



Behaviour and Positive Relationships Policy

Our Mission

“Together we work as one family to ensure excellence for all.”

Our Vision

To be an ambitious, inclusive, collaborative family of schools, ensuring fullness of life and excellence in education, whilst celebrating individuality.

| | |
|--|------------------|
| Policy Reviewed and Adopted by Board of Directors: | Spring Term 2025 |
| Date of Next Review: | Autumn Term 2027 |
| Responsible Officer: | Lindsey Vollans |

1 Introduction

1.1 One Excellence Multi Academy Trust behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across its academies. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the school gate. One Excellence Multi Academy Trust believes that setting high behavioural standards is key to upholding the Trust's core values and its mission statement: "Together we work as one family to ensure excellence for all."

1.2 This policy outlines the high behavioural standards the Trust expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the Trust's exclusions and suspensions policy, anti-bullying policy, anti-racism policy, SEND and safeguarding and child protection policy, all of which can be found on the Trust's website. It will be reviewed annually by the Board of Directors.

2 Core Values

Our core values are embedded into everyday life and we celebrate those that are shared with all faiths and universal human values. We believe that children learn values from their personal relationships and experiences, from the examples set by parents, other adults and teachers and their relationships with each other.

3 Aims and Objectives

Our schools are committed to providing a broad, balanced and effective education for all the children who attend our school. Relationships and behaviour are integral to our happy, healthy and safe learning community. By setting high standards of expected behaviour, we aim to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- define a framework for rewarding success and de-escalating negative behaviours;
- promote self-esteem, self-regulation and positive relationships with all staff members;
- Involve parents/carers, pupils and staff in the application of this policy and establish strong communications with all stakeholders;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

4 Application of Policy

4.1 This policy applies to all members of the Trust community. The Trust uses an information management system (CPOMS) to record behaviour incidents in a consistent format. Each school within the Trust will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.

4.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:

4.2.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or

4.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or Trust.

5 Roles and Responsibilities

All members of the Trust community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

5.1 Board of Directors

The Directors will work with the CEO and the Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its academies. Directors will monitor and evaluate the impact of the policy and will hold the CEO to account for its implementation. Directors will ensure that they and local governors receive relevant training on suspensions, exclusions, behaviour and discipline at least every three years.

5.2 The Chief Executive Officer

The CEO will ensure that this Behaviour Policy is applied consistently across the academies within the Trust and will report back to the Directors on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

5.3 Local Advisory Board

Local governors in each school will review and monitor the application and implementation of this policy by receiving regular reports from the school Headteacher on behavioural sanctions and support put in place for pupils at the school. Local governors will visit the school, scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Headteacher.

5.4 Headteacher

The Headteacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher will ensure that the teaching of behaviour expectations is included in induction for all staff and pupils, regardless of whether they enter the school at standard or non-standard entry points. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

5.5 Staff

All staff will:

- communicate the contents of this policy to all pupils and parents to ensure that the Trust's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by reinforcing this in assemblies, as part of PHSE, discussed as part of pupil induction to the school;
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of behaviour (positive and negative) on Class Dojo and more serious incidents recorded on CPOMs;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- support the filtering of harmful online content by overseeing online activities and reporting when necessary to DSL;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
 - include more frequent engagement with parents;
 - partake in home visits when asked;
 - partake in mentoring and coaching;
 - ensure home school communication;
 - engaging with local partners and agencies to address specific challenges;
 - consider whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan;
 - design a positive Behaviour Plan or support plan with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

5.6 Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;

- work with the school in support of their child’s learning;
- attend virtual or in person meetings at the school with staff to discuss their child’s behaviour;
- inform the school in writing of any medication their child needs to take (see the “Supporting children with medical needs” policy);
- support their child in homework and other opportunities for home learning;
- attend Parents’ Evenings and discussions about their child’s progress, if reasonably possible; and
- In the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

5.7 Pupils

Reminders of the school expected standards of behaviour are shared regularly. Pupils are expected to have a positive attitude and maintain high expectations for themselves. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Online Safety is covered in the curriculum regularly and children are aware that the school has a filtering system and that this is monitored.

