and proportionate approach.

At Birley Primary Academy bullying is defined as:

The repetitive, intentional harming either physically or emotionally, of a person or group.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against



Birley Primary Academy is a Diana Award Anti-Bullying school. We have a team of Anti Bullying Ambassadors who campaign to raise awareness, and support those effected by bullying behaviour.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Sexist• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Roles and Responsibilities

The AGB

The AGB is responsible for:

- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the AGB and staff.
- Giving due consideration to the academies statement of behaviour principles (appendix 1)
- Reviewing and approving this behaviour policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Academy Staff

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Impose relevant sanctions according to the nature of the incident
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the academy culture and how they can uphold academy rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the academy's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers, where possible, should:

- Get to know the behaviour policy and reinforce it at home where appropriate

- Support their child in adhering to the academy's behaviour policy
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the teacher/tutor promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the academy directly, whilst continuing to work in partnership with the academy
- Take part in the life of the academy and its culture

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at the academy
- That they have a duty to follow the behaviour policy
- The academy's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with explicit teaching on attitudes and dispositions for learning and will be supported to develop an understanding of the academy's behaviour policy and wider culture.

At timely points, pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Behaviour curriculum

At Birley Primary Academy, strong behaviour systems are pivotal to achieving what we expect to see in our classrooms. Our aim is for all lessons to be free from disruption. For behaviour in lessons, we expect:

- Teachers to know their pupils and their learning needs well
- Pupils to be happy and secure, and able to experience a sense of achievement every day
- The curriculum to be ambitious
- Teachers plan and deliver well planned lessons
- All staff to explicitly teach attitudes to learning
- Use of positive framing
- Recognition of achievement in all senses and reward
- A culture of high expectation
- That everyone is included, and all needs are met
- That the environment is well organised, inviting and stimulating
- Behaviour standards to be high, with any inappropriate behaviour being dealt with effectively
- Routines are simple and consistently used

It is, however, not just about behaviour in our classrooms. We expect positive behaviour at all points of the school day. For behaviour outside of lessons, we expect all learners to:

- Be proud to be part of their community and treat everyone with respect
- Be courteous and respectful
- Engage positively with everyone within the academy's community
- Walk calmly but purposefully around the school following the movement structures that have implemented, respecting other people's physical space
- Talk politely using developed language and not shout out
- Actively engage with staff and visitors - good morning and good afternoon is the standard response that should be expected

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile Phones

Pupil's mobile phones must be handed into their class teacher on entry to the academy. This will be stored in the phone box within a cupboard in the classroom. This will be returned at the end of the school day. Phones are not to be used during the school day. The academy does not accept liability for damage or loss to any phone that is brought onto site.

Responding to Behaviour

Systems to manage Behaviour

Behaviour incidents and sanctions are logged and monitored through our MIS system. SIMS is used to track behaviour patterns and incidents to support strategic intervention and reporting.

Classroom Management

We expect all lessons to be calm and extremely purposeful. Children and young adults will be highly engaged and have a thirst for learning. There will be true working partnership and collaboration. Our aim is for all lessons to be free from disruption.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the academy's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the academy's behaviour culture.

Positive behaviour will be rewarded with:

Star of the Day:

- At the end of each day, an individual will be selected by the class teacher to be Star of the Day based on them displaying one of the school's core values.
- Each selected individual will be given a certificate as well as an opportunity to select a prize from their class' prize box.

A Birley Superstar:

- Through the use of the academy's behaviour recording system, the consistent display of positive behaviour will be recognised through the accumulation of behaviour stars.

- These behaviour points will be celebrated at specific milestones – 35 for bronze, 75 for silver and 125 for gold. Every milestone achieved will result in children receiving a certificate, pin badge and accompanying prize.

Star in the Jar:

- This reward is achieved collectively as a class. If the class have demonstrated one of the school's core values, they will be given a star to place in their jar.
- Each class will be aiming to fill up their jar with 25 stars. Once this has been completed, they will be given a reward of their choosing.

House Points

- Individual achievements and positive behaviour within the classroom, intervention groups and around the academy can also be rewarded with house points.
- House point totals are counted weekly with children updated regularly within assemblies. The winning house team will be rewarded on a termly basis with a special treat organised at the end of the academic year for the overall winners.

Golden Tickets

- Children who are displaying positive behaviour during lunch and break times will be rewarded with a golden ticket
- All golden tickets are placed into a draw, which takes place every Friday, and 5 lucky winners will be able to select a special prize from the Inclusion Team.

