



## MARLBOROUGH ROAD ACADEMY BEHAVIOUR POLICY

### 1.Expectations:

This policy sets out how the school will promote good behaviour, self discipline and respect, prevent bullying, ensure that pupils complete assigned work and regulate the conduct of pupils.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take account of the needs of pupils with special educational needs. The school will have regard to its safeguarding policy where appropriate.

### Rationale:

We believe that a positive school climate will enhance teaching and learning. A positive school climate will foster cooperation, willingness and responsibility thus building a sense of community, which we call 'The School Family'.

The school family is held together through strong relationships and communication skills, which are taught during conflict moments and in the classroom, through active learning lessons. (More information about this approach to classroom management can be found in 'Conscious Discipline' by Dr. Becky Bailey).

### Purposes

1. To build connections. Fostering interdependence and connection. Building caring relationships.
2. To improve communication. A two-way process where people feel listened to, understood and can state their own feelings safely.
3. To develop problem solving skills. The ability to identify problems early, focussing on solutions.
4. To be aware of feelings. Where openness is the norm. Expression is encouraged and empathetic responses are the usual. Acceptance of difference is fostered.
5. To be able to deal with change. Changes are acknowledged and dealt with openly.
6. To have shared values. Accept the values of others and using positive intent, seeing the best in others.

7. To develop autonomy. Taking ownership of your own feelings and actions.

### Statutory Framework and other guidance

The Behaviour Policy is written in line with the following areas of legislation and guidance:

[Education Act 2002](#) [Education and Inspection Act 2006](#) [Equality Act 2010](#) [Education Act 2011](#) [Behaviour and Discipline in Schools – DfE Guidance 2012, 2013](#)

### 2. Policy Implementation:

Everyone has the right to feel secure and to be treated with respect, particularly the vulnerable. Harrassment and bullying in any form will not be tolerated, including online, or outside of school. The school is committed to promoting equal opportunities for all and takes its duties under the Equality Act 2010 very seriously. We make reasonable adjustments for pupils with disabilities ( see Appendix A)

### Roles and Responsibilities

Pupils	Expected to take responsibility for their own behaviour and follow the School Behaviour expectations at all times.
Parents	Work in partnership with the School to maintain excellent standards of behaviour and inform the School about any changes at home that could impact learning or behaviour in School.
All Staff	Responsible for ensuring the policy is implemented in a fair and consistent manner. Act as role models in every interaction.
Member of SLT responsible for Behaviour	Responsible for training staff (including volunteers) in the implementation of the policy. Quality assuring the application of the policy in all areas of the School. Tracking and monitoring rewards and consequences systems, and devising and implementing strategies to improve behaviour where required.
Principal	Responsible for the implementation and day-to-day management of the policy and procedures. Reports records of serious incidents to LGB on a termly basis.

Local Governing Body	Responsible for ensuring the Behaviour for Learning policy is in place, meets all statutory requirements, and is clearly communicated to all stakeholders. Governors will support the School with ensuring excellent standards of behaviour through the Governor Behaviour Panel

## Summary of Conscious Discipline Approach

Conscious Discipline empowers teachers with the Seven Powers of Self Control. These powers allow teachers to stay in control of themselves and in charge of the children. Self-control allows teachers to be proactive instead of reactive in conflict moments and embrace conflict as a teaching opportunity rather than a disruption to learning. From The Seven Powers for Self Control emerge the Seven Basic Skills of Discipline. These are the only skills that a teacher needs to constructively respond to any conflict in the classroom. These skills promote a peaceful inner state in children. From this state, children are free to learn, cooperate and help each other to be successful. (Conscious Discipline, 2000, Dr Becky Bailey). The table below shows the link between these powers and skills:

Skill	Power	Value	Purpose	Brain Smart Tips	Emotional Development	Key Phrases
<b>Composure</b> Being the person you want your children to become	<b>Perception</b> No one can make you angry	Integrity	Remain calm and teach children how to behave.	The brain functions optimally in a safe environment.	Anger management is integral for social competence.	<b>S – Smile</b> <b>T – Take a breath</b> <b>A – And</b> <b>R – Relax</b>
<b>Encouragement</b> Building the school family	<b>Unity</b> We are all in this together	Interdependence	Create a sense of belonging.	Social successes prime the brain for academic successes.	Relationships are the motivation for learning.	You did it! You _____ so _____ That was helpful.
<b>Assertiveness</b> Setting limits respectfully	<b>Attention</b> What you focus on, you get more of	Respect	Set limits and expectations.	Telling children what to do aligns their bodies with their willpower.	Healthy boundaries are essential for all relationships.	Did you like it?
<b>Choices</b> Building self-esteem and willpower	<b>Free Will</b> The only person you can make change is yourself	Empowerment	Empowers children while setting limits.	Choice changes brain chemistry.	Building self-esteem and willpower reduces impulsivity.	You may _____ or _____. What is your choice?
<b>Positive Intent</b> Creating teaching moments	<b>Love</b> See the best in others	Diversity	Create teachable moments especially for difficult children.	Thoughts physically alter cells in the body.	Positive intent improves self-image and builds trust.	You wanted _____. You may not _____. When you want _____, say _____.
<b>Empathy</b> Handling fussing and fits	<b>Acceptance</b> The moment is as it is	Compassion	Help children accept & process feelings.	Empathy wires the brain for self-control and higher cognition.	Empathy is the heart of emotional intelligence.	You seem _____. Something _____ must have happened.
<b>Consequences</b> Helping children learn from their mistakes	<b>Intention</b> Mistakes are opportunities to learn	Responsibility	Help children reflect on their choices and change.	The brain thrives on feedback.	Consequences help children learn cause & effect relationships.	If you choose to _____ then you will _____.

Continual and positive contact with parents is implicit to the successful implementation of this policy. Contact should emphasize positives to build effective relationships and connections. In cases where detailed and regular communication is required then the class teacher will ensure that the behaviour of the pupil in question will be carefully monitored in order that accurate and objective information can be conveyed to parents. We want parents/Carers to work in partnership with us to maintain high standards of behaviour, both inside and outside of school. In particular, school expects parents/carers to support the school rules and values in terms of attendance, punctuality, behaviour and conduct, uniform, appearance, standards of academic work, extra curricular activities and homework. If there is an issue, school will work closely with parents/carers and, if relevant, national support agencies.

### 3. Behaviour Expectations

- Work Hard
- Be Safe
- Choose Kind

#### Encouragements

School aspires to develop strong relationships between all members of our school family. We want to help children cope when things go wrong (resilience) to know the difference between right and wrong and to make good choices even when no one is looking. We believe that through developing the school family, that children will become intrinsically motivated displaying helpfulness, co-operation and problem-solving skills. The need for extrinsic motivation through coercion, punishment and external rewards will diminish. The school family develops a sense of belonging.

In order to build this, classroom structures are in place throughout school.

- Safe place in classroom. To help the children to remain calm and deal with anger or upset. Staffed quiet rooms are available at playtime and lunchtime
- Meaningful jobs. To create a sense of belonging and responsibility (we are all in this together)
- Class meetings and circle time. To help children reflect on their choices and change.

Key workers who are available to support when necessary. All staff are trained in emotional coaching. Pupils have access to a Mental Health lead and deputy within school. Place2Be counsellors are also available for 2 days per week.

Details of these structures can be found in Dr. Becky Bailey's books 'Conscious Discipline' or 'Creating the School Family'. More details about these structures are given

in the Shubert's classroom tab on the Conscious Discipline website:-

[http://consciousdiscipline.com/shuberts\\_classroom.asp](http://consciousdiscipline.com/shuberts_classroom.asp)

We expect everyone to reflect on their behaviour when things go wrong and to consider how they might do things differently in the future. We instruct by giving clear and concise directions in a simple common language that is shared throughout the school. We expect adults to model good behaviour and to take collective responsibility for behaviour throughout school.

Children will receive positive recognition from staff when they are doing the right thing as this behaviour will be described and the reason why it is helpful explained.

