



“Love to Learn”



BEHAVIOUR MANAGEMENT AND EXCLUSION OF PUPILS POLICY

**ADOPTED: OCTOBER 2018
REVIEW: OCTOBER 2019**

Malcolm Sargent Primary School

**Empingham Road
Stamford PE9 2SR
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This policy will work in conjunction with the academy anti bullying policy.

- The aim of this policy is:
 - to establish a consistent approach to the management of the behaviour of pupils in and around the academy
 - to promote in the pupils themselves an intrinsic and positive attitude towards good behaviour and manners both in and out of school
 - to safeguard the children by ensuring everyone is aware of and reporting concerns regarding changes in a pupils behaviour, and / or being aware that poor and unusual behaviour can be a sign of an underlying safeguarding concern.
- We believe the effective management of behaviour is crucial to the smooth running of the academy if there is to be effective teaching and learning and if a child is to work to his/her full potential and that this is everyone's responsibility to instil within the children.
- We have high expectations for behaviour and manners at the academy.

Key Principles

1. We believe everyone has the right:

- to feel safe, healthy and happy;
- to be treated with respect, dignity and equality;
- to learn or to teach, or to do their job.

At Malcolm Sargent Primary School, everyone has a responsibility to uphold these rights.

2. **We recognise that all behaviour is learnt.** Therefore behaviour can be taught. Behaviour is an area of learning for all children. Some children will excel in this area whilst others find this area inherently challenging due to environmental, genetic or medical reasons.
3. We are responsible for **supporting** all children who find good behaviour challenging and **teaching** all children the values of politeness, good manners and good behaviour.
4. We will ensure good behaviour and manners are instilled and encouraged through **positive approaches** by all staff and visitors to the academy.
5. Using positive methods of discipline and motivation for good behaviour we will teach a large majority of children at the academy that good behaviour and manners is desirable and conducive to a productive learning environment. There will at times be a minority of children who require assertive discipline and sanctioning to modify their behaviour.
6. Only when positive methods have been exhausted will it be necessary to use assertive discipline and sanctioning.
7. A whole academy approach to the types of positive systems in place, and the structure of assertive discipline is paramount in ensuring consistency of approach by all adults in academy and for all children. This in turn will act to reinforce the expectations for all children and increase good behaviour and manners.

Expectations

- Our expectations are outlined in the whole academy rule system below:

Golden Rules

We are gentle
We are kind and helpful
We listen
We are honest
We work hard
We look after property
We play well with others

- Class Rules are also generated at the beginning of each year, following class discussion and agreement. They require re-visiting once a term and whenever expectations need to be reiterated to the class, groups or individuals
- Pupils have created a set of pledges that outline their commitment to how they behave and their attitudes to one another, the school community, family, the wider commitment and the environment. These are shared and discussed, and incorporate British Values and the NHS 5 Ways To Positive Wellbeing.

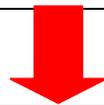
Behaviour Support & Intervention

- The whole academy system for teaching and support intervention levels is outlined below:

1. Positive Reinforcement Strategies

Personal/Phase: stickers, sticker charts, sticker grids, tally graphs, happy side, targets, dot-badges, dots, contracts, class certificates, table points, ribbons, marbles in a jar, spiral charts

Whole School: house point system & tokens, behaviour focus, certificates, Malcolm Sargent Cup, sports medals and cups, smile when giving commands, proximal rewarding, Magnificent Manners, The Malcolm Sargent Way



2. Assertive Discipline Procedures

- Clear 1st warning
- Name on amber / report score 2 / YS5
- Name on red / report score 1 / Time-out in another class / parents called / reported on Integris.
- Refusal / Removal by member of LT / reintegrated when ready / on report / parents call



3. SEND Needs Profile / Pastoral Support Plan (PSP)

Referral to VP / AP
Assessment of the child in class setting and gathering of information from child, teacher and parents

Engage the Pastoral Support Team

Produce SEND Needs Profile or SEND PSP as unified home/school system if required
Parents, teacher, teaching assistants, Pastoral Team and sometimes child to meet with
CT/AP/VP/HoY

Discuss behaviour in the academy – explicit examples, frequency, severity

Discuss behaviours at home as above

Discuss intervention so far and impact if any

Discuss causes if identified

Review and re-action at least 3 times a year / more frequently if needed



4. Team Around The Child Referral (EHA and TAC)

Referral to VP / AP

Complete an Early Needs Assessment (EHA) with the child, teachers and family
Parents, SLT member, **Pastoral Team member** and sometimes teacher, teaching assistants and
child to meet with SENco/P/VP/AP

Discuss behaviour in the academy – explicit examples, frequency, severity

Discuss behaviours at home as above

Discuss intervention so far and impact if any

Discuss causes if identified

Produce plan as unified home/school system

Gather external support agencies to support at home and/or in school if needed (multiagency
approach)

Agencies involved could be Early Help Worker, Community Paediatrician, School Nurse, **LHM**,
WTT, CAMHS, BOSS.

