BEHAVIOUR POLICY AND RELATIONAL PRINCIPLES

Approval Date	February 2026
Policy Owner	Hill View Primary Academy
Adopted by Trust Board	March 2026
Review Date	September 2026 -school review

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

RELATIONAL POLICIES AND PRINCIPLES

At Reach South Academy Trust we believe that:

- Relationships are the foundation for us all to thrive in school.
- Mutual respect is the starting point for all agreements about how we all behave.
- Behaviour is a means of communication.
- We should work as a community to develop behaviours and responses to provide and positive and safe environment for everyone.
- All behaviours have natural consequences, and every member of our community is working towards taking accountability for their behaviour and what happens as a result.

All staff support all our pupils by:

- Being mindful and reflecting on the quality of our relationships with each other and them.
- Reflecting and being committed to continuously improve on the quality of our provision.
- Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of pupils' individual needs.
- Reflecting and planning the "scaffolding" we put in place to support them to learn self-regulation skills.
- Observing, gathering and analysing data on emotional development and behaviour – to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on and off site.
- Working in partnership with our pupils, their parents and carers, and other professionals working with them.
- Investing time and allowing safe spaces and opportunities for pupils to practice these skills and make mistakes from which they can learn, develop and grow.

The quality of our relationships with our pupils

These relationships are crucial. Each adult is a significant adult for our pupils. To foster successful, enabling relationships we need to:

- Actively build trust and rapport – which must be earned, not a given.
- Have high expectations for all pupils. When we demonstrate our belief in them, it supports them to succeed.
- Treat pupils with dignity and respect always by communicating carefully and clearly.
- Listen respectfully to the pupil and make a judgement about how/when to respond.
- Invest in relationships with the pupils and have fun together.
- Consider what might be behind the behaviour; why the pupil is behaving in this way. There will always be a reason, the behaviour is a symptom of something that we need to identify and understand.
- Keep our word – and if, for some reason, we are unable to honour a commitment to a pupil, to communicate clearly and honestly about why this has happened.
- Identify the strengths of the pupil – identify these with the pupil and build on it. If a pupil is not able to do this, advocate for the pupil within the team or professional group.
- Apologise if you make a mistake – you are modelling this for the pupil and this will support you to build trust and respect.

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

- Name and manage your own emotional reactions to pupils' reactions/behaviour, i.e., demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a pupil.
- Resolve difficult feelings about pupils' behaviour – it is unhelpful history, focus instead on getting it right in the future.
- Quietly but firmly hold appropriate boundaries for the pupils.
- Seek support from wider professional networks to problem-solve behaviour that challenges.
- Be respectful to pupils, we do not talk about them over their heads or in front of other pupils.
- Be non-judgmental about pupils' life experiences.
- Reflect and plan with parents to ensure consistency in approaches between home and school. If any form of restraint/ seclusion had to be used to keep a pupil safe during their school day this needs to be shared with parents or carers.
- Understand that touch is an essential element of Attachment and Trauma approach. Appropriate touch promotes a child's social and emotional development and is a highly effective and powerful method of non-verbal communication and a key to the development of healthy relationships. Touch must be child-centered not staff-centered.
- Holding may be used appropriately, by this we mean providing physical direction in a more directive nature (using Team Teach/ MAPA practices).

Our aims, we believe, are achieved when we have:

- Created and maintained a positive, safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect across the school community, for belongings and the school environment.
- Provided a nurturing environment to foster appropriate behaviour.
- Promoted self-awareness, self-control and acceptance of responsibility for actions.
- Used a range of appropriate approaches such as PACE (Dan Hughes) Trauma Informed Restorative approaches and Rights Respecting in their interactions with pupils.
- Made interventions specific to pupils' needs.
- High expectations and always maintained boundaries.
- Provided excellent role models.
- Created a school atmosphere which is consistent safe and caring.
- Understood that all behaviour choices have natural consequences, which are applied consistently and fairly within the school in a calm and considerate manner.

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

CONTENTS

Section	Description	Page No.
1.	Aims	5
2.	Scope and Application	7
3.	Regulatory Framework	7
4.	Publication and Availability	9
5.	Definitions	9
6.	Responsibility Statement and Allocation of Tasks	9
7.	Promoting High Expectations of Good Behaviour	11
8.	Responding to Unacceptable Behaviour	11
9.	Minor Breaches of Discipline / This Policy	12
10.	Serious and / or Persistent Breaches of Discipline / This Policy	12
11.	Suspected Criminal Behaviour	14
12.	Removal from the Classroom	14
13.	Intervention, Support and Reintegration	15
14.	The Role of Parents	16
15.	The Role of Pupils	16
16.	Additional Needs	17
17.	Safeguarding and Child-on-Child Abuse	17
18.	Malicious Allegations	18
19.	Use of Reasonable Force	18
20.	Searching Pupils	19
21.	Staff Training	19
22.	Risk Assessment	20
23.	Record Keeping	20