6 Behaviour Approach

This policy is informed by a positive approach to behaviour management. Wherever possible, we encourage, praise, celebrate, reward and positively reinforce key learning powers that pupils will need for life. In all pupils, we foster the ability to be:

- Resilient
- Determined
- Resourceful
- Responsible
- Reflective

We believe that building pupil’s self-esteem, through strong relationships and a positive approach, is key to good behaviour, good learning attitudes and to success in life. We expect all adults who work across our schools to embrace this approach and to proactively support it. Effective and consistent behaviour management is the responsibility of all staff throughout the school. High standards should be expected and required at all times. Central within the policy is choice: we refer to good choices (which lead to good consequences) and wrong choices (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of ‘choice’: It promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don’t accept / expect that some children will always behave in such a way) and; It avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Restorative Discussions

In most circumstances, following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a ‘no blame’ approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

Both the victim (If there is one) and perpetrator attend the restorative discussion and the following questions are asked:

1. What happened?
2. Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
3. Who did this affect? Staff, pupils and others. Include others who witnessed the incident.
4. How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
5. What each person was thinking and feeling at the time, before and since.
6. What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.
7. How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action need to be taken? Does the child need a reminder e.g. social story, visual/written plan of action etc?

Managing Behaviour Over Time:

The Senior Leadership Team monitor patterns of behaviour. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the Head of School of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally, the class teacher retains responsibility for managing behaviour of children in his/her class. Strategies implemented by class teachers, teaching assistants and mid-day supervisors would include:

- Positive reinforcement through reminders of expectations in line with the values of the school
- Awarding Dojo points in recognition of compliance with school expectations, such as completion of homework
- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.

The Headteachers involvement will include:

- A formal conversation with the child when the child has had repeated reportable incidents
- A Pupil Voice conversation with child, parents and teacher to identify any hidden causes of behaviour
- Referral to Thrive lead teacher to identify possible strategies (We are implementing Thrive during this academic year)
- Issuing of consequences such as isolation from break times, lesson times or needing to go home at lunchtimes
- Creation of behaviour improvement plan and regular review meetings
- Liaison with SENDCO to discuss possible SEND
- Liaison with external agencies for support
- Consideration of fixed term or permanent exclusion if all other strategies have proved unsuccessful

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum.

Suggested Strategy for Resolving Conflict

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

- 1) what the other(s) has/have done to upset them
- 2) how they feel about it
- 3) how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken,
- children adhere to the three steps
- they listen to each other and maintain eye contact where possible.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

7 Rewards System

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. Adults in school strive to recognise and reward positive behaviour. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce our expectations all of the time. Teachers use praise and other strategies to instantly reward appropriate behaviour in all classes and shared spaces. A wide range of further rewards are also used to promote positive behaviours for learning: Children can also earn Dojo Points for following our school values and showing good learning behaviours. Pupils from each class receive curriculum and values related certificates weekly.

8 Attendance and Punctuality

We also recognise attendance and punctuality as important learning behaviours to be celebrated. Parents have access to the Arbor app which shares their child's attendance and schools communicate regularly both commending or sharing concern with the possibility of follow up meetings with members of staff when needed.

9 Sanctions

9.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising.

9.2 The school will impose sanctions in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements. The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school follows the sanctions set out below:

- Verbal Warning – nothing evidenced on Class Dojo (teacher makes a personal note)
- First Negative Dojo – recorded on Class Dojo (note why the child received this)
- Second Negative Dojo – Removal of 1st privilege – missing part/whole of break time depending on key stage
- Third Negative Dojo – Removal of 2nd privilege – missing part/whole of break time depending on key stage
- Sent to Head teacher
- Sent to Head teacher – parents may be informed

9.3 School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated

safeguarding lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding students' behaviour when necessary. When a sanction is imposed, parents will be informed.

