





# Half Acres Primary Academy

## Positive Behaviour Policy

### 2023-2024

Half Acres Primary Academy			
Headteacher	R Taylor 	Date	September 2023
Chair of Governing Body	C Robertson 	Date	September 2023

**Purpose:** To help pupils develop self-confidence, self-discipline and positive attitudes towards their learning and behaviour.

**This policy aims to:**

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of recognition and sanctions

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

- [Behaviour in Schools](#)
- [Screening and Confiscation Guidance](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

**We have considered the following points that contribute to improving the quality of pupil behaviour:**

- 1) A consistent approach to behaviour management from all staff
- 2) Strong school leadership at all levels
- 3) Consistent classroom management
- 4) Recognition and sanctions
- 5) Behaviour strategies and the teaching of good behaviour
- 6) Staff development and support
- 7) Pupil support systems
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## **1. Policy statement**

Half Acres Primary Academy is committed to creating a school and community environment where exemplary behaviour demonstrated by pupils and staff is at the centre of productive learning. Every pupil has the right to learn and the responsibility to ensure their peers do. Every member of staff has the responsibility to ensure that pupils are taught how to do this. Every individual is expected to maintain the highest standards of personal conduct, to accept responsibility for their choices—right or wrong—and to encourage others to do the same. Our policy is developed to enable staff to teach and foster self-discipline within our pupils, and echoes our values. A carefully planned partnership approach is used to manage poor conduct and includes dynamic interventions that support staff and pupils.

We acknowledge the school's legal duties under the Equalities Act 2010, in respect of safeguarding and in respect of pupils with special education needs (SEN), and reflect these throughout the policy.

## **2. Aim of the policy**

- To create a culture of exceptionally good behaviour to enable learning, to develop community, and to secure skills for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To highlight expected and exemplary behaviour
- To enable pupils to take control over their behaviour and be responsible for their choices.
- To build a community which values kindness, honesty, trust, respect and integrity.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is an expectation for all.

## **3. Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforce behavioural norms.
- Promote self-esteem and self-discipline.
- Continually teach appropriate behaviour through positive interventions and high expectation.

In writing this policy, we have looked for examples of best practice. Outstanding Behaviour Policies:

- Are simple, clear and coherent.
- Create problem solvers not process followers.
- Encourage professional judgement.
- Define technical building blocks of Behaviour Management.
- Make praise easy.
- Make emotional acceleration difficult.
- Address adult behaviour directly.
- Enshrine consistency.
- Allow positive professional relationships to flourish.

#### 4. An Overview for Procedure

How will staff behave?	What are the 3 A's?
<ol style="list-style-type: none"> <li>1. Use the behaviour policy for all.</li> <li>2. Be kind and understanding to each individual</li> <li>3. Never give up on anyone.</li> </ol>	<ol style="list-style-type: none"> <li>1. Always keep everyone safe</li> <li>2. Always respect people and property</li> <li>3. Always keep everyone learning</li> </ol>
All staff, everyday...	Senior leaders, everyday...
<ol style="list-style-type: none"> <li>1. Recognise pupils for what they do well.</li> <li>2. Refer to the 3 A's in positive behaviour conversations.</li> <li>3. Never ignore or walk past pupils who are making inappropriate choices.</li> <li>4. Follow up every time, engaging with pupils, helping them understand their behaviour.</li> <li>5. Make sure they understand where personalised provision is in place and how to support this.</li> </ol>	<ol style="list-style-type: none"> <li>1. Take time to meet, greet and welcome pupils and their adults at the beginning and end of the day.</li> <li>2. Be a daily, visible presence around the site, especially at times of transition.</li> <li>3. Recognise the achievements of all.</li> <li>4. Regularly review provision for pupils who fall beyond the range of written policies.</li> </ol>
Ways we recognise conduct that exemplifies our expectations.	<ol style="list-style-type: none"> <li>1. Individual 'Dojos' for positive behaviour related to the 3 A's to be given out around the academy by all members of staff.</li> <li>2. 'Star of the Day' stickers and certificates will be awarded in each class, every day, celebrating the achievement of a pupil.</li> <li>3. 'Star of the Week' certificates will be awarded to a stand-out pupil in assembly.</li> <li>4. 'Dojo Champion' certificates will be awarded in class and celebrated in assembly to the pupil in each class who has achieved the most Dojo points of the week.</li> <li>5. Leadership roles will be held by pupils around school: academy council, sports leaders, lunchtime ambassadors, wellbeing ambassadors, library monitors etc.</li> </ol>
<p>If any pupils begin to disengage and subsequently distract or disrupt adults swiftly use these pre-emptive reminders in their restorative approach to promote positive behaviour. Adults in school will use inclusive pronouns to highlight that at Half Acres we are one team and we have the same expectations for everybody in our school:  <b>Non-verbal:</b> hand signal, eye contact, facial expression</p>	