Appendices

1.	School Behaviour Expectations and Routines	22
2.	Removal from the Classroom	34
3.	Rewards and Consequences	35
4.	Investigations of Incidents and Alternative Action	41
5.	Use of Reasonable Force	45
6.	Searching, Screening and Confiscation	46
7.	Individual Behaviour Plan, Risk Assessment paperwork	53

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

1. Aims

1.1 This is the Behaviour Policy of **Reach South Academy Trust.**

1.2 The aims of this policy are as follows:

- To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their feelings and behaviour through providing students with strategies to manage their own feelings and behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- To create a calm, safe and supportive environment free from disruption in which pupil can thrive and flourish both in and out of the classroom and reach their full potential;
- To create, promote and maintain high expectations of positive behaviour amongst pupils through a whole school approach to behaviour
- To actively promote and safeguard the welfare of pupils at the Academy and to protect all who come into contact with the Academy from harm;
- To ensure, so far as possible, that every pupil in the Academy is able to benefit from and make their full contribution to the life of the Academy, consistent always with the needs of the Academy's community;
- To set out a clear and fair process for the proper investigations of allegations of poor behaviour and / or breaches of discipline;
- To encourage pupils to accept responsibility for their behaviour;
- To consider how negative behaviours can be prevented or prevented from recurring;
- To enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
- To set out the consequences available to the Academy in the event of pupil misbehaviour
- To help promote a whole school culture of safety, equality, inclusion and protection.

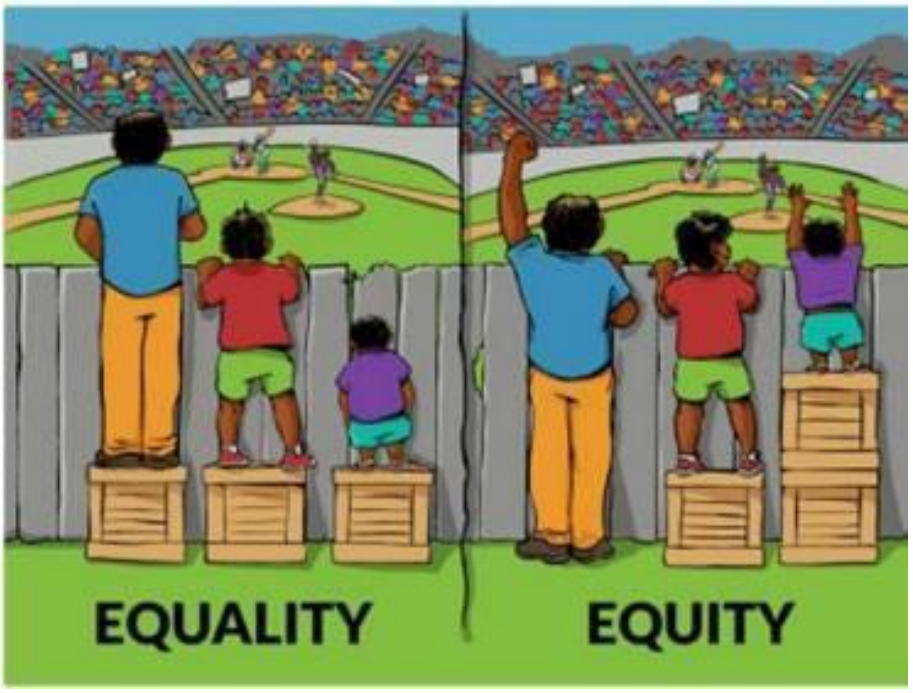
1.3 **Values & Beliefs:** *What do we want for our school community?*

- Our ethos is based around inclusive and compassionate principles, which are beneficial to the well-being of all children.
- All children wish to belong, achieve and contribute to their school, family and community. Child centred approaches, where their voices are central and where plans utilise their strengths, resources and qualities are integral to success.
- High levels of nurture and empathy, with containment and structure, support children to feel safe. Children need clear boundaries, predictable routines, expectations and regulated responses to behaviour.
- Natural consequences that can follow certain behaviours should be made explicit, without the need to enforce a 'sanction' that can shame and ostracize children from their peers, school community and family, leading to potentially more negative behaviour. Responses to behaviour should ensure that children feel safe and that all needs are met.
- Behaviour is often a form of communication and the expression of underlying needs. It is not possible to support a child's behaviour without addressing these needs.
- Children need personalised responses to supporting their personal development and well-being. Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

everyone getting what they need.

- Relational, regulatory and restorative approaches are more effective in supporting the development of internal control and regulation. Not all behaviours are a matter of choice and therefore external control will not be effective in changing behaviour.
- Punitive approaches and suspension/exclusion may re-traumatise children and further embed the behaviours causing concern. Theory and research on attachment, neuroscience and adverse childhood experiences advocate the use of relational and restorative approaches rather than those that are behaviourist and punitive.
- At **Hill View Primary Academy** we are always thinking 'all behaviour is communication' and we ask ourselves 'what is the child trying to communicate?' We realise that sometimes this can be different for every child who has their own packet of needs so may look different in each individual case.
- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).



1.4 This policy forms part of the Academy's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the Academy to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

1.5 Although this policy is necessarily detailed, it is important to the Academy that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The Academy welcomes feedback on how we can continue to improve our policies.