9.4 The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

9.5 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.

9.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others;
- verbal abuse to pupils;
- physical abuse to/attack on staff;
- physical abuse to/attack on pupils;
- any form of bullying (to the extent not covered above);
- indecent behaviour;
- damage to property;
- gambling on school property;
- recording or taking images of pupils or staff without their express consent;
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs";
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the school rules.

9.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

During the period of removal, the pupil will receive continual, supervised education in a suitable environment. The length of time for a lesson removal will be tailored to the needs of the pupil, proportionate to the reason they were removed and considerations will be made for a planned successful reintegration, back into the classroom. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a discussion on reintegration should be facilitated with the

pupil and parents which may include reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply. If a child has a social worker or is a looked after child, the Headteacher will ensure that the social worker and/or Virtual School Head (as applicable) are informed of the lesson removal and adaptations to the Personal Education Plan are made to reflect the behaviour support in place.

9.8 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the Trust's Suspensions and Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

10 Pupils with Special Educational Needs and/or Disabilities

10.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

10.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective school will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the respective school on the facts of the situation.

10.3 An Individual Behaviour Plan and/or Support Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's SEND policy and SEN Information Report for more information.

10.4 The respective school will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

10.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

10.5 Strategies for individual pupils with special needs

Behaviour and social targets can be set. Targets should be understood by the child, parent and teachers. Targets need to be specific and achievable by the child within an agreed time period.

Individual charts can be used to promote positive behaviour. Further support is available through our SENDCO.



We are introducing the Thrive Approach in our school to support all children's emotional and social learning throughout the day; our first priority is to care for every child in a secure, friendly environment. The Thrive approach encourages and teaches children to face new challenges, become more independent, and to believe in their own abilities. As members of the community, we aim to build positive relationships with each other, with the child and with their families. We have high expectations of behaviour and we expect each individual to respect others, their families, culture and beliefs.

10.6 The Thrive Approach

Children cannot always put their needs into words, but the way children behave can tell us a lot about how they are feeling. The Thrive Approach draws on the latest neuroscience, recent attachment research, current studies of effective learning and current models of child development in order to help school to understand the needs being signalled by children's behaviour. It gives us targeted strategies and activities to help children re-engage with learning and life. Unfortunately, like all of us at points in our life, children may face challenges that knock them off course. What is needed at this time, is understanding and support to get them back on track. Many children will respond to the care, understanding and support given by parents, family, friends and teachers. However, some children need a little bit extra. We believe that all behaviour is communication and that communication needs to be understood and supported.

Where a child is presenting persistent significant behaviour difficulties an individual behaviour plan may be written. Relevant staff, agencies and the parents will be involved. The plan will be communicated to all relevant staff.

11 Investigating Incidents

11.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

11.2 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

11.3 Details of questions and answers will be recorded verbatim, especially in more serious situations. Children will be asked to sign a witness statement.

12 Search, Seizure and Confiscation

12.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Headteacher or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

12.2 The Headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The Headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

12.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by school policy or is evidence in relation to an offence and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of

other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

12.4 A teacher or someone who has lawful control of the child can search a pupil with their consent to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

12.5 The Headteacher and other members of staff authorised by them have the power to search a pupil without the pupil's consent if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay.

Prohibited items that can be searched for without consent include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- e-cigarettes, tobacco and cigarette papers;
- fireworks;
- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

12.6 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

12.7 When conducting a search, pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' is any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

12.8 Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and will advocate for pupil wellbeing at all times. Before calling police into the school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and school Headteacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff will inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

12.9 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

12.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

13 Use of reasonable force

13.1 The Department of Education states that every school is required to have a behaviour policy that includes the power to use reasonable force. If a child is endangering themselves, a member of staff or another child, we deem it necessary to use RPI: all staff have a duty to act whether that is in the use of restraint or seeking help.