<b>Unnamed:</b> 'I can see that most of us are ready to learn; we are just waiting for 100% of you to be ready. We need one person ... now we're all ready to learn.'	
<b>Steps to manage behaviour</b>	Where pupils do not meet the expectation of the 3 A's and their behaviour is resulting in the disturbance or distraction of themselves and others, the following consequences will be applied after non-verbal and unnamed signals have been used: N.B: adults will use positive approaches once a sanction has been completed to encourage a 'fresh start' for the pupil which, in turn, hopes to reduce escalation of behaviour.
Reminder	The pupil will be named, and a reminder will be given of the expected behaviour.  <i>"Russell, this is your reminder. The expectation to have your chair on 4 legs and I know that you can achieve this."</i> <i>"Russell, I'm really pleased with how you are now ready to participate in our learning - keep up your fantastic effort."</i>
Second reminder	The pupil will be given a clear verbal reminder with a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of the pupil making appropriate choices. <i>"Russell, this is your second reminder to show that you can have your chair on 4 legs and I know that you can achieve this as I have seen you do this before"</i> <i>"Russell, I'm really pleased with how you are now ready to participate in our learning - keep up your fantastic effort."</i> A quick restorative conversation will be needed at the end of the lesson (during changeover, before break or lunch, or just before being dismissed). <i>"Russell, I'm really pleased with how you showed me that you can have your chair on 4 legs. I would like to see that you can show this before needing a second reminder. This is your opportunity for a fresh start to show you understand the 3 A's"</i>
Time to reflect	The pupil will be asked to sit in a designated area for a period of 5 minutes to reflect and a timer will be available. Any learning missed will be made up in the pupils' own time. Following time out, the pupil will be reminded that they now have an opportunity for a fresh start once their time to reflect has been completed.
Time given back	Following time to reflect, the pupil will spend some time at break or lunchtime reflecting on their behaviour and the effect this has on themselves and others around them with the adult. Any work missed will be completed during this time. If the incident occurs in the afternoon, the pupil will give time back the following day if this cannot be managed before the end of the day. Parents will be informed of the reflection time by the class teacher/cover at the end of the school day and this will be logged on CPOMS. The work may be completed at home where this is appropriate.
<b>Follow up Actions for staff</b>	
Restorative conversation	This will be a more formal conversation held in a quiet space. It is a crucial part of our practice, and is completed by the pupil and the member of staff responding to the initial behaviour which led to the reflection time. Parents and carers should be notified and a CPOMS log made. Parents and carers may also be involved in the conversation at the end of the day with staff.
Monitoring	Behaviour incidents are monitored and reviewed by the Behaviour Officer, phase leaders and headteacher to ensure that classes and pupils are supported

	accordingly.
Individual behaviour contract	Where individual pupils make frequent behaviour choices and do not respond to the steps above, staff will agree a contract of behaviours and consequence around this with the pupil and parent/carer. The contract will be signed by the pupil, parent/carer and headteacher and monitored weekly.
Red triangle	Red triangles identifying the classroom/room in school are available should a member of staff need support as a matter of priority in regards to safeguarding, Health and Safety or a fresh face. Staff should identify a pupil to take the red triangle to the nearest available adult. Any adult available should respond to a red triangle as a priority
<b>SLT Involvement</b>	
It is intended that all staff are empowered to support learners at every step of the policy, and to ensure that behaviour choices are addressed effectively. However, there are instances of extreme or prolonged behaviour which require immediate intervention by a Senior Leader / Headteacher. These include, but are not limited to: <ul style="list-style-type: none"> <li>• Sustained bullying / victimisation.</li> <li>• Violent or dangerous conduct affecting staff, members of the public or other pupils.</li> <li>• Sustained disruption to learning or wilful damage to property.</li> <li>• Drug / alcohol incidents as detailed in this policy.</li> <li>• Behaviour of a sexualised nature</li> </ul>	