Follow Signs of Safety guidance to identify possible risks to the child and family.

Review and re-engage at least once every 8 weeks.



5. Stamford Supervision Panel

Refer the concerns about the child and family to the Stamford Supervision Panel

Attend panel of local experts and other school behaviour leads

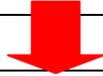
Discuss child and family and take advice and recommendations

Implement recommendations and evaluate within SEN Profile/PSP



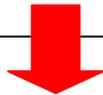
6a. Seclusion Within The School

Strategy meeting with senior leaders in school
Explore support already in place and impact
Look at suitable seclusion arrangements and make decision on either:
Short Term Seclusion in another class or isolation
Long Term Seclusion in another class or isolation
Reintegration Plan
Emergency adult support



6b. Behaviour Outreach Support Service (BOSS) Intervention

Referral to BOSS for in-school support and intervention
Implement BOSS recommendations into PSP
Review cycle completed
Referral for BOSS pre-exclusion 16 week placement
Apply for Education Health Care Plan prior to child's return to setting
Consider whether needs of the child can be met at the school setting based on finalised EHCP



7. Exclusion

Emergency strategy meeting with senior leaders at the school
Consult SEND Lincolnshire & Inclusion Support Team if relevant for advice and guidance
Explore support already in place and impact
Exclusion fixed term (temporary)
Managed move to more specialist setting
Exclusion permanent

1. Positive Reinforcement Strategies:

- We will use positive reinforcement through a range of devices and techniques are used at the academy.
 - **'The Malcolm Sargent Way'** – children have developed their own set of expectations for how to be polite, helpful and well mannered. This is called the 'Malcolm Sargent Way' of doing things. This is referred to in a DVD and booklet and by staff throughout the day.
 - **Whole school** reward tariff is the Dojo System (See App. 1)
 - Classes may use individualised systems for rewarding good behaviour in addition to any whole school system

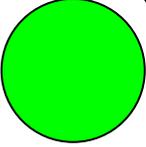
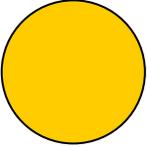
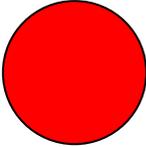
- **High need children** have a range of support from different individualised support techniques and devices. Support for high need children is identified and written into targets with their TAC's/SEN Profiles/PSPs and agreed by the SENco, teacher and parents. (See App. 3)

2. **Assertive Discipline:**

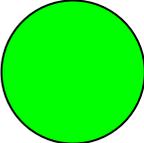
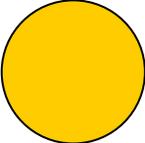
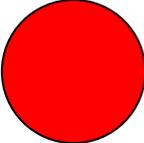
- We will ensure the whole academy system uses 'Traffic Lights' which is a clear warning system for misbehaviour, accompanied by sanctioning.
- Our system follows a clear hierarchy of involvement from teacher to phase leader to Assistant Principal to Vice Principal and the Principal.
- A report system is used once the Assistant Principal, Vice Principal and the Principal have been involved, (see App. 4).
- Our systems should be used by all staff consistently and without fail.
- All children should be treated equally although some high-need children may have individualised support programmes which modifies the whole academy system or uses a range of other devices to support their needs.
- Midday Assistants are supported over the lunchtime period by the Senior TA and are responsible for ensuring all children behave well and have good manners.
- Everyone in school follows the Behaviour Triangles. There is a triangle used during class time, at lunchtime and for use by staff running after school clubs and out of school hour events with children that come to the school. See triangles below:
- Once a child has been placed onto Red or higher, they are removed from the classroom for 'time-out', as determined by the teacher or head of year. They will be placed in either their 'safe area' should they have one cited on their SEN Plan, or in another classroom. They will return to class when the receiving teachers feels they are ready to engage in the learning and behave appropriately in their own class setting.
- Once a child has been referred to the Principal, Vice Principal or Assistant Principal, (Purple Card or removal from playground/class room), the child will be placed on a Report System for the entire day or for the lunchtime period.
- The Report System is used to modify the behaviour of the child over a longer period, and remains in place until the child is able to correct their own behaviour over a sustained period of time.
- A log is kept of all children who have entered the 'Red' or 'Purple' level of the system, by the teacher responsible for the child during the incident, or by the Senior Lunchtime Supervisor on the whole school data-base called Integris. Details of the incident, actions, and response made by parents when they are informed, is essential. Parents are informed as soon after the event as possible when a child has reached this level.
- If a child reaches 'Amber' level very frequently, teachers will discuss this with parents to ensure they are aware and working to support the child prior to any necessary escalation that may occur if the problems persist.