### Encouraging children to make positive choices

To encourage children to make positive choices and follow the school expectations, a number of strategies may be used: -

#### Noticing and describing positive behaviour

- Children who have followed the instruction will be praised, with the desired behaviour being described and how it is helpful being explained. E.g. Child name you put down your pencil and looked to the front which showed your team that you were ready to listen, that was helpful. This will act as a prompt for a child who is not doing what is expected.
- Two positive choices may be given. E.g. You may put your pencil in the pot or you may put your pencil next to your book; which is best for you? These should be repeated (in a calm tone) until the child chooses one of the two options.

#### Choices and consequences

- If the child does not make a positive choice when offered two options then a positive choice and a consequence may be given. E.g. child's name, you have a choice. You may put the pencil in the pot or if you continue to throw pencils at other children, you will have to stay in and tidy all the things on the floor at breaktime. If the child continues to behave in an undesirable way (e.g. throwing pencils), then the consequence should be followed through and the incident and actions taken should be recorded in the child's behaviour log.
- Consequences need to be consistent and as far as possible link to the behaviour to be improved. Consequences should try to teach the child something about the type of appropriate behaviour being sought. When there has been conflict between two children, a restorative conversation may be used to help the children work through the incident again as a learning process.

In applying this policy, school draws a distinction between behaviour which intentionally breaches school policy and rules, and that which arises from a pupil's support needs. Whilst the consequences for different misbehaviours will therefore vary according to the context and circumstances, all school interventions are designed to teach the expected behaviour.

At Marlborough Road Academy we make it clear that the school rules and policies concerning behaviour and discipline apply at all times when a pupil is at the school, representing the school, travelling to and from the school, and associated with the school at any time. This includes conduct online, such as in any written or electronic communication concerning the school and United Learning.

Where pupils have unexplained absences, the school will firstly contact the parents/carers. This may be followed by a home visit if contact cannot be made and may ultimately result in the school reporting child as missing education. For more information, please refer to the Safeguarding Policy.

New pupils are briefed about the expectations of their behaviour at induction. New pupils are encouraged to copy the example set by others in terms of meeting the behaviour expectations and reminders are given to all pupils in assemblies and class family meetings. If the new pupil would like, a buddy is assigned to help them settle in and get used to the expectations. Displays in corridors reinforce the message around desired behaviour and all adults use the phrase 'You did it' to exemplify good choices.

#### Procedures for serious incidents

Incidents which are considered to be of a more serious nature will be referred to phase leaders (such as acts of excessive aggression towards another child or a member of staff). Phase leaders will investigate the incident and will decide on appropriate actions. Where there has been an act of aggression towards another child, parents / carers of both the victim and the perpetrator will be informed and the consequences explained. For incidents of this nature, internal isolation or a suspension may be considered.

#### The Behaviour policy beyond the school gate

The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

## 4. Bullying

At Marlborough Road Academy we ensure parents and pupils are aware of the procedures to follow if they believe their child is being bullied/they are being bullied and that the school community are clear on what disciplinary sanctions may be imposed.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. School also has clear policies and processes in place to deal with incidents of peer-on-peer abuse. Bullying can come in many different forms:

### What is bullying?

- cyber-bullying via text messages or the internet
  - prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability.
  - Physical e.g. punching, kicking, hitting, spitting at another person
  - Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
  - Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
  - Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property
  - Face-to-face or remote e.g. via the internet or text
    - By someone known to the recipient or an unknown protagonist e.g. an anonymous email Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

All cases of alleged bullying should be reported to the Principal/VP or senior member of staff. In any case of alleged bullying, either the class teacher, the Principal, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Principal (or senior leader) will seek to use a restorative approach with the perpetrator(s) and victim(s) together.

The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded on Arbor. Parents of both parties should be informed. If the situation does not improve, the Principal (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

**Bullying will not be tolerated at Marlborough Road Academy.** In order to try and prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying the school takes the following approach:

- Developing a sense of belonging through implementing Conscious Discipline
- Teaching tolerance and understanding through the curriculum, themed days, assemblies, visits/visitors
- Providing staff and spaces for pupils to discuss their feelings, attitudes and opinions
- Providing models of fairness and acceptance and promoting the language of inclusion
- Working with external partners to support pupils' SEMH development
- Ensuring robust filtering and monitoring of IT systems
- Ensuring that any incidents are taken seriously and dealt with in a timely and robust manner

This policy should be read in conjunction with the school's Anti Bullying Policy and Safeguarding Policy. These policies make clear the school's approach to any child on child abuse.