### 5. 3 A's - School Expectations

We have three clear school behaviour expectations, our 3A's which we use in all interactions regarding behaviour around school. These expectations are underpinned by our values curriculum, which supports staff in teaching the skills around these expectations and enables learners to make positive choices and to learn from negative choices. We recognise that pupils need to be taught and retaught expected behaviours, particularly as contexts, curriculum and ages change. Our staff model our 3 A's, we draw links to them daily, and consistently link relevant values to these interactions in order to support our pupils in becoming effective citizens of the future.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A sustainable consistent approach ripples through every interaction on behaviour. Where pupils feel treated as valued individuals, they respect adults and accept authority. As such, we have specific expectations regarding conduct, presentation and response which staff are expected to follow.

#### All staff

1. Meet, greet and welcome pupils and their adults at the door.
2. Refer to the 3 A's in interactions around behaviour, whether behaviour is positive or not.
3. Recognise positive behaviour fairly and consistently so that all pupils are celebrated.

4. Use Dojos and other celebrations consistently, fairly and in a way which raises expectation and outcome.
5. Model positive behaviours and build relationships.
6. Plan lessons and physical activities that engage, challenge and meet the needs of all pupils; ensuring these link to our "Values based learning" curriculum and PSHCE/RSE curriculums, through which we teach what good behaviour choices look like.
7. Be calm and give take up time when going through the steps. Prevent before consequence.
8. Follow up every time and engage in reflective dialogue with pupils.
9. Never ignore or walk past pupils who are behaving inappropriately.

### **Leaders**

Leaders are not expected to deal with behaviour referrals in isolation; they work alongside colleagues to support, guide, model and show unified consistency to pupils;

1. Meet, greet and welcome pupils and their adults at the beginning and end of day whenever possible.
2. Be a visible presence around the site, especially at transition times.
3. Celebrate pupils whose effort goes above and beyond expectations.
4. Share good practice.
5. Support staff with more complex behaviours.
6. Use behaviour data, in conjunction with pastoral staff, to develop provision, intervention and policy.

### **6. Recognition and rewards for effort**

We celebrate and reward learners who exemplify and exceed our standards. We recognise that, if minimum standards are constantly rewarded, then pupils will strive for these minimum expectations. As such, we use recognition to identify pupils who meet expectations, but also those who go 'above and beyond' in their contributions. We also recognise that it is sometimes easy for pupils with impeccable behaviour to go unnoticed or unrecognised for their efforts. Positive behaviour is recognised in the moment, rewarded in the moment, and celebrated appropriately. It is the key to developing positive relationships, including with those learners that are harder to reach, because all adults are invested in each pupil's success and consistency is easier to maintain.

What?	When?	Who?
<b>Class Dojo</b> - Reception to Year 6 Dojos are awarded for individual, group or whole-class success, in relation to the school's 3 A's expectations. They reinforce appropriate behaviour.	At all times of the day and in all areas of school	All staff
<b>Star of the Day</b> - whole school In each class, each day, one pupil is selected as 'Star of the Day' for a given reason. They receive a special sticker and certificate allowing them to celebrate their individual success with their family, reinforcing positive behaviour choices.	Daily	Class based staff
<b>Postcard Home</b> - whole school Postcards are available for staff to send home to celebrate and acknowledge a particularly significant academic or personal achievement.	As appropriate	All staff
<b>Celebration Assembly:</b> Star of the week chosen by class based adults for an amazing achievement. 'Dojo Champion' of the week - the pupil in each class who has accrued the most Dojos across the week.	Weekly on Friday afternoons	Reception-Y6
<b>Headteacher's Awards:</b> The Headteacher gives out awards when they or a staff member believes a child deserves 'above and beyond' the classroom celebration. This might be a sticker or a certificate celebrating their outstanding achievement.	As appropriate	Headteacher

Other rewards for exceptional behaviour or achievement may be awarded, in line with Academy policy.