- SLT monitor the Integris log of incidents on a weekly basis and make decision where necessary on interventions needed for children who are entered as 'Red' on a number of occasions.
- The Pastoral Support Team monitor Integris on a weekly basis and cross reference any concerns raised for behavior alongside their support for children on emotional wellbeing, safeguarding, attendance and family support.

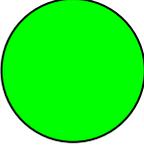
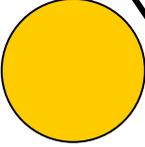
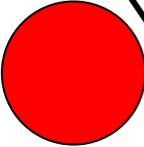
Malcolm Sargent Class Behaviour Expectations:

 <p>Green Pocket</p>	 <p>Follow the Malcolm Sargent Way Work with a smile Don't get frustrated – ask for help from anyone in your team Remember you are here to learn so you can be happy Remember we are here to help you learn and be happy Follow the class rules! Follow the school's Golden Rules</p>
<p>Verbal Warning</p> 	<p>You will get warned once if you... call out, shout out, fuss, don't get on, are unkind, disturb other people in class or in assembly, walk around without asking, call names or do something else to disturb the class or yourself from learning.</p> <p>On a report this means a 3</p>
<p>Yellow Pocket</p> <p><i>You lose five minutes from your play time or choosing time</i></p> 	<p>If you carry on shouting out, being rude, being silly, walking around, not getting on or disturbing others it is serious. It means you are ignoring adults.</p> <p>On a report this means a 2</p>
<p>Red Pocket</p> <p>REMOVED FROM CLASS TO WORK IN ANOTHER CLASS UNTIL TOLD BY AN ADULT</p> <p><i>You will lose 10 minutes from your play time or choosing time Your parents will be told by the teacher. What you have done will be recorded on Integris by an adult</i></p> 	<p>This happens if you keep on disturbing learning and not getting on.</p> <p>This also happens straight away if you hurt someone.</p> <p>On a report this means a 1</p>
<p>Purple Card</p> <p>REMOVED FROM CLASS BY MR REVELL, MR COX OR MRS COX TO WORK WITH THEM</p> <p><i>You will be on report and your parents will be spoken to</i></p>	 <p>This happens if you are very dangerous, angry & aggressive or carry on disturbing the learning</p>

Malcolm Sargent Lunchtime Behaviour Expectations:

<p>Green</p> 	 <p>Follow the Malcolm Sargent Way Take part and play with a smile Don't get frustrated – ask for help from anyone in your team Don't upset other people and apologise if you do Walk away and tell an adult if you are not happy If the adult is busy, tell them again until they listen Explain clearly what has happened Be polite and respectful to adults and each other Follow the rules!</p>
<p>Verbal Warning</p> 	<p>You will get warned once if you... call names, play fight, are unfair, don't take turns, are unkind, run inside school, leave the table whilst eating, shout in the dinner hall, are inside when you shouldn't be, leave a mess, drop litter, are rude to adults or break the rules.</p> <p>On a report this means a 3</p>
<p>Yellow</p> <p>5 Minutes Time-Out</p> 	<p>If you carry on and ignore the warning or run away, pull coats, grab arms, get dirty on Purpose, hurt someone's feelings.</p> <p>On a report this means a 2</p>
<p>Red</p> <p>10 Minutes Time-Out Mrs Stephens told. Parents told.</p>  <p>What you have done will be recorded on Integris by an adult</p>	<p>If you still carry on after time-out, or if you do something more serious like: upset the same person again, swear, are rude to adults, are aggressive or you hurt someone.</p> <p>On a report this means a 1</p>
<p>TAKEN TO MR REVELL, MRS COX or MRS COX</p> <p>You will lose the rest of your playtime Your parents will be told</p> <p>YOU WILL GO ON LUNCHTIME REPORT TO EARN TIME BACK EACH DAY</p>  <p>If you still carry on or do something very dangerous or aggressive, hurt someone or damage something.</p>	