13.2 The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

13.3 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

13.4 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

13.5 All incidents where pupils need to be held to help them to calm down will be recorded, any Positive Behaviour Plan and/or Support Plan reviewed and parents will be informed as a matter of course.

Key Points Regarding Use of Force

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Senior school leaders should support their staff when they use this power.
- Some staff are trained in Team Teach techniques. On occasions these staff may need to use reasonable and proportionate force to reduce the risk presented by unsafe behaviours. Any occasion where Team Teach / use of force is used must be recorded in the numbered and bound book that is kept in the office.

What is Reasonable Force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. 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.
5. 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.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

14 Bullying

14.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The Trust has a separate Anti-Bullying Policy which should be read in conjunction with this policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

14.2 The Trust wants to make sure that all pupils feel safe in the school and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

14.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Trust practices a preventative strategy to reduce the chances of bullying, and the Trust's anti-bullying strategy is instilled in the Trust's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

14.4 If an allegation of bullying does come up, the school will:

- take it seriously;
- investigate as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances.

14.5 The Trust believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

15 Child-On-Child Sexual Abuse

15.1 Child on child abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, being involved in crime. It should be recognised that child on child abuse is harmful to both the perpetrator and the victim.

15.2 This form of abuse is when there is any kind of physical, sexual, emotional, financial abuse or coercive control exercised between children/young people both on and offline. It is essential that all staff understand the importance of challenging inappropriate behaviours between children/young people. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children/young people accepting it as normal and not coming forward to report it. Stopping harm and ensuring immediate safety is our priority.

15.3 Child on child abuse is proactively dealt throughout our curriculum, e.g. in PHSCE lessons, in collective worship or in our reading spine. We have several groups in school who support this proactive work and through the strategies explained throughout this policy we aim to support both the perpetrator and the victim.

15.4 Sexual violence and sexual harassment are never acceptable and will not be tolerated. Staff will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the alleged victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

16 Complaints

16.1 If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with the Trust’s complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|----------------------|----------|---|---|---|---|---|
| Behaviour Descriptor | Refusal | <ul style="list-style-type: none"> Not listening Making a poor effort | <ul style="list-style-type: none"> Refusal to follow an instruction Wandering around classroom Telling lies directly to an adult to exonerate yourself | <ul style="list-style-type: none"> Leaving the classroom without permission, but staying within the supervision of adults Ongoing refusal to follow instruction Refusing to do work/avoiding work Refusing to come out of toilets/hiding place Telling lies directly to an adult to get another in trouble | <ul style="list-style-type: none"> Leaving the classroom without permission, not staying within the supervision of adults Refusing to follow any instruction from any member of staff | <ul style="list-style-type: none"> Leaving the school site without permission (DB) Refusing to follow any instruction from any member of staff for a significant period / disobedience (DB) Persistent or general disruptive behaviour (DB) Challenging behaviour (DB) Persistent or general disruptive behaviour (disobedience / persistent violation of school rules) (DB) |
| | Verbal | <ul style="list-style-type: none"> Calling out Interrupting Inappropriate chattering | <ul style="list-style-type: none"> Answering back/ interrupting rudely Name calling / unkind remarks Insulting families or loved ones | <ul style="list-style-type: none"> Using language which offends others Swearing to release frustration/ Swearing under breath/indirectly | <ul style="list-style-type: none"> Using language purposefully to offend Swearing directly to intentionally hurt or abuse someone Racist, sexist and homophobic abuse as a singular incident | <ul style="list-style-type: none"> Use or threat of use of an offensive weapon or prohibited item (OW) Serious verbal abuse against a pupil (VP) Serious verbal abuse against an adult (VA) Racist abuse (RA) Sexist and homophobic abuse, taunting or harassment (LG) Abuse relating to disability (DS) |
| | Property | <ul style="list-style-type: none"> Interfering with the property of others Accidental damage to school or personal property | <ul style="list-style-type: none"> Defacing own work Minor deliberate damage to property Deliberately throwing or flicking small items | <ul style="list-style-type: none"> Defacing others work Deliberately damaging school or personal property | <ul style="list-style-type: none"> Proven stealing of school or personal property Substantial damage to school property | <ul style="list-style-type: none"> Arson (DM) Serious deliberate damage to school or personal property (DM) Vandalism (DM) Graffiti (DM) Theft (TH) |