## 7. Managing behaviour in classes and around the Academy

Engagement with learning is always the primary aim. A gentle reminder is all that is usually needed for most children. We focus on praising the behaviour we want to see, withdrawing attention from behaviour that is not appropriate wherever possible without affecting the learning of others. All learners must be given "take up time" in between steps. The adult who initially addresses an area for improvement with a pupil is the 'Initial Adult', though other adults in the classroom may support this approach. For example, a class teacher may give a pupil a reminder, and then may give a time to reflect, but between this another adult may have followed up with the second reminder. It is important to be consistent in this approach, and the involvement of a second adult between these steps is part of the process to raise expectations for the pupil and to reflect a single focus on making the appropriate choices. It is important that all staff



communicate clearly so that children understand the 3-step process of 'Reminder, Second reminder and Time to reflect'.

### **Practical steps in managing and modifying poor behaviour**

Staff will always deliver expectations, reminders and, where needed, consequences in a calm manner and with care. It is in nobody's interest to confront poor behaviour with anger. Staff keep a log of any behaviour concerns on CPOMS and discuss this with the Pastoral Team, who work together to develop a plan of intervention and activities to support the pupil in overcoming the barriers to their making appropriate choices. When pupils report other pupils hurting or upsetting them, these will always be fully investigated before any action is taken.

### **Lunchtime Supervisors**

Lunchtime supervisors should be empowered by the policy to ensure that pupils follow the 3 A's appropriately. They award Dojos where necessary, ensuring they use the school-agreed language within their positive behaviour discussion. However, due to the short time they are in school, they may not be able to follow up with a pupil after a significant issue. In these instances, ownership of the incident switches to the class teacher. It is important that information regarding the pupil's choices is recorded clearly and efficiently by the Lunchtime supervisor, but this should not be done in front of the child wherever possible. Lunchtime supervisors are expected to log any 'time to reflect' and consequences onto CPOMS in-line with school policy.

### **Office staff**

Office staff should be fully versed in the policy, and may be involved in the delivery of consequences. They are often the first contact a parent has with school, particularly if the parent is not able to come to the school itself and telephones. In these instances, office staff should continue to use the same language and approach as all staff when discussing behaviour choices. If a member of staff contacts a parent and leaves a message to return the call, it is important that office staff are informed of the missed call, and the step the pupil reached leading to the parent contact, in order to provide seamless support for the parents. Office staff will praise pupils for practice seen around school, are involved in the process for awards nominations and can award Dojos in-line with school-agreed language.

### **The Restorative Conversation**

After the time to reflect has been taken, and the incident is calmed, the pupil will always speak with the adult about their choices and how these could improve in the future using the pictures and task complete in the folder. The purpose of the task and restorative conversation is to support the pupil's understanding of the impact of their choices, to reassure them that the adult is available to support them and to ensure the pupil understands that there is always a consequence if inappropriate choices are made.

The restorative conversation may only need a short discussion, as the pupil has made the correct choices and turned around their behaviour. This conversation may also be very positive, an acknowledgement that the pupil has done as asked.

Restorative conversations should follow the same pattern:

- Pupil and adult sit or walk together, side by side. Notes are not taken at the time, and the pupil is reassured that this conversation is designed to support their development and growth, that the adult cares about what happens and is invested in their success. Body language is appropriate, not intimidating, and the discussion is not held in front of their peers. The following questions are used:
  1. What happened?
  2. What were you thinking at the time?
  3. Who was affected by your choices?
  4. What are you thinking now, after time to think?
  5. What should we do to put things right?

After the discussion, time given back is set - this is designed to impose upon the pupil's time, to remind them that there are consequences to their behaviour choices. The purpose of this might be to complete work unfinished because of the choices within their own time, or it may be a task. Examples may include:

- To complete missed work at playtime or breaktime.
- To complete missed work at home.
- To do a helpful thing at home instead of a grown up.
- To hand out some resources.
- To support clearing up in the hall at lunchtime.
- To tidy the book corner.
- To sharpen the pencils.