Malcolm Sargent Clubs & Events Behaviour Expectations:

	 <p>Follow the Malcolm Sargent Way Take part and play with a smile Don't get frustrated – ask for help from anyone in your team Remember you are here to learn so you can be happy and have fun Remember we are here to help you learn and have fun Follow the rules! Be polite and respectful to adults and each other</p>
<p>Verbal Warning</p> 	<p>You will get warned once if you... call out, shout out, fuss, don't get on, are unkind, disturb other people, walk around without asking, call names or do something else to stop the group or yourself from having fun.</p> <p>On a report this means a 3</p>
<p>Yellow</p> <p><i>You lose five minutes from your play time or choosing time</i></p> 	<p>If you carry on shouting out, being rude, being silly, walking around, not getting on or disturbing others it is serious. It means you are ignoring adults.</p> <p>On a report this means a 2</p>
<p>Red</p> <p>REMOVED FROM CLASS TO WORK IN ANOTHER CLASS UNTIL TOLD BY AN ADULT</p> <p><i>You will lose 10 minutes from your play time or choosing time Your parents will be told by the teacher. What you have done will be recorded on Integris by an adult</i></p> 	<p>This happens if you keep on disturbing the activity and not getting on.</p> <p>This also happens straight away if you hurt someone.</p> <p>On a report this means a 1</p>
<p>Purple</p> <p>REMOVED FROM ACTIVITY and PLACED IN THE SCHOOL ENTRANCE TO BE COLLECTED BY PARENTS</p> <p>You will be banned from coming to the club or event again!</p>	 <p>This happens if you are very dangerous, angry & aggressive or carry on disturbing the learning</p>

3. SEND Needs Profile & Intensive/Pastoral Support Plan

The SENco will assess the child when the severity of their behavior requires immediate action between the school and parents of the academy. Assessments will determine the types of behaviors, frequent duration, and underlying reasons. Support will be put in place for those adults working with the child, and the actions of the assessment will be monitored frequently.

A possible outcome of the assessments, will be the need for the child to have a plan which outlines their needs and the strategies needed to support them in class or outside at lunchtime and playtime. If the child requires a small amount of support, this plan will take the form of a SEN Profile. Targets will be set and the plan reviewed as part of the SEN Cycle, with the family, teachers, teaching assistants and child as necessary. If the child requires a larger amount of support and has complex needs, both in school and at home, a Pastoral Support Plan (PSP) will be put in place, with the family. This will be led by a member of SLT, **the Pastoral Team** and information will be gathered about the child, from his class teacher the child and teaching assistant. The plan will also be reviewed in line with the SEN Cycle, it may be revisited more frequently should the behavior of the child require it.

The child will be put onto the SEN Register at this stage.

The Report System should have been used prior to this level of intervention.

SEN Meetings aim to:

- identify the child's needs,
- discuss possible underlying causes,
- establish links between parents and the academy to work collaboratively on the child's needs,
- establish strategies with external support as necessary – set as targets in the SEN Profile and/or PSP
- measure progress
- evaluate whether child's needs can be met
- explore possible underlying medical or mental health difficulties

4. Referral To TAC (Single & Multiagency Support)

If a child's behaviour cannot be managed using existing positive strategies, and where SLT have intervened, it may be necessary to put in place further, more intensive strategies, to support both teachers, teaching assistants, parents and the child.

An Early Help Assessment will be completed with the consent of parents, in a joint meeting with school and the family, to identify the needs of the child, and what support the child, family and school requires to meet the needs of the child. This uses the principals of Signs of Safety.

In many cases, the school will establish regular meetings with parents, known as a Single Agency Team Around The Child (TAC), where strategies will be discussed, reviewed and amended over a period of time, including the following points:

- identify the child's needs,
- discuss possible underlying causes,
- establish links between parents and the academy to work collaboratively on the child's needs,
- establish strategies with external support as necessary – set as targets in the BAP
- measure progress
- evaluate whether child's needs can be met
- review as often as needed, but at least once a half-term

In some cases, it may be necessary to involve external agencies to support the family, child or school such as local police, GP, nurse, social services, PSA, Family Worker, Attendance Officer, Housing Agency, CAMHs, Autism Outreach (Pathways), Behaviour Outreach Support Service (BOSS), Working Together Team (WTT), Lincolnshire Healthy Minds (LHM). In these cases, the TAC becomes a 'Multiagency' approach.