2. Scope and Application

2.1 This policy applies to the whole Academy including the Early Years Foundation Stage (**EYFS**)].

2.2 This policy (together with • Statement of Behaviour Principles and all other Academy policies on behaviour and discipline) applies to all pupils at the Academy and at all times when a pupil is:

- in or at the Academy (to include any period of remote education);
- representing the Academy or wearing school uniform;
- travelling to or from the Academy;
- on Academy organised trips;
- associated with the Academy at any time.

2.3 This policy shall also apply to pupils at all times and places including out of school hours and off school premises in circumstances where failing to apply this policy may:

- affect the health, safety or well-being of a member of the Academy's community or a member of the public;
- have repercussions for the orderly running of the Academy; or
- bring the Academy into disrepute.

3. Regulatory Framework

3.1 This policy has been prepared to meet the Academy's responsibilities under:

- Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022;
- The Education and Inspections Act 2006;
- The Education Act 1996;
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;
- Education (Independent School Standards) Regulations 2014;
- Statutory framework for the Early Years Foundation Stage (DfE, September 2021)
- Education and Skills Act 2008;
- [• Children Act 1989;]
- [• Childcare Act 2006;]
- Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
- Human Rights Act 1998; and
- Equality Act 2010.

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

3.2 This policy has regard to the following guidance and advice:

- Keeping children safe in education (DfE, September 2022) (**KCSIE**);
- Working together to safeguard children (DfE, July 2018 updated July 2022);
- Information sharing advice for safeguarding practitioners (DfE, July 2018)
- Behaviour in schools: advice for Headteachers and school staff 2022 (DfE September 2022);
- Preventing and tackling bullying, advice for Headteachers, staff and governing bodies (DfE, July 2017)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, September 2022) (**Suspension and Permanent Exclusion Guidance**); [• *Drafting note: any suspensions or exclusions that were imposed before 1 September 2022 will still be subject to the regime set out in the previous guidance Exclusions from maintained schools, academies and pupil referral units in England (DfE 2017)*]
- Use of reasonable force (DfE, July 2013);
- Searching, screening and confiscation (DfE, July 2022);
- Alternative provision (DfE, January 2013) (**AP Guidance**);
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020);
- Mental health and behaviour in schools (DfE, November 2018);
- Equality Act 2010: advice for schools (DfE, June 2018);
- Police and Criminal Evidence Act 1984 (PACE) PACE Code C (Home Office, 2019);
- Guidance for appropriate adults (Home Office, April 2003);
- Relationships education, relationships and sex education and health education (DfE, June 2019); and
- The designated teacher for looked-after and previously looked-after children (DfE, February 2018)

3.3 The following Academy policies, procedures and resource materials, if appropriate and in place at Hill View Primary Academy, are relevant to this policy and, where applicable, breach of them will constitute a breach of this Behaviour Policy:

- Anti-bullying policy
- Policy on smoking, alcohol and the misuse of drugs and substances
- School uniform policy
- Sixth form code of conduct
- Acceptable use policy for pupils
- Online safety policy;]
- Safeguarding and child protection policy and procedures
- Child-on-child abuse policy;[3]
- Risk assessment policy for pupil welfare
- Special educational needs and learning difficulties policy
- Staff code of conduct
- Use of reasonable force and physical restraint policy
- Relationships education and / or Relationships and sex education policy
- Positive Relationships Policy 2022

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

4. Publication and Availability

4.1 This policy is published on the Academy's website.

4.2 This policy is available in hard copy on request.

4.3 A copy of the policy is available on the school website with links to it from :

- the Staff Handbook
- the home school agreement
- Any information for prospective pupils and staff
- and Parents will be reminded of this on an annual basis through a letter at the start of the academic year.

4.4 A copy of thepolicy is available for inspection fromtheschoolwebsiteand/ or theschoolofficeduringtheschool day.

4.5 This policy can be made available in large print or other accessible format if required.

5. Definitions

5.1 Where the following words or phrases are used in this policy:

- References to the **Proprietor** are references to Reach South Academy Trust, the **Academy Trust**

- References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian).

- References to **school days** mean Monday to Friday, when the Academy is open to pupils during term time. The dates of terms are published on the Academy's website.

6. Responsibility Statement and Allocation of Tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under S.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

6.3 Any consequence imposed on a pupil will be legal and proportionate. The consequence will be reasonable in all the circumstances and account will be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

6.4 In discharging of its responsibilities under this policy, the Proprietor expects school leaders and

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

staff to undertake the following roles:

6.5 School leaders will:

- Be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;
- Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
- Make sure all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
- Consider any appropriate training which is required for staff to meet their duties and functions within the Behaviour Policy;
- Ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupils' behaviour;
- Encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.