Time given back may seem like a reward, but the community is paid back because of the incident, and pupils begin to understand that consequences can be wider than they first thought. Teachers record events, outcomes and consequences on CPOMS where a Time given back is reached. Parents/carers are always notified where behaviours have reached time to reflect and pay back.

Of course, there may be incidents of pupils making inappropriate choices in order to complete a consequence - these pupils should be addressed in the same way, and the consequences of this discussed with them. It may be useful to recommend they apply for a position on the Academy Council, or to volunteer to help an adult. If they are choosing behaviours in order to pay back the community, it is important that staff unpick the behaviour and may need to seek support from the pastoral team.

### **Serious breaches / incidences of violent behaviour**

This is an incident which has become extremely difficult to manage using the behaviour steps, and has often reached or gone immediately to a referral to SLT. This will always involve a meeting parents/carers.

Incidences of serious or repeated disruption to other pupil's learning can also be grounds for internal or fixed term suspension.

These can include:

- Repeatedly refusing to follow an instruction from a member of staff which may cause injury to self or others
- Seriously interrupting the learning sequence of other pupils on more than one occasion
- Using equipment or resources in a way that causes harm or damage to self, others or property
- Putting themselves or others at risk of harm
- Using physical actions against another
- Incidents of a sexualised nature

The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the adult may remove the other pupils from the setting and call upon a member of the Leadership team. We will physically intervene only when absolutely necessary, and in accordance with the appropriate government guidance (Please see our Positive Handling Policy). All members of staff are aware of the regulations regarding the use of force by teachers, as set out in:

[DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils](#)  
[Use of Reasonable Force in Schools \(July 2013\).](#)  
[Reducing the need for restraint and restrictive intervention](#) (Supporting pupils with SEND)

Staff only intervene physically to restrain a pupil to prevent injury to a pupil, or if a pupil is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children. These are recorded on CPOMS in detail, including the types of restraint used, lengths of times and outcomes.

### **Threats, Injuries or Bullying**

If a pupil threatens, hurts or bullies another pupil, the behaviour is reported immediately to the Headteacher. Such behaviour is investigated fully in order to determine the appropriate level of punishment. Acts of deliberate aggression or repeated acts of aggression or bullying will automatically warrant a significant consequence, and in extreme cases a suspension (internal or fixed term) may be required. This is determined by the Headteacher depending on the circumstances around the individual and the incident. Suspensions of any kind are always reported to parents and in the case of external suspensions also to governors and the LA. Parents/carers are then required to attend meetings to discuss ways to improve future behaviour of their child. (See Anti-bullying policy for further information.) Restorative work to support the pupil will always be seen as a vital and necessary part of the procedure when responding to such incidents.

## **Internal Suspension**

Pupils in internal suspension will not be isolated 1:1 with an adult in a room, as there are significant concerns around the long-term impact on mental health for these pupils, particularly where extreme behaviours lead to repeated incidents and repeated times of isolation.

If a pupil is issued an Internal Suspension, the pupil **will**:

- Complete a programme of restorative intervention with a senior member of staff/pastoral team (depending on the needs of the pupil), reviewing patterns in behaviour, exploring feelings, emotions and responses, including work on anger management.
- Spend a period of time with the senior leadership team, to review their intervention and their feelings regarding returning to the classroom.
- Be supported by the learning mentor upon return to the classroom for a set amount of time and in a set way.

The pupil will **not**:

- Be prevented from leaving the room of their own free will, unless in exceptional circumstances (for example serious risk or harm to either the pupil or others).

Senior Leaders will:

- Ensure that a restorative meeting takes place prior to making the final decision regarding internal suspension.
- Ensure that the internal suspension meets the needs of the pupil and is not simply reactive to the situation.
- Refer any concerns regarding SEND to the SENDCo and seek any appropriate support.
- Review current processes for the pupil on an individual level and determine appropriate interventions, consequences and further support.
- Continue to work closely with the parents, pupil, class teacher and behaviour team to support the pupil during reintegration to the classroom.

Where a pupil causes harm to another pupil at lunch or playtime, and this behaviour is repeated, the Headteacher may set up alternative provision over this period, for example working with the Learning Mentor or Behaviour Officer, in order to seek to correct this behaviour through positive supervised play experiences. The Headteacher will not allow a child to play freely with others until they are reasonably sure that they are able to do so without harming others. Where parents/carers do not agree to this, fixed-term suspensions that incorporate lunchtimes will be used to ensure the safety of all children.