Hot Chocolate with the Headteacher

- These tickets can only be awarded to children for outstanding learning within the classroom during the week.
- These tickets will be entered into a fortnightly draw and 5 children will be selected to have Hot Chocolate with the Headteacher whilst sharing their accomplishment.

Sparkle and Shine

- Every week, one child is selected by their class teacher to have their work/behaviour acknowledged in the Sparkle and Shine assembly.
- This celebration assembly is attended by parents/carers where possible and is led by the Headteacher.

Value Ambassadors

- Every fortnight, one child from every year group will be selected to become a school value ambassador, based on their behaviours against the school's value of the week.
- Each child will be given a Value Ambassadors Pin Badge to acknowledge their amazing achievement and will have their photo displayed on the Value Ambassadors' display.

Marvellous Me

- All parents and carers have been provided with access to the Marvellous Me app, which is used to celebrate the success of children with their parents at home.
- This can be used to send pictures of fantastic learning, pictures of children displaying the school's values or acknowledgements of special achievements.

Stickers

- Teachers and teaching assistants will be provided with 'Noticed You Notes' to give to children to acknowledge positive behaviour, effort or learning.
- Teachers and teaching assistants can also give out general stickers or stamps for individual success within the classroom.

Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. We address misbehaviour through the use of the behaviour systems below:

FS2 – Year 6: Birley Superstars Behaviour Management System

Across the academy, every classroom has an 'Out of This World Behaviour Chart' (pictured below) placed within it. This behaviour chart works on a model where children can either move up the chart for displaying positive learning behaviours or move down the behaviour chart for displaying inappropriate learning behaviours. The chart displays the following statements and the following behaviour points will be awarded at the end of each day based on children's positioning on the chart. It must be noted that at Birley Primary Academy, we strive to champion positive behaviour and therefore the main focus of this system is to acknowledge and reward pupils who consistently display the expectations of the academy.

Out of this World Behaviour	+3 points & visit to Headteacher's Office.
Superstar Student	+2 points
Shining Role Model	+1 points
Mission: Ready to Learn	+0 points
Houston, We Have a Problem	-1 points
Heading Back Down to Earth	-2 points
Flight Grounded	-3 points



De-Escalating Behaviour in EYFS to Y6

De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged stages and phrases. These are the agreed stages and phrases used, when necessary, in classrooms to de-escalate behaviour.

Step 1	Houston – We Have a Problem	<ul style="list-style-type: none"> - Ensure that the child is clear classroom rules have been broken. - The child must be made aware that they have now received two reminders about their behaviour and they will be moved to 'Houston – We Have a Problem'
Step 2	Heading Back Down to Earth	<ul style="list-style-type: none"> - Children will be given a final reminder and may even be asked to move within their classroom to complete work, to reflect and then correct their behaviour. Display this to the child by moving their peg to the 'Heading Back Down to Earth' section.
Step 3	Flight Grounded	Children should be sent to a partner classroom for 5 minutes (KS1) or 10 minutes (KS2). Upon returning to the classroom, children should have a chance to redeem themselves by having a positive conversation with the class teacher; however, the class teacher must inform the child that their behaviour is not acceptable in any terms and that they will move to step four on the process.
Step 4	Loss of Break Time	<p>Explain to the child that the consequence of not changing their behaviour will result in a loss of break or lunch time in the SLT office.</p> <p>With a member of SLT, a conversation will be held about the behaviour choices that led to the sanction with children provided with the chance to reflect on their actions.</p>
Step 5	Fixed Term Suspension	As appropriate

Nursery: Rainbow Behaviour System

With our Nursery children, the academy uses a more simplistic version of the above behaviour system themed around the weather (Rainbow, Sunshine and Raincloud). This behaviour system works on the same premise where children can either move up the chart for displaying positive learning behaviours (up to the rainbow) or move down the behaviour chart for displaying inappropriate learning behaviours (down to the raincloud).

Rainbow	Children are moved up to the rainbow in recognition of positive behaviour or effort being displayed or for an amazing achievement within the setting.
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Sunshine	Children are displaying the behaviours expected by the academy.
Rain Cloud	The child has received two reminders about their behavior and have been moved down to the raincloud.



De-Escalating Behaviour in Nursery

De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged stages and phrases. These are the agreed stages and phrases used, when necessary, in classrooms to de-escalate behaviour.