6.6 School staff will:

- play an important role in developing calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;
- uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships; as defined in this policy, so pupils can see examples of good habits and confident to ask for help when needed;
- challenge pupils to meet the school expectations and maintain boundaries of acceptable conducts;
- communicate school expectations, routines, values and standards (set out in Appendix 1) both explicitly through teaching behaviour and in every interaction with pupils;
- consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conduct

6.7 In order to achieve this, the Proprietor has allocated the following tasks:

Task	**Allocated to**	**When / frequency of review**
Keeping the policy up to date and compliant with the law and best practice	RSAT Inclusion Team	As a minimum annually, ideally termly, and as required
Keeping the policy up to date and compliant with the law and best practice	Proprietor	As a minimum annually, ideally termly, and as required
Reviewing induction and ongoing training for staff	Headteacher of each Academy School	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Headteacher of each Academy School	As a minimum annually, ideally termly, and as required
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the Academy's processes under the policy	SLT	As a minimum annually, ideally termly, and as required
Formal annual review including effectiveness of policy and	Proprietor	As a minimum annually, and as required

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

procedures in promoting good behaviour and trends relating to disciplinary measures taken		
Overall responsibility for content and implementation	Proprietor	As a minimum annually.

7. Promoting High Expectations of Good Behaviour

7.1 Pupils are educated about good behaviour through the operation of the Academy's curriculum, PSHE, relationships education / relationships and sex education programmes and the Academy's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of good habits and routines). Illustrative of the ways in which the Academy teaches the behaviour curriculum are set out in Appendix 1. This will also include induction to school systems and routines on joining the Academy and re-induction after removal from the classroom, time spent at off-site provision or in Pupil Support Units and following suspension.

7.2 The Academy understands that rewards can be the most effective means of motivating pupils. The ways in which the Academy may reward good behaviour are set out in Appendix 3.

7.3 The Academy recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the Academy to manage the pupil's behaviour more effectively and improve their educational outcomes.

7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, has suffered early trauma and/or ACES, or is experiencing significant challenges at home.

8. Responding to Unacceptable Behaviour

8.1 When a member of school staff becomes aware of misbehaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with Hill View Academy's local implementation of this policy.

8.2 The first priority will be to ensure the safety of pupils and de-escalation techniques can be used to prevent further behaviour issues arising.

8.3 The Academy recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.

9. Minor Breaches of Discipline / This Policy

9.1 The Academy adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the Academy at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.

9.2 The Academy has pastoral support systems in place to assist pupils in managing their behaviour. A range of consequences are available for those who breach the Academy's policies on behaviour.

9.3 The decision to issue a consequence and the consequence itself must be made on the Academy's premises or whilst the pupil is under the charge of the relevant member of staff.

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

9.4 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level consequences may be given following such processes (see Appendix 3 for details of possible consequences).

9.5 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.

9.6 When considering the appropriate consequence, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, consequences applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the Academy's community as a whole.

10. Serious and / or Persistent Breaches of Discipline / This Policy

10.1 Allegations, complaints or rumours of serious and / or persistent breaches of discipline should be referred to the Headteacher or Deputy Head Teacher.

10.2 The decision to issue a consequence and the consequence itself must be made on the Academy's premises or whilst the pupil is under the charge of the relevant member of staff.

10.3 The main categories of misconduct which are likely to be considered to be serious breaches of discipline include, but are not limited to:

- supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the school policy on smoking, drugs and substances;
- actual or attempted theft, blackmail, intimidation, cyber-based bullying or prejudice based bullying, discriminatory based bullying or other potentially criminal offences including being an accessory or conspirator;
- physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling
- physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");
- initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
- abuse in intimate personal relationships between child/young people (Child on Child abuse);
- sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;
- consensual and non-consensual sharing of nudes and semi-nude images and / or videos;
- behaviour in contravention of the Academy's policies on the acceptable use of technologies or online safety;
- supply or possession of pornography;
- behaviour which may constitute a criminal offence, such as:
  - possession or use of firearms, knives or other weapons;
  - vandalism, defacement and / or destruction of school property
- persistent breaches of discipline or attitudes or behaviour which are inconsistent with the Academy's ethos;
- other misconduct which affects the welfare of a member or members of the Academy's community or which brings the Academy into disrepute (single or repeated episodes) on or off the Academy's premises;
- other misconduct specifically provided for in the Academy's various policies on behaviour.

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

10.4 The Academy aims to operate within the principles of fairness and 'natural justice'. A decision to exclude a pupil permanently will only be taken:

- in response to a serious breach and / or persistent breaches of the Academy's local implementation of the Behaviour Policy.
- where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others such as staff or pupils in the school.

10.5 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 4.

10.6 Complainants will be taken seriously and the Academy will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the Academy. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.

10.7 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting may be held in accordance with the procedures set out in Appendix 4.

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

10.8 Appendix 3 Appendix 1 sets out a non-exhaustive list of possible consequences which may be imposed for serious and / or persistent breaches of discipline / this policy.

11. Suspected Criminal Behaviour

11.1 Before investigating a behaviour incident, the Academy will consider whether a criminal offence may have been committee and should be reported to the Police.

11.2 The Academy will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the pupils of the Academy (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police.

11.3 Where a report is made to the Police, the Academy will not act in a way which could prejudice a criminal investigation, or tip off anyone who may be involved. The Academy will keep in mind that any records created (including witness statements) may be requested by the Police, Crown Prosecution or Defence Solicitors for use within criminal proceedings, with disclosure to other parties.