## **Childhood Trauma and ACES**

ACEs, or Adverse Childhood Experiences, can be wide ranging and have many outcomes for children as they grow and learn. Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break

times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and being Trauma-Informed supports staff with how to differentiate their relationship with children in order to support their development. Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers, and our Positive Behaviour Policy is designed with this in mind. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn. Life events can introduce episodes, which become interruptions to some children's development.

## **9. The role of staff**

It is the responsibility of all staff to ensure that the Academy expectations are enforced, and that pupils behave in a responsible manner at all times. This behaviour policy should be followed at all times.

The staff in our Academy have high expectations of pupils with regard to behaviour, and they strive to ensure that all work to the best of their ability.

Staff treat each pupil fairly, and enforces the 3 A's consistently. Staff treat all pupils with respect and understanding.

If a pupil misbehaves repeatedly, a record of all such incidents will be logged on CPOMS and a response according to our stages set out above will be implemented. Parents/carers will be informed by staff when a Time to reflect is given and pay back implemented or expected.

The class teacher and appropriate staff will liaise with external agencies, as necessary, to support and guide the progress of each pupil.

Staff will communicate with parents/carers if there are concerns about the behaviour or welfare of a pupil.

## **10. The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the Academy behaviour policy consistently, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the Academy. The Headteacher is the Academy Designated Safeguarding Lead and Child Protection Officer.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher arranges regular behaviour management training updates, at least once a year for all staff members who work with children, and ensures that new staff are fully inducted.

The Headteacher has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour, including disruption to learning, acts of poor conduct both in lesson and on the playground, and acts that may damage property and resources. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently suspend a pupil. These actions are taken only after the Academy governors have been notified.

## **11. The role of parents and carers**

The Academy collaborates actively with parents and carers, so that pupils receive consistent messages about how to behave at home and at the Academy.

Parents and carers should celebrate the achievements of their child/children in reference to any reward given.

We explain the Academy expectations and expectations in the Academy Behaviour Policy which is available on the website, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to co-operate with the Academy. We try to build a supportive dialogue between the home and the Academy, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the Academy has to use reasonable consequences to support a child's choices in the future, we expect parents and carers to support the actions of the Academy. If parents and carers 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 Headteacher followed by, if necessary, the Academy governors, as per the IPMAT Complaints Procedure on the website.

We will inform parents/carers if:

- Their child has had a Time Out
- Their child has made a serious breach of the behaviour policy
- Their child has been given a consequence

## **12. The role of governors**

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 Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the Academy's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about matters of behaviour.

## **13. Fixed-term and permanent suspensions**

We do not wish to suspend any pupil from the Academy, but sometimes this may be necessary in order to ensure the safety of children and staff and to ensure that pupils are able to learn without fear or disruption. The Academy has therefore adopted the standard national list of reasons for suspension, and the standard guidance, called [Improving Behaviour and Attendance](#): Guidance on Exclusion from Academy and Child Referral Units (DfES, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on Academies and local authorities to make full-time educational provision for suspended pupils from day 6 of their suspension, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on headteachers to offer the parent a reintegration interview in respect of certain fixed-period suspensions. The latter is conducted as a restorative meeting and the academy views this as a non-negotiable part of the return to school for the pupil and their family.

Only the Headteacher (or the acting Headteacher) has the power to suspend a pupil from the Academy. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one Academy year. In extreme and exceptional circumstances, the Headteacher may suspend a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent suspension, if the circumstances warrant this. If the Headteacher is off-site, a member of the senior leadership team must contact the Headteacher in order to discuss any situation that may result in a suspension before a decision is taken.

If the Headteacher suspends a child, they inform the parents or carers immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The Academy informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent suspension, and about any fixed-term suspensions.

The governing body itself cannot either suspend a child or extend the suspension period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors.

When an appeals panel meets to consider a suspension, they consider the circumstances under which the child was suspended, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

An appropriate level of work is set for the entirety of the fixed-term suspension, where children are expected to complete this and return to their class teacher for feedback.