6. Referral to Stamford Supervision Panel

To reduce the necessity of further escalation into crisis support the child and family, the school may refer the concerns to the Stamford Supervision Panel. The panel is a group of local charities and organisations, regional organizations and local emotional wellbeing leads in all schools, who work together to hear the case, discuss and give recommendations for further action. The panel can comprise of specialist support from CAMH's EP's, local GP's. Mindspace, Alternatives Ed, Futures In Mind, Inspire+, LHM amongst others.

The recommendations from this panel are taken back into school for implementation into the EN Plan / PSP.

5a. Seclusion

If a child's needs have not been met and learning has been seriously disrupted, or if the child has behaved in a dangerous or aggressive manner that has seriously harmed other children or adults at the academy, the Principal and Vice Principal may make the decision to seclude the child for a fixed period of time within the academy.

The seclusion period will act as a 'cool off' for the child, giving them time to reflect on their behaviour and the class and teacher time to refocus on teaching and learning.

SLT will hold a strategy meeting to evaluate what strategies have been in place and what types of support have been given to the child and family thus far. At this time, a decision will be made as to how best to isolate the child from their peers. Decisions will be made based on:

- The right of children in the school to be able to learn without disruption
- The right of adults in the school to be able to teach without disruption
- Where a classroom would be the most suitable environment to isolate the child from their class peers.
- Which year group would be the most suited to the needs of the child, with regard to the impact of positive role modelling.
- Whether the child needs suggest they require complete isolation from all routines and children at the school for period of time, and so, being secluded in isolation, under adult supervision.
- Whether the severity and nature of the incident and needs of child result in a short secluded period, or longer seclusion.

In the event of a longer seclusion, a reintegration plan must be put in place, to support the success of a gradual increase in time in the child's class, with a back-out strategy if needed.

At all times, when in seclusion the child must complete work related to their age, under supervision of an adult.

Emergency supervision and support by a teaching assistant will be required.

Playtimes and lunchtime arrangements for the child will need to be considered, to allow them time outside, to exercise and have lunch, whilst remaining in seclusion from their peers, or at risk of another behaviour incident occurring.

The school will notify parents of the seclusion and the child will need to be brought to the front office of the academy.

Parents will be sent a letter explaining the reason for the seclusion, the type of seclusion, details of the duration if known, the pick-up and collection points for the child and an invitation where necessary to a

TAC where ongoing strategies and support, and school concerns about the risks of exclusion will be discussed.

5b. Behaviour Outreach Support Service (BOSS) Intervention

- If a Pastoral Support Plan (PSP) has been implemented, with strategies included from relevant external agency support, and the review of the plan shows that despite reasonable adjustments being made to support the child, persistent misconduct remains a problem, the school would consider referring the pupil for BOSS Targeted Support (Step Two of The Lincolnshire Ladder of Behavioural Intervention).
- If the referral is successful, a member of the BOSS team will contact the school to arrange a planning visit, to discuss the child with the SENCo and parents, and devise a plan of action
- The BOSS outreach worker will compile relevant assessments with school staff e.g. SNAP and BOXALL profile, observe the child in class and then write a targeted plan to support the child in school, with recommendations for the school and parents, which will be built into the PSP.
- If Targeted Intervention and recommended strategies continue not to be effective when reviewed, the school would be advised to progress to Step Three of the Lincolnshire Ladder of Behavioural Intervention and refer the child for a 16 week intervention placement in specialist behaviour provision.
- The referral will be considered at a fortnightly panel meeting and if successful, the child will transfer to the nearest Teaching and Learning Centre (TLC) to receive a 16 week period of intensive support, in a setting with lower pupil ratios and trained behavioral specialists, before working with the referring school to support reintegration into the original Primary setting.
- The school funds this off-site provision and the child remains on roll; transport can also be arranged for the child through the Lincolnshire County Council SEN Transport service.
- Following the 16 week placement, the child will then reintegrate back into the school with support from the BOSS team. A careful PSP will be written and reviewed weekly to support this in school.

5c. Exclusion

- We do not wish to exclude any child from the academy, but sometimes this may be necessary. The academy has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Exclusion from maintained schools, Academies and pupil referral units in England (DfE 2017)*. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf
- Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, 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.