### **5.Contextual Safeguarding**

Staff always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. Also, if staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

School will take into consideration of whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly and include any local or school specific arrangements.

### **6.Responding to behaviour**

#### Rewards

Staff at Marlborough Road Academy take steps to acknowledge positive behaviour choices. Children will receive positive recognition from staff when they are doing the right thing – the behaviour will be described and the reason why it is positive and / or helpful. Essentially, we say what we see... For example: 'Child's name, you did your best in Maths today and although you found some parts tricky, you got there in the end. You did it!' Or: 'Child's name, you picked up the coats that were on the floor; that was helpful as no-one will now trip over them and our school looks tidy. You did it!'. We believe in encouraging children to do their personal best and to work towards continuous improvement. Such improvement is always recognised, regardless of that child's performance in relation to his/her peers. Clear verbal and non-verbal praise gives immediate feedback to children and publicly acknowledges the positive choices they are making. School operates the



Conscious Discipline approach to behaviour management. Staff paint the picture of the behaviour they expect and use praise to encourage and exemplify this. The responsibility for the good choice rests with the learner and is not rewarded with tokens such as stickers, to encourage intrinsic motivation to do the right thing, because it is the right thing to do. The good choice is acknowledged with the phrase 'You did it.'

#### Star of the Week and Celebration Assemblies

Each week, one child from each class will be chosen to be our 'Stars of the Week'. Parents will be informed via the weekly SWAY newsletter and the pupil awarded a certificate, detailing the reason he/she has been chosen. Celebration assemblies will take place towards the end of the week where specific children will be chosen by the class teacher to celebrate something they have achieved (e.g. this may be something the pupil has gained outside of school, a new skill acquired or linked to behaviours for learning/ the work hard school rule).

#### Behaviour Ambassadors

Each class has a nominated behaviour ambassador who acts as a role model to other children in the class

#### Principal's Award

The Principal awards one certificate per year group to a pupil observed demonstrating an aspect of the school rules e.g. a child dedicating their service to others for no personal gain. The recipients are included on the weekly SWAY newsletter and are invited to afternoon tea with the Principal the following week. Pupils can suggest nominations to the Principal for other pupils, but also for the 'Adult Of The Week' award.

#### Secret Reader

Each week the Principal rewards a pupil caught reading, with a comic. This is to motivate all pupils to develop a love of reading and can be awarded to any child. It is not an award for reading proficiency.

#### Informal Conversations with Parents

Staff will share acts of kindness and helpfulness as well as children's achievements with parents by sending mail-box messages, making phone calls and chatting informally at the start and end of the day. The Principal and members of SLT greet all pupils and their parents in the morning and wish them a pleasant evening at the end of the day. This helps to cement the feeling that all stakeholders at Marlborough Road Academy are important and valued.

#### Formal Conversations with Parents

- Parents' Evening termly
- Interim reports and annual school reports provide feedback to parents about pupil attitudes and behaviour, as well as academic successes and areas for development
- Review meetings and meetings with wider professional services
- Home School Book for some children, it may be appropriate for class teachers and parents to have more frequent discussions regarding a child's behaviour. In this instance, a Home School Book may be considered. It is very important for the child's self-esteem that the Home-School Book does not become a daily crime sheet. Used successfully, it should be used as a two-way dialogue between home and school that celebrates successes as well as acknowledging things have not gone as well as they might have.

### Pupil Jobs

Pupils are able to apply for a range of jobs in school at lunchtime. These include positions such as Dining room Assistants, Eco Warriors, Librarians, Sports Captains, Sports Crew. Pupils complete an application form and are interviewed and the successful candidates opt for a small weekly reward from the prize box or to save their 'wages' for a trip at the end of the year. This is designed to promote the value of saving, resilience and commitment over instant gratification. Pupils are only eligible for the trip if they have completed their job regularly and maintained expected standards of behaviour.