Step 1	Reinforce Positive Behaviour	Explain to the child the positive behaviour that you expect to see from them.
Step 2	First Reminder	Ensure that the child is clear that a rule has been broken and how to rectify this.
Step 3	Second Reminder: From Sunshine to Rain Cloud	If behaviour hasn't been rectified, their name will be moved down from the sunshine to the cloud. Further discussion with child to reinforce how they can rectify this and move back to the Sunshine.
Step 4	Time out (within the classroom)	Child to have a timer and sit for a maximum of 3 minutes with an adult to reflect on their behaviour, discussing with staff what positive behaviour looks like before returning.
Step 5	Time Out (Out of the classroom)	Child to have time out of the classroom; in another area of the nursery setting or a FS2 classroom. Discuss with staff what positive behaviour looks like before returning.
Step 6	Fixed Term Suspension	As appropriate

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The academy may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Staying in at break or lunchtime
- Loss of privileges
- Referring the pupil to a senior member of staff
- Sending the pupil out of the class to another designated and supervised area
- Letter or phone call home to parents

- Agreeing a behaviour contract/behaviour card
- Removal of the pupil from the classroom for an internal seclusion
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Responding to Bullying

Procedures

- Pupils should report bullying incidents to a member of staff or someone who they can trust.
- Parents reporting any bullying incidents must use the attached form – also available in the school office.
- In cases of bullying, the incidents will be recorded by staff on the MIS (or alternative) and addressed initially by the class teacher, followed by the following individuals if an incident is not then resolved a member of the Safeguarding and Inclusion Team, a member of the SLT and ultimately the Headteacher.
- In cases of bullying, parents of the pupils accused of bullying will be informed and will as necessary be asked to come in to a meeting to discuss the problem.
- Appropriate feedback will be given to parents about reporting bullying in a timely manner.
- The academy accepts that any child could display bullying behaviour, and our approach is to help those doing so to change their behaviour.
- If necessary and appropriate, external agencies will be consulted to provide support.

Outcomes

- The child displaying bullying behaviour will be asked to genuinely apologise. Other consequences such as (a) an apology letter or (b) a written contract may be required.
- The academy will aim to sort out differences and encourage the pupils to reconcile.
- In serious cases, suspension or even exclusion will be considered.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place but the incident/incidents themselves will be considered closed. The academy strongly believes that all children can be bullied or bully and as such, once an issue has been addressed, all parties should be allowed to move on from the issue at hand.

Prevention

We will use various methods for helping children to prevent bullying. This will include:

- Having a listening and caring ethos
- Encouraging discussion and avoiding premature assumptions
- Adopting a problem solving approach
- Exploring issues through the curriculum by PSHE, assemblies and Anti-bullying week.
- Having active anti-bullying ambassadors
- Supporting the bully and the victim in modifying behaviour
- Providing information through notice boards and posters
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.

- Encouraging parents to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory.

The anti-bullying policy works alongside the behaviour policy. This is discussed with pupils so they are informed of the procedures

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (template in appendix 2)
- Reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, Screening and Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Off-site Misbehaviour

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

- Taking part in any academy-organised or academy-related activity (e.g. trips)
- Travelling to or from the academy
- Wearing academy uniform
- In any other way identifiable as a pupil of our academy

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil
- Could adversely affect the reputation of the academy

Online Misbehaviour

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the safeguarding and inclusion team will make the report.

The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious Sanctions

Removal from Classrooms

If a child is displaying very disruptive behaviour they may need to leave the room with a teaching assistant. This should be for as short a time as possible. This may include a walk outside, breathing techniques, talking through their feelings or a sensory activity. Once calm they will return to the classroom. Occasionally a child may be asked to complete work in another classroom. The class teacher will ensure all work is completed and supported where needed. If a child's needs are preventing them accessing class based learning on a regular basis, support is sought through the primary inclusion panel and a personalised plan written to enable these needs to be met.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and Permanent Exclusions

The academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our suspensions and exclusions policy for more information.

Responding to Misbehaviour from Pupils with SEND

Recognising the Impact of SEND on Behaviour

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies

As part of meeting these duties, the academy will anticipate, as far as possible, likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Some of the approaches that the academy use to anticipate and remove potential triggers of misbehaviour are outlined below.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Short planned sensory breaks for a pupil who needs regular planned sensory input.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Individual work stations.
- Support during unstructured times e.g. break and lunch. This can be in the form of Lego club, football, ICT time.
- Adjusting uniform requirements for a pupil with sensory issues.
- Training for staff in understanding conditions such as autism.
- Training for individual members of staff on specific children whose needs may be significant and require a bespoke plan.
- Use of zones of regulation for children as usually recommended by professionals.
- Children with exceptional needs sometimes come in slightly altered start and finish times to avoid busy periods of the school day.
- Children are supported in small groups within class to avoid learning being a trigger.