- The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
- Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.
- Schools should have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.
- The school will hold a reintegration meeting with the parents and the child who has been excluded on their return to the school. The format of the reintegration meeting can be seen in Appendix 1. The school will decide in this meeting whether the child has the correct attitude and understanding to start back at school, or whether the exclusion period requires an extension. The school will also consider the most successful method of reintegrating the child back into full time education, so that the child achieves well and to reduce the risk of any further exclusions.
- The school may hold an emergency meeting with parents and/or multiagency to discuss how to meet the needs of the child in light of the exclusion. This meeting might take the form of a TAC and/or SEN Review.
- All children have a right to an education. Schools should take reasonable steps to set and mark work for pupils during the first five consecutive school days of an exclusion, and alternative provision must be arranged from the consecutive sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.
- Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).
- An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

- Whether or not a school recognises that a pupil has special educational needs (SEN), all parents (or pupils if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.
- Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

Legal Duties

Under Annex D of the Funding Agreement the academy will comply with the law and guidance on exclusions applicable to the maintained sector.

Under the Equality Act 2010 the academy acknowledges the legal requirement to make reasonable adjustments to the application of this policy for disabled children and children with SEN.

Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the academy staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, academy's may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying or behaviour management issues.

Managing Incidents Of Poor Behaviour Outside of School

To uphold the good reputation of the academy, incidents of non-criminal poor behaviour by pupils when not in school will also be dealt with at the discretion of the Principal and Vice Principal. When an incident of non-criminal poor behaviour has been reported or witnessed by a member of staff by a pupil that is clearly identified as belonging to the academy, (e.g. wearing school uniform, walking to and from school) the matter will be dealt with in line with the systems in place for behaviour management in school, as outlined in the policy.

Confiscation & Powers Of Search

Staff of the academy should follow the latest DfE guidance: "Searching, screening and confiscation- Advice for headteachers, school staff and governing bodies" where further guidance is available.

Key points:

Searching

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that the member of staff 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).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Use of Reasonable force or Restraint

All members of academy staff have a legal power to use reasonable force.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Some examples are given below for illustrative purposes whereby **Reasonable force* might be used to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

*** (Reasonable force for the purposes of this context is defined as 'Reasonable in the circumstances' meaning using no more force than is needed.)**

Schools cannot:

Use force as a punishment - it is always unlawful to use force as a punishment.

Following the use of restraint or force the relevant member of staff will, at their earliest opportunity, inform their line manager and record the facts of the circumstances about the event. Parents of the pupil will be informed and the written record retained by the academy with that pupils school records. This provides the means whereby the school SLT can review the effectiveness of this policy.

Staff of the academy should follow the latest DfE guidance: "Searching, screening and confiscation- Advice for headteachers, school staff and governing bodies".

Early Years Foundation Stage (EYFS)

The academy will record and report to parents negative behaviour on the day where physical intervention is used to manage a child's behaviour in line with the EYFS framework.

Pupil Malicious Accusations against staff

Having followed the Allegations against staff procedure Policy any pupils that are found to have made malicious allegations against staff, action must be considered under the above policy. The academy should consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been

deliberately invented or malicious, the Principal should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a pupil. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.

Roles & Responsibilities

- It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the academy Behaviour Management consistently throughout the academy, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the academy.
- The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child.
- The Principal monitors the effectiveness of the policy on a regular basis.
- S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The Principal keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- The Vice Principal keeps records of all reported serious incidents of misbehaviour and has a monthly monitoring grid to demonstrate patterns in behaviour, effort and attitude at the academy.
- The Principal, Vice Principal or SENco may make referrals for external support and call for Behaviour Conferences.
- Teaching staff may be asked to keep ongoing records for behaviour in their class and to report these to the Principal when required.
- All paid staff are responsible for the ongoing teaching and learning about behaviour, for ensuring the policy is adhered to through the positive reward systems and assertive discipline procedures and for ensuring effective communication with the Principal, Vice Principal and parents where necessary within the assertive discipline procedures.
- The academy collaborates actively with parents, so that children receive consistent messages about how to behave at home and at the academy.
- We explain our expectations for behaviour in the academy prospectus, and we expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the academy, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the academy has to use reasonable sanctions to punish a child, we expect parents to support the actions of the academy. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact

the Principal. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in adhering to these guidelines.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the academy policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the academy abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

Key

P – Principal

VP- Vice Principal

AP – Assistant Principal

HoY – Head Of Year

SENCO – Special Educational Needs Co Ordinator

LT – Leadership Team

TAC – Team around the Child

EHA (Early Help Assessment)