All the detailed forms of reward are appropriate for all pupils, including those with SEND.

### Attendance

A non uniform day is awarded weekly to the class with the highest levels of attendance in each key stage. This is calculated not to include pupils whose attendance is negatively affected by SEND or other specific personal circumstances.

## 7. Graduated Approach

### Stepped Sanctions

Learners are held responsible for their behaviour. Staff deal with behaviour without delegating. There are no steps for serious misconduct in lessons and around the site. These include: violence, dangerous conduct, threats to other learners and staff. In the event of such an incident, the Principal or Vice Principal is called or and if necessary, the other children are removed from the space. Racism, homophobia, sexism and any discriminatory remarks should be reported to the Vice Principals/Principal in a timely fashion but not as a call out, unless they result in behaviour that is unsafe.

Tier 1: School and classroom-wide systems for all children and adults based around the 'Conscious Discipline' Model

Tier 2:

- Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly connected with behaviour issues)
- Transition for those with known behavioural difficulties or those deemed vulnerable.
- Additional adult support in the class as a proactive measure
- Group work with key worker around a specific focus
- Access to staffed quiet spaces for reflection
- Class family meetings

Tier 3: Individualised approach for a small number of children with provisions such as:

- SENCO involvement, education psychology / speech and language therapy / occupational therapy/ACE/PIT/LSS/Place2Be
- Behaviour plans, positive handling plans.
- Direct work around behaviour choices with key worker
- Nurture support in dedicated classroom
- Calm boxes and individual targets
- Reduced Timetables

## 8. Sanctions

Sanctions for low level undesired behaviour are managed within the classroom. Sanctions come in the form of reminders and the relocating of the individual within the class. They are delivered unobtrusively and ‘in the moment’ and in clear, precise language.

Any learning missed due to poor behaviour is caught up at playtime or dinner time. Staff will ensure that there is a reasonable amount of time allowed for the child to eat, drink and use the toilet (20 minutes) and to get some fresh air. (24 hours’ notice of a detention and parental permission is no longer required provided that) staff have considered:

- the welfare of the child
- whether the child has caring responsibilities
- travel arrangements home for the parent and child
- inconvenience to the parents does not matter as long as the child has a means to get home safely.)

If a child is required to have time out in a partner class or for incidents of high-level behaviour, parents are informed and a restorative conversation is held. The child is asked to carry out a restorative action to repair the damage caused: for example, if two children have been calling each other names, they should mend the relationship by working together to play a board game or achieve a task. The incident is recorded on Arbor.

Other sanctions may include:

- Loss of privileges
- Reporting into a member of senior staff each day

Pupils with SEND or with limited language are supported to engage in restorative conversations using resources such as 'The Blob Tree', images and stories, drawing, modelling and acting.

All staff have been trained in emotion coaching and ELKLAN and are able to select an approach and language register that matches the pupil's needs. Phase leaders support class teachers at this point. Pupils can be referred by an adult or self-refer to the Quiet Room at break and lunchtimes as both a proactive and reactive response to dysregulation or upset. This is a staffed safe space for calming down, reflection and engaging in restorative measures.

For a more serious incident or series of incidents over time, a child may receive an internal exclusion in another class in school. Parents are informed in advance. For incidents of the nature, the VPs will be involved. The incident is recorded on Arbor.

External exclusion may be considered by the Principal for serious incidents. The incident is recorded on Arbor.

From time to time, it is inevitable that some children will not make positive choices about their behaviour; at this point, the language we use is crucial. Consequences must be consistent and as far as possible link to the behaviour to be improved. Consequences should try to teach the child something about the type of appropriate behaviour being sought. Consequences should never embarrass a child or seek to humiliate them in front of their peers. In applying any sanctions, we make sure that reasonable steps are taken to avoid placing pupils with SEND or a vulnerability at a disadvantage, in line with the Equality Act 2010. Staff will consider:

- Is a child's behaviour on a specific occasion affected by their SEND?
- If a child's SEND is involved, is a sanction appropriate and lawful?
- Can any reasonable adjustment be made to the sanction in response to any disability the pupil might have ( Appendix A)

### **Allegations against staff**

The school takes its responsibilities for safeguarding extremely seriously and all members of the school community are aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness. And will be managed in accordance with the appropriate school policies and procedures, in particular the child protection and safeguarding policies. Any accusation made against a member of staff must be reported directly to the Principal. The Principal will then investigate and seek further advice. The LADO will be informed by the Principal in line with the schools safeguarding policy.