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|------------|---|--|---|---|--|
| Disruption | <ul style="list-style-type: none"> Distracting others | <ul style="list-style-type: none"> Ongoing distraction of others | <ul style="list-style-type: none"> Disrupting the class so that learning is affected Manipulating others to make a poor behaviour choice | <ul style="list-style-type: none"> Persistent, significant disruption to learning Using threats to force others to make poor behaviour choices | <ul style="list-style-type: none"> Persistent, significant disruption to learning despite numerous strategies engaged to deescalate (DB) |
| Physical | <ul style="list-style-type: none"> Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space. | <ul style="list-style-type: none"> Play-fighting, leaving an injury | <ul style="list-style-type: none"> Threatened violence Deliberate minor physical assault: including hitting, strangling, punching, pinching, kicking and biting Spitting on things | <ul style="list-style-type: none"> Possession of an object that could be used intentionally to harm someone Serious fighting Deliberate serious physical assault: including hitting, strangling, punching, pinching, kicking and biting Spitting at someone | <ul style="list-style-type: none"> Deliberate wounding (PA) Sexual abuse or misconduct (SA) Use or threat of use of an offensive weapon or prohibited item (OW) Serious physical abuse Racist abuse (RA) Sexist and homophobic physical abuse (LG) Physical abuse relating to disability (DS) Wilful and repeated transgression of protective measures in place to protect public health (PH) Physical assault against a pupil (PP) Physical assault against an adult (PA) |
| Substance | | | | <ul style="list-style-type: none"> Smoking Vaping | <ul style="list-style-type: none"> Alcohol or substance abuse (DA) Inappropriate use of prescribed drugs (DA) Possession of illegal drugs (DA) Drug dealing (DA) Smoking (DA) |

| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|-----------------------|----------|--|--|---|--|---|
| | Bullying | | | <ul style="list-style-type: none"> • Selective friendships • Deliberate exclusion • Name calling | <ul style="list-style-type: none"> • Regular, targeted behaviour incidents from one child to another • Repeated malicious/threatening name calling | <ul style="list-style-type: none"> • Abuse relating to disability (DS) • Verbal, physical, cyber bullying or threatening behaviour online, racist, related to disability, sexual, homophobic, biphobic and transphobic bullying (BU) • Inappropriate use of social media or online technology (MT) |
| Possible Consequences | | <ul style="list-style-type: none"> • Non-verbal reminders - adult proximity, smile, thumbs up/down, frown • Verbal reminders | <ul style="list-style-type: none"> • Controlled choices - Do work at another time • Change of position in the classroom • Re-do work • Loss of privileges - e.g. part of break time, lunchtime. This is individual for different children • Informal contact with parents (teacher on dojo) | <ul style="list-style-type: none"> • Own individual resources within the classroom (i.e. own table / individual timeline etc) • Parents MUST be informed. Contact from teacher (phone call) • Removal of privileges - loss of entire break time • Removal from classroom • Individual space to calm down • Working restoratively - mediation between children • Possible referral to the SENCO for 1:1 support • Possible Risk Assessment | <ul style="list-style-type: none"> • Referral to external agencies • A formal meeting with parents • Internal exclusions • Behaviour support plan completed • Safety and support plan completed • Changes to curriculum / timetable • Possible part-timetable • Possible increased adult support • Structured lunchtime/breaks • Risk Assessments • Positive Behaviour Form • Pupil Daily Comments Sheet | <ul style="list-style-type: none"> • Suspension • Exclusion • Pastoral support plan completed • Headteacher meeting with parents • Formal recording with LA • Report to police (where appropriate) |