11.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the Academy may decide to continue its investigation and impose consequences.

11.5 The Academy will follow its safeguarding and child protection policy and procedures at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.

12. Removal from the Classroom

12.1 This section must be read alongside Appendix 2 below.

12.2 The Academy will only remove a pupil from the classroom for serious disciplinary reasons, as a formal consequence under this policy. Removal from the classroom is different to the use of separate spaces (for example, sensory/nurture rooms used for non-disciplinary reasons to meet a pupil's needs).

12.3 Removal from the classroom will only happen for the following reasons:

- 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.

12.4 The Academy will consider whether removal from the classroom is proportionate and will take into account the circumstances of each individual case, with parents being notified on the day.

12.5 The Academy will provide any pupil who is removed from the classroom continuous meaningful education during any period of removal.

12.6 The Head Teacher/DeputyHeadTeacherwill maintain overall strategic oversight of the use of removal from the classroom.

13. Intervention, Support and Reintegration

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

13.1 The Academy will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The Academy has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.

13.2 The range of intervention strategies that the Academy will put in place include as appropriate, include for example, but are not limited to:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- Pupil Support Units; and
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

13.3 Where the Academy has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and/or whether a multi-agency assessment is appropriate.

13.4 Hill View Academy does not currently have a Pupil Support Unit where planned interventions for individual pupils takes place in place of mainstream lessons.

13.5 Following any incident requiring consequence, the Academy will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the Academy. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.

13.6 The Academy will consider and apply appropriate strategies for the reintegration of a pupil following removal from the classroom, time at a Pupil Support Unit, time at an alternative site under an off-site direction or suspension.

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

14. The Role of Parents

14.1 The Academy seeks to work in partnership with Parents over matters of discipline and helping schools develop and maintain good behaviour, and it is part of the Parents' obligations to the Academy to support the Academy's policies on behaviour.

14.2 The Academy recognises that communication the Academy policy to all members of the school community, including parents, is an important way of building and maintaining the Academy's culture.

14.3 Where a parent has a concern about the management of behaviour, they should raise this directly with the Academy whilst continuing to work in partnership with them.

14.4 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct, but may be prevented from doing so immediately e.g. by the police if they are involved.

14.5 Parents will be notified of any pending disciplinary action in accordance with paragraph 9.4.

14.6 Parents will also be notified of disciplinary consequences:

- imposed for significant minor breaches of discipline (persistent minor breaches such as demerits / detention); and
- those imposed for serious breaches of discipline and any rights of review as required and / or within school reports.

14.7 Parents will be consulted about the child's conduct and the application of this policy to their child where the Academy considers, in its professional judgement, that these give rise to a significant concern about pupil welfare.

14.8 Whenever the Head or Deputy Headteacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it, in accordance with section 51A Education Act 2002 and the statutory Suspension and Permanent Exclusion Guidance.

15. The Role of Pupils

15.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and the school's approach to a failure to meet required standards consequence processes. Pupils will be taught they have a duty to follow the school Behaviour Policy and uphold the school rules and should contribute to the school culture.

15.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarise them with the school behaviour culture.

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

16. Additional Needs

16.1 Where the Academy has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority where required), consider what additional support or alternative provision may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability. Where a pupil has an EHC plan, the Academy should consider requesting an early annual review or interim / emergency review.

16.2 The Academy will, as far as possible, to anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

16.3 The Head or Deputy Headteacher and proprietor must comply with their statutory duties in relation to SEN and disability and the Equality Act when administering the exclusion process. This includes having regard to the SEND Code of Practice.

16.4 Whilst an exclusion may still be an appropriate consequence, the Head or Deputy Headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.

16.5 The Academy will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Staff should seek advice from the Head or Deputy Headteacher if they are unsure about how to manage a pupil's behaviour where this is related to a disability.

16.6 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Head or Deputy Headteacher / SENCO and further action in accordance with the Academy's Special educational needs and disability policy will be considered.

16.7 Where a suspension or permanent exclusion is being considered, the Academy will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

17. Safeguarding and child-on-child abuse

17.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The Academy will adopt a zero-tolerance approach to abuse to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

- bullying (including cyber-bullying prejudiced-based and discriminatory-based bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);
- sexual violence and / or sexual harassment;
- causing somebody to engage in sexual activity without consent
- upskirting and / or attempts to commit upskirting;
- consensual and non-consensual sharing nudes and semi-nudes and or videos (also known as sexting or youth produced sexual imagery); and
- initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

17.2 Child -on-child abuse can occur both inside and outside of the Academy and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can led to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.

17.3 Technology is a significant component in many safeguarding and wellbeing issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

17.4 In line with the Academy's aims and culture of openness and encouragement to report, the Academy's policy and procedures with regard to child-on-child abuse are set out in the Academy's Safeguarding and child protection policy and procedures, Child-on-child abuse policy. If behaviour matters give rise to a safeguarding concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the Safeguarding and child protection policy and procedures will take priority).

18. Malicious Allegations

18.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil needs help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Head or Deputy Headteacher will also consider whether to take disciplinary action against the pupil in accordance with this policy.