Adapting Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the academy will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their SEND?

If the answer to any of these questions is yes, the academy will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering Whether a Pupil Displaying Challenging Behaviour may have Unidentified SEND

The academy's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other bodies.

If the academy has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHC plan.

SENDSARS

SENDAssess&Review@sheffield.gov.uk

0114 273 6394

Supporting pupils following a sanction

Following a sanction, the academy will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the academy. Some of the strategies that may be adopted include;

- Reintegration meetings
- Daily contact with a member of the SLT
- A report card with personalised behaviour goals
- Daily check in's with a member of the year group (could also be at key times of the day).
- Discussion with child about incidents using a post incident log.

Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Pupil Transition

Inducting Incoming Pupils

The academy will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture. This may include a home visit for new starters.

Preparing Outgoing Pupils for Transition

To ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to ensure that all information and strategies used to support a pupil are passed on.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the academy
- How SEND and mental health and trauma needs impact behavior
- Our behaviour system and language used

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

Monitoring and Evaluating Academy Behaviour

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the academy behaviour culture

The data will be analysed every term by the SLT.

The data will be analysed from a variety of perspectives including:

- At academy level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

- By distinct pupil group characteristics, e.g. prior attainment, phase of schooling, disadvantage

The academy will use the results of this analysis to make sure it is meeting its duties under the Public Sector Equality Duty.

Monitoring this Policy

This behaviour policy will be reviewed by the Headteacher and the Academy's Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

Links with Other Policies

This behaviour policy is linked to the following policies

- Exclusion and suspensions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Equality Policy



Bullying incident form

Section 1: Staff details

Date completing form:

Name of staff:

Email address of staff:

After completion this form needs to be handed to: [Insert staff responsible for anti-bullying.]

Section 2: Details of incident

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.

Nature of incident: Tick all that apply

- ☐ **Physical** (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- ☐ **Verbal** (e.g. name calling, ridicule, comments)
- ☐ **Cyber** (e.g. messaging, social media, email)
- ☐ **Emotional/indirect/segregation** (e.g. excluding someone, spreading rumours)
- ☐ **Visual/written** (e.g. graffiti, gestures, wearing racist insignia)
- ☐ **Damage to personal property**
- ☐ **Threat** with a weapon
- ☐ **Theft or extortion**
- ☐ **Persistent Bullying**

Form of bullying or incident: Tick all that apply

- ☐ **Race** – racist bullying
- ☐ Sexual orientation – **homophobic**
- ☐ Sexual orientation – **biphobic**
- ☐ Special educational needs (**SEN**) or **Disability**
- ☐ **Culture** or **class**
- ☐ **Gender identity** – transphobic
- ☐ **Sex** – sexist bullying
- ☐ **Appearance or health conditions**
- ☐ **Religion or Belief** related
- ☐ Related to home or other personal circumstances
- ☐ **Other** or non-specific

Details of those involved: record all involved whether adults, pupils or visitors.

	Name	Age/Year group	Form/class	Other relevant information (e.g. gender, SEN, disability, religion)
Target of bullying/incident				
Person/s responsible for bullying/incident				

Details of incident

Date		Place:		Time:	
Witnesses					
Repeat incident or serious incident					
Any relevant supporting information e.g. witness					
Action taken					
Details of others involved or notified					
Date for review					

Appendix 2 – Physical Restraint Log



L.E.A.D. Academy Trust

Physical restraint form

Section A

Name of child		Class	
Date		Year group	
Place		Time	

Name/s of staff
Name/s of witnesses

Reason for Intervention									
Immediate danger to personal injury to self		Immediate danger to injury to another person							
Disruption to others		Fighting		Assault		Verbal threats		Accidental	
To avoid damage to property		To prevent/interrupt absconding				Off site		Within grounds	

Description of Incident

De-escalation Techniques Used					
Verbal Advice/Support		Humour		Directed Time out	
Reassurance		Time out offered			
Calm Talking		Distraction			
Neutral tone/body language		Step Away		Other (specify)	