### **Malicious accusations against staff**

Sanctions for making allegations found to be malicious will be proportionate to the allegation made and take the advice given into account.

The school reserves the right to take disciplinary action against a pupil found to have deliberately invented or made up a malicious accusation against a member of staff, pupil or other individual. Parents will be informed and informed about any consequences (up to and including suspension/exclusion). These sanctions may include but are not limited to:

- Restorative conversation
- Reflection in Quiet Room
- 1-2-1 intervention programme with key worker or external agency
- Parental involvement and meeting with Principal, involvement of any social care
- Internal exclusion
- Suspension
- PEX

### **9.Supporting pupils following a sanction**

The following strategies will be considered to help all pupils to understand how to improve their behaviour and meet behaviour expectations of the school:

- Restorative conversation/reflection on the impact of their actions and how to behave should a similar situation reoccur
- Access to on going support from Key Workers – check ins, dedicated time, direct work
- The chance to start again the following day
- A phone call with parents/carers or the virtual school for cared for pupils
- Consideration in the weekly triangulation meeting between DSL, Principal, SENDCo and Key Workers around possible circumstances inside and outside of school and an appropriate care package to be put in place
- Possible risk management/handling plan
- Possible interventions/involvement of external agencies

### **10.Use of reasonable force**

The school will follow the Department of Education advice

‘Use of Reasonable Force - advice for school leaders, staff and governing bodies’ (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

It enables teachers and other members of staff in the school, authorised by the Principal, to use such force as is reasonable in the circumstances, to prevent a pupil from committing an offence, causing personal injury to themselves or others, to prevent damage to property and to maintain discipline. This also applies to visits off site e.g school trips or after school clubs.

What Does it Mean to use Physical Intervention on a Child?

Physical intervention is the positive application of force with the intention of protecting the child from harming herself/himself or others or seriously damaging property. The

proper use of physical intervention requires skill and judgement, as well as knowledge of non-harmful methods of intervening. This links to the use of force during searches, as described in the separate section on searches below. No more force than needed should be used.

#### Why Use Physical Intervention?

Physical intervention should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. Physical intervention skilfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. Prohibited items and searches It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items Schools have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the [DfE's Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#).

Where the use of force, i.e. restrictive physical intervention has been used once with a particular child there is a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff. Parents should always be told when it has been necessary to use physical restraint on their child. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

Staff training on use of reasonable force should deal with factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the pupil concerned.

Every member of staff will inform the Principal immediately after s/he has needed to restrain a pupil physically.

#### **11. Prohibited items and searches**

Records of all searches carried out, including the results of any search, and the actions taken following that search, will be maintained by the school.

## The law relating to searches

Principals (or authorised members of staff) have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

The specific items which can be searched for without consent are provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

Only the Principal or a member of school staff authorised by the Principal/Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil’s own person or of their possessions must be carried out with due consideration for the pupil’s personal dignity, health and safety, the school’s Safeguarding policy, United Learning staff-pupil relations guidance, and the school’s own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child. The school should inform the pupil’s parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

### **Searches without Consent**

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco ( including vapes)
- fireworks
- pornographic images
- mobile phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used: i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

So called legal high drugs, including those which are edible ( regardless of whether they are technically legal or illegal) and anything pertaining to be a drug

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Physical resistance by a pupil to a search for those latter items can itself be subject to behavioural consequences.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so.

For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data<sup>[1]</sup> on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Child Protection / Safeguarding Policy.



The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy, and may then punish the pupil in accordance with this policy [and, Exclusions and Policy], where appropriate.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

<sup>[1]</sup> All schools should also have regard to DfE guidance <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

## **Searches with consent**

The school may search students with their consent for any item. 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.