18.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

18.3 The Academy will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

19. Use of Reasonable Force

19.1 Corporal punishment is not used at the Academy and force must never be used as any form of consequence.

19.2 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in Appendix 5 and the Academy's Use of reasonable force and physical restraint policy. More detailed guidance about the use of reasonable force is provided to staff in the Staff code of conduct.

20. Searching Pupils

20.1 Academy staff may search a pupil and their possessions for any item if the pupil agrees. The member of staff must ensure the pupil understands the reasons for the search and how it will be conducted, so that their agreement is informed. Appropriate consideration will be given to the age and needs of pupils being searched and the factors that may influence the pupil's ability to agree[6].

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

20.2 The Academy will follow its safeguarding and child protection policy and procedures at all times if a safeguarding concern arising as a result of any actions connected with a search of a pupil.

20.3 If a pupil is not willing to co-operate with the search, the Academy will consider why this is. If a search is necessary but not required urgently, the staff member will seek advice from the DSL, Head or Deputy Headteacher or appropriate member of pastoral staff.

20.4 If a pupil refuses to co-operate with a search, the Head or Deputy Headteacher and staff authorised by the Head or Deputy Headteacher may use reasonable force to search a pupils' possessions. Where they have reasonable grounds for suspecting that a pupil has an item prohibited by law in their possession (see Appendix 5 for further details in this respect). Reasonable force cannot be used to search for items that are banned by the Academy.

20.5 If a pupil continues to refuse to co-operate, their behaviours may be addressed in line with the Academy's behavior policy where this appropriate, in a consistent, fair and proportionate way.

21. Staff Training

21.1 The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes:

- how staff can support pupils in meeting high standards of behaviour
- how staff can to ensure that this policy and consequences is applied in a way that is consistent, fair, proportionate and predictable way
- where applicable to reflect the need of particular pupils.

21.2 The level and frequency of training depends on the role of the individual member of staff.

21.3 The Academy maintains written records of all staff training.

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

22. Risk Assessment

22.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

22.2 The format of risk assessment may vary and may be included as part of the Academy's overall response to a welfare issue, including the use of individual pupil welfare plans (including Education, Health and Care Plans, behaviour plans, as appropriate). Regardless of the form used, the Academy's approach to promoting pupil welfare will be systematic and pupil focused.

22.3 The Headteacher has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated as required.

22.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to a member of the SLT/Pastoral team who have / has been properly trained in, and tasked with, carrying out the particular assessment.

23. Record Keeping

23.1 All records created in accordance with this policy are managed in accordance with Academy policies that apply to the retention and destruction of records.

23.2 The Academy will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a rage of sources and that is regularly objectively analysed and monitored by appropriate skilled staff.

23.3 The Academy will keep a separate record for allegations and concerns reported in respect of:

- sexual harassment or sexual violence;
- bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / bi-phobic / transphobic bullying, use of derogatory language and racist incidents.

23.4 The Academy will keep a record of any search be a member of staff for a 'prohibited item' and all searches conducted by police officers. This will be recorded in the academy's safeguarding reporting system.

23.5 The Academy will keep a separate record of consequences imposed for serious misbehaviour. The record will include:

- the name and year group of the pupil concerned;
- the nature and date of the offence;
- the consequence imposed and reason for it; and
- the name of the person imposing the consequence
- [identifying whether these are relating to boarding].

23.6 This record will be reviewed regularly by the [Deputy [Principal / Headteacher] so that patterns in behaviour can be identified and managed appropriately. This will also

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

help if / when responding to any complaints about the way a case has been handled by the Academy.

23.7 This record will be reviewed by the Proprietor / Local Governing Board in order to evaluate all data recorded in order to meet their obligations under this policy and, in particular, establish any trends (for example, in respect of particular socio-economical groups, or groups with a protected characteristic).

23.8 The records created in accordance with this policy may contain personal data. The Academy's use of this personal data will be in accordance with data protection law. The Academy has published on its website privacy notices which explain how the Academy will use personal data.

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

Appendix 1: Hill View Primary School Behaviour Expectations and Routines

Behaviour & Relationships

Ready, Respectful, Safe.

Hill View Primary

1. Purpose

Our aim is to help pupils to:

- feel safe
- build positive relationships
- regulate their emotions
- make positive behaviour choices
- be ready to learn

We believe that behaviour is **taught**, supported and practised. Staff respond to behaviour calmly, consistently and with a relational approach, using **PACE** and restorative practice where appropriate.

2. Core Principles

At Hill View Primary School, we believe that:

- all pupils should feel **valued, respected and safe**
- behaviour should be understood as a form of communication
- strong relationships support good behaviour
- pupils need clear routines, boundaries and expectations
- some pupils will need additional support to meet expected standards
- consequences should be **calm, proportionate and consistent**
- where appropriate, staff should use **repair and reparation** to rebuild relationships

3. Keeping Children Safe

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on- child abuse), and that it can happen both inside and outside of school or college and online. It is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).
Please refer to chapter 1 of the KCISE and the safeguarding policy.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. This can often be Several Times on Purpose (STOP). There is further guidance on this in the main body of the policy and in the Anti-bullying policy.
Bullying is, therefore:

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

All incidents of child on-child abuse are taken very seriously by the school, and this is also the case with issues of alleged or actual bullying. Every effort is taken to thoroughly investigate them and resolve the cause and take appropriate action. Reports of alleged bullying will be logged by the adult who observes them.
Please refer to Hill Views anti bullying strategy for further information.