#### **14. Drug and Alcohol Related Incidents**

It is the policy of this Academy that no pupil should bring any drug, legal or illegal into the building or onto the site. If a pupil will need medication during the school day, the parent or carer should notify the school office and complete the relevant paperwork for it to be administered under supervision.

The Academy will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or carers of any pupil involved will always be notified. Any pupil who deliberately brings substances into Academy for the purpose of misuse will be given a fixed-term suspension. If the offence is repeated, the child may be permanently suspended, and the police and social services will be informed.

If any pupil is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that pupil to be taken home and safeguarding procedures followed with external agencies.

It is forbidden for anyone, adult or pupil, to bring onto the Academy premises illegal drugs. Any pupil who is found to have brought any type of illegal substance will be given a temporary suspension. The pupil will not be readmitted to the Academy until a parent or carer has visited the Academy and discussed the seriousness of the incident with the Headteacher.

If the offence is repeated, the pupil will be permanently suspended. If a pupil is found to have deliberately brought illegal substances into Academy, and is found to be



distributing these to other pupils for money, the pupil will be permanently suspended from the Academy. The police and social services will also be informed.

### **15. Sexual Violence and Sexual Harassment**

Following safeguarding training and documentation from the DfE, the school has a duty of care to safeguard all children against sexual violence and sexual harassment. Any incidents will be dealt with immediately, following the safeguarding policy and with the involvement of a DSL and member of SLT. All incidents will be recorded on CPOMS with reference to Brook Traffic Light Tool, actions taken and parents/carers informed.

### **16. Sharing Nudes/Semi Nudes**

All staff are clear of the procedures for any disclosures made on nudes/semi nudes pictures being taken. Staff must not ask to see/copy any images nor ask the parent/carer or child to delete them. Any incidents must be reported to the Headteacher immediately and recorded on CPOMS. Incidents will be dealt with in line with the behaviour policy and referred to external agencies as appropriate.

### **17. Malicious accusations against school staff**

We are required under the DfE guidance document "Behaviour and discipline in schools" document, published January 2016 to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. This is a very unlikely occurrence in our Academy, however if it were found that this had happened we would:

- Act immediately as this is a serious breach of the behaviour policy
- Call a formal behaviour meeting for parents/carers to attend
- The Headteacher would consider the seriousness and nature of the allegation, and consider whether it constituted grounds for an internal or fixed-term suspension.

### **18. Pupils' conduct outside the school gates**

Staff have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". This includes misbehaviour when:

- Taking part in any school-organised or school-related activity
- Traveling to and from school when wearing school uniform or when in some other way identifiable as a pupil at the school

It also includes misbehaviour **at any time** when:

- It could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

In all cases, staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Where misbehaviour occurs in these circumstances, staff would use the steps set out in the Behaviour Policy detailed above to provide a proportionally appropriate consequence.

## **19. Confiscation of inappropriate items**

Under the **general power to discipline** (Section 94 of the Education and Inspections Act 2006) members of staff are enabled to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. They are protected from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

**Power to search without consent** for "prohibited items" (Section 550ZA (3) of the Education Act 1996 are provided, for

- Knives and weapons (these will be handed to the police)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images (these will be handed to the police)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school expectations which has been identified in the expectations as an item which may be searched for.

We will refer to "Screening, Searching and Confiscation - advice for headteachers, staff and governing bodies" to support us in application of this aspect of the policy.

## **20. Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent 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. Force **cannot** be used to search for any additional items that the school has determined can be searched for without consent.

We refer to "Use of Reasonable Force - advice for school leaders, staff and governing bodies" to support us in our application of this aspect of the policy.

Any use of reasonable force is added to the school records in detail.

## **21. Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Academy keeps a variety of records concerning incidents of misbehaviour. Staff record minor classroom incidents. The Headteacher records those incidents in which a child is sent to them on account of their behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors will communicate clearly with the class teacher and record Time Outs and consequences onto CPOMS.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently suspended.

It is the responsibility of the governing body to monitor the rate of suspensions, 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 Academies*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every 2 years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



# Our Behaviour Expectations

## 3 A's

Always keep everyone safe

Always keep everyone learning

Always respect people & property

Reminder

Second reminder

Time to reflect

Time given back