## **Extent of search**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched. Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

### **Confiscation of articles**

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the [Education and Inspections Act 2006](#).

### **Disposal or retention of articles confiscated from students.**

The academy will follow the Department for Education guidance '[Screening Searching and Confiscation - advice for Principal's, staff and governing bodies](#)' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

## **12. Drugs**

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. The school should make this broad definition clear.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The consequence is likely to include permanent or fixed term exclusion from school.

Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion.

Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent.

This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

### **Confiscation of drugs**

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia will be disposed of in a prudent manner. The school may carry out searches for drugs in line with this policy.

## **Parental Involvement**

The school will inform parents/carers if their child has been found to be involved with drugs, but where there are safeguarding issues, the school will act in the best interests of the child, which may mean a decision not to inform parents/carers. Any decision would be taken very seriously and usually with the benefit of legal advice

## **13. Removal from classrooms**

A child will only be removed from a classroom if it is safe to do so. Staff trained in positive handling may use recognised techniques to move a child. In the event of a

serious incident, the rest of the class would be moved to safety. Support for children following an event of this kind would be provided by a key worker in a safe space.

### **Use of social media**

In using social media relate all forms of social media and that they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way. Examples of prohibited use,

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

All incidents of prohibited use of social media should be reported to the classteacher or a member of the school leadership team report misuse of social media. In line with government guidance relating to the [Prevent Duty](#), children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

### **14. Suspensions and permanent exclusions**

To ensure good order and behaviour for learning it may be necessary to suspend a pupil from attending school or to permanently exclude them. Such measures will only be taken as a last resort and as the ultimate sanction. Only the Principal, or designated teacher in charge, if the Principal is absent, can exclude.

Also refer to the schools [Exclusions Policy](#).

#### **Legislation and Guidance**

Note that in applying this policy, the school will adhere to current legislation, including the [Equality Act 2010](#). Acknowledge that the school is obliged to have regard to the DfE guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal and the Governing Body will comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example, travelling to and from school; on school trips; etc

### Types of Exclusion

**Suspension:** A suspension may apply for a single occurrence of serious misconduct or for persistent misbehaviour. Lunchtime exclusion is equivalent to a half day exclusion. Repeated use of fixed-term exclusion for children with an EHCP the school will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues/ specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

**Permanent exclusion:** Permanent exclusion will normally be used as a last resort in response to serious or persistent breaches of the school's behaviour policy. It may, however, be an appropriate sanction for a single incident of extreme misconduct.

### The Investigation

Any investigation will be conducted in accordance with DfE guidance so as to be fair. Each case will be judged on the facts and the context taking into account:

The degree of severity of the offence;

- The likelihood of re-occurrence;
- The pupils previous behavioural record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;
- Consider the school behaviour policy, special educational needs policy and equality law obligations.

### Principal's Decision

The decision to exclude will be made by the Principal or the designated Principal after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### Notification

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Principal, or designated teacher in charge.

The key points the letter is to address include: the reason for exclusion, the date the exclusion begins on, that work will be provided for the first 5 days and after that becomes the responsibility of the local authority, the law around not being seen in a public place during school hours and how the decision can be appealed, if parents believe that the exclusion is unlawful. If a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable. When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. This must be done regardless of the length of a suspension.

### **Role of the Local Governing Body**

Role and responsibilities of the Governing Body in the exclusion process include:

- the duty to consider the representations of the parents and how
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified)
- that the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

### *Additional Requirements for Permanent Exclusion*

Where the Governing Body has upheld the decision of the Principal to exclude, set out:

- the statutory timeframe for applying to an independent review panel;
- to whom an application must be sent, together with the grounds and evidence;
- the right for parents to request a special educational needs expert;
- the right for parents to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).

- 

### *Independent Review Panel Procedure*

Note that the set up and process of the IRP is set out in the DfE Exclusions Guidance and emphasise in the policy the important aspects in terms of timeframe, constitution, and the powers of the IRP. Make it clear that it cannot compel reinstatement.