4. **How we use the values of the school to build character**:

Aspire	To allow children to learn through the individual liberty to make the right choice. Children will be given the opportunity to reflect upon their behaviour and coached to make appropriate choices in the future.
Success	To ensure that children are clear about positive behaviour expectations and to meet and exceed these. To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
Community	To develop a sense of mutual tolerance and respect towards others. To understand that active participation, fairness and equity are principles that underpin the principles of democracy and contribute to uphold and sustain our community standards and expectations. To value everyone equally, enabling them to become independent and confident members of the community with a sense of belonging.
Excellence	To have high expectations of their behaviour and the behaviour of others, particularly to be ready, respectful and safe. To achieve an excellent standard of behaviour supported by pupils, parents / carers and staff.
Nurture	To understand and support that some children will have more learning so they can self-regulate or require adaptation and support to self-regulate.
Trust	To help children follow the rules and expectations of the school and prepare them to follow the rule of law when they are adults. Prepare children for opportunities, responsibilities and experiences of later childhood and adult life, through the encouragement of self-control, problem solving and decision-making. To set clear boundaries of acceptable behaviour and to ensure safety.

3. Our School Priorities

Routines	Behaviour	Teaching
What we will see:	**What we will see:**	**What we will see:**
• Children are greeted positively at the start of the day. • Children arrive prepared for learning and place belongings appropriately. • Movement around the school is calm, orderly and purposeful. • Children line up, enter and leave spaces quietly and respectfully. • Transitions maximise learning time and minimise disruption. • Adults consistently model routines and expectations. • Everyone demonstrates the school values in	• High and consistent expectations from all adults. • Children are ready, respectful and safe at all times. • Positive behaviour is recognised, encouraged and celebrated. • Pupils reflect on their choices and take responsibility for their actions. • Restorative conversations support reflection and improvement. • Positive relationships are nurtured between adults and pupils. • Behaviour systems are applied fairly,	• Classrooms are safe, supportive and stimulating learning environments. • Teachers establish strong relationships built on mutual respect. • Learning is ambitious, engaging and appropriately challenging. • Lessons meet the needs of all learners through effective adaptation. • Pupils receive regular feedback to improve learning. • Teachers maintain high expectations for learning and behaviour. • Learning supports the development of

daily interactions.	consistently and proportionately.	character and self-regulation.

4. How we reward and celebrate positive behaviours

Children are praised and rewarded whenever possible in a variety of ways:
The most common reward is praise, informal and formal, public and private, to individuals and groups. Children will be taught that there are positive consequences for following school rules and displaying 'expected' behaviour and that there will be negative consequences for breaking the rules and displaying 'unexpected' behaviour. Individual teacher's reward children and praise good effort and behaviour through; verbal praise, positive comments on work, celebration of efforts through display.

Assemblies
Every Friday phases will gather together for a Wizard Assembly to celebrate achievements for that week which include……

Every term the Key stages/phases comes together for a **celebration assembly**. We take time as a school to celebrate each other's success, these can be from home or within school. It is an important time for the children to come together and be proud of each other.

Class Hundred Square
Children collect reward points for their class '100 square'. The teacher negotiates a reward with the class prior to collecting points e.g. an extra 15 minutes' playtime, investigation time or watching a 15 minute video.
The '100 square' and negotiated reward is displayed in the classroom.

Balloons
Reception pupils will be rewarded a balloon once they have completed their balloon sticker chart. They are rewarded with a sticker for showing our ASCENT values and following our school rules.

House Points
All staff award house points including T.As, lunchtime staff, the admin team and the caretaker. House points are introduced in the summer term for Reception children as part of their transition into year 1.

To support staff outside of the classroom, tokens will be made available to give to children that are displaying positive behaviours in the corridors and shared spaces. The token will be handed to the child to be given to the class teacher. This will be exchanged for a HP

At the end of each term, the House that has gained the most house points that term, will be given a special whole school reward. The Leadership Team will decide what the reward will be each term.

Following ASCENT award
Every week, the children focus on a specific virtue and endeavour to demonstrate that in their behaviour and interactions with the school community. All classes focus on this virtue to help the children link the positive behaviours and traits to Christs words and actions.