### *Monitoring and Review*

School leaders monitor behavioural issues and evaluate the effectiveness of the behaviour policy. This helps the school consider whether there are patterns of

concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. If patterns are identified, the school decides an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending the policy.

### *Managed Move*

Managed moves will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new school and only where it is in the best interests of the pupil. Managed moves will only be offered as part of a planned intervention

### *Behaviour outside of school premises*

Be aware and specify that the behaviour policy can extend to activities outside the school day and off the school premises- or online when the pupil is:

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

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of school staff.

## **15. Preventing recurrence of misbehaviour**

### *Initial intervention following behavioural incidents<sup>1</sup>*

To help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion pupils are encouraged to:

- Follow the school rules: be safe, chose kind, work hard
-

- Employ the strategies they are taught as part of conscious discipline e.g breathing techniques
- Indicate they need support to adults through the use of quiet spaces and safe zones
- Engage in reflection and restorative actions
- Engage the support of a key worker or Place 2 Be counsellor

Members of the leadership and pastoral staff teams are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions or whose behaviour reflects a sudden change from previous patterns of behaviour.

### *Pupil Support Units*

Respite programmes may be available in local Pupil Support units, for pupils who meet their entry requirements

### *Reintegration*

Following removal from classroom, time spent in pupil support unit, another setting following an off-site direction or a suspension pupils and their parents/carers will be required to:

- Attend a reintegration meeting with the Principal

A number of supportive measures may be put in place including but not limited to:

- Key worker support
- Place2Be support
- Specific intervention
- Daily check ins with Principal or Behaviour Lead
- Home/school book or email reports to parents/carers

### *Monitoring and evaluating school behaviour*

The school uses its MIS system to capture data, including all components of the behaviour culture. This data is analysed termly to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.

A weekly triangulation meeting is held between the attendance, pastoral, safeguarding, SEND teams and the Principal to discuss individual cases and determine rapid and targeted support.

## **16. Specific behaviour issues**

### *Child-on-child sexual violence and sexual harassment*

In every aspect of the school's culture, sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Staff know the importance of challenging all inappropriate language and behaviour between pupils

### *Behaviour incidents online*

State that the provisions apply to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way. Primary schools and EYFS providers may consider removing this section.

Set out instances of prohibited use, e.g.:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Even where a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school

Report misuse of social media to Mrs Moore, Computing Lead.

In order to use social media responsibly, pupils will be asked to:

- use their individual log ins ( K.S 2)
- they will be taught about how to check websites are genuine, to report suspicious content
- they will be taught not to share personal details online



A breach of the policy on the use of social media will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

#### *Mobile Phones*

Pupils are discouraged from bringing mobile phones to school. Any pupils bringing a mobile phone to school should leave it in the school office and collect it after school. Smart watches with the ability to access the internet or record /take photographs are not permitted.

#### **17.Suspected Criminal Behaviour**

In the event of any criminal behaviour occurring the school would work with the Police and any other relevant external agencies.

## Appendix A - Individual Reasonable Adjustment to the Behaviour Policy

*This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).*

**Rationale** {Name of School} is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

### **Example of the Graduated Approach to adjustments**

**Stage 1** – Meeting with parents/carers, the student, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Culture and Behaviour may be in attendance.

**Stage 2** – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Learning Plan for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

**Stage 3** – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language

Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.


**Stage 4** - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student's Learning Plan and shared with key staff.

<b>Examples of specific supportive learning strategies</b>	<b>Examples of adjustments to the Behaviour Policy</b>
Increased use of praise	Pre-warning given
Time out card	Shorter length for homework detention (45 minutes rather than 60 minutes)
Attendance to homework club	Access to keyworker support in the Reflection room, when required
Seating Plan adjustment	Time out card in the reflection room
Short and repeated instructions	Shorter time spent in the reflection room
Use of a visual checklist on student expectations	Higher frequency of failed homework's to be set a detention (2x rather than 1x)
Private notification of warnings, including post it notes on desks	Reflection room time does not roll over to the following day
	Access to a laptop in the reflection room
Chunked tasks	Restorative discussion with the teacher to take place immediately, rather than the end of the day

**Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.**

**If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.**

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