Headteacher's Award
A special head teacher's award can also be given for a particular achievement or act of character

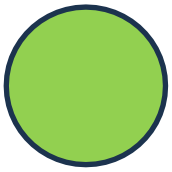
5. **School Rules and Expectations**

Aspire	**Success**	**Community**	**Excellence**	**Nurture**	**Trust**

'Ready' - Ready to learn, ready to listen, ready to participate etc. '	We are READY to learn – • We arrive at school on time. • We have the correct uniform and PE kit. • We have our equipment ready. • We show that we are listening and our minds are ready to try our very best.
Respectful' -Respect for themselves. Showing respect to their peers, to adults, to our environment.	We are RESPECTFUL – • We listen when others speak and we respect the property of our friends and the school. • We respect that other people have different ideas, beliefs and backgrounds to our own. • We respect that people may look different and have different needs but we all feel the same emotions. • We respect the law and the rules of school and society.
'Safe' - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.	We are SAFE – • We move around school in a safe manner. • We follow instructions to keep ourselves safe. • We use equipment safely. • We make choices that help to keep others safe. • We stay safe online and make safe choices in our community.
These 3 simple rules underpin the school's approach to behaviour management by both the pupils and in terms of how the adults relate and guide their approach.	

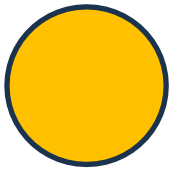
6. Traffic Light System / Escalation Process

We use a traffic light system to support children learning to self-regulate and make the right choices in school. Every class has a traffic light display with the colours green, orange and red.

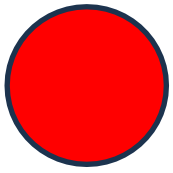


- Our expectation is that every child will be on green as this means that they are being Ready, Respectful and Safe.
- The teacher or member of staff may point to the green traffic light at the beginning of the lesson as a reminder
- fan to reinforce that the class, a group or an individual are meeting this expectation and praise them for doing so.

- If a child makes behaviour choice that are not Ready, Respectful or Safe they will be given a **Verbal Warning** to remind them of expectations. The child will be shown the traffic lights in the classroom and reminded of the rule by the teacher/adult.



- If a child continues to make behaviour choices that are not Ready, Respectful or Safe they will be given a verbal warning to remind them of expectations
- Member of staff will place the Amber card on the desk/carpet in front of them.
- The expectation is that the child, having been warned then complies with the RRS expectation in relation to whatever is being requested or referred to/
- **If the pupil has turned their behaviour around, the card will be removed from infront of the pupil and should be praised for turning their behaviour around and returning to Green.**



- Should a child continue to breach the RRS expectation, then they will be given a further warning
- Member of staff will remove the amber card and place a Red Card on the desk/carpet in front of them.
- The expectation is that the child will need to stay in during playtime/lunchtime for reflection time and will need to complete the 'Reflection Sheet' (see appendix)
- If behaviour escalates, becomes disruptive and non-compliant, an SLT card can be sent to the office for SLT involvement.

2 red traffic lights in one day – Parent Involvement & Reported on Arbor

5 red traffic lights in a week this is serious – Meeting to be arranged with parent and member of SLT

7. Daily Behaviour Chart

Daily Behaviour Chart Dates Covered by this sheet:

Dates of week																				
Name	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F

Amber Warning marked with a dot/Red Warning to be marked with a tick

3. Levels of behaviour, actions and consequences (this is not an exhaustive list)

Behaviour Level	Examples	Response	Consequences
Level 1	Calling out, out of seat, distracting others, work avoidance, not lining up, minor pushing, littering, not following instructions	Amber Card Record on Daily Behaviour Chart	Reminder of expectations
Level 2: Repeated or	Repeated Level 1 behaviours, refusal to follow instructions, disrupting learning, rude behaviour, targeted name-calling, leaving the classroom, minor vandalism, minor theft	Red Card Record on Daily Behaviour Chart Parent/carer informed Record on Arbor, restorative conversation / Reflection Sheet, missed playtime or time-out, monitor behaviour	Reflection time during the next playtime Reflection sheet to be completed. Sheet to be sent home if it's the second in one day *Supervision to arranged if during lunchtime*
Level 3: Serious	Bullying, fighting, threatening behaviour, discriminatory language, serious vandalism, absconding, significant theft, swearing directed at others, refusal to leave a room, bringing prohibited items	Record on Arbor, parent/carer informed, senior leader involvement, restorative meeting, or review meeting	SLT involvement Behaviour support plan Possible Internal suspension
Level 4:	Assault, behaviour causing	Immediate SLT response, record on	

Severe/Safety Concern	injury or significant risk of injury, threats towards pupils or staff, inappropriate sexualised behaviour, persistent dangerous behaviour	Arbor, parents contacted, risk assessment, behaviour support plan,	Behaviour support plan Possible external suspension

4. Our School Behaviour Approach

All staff are responsible for adhering to positive practice that promotes a pupil's ability to engage in, and access their learning. This is based on the understanding that pupil's best achieve, develop and reach their true potential when staff are fair, flexible, trustworthy, respectful and model positive relationships.

As a school, we use a range of approaches to enable all adults to relate to the children in the school, to teach them to regulate or enable them to self-regulate and to then reflect on choices made.
Self-regulation involves controlling one's behavior, emotions and thoughts in the pursuit of long-term goals. More specifically, emotional self-regulation refers to the ability to manage disruptive emotions and behaviours.

If these behaviour choices continue or escalate then staff should use emotion coaching strategies and resources such as the 5- point scale/zones of regulation to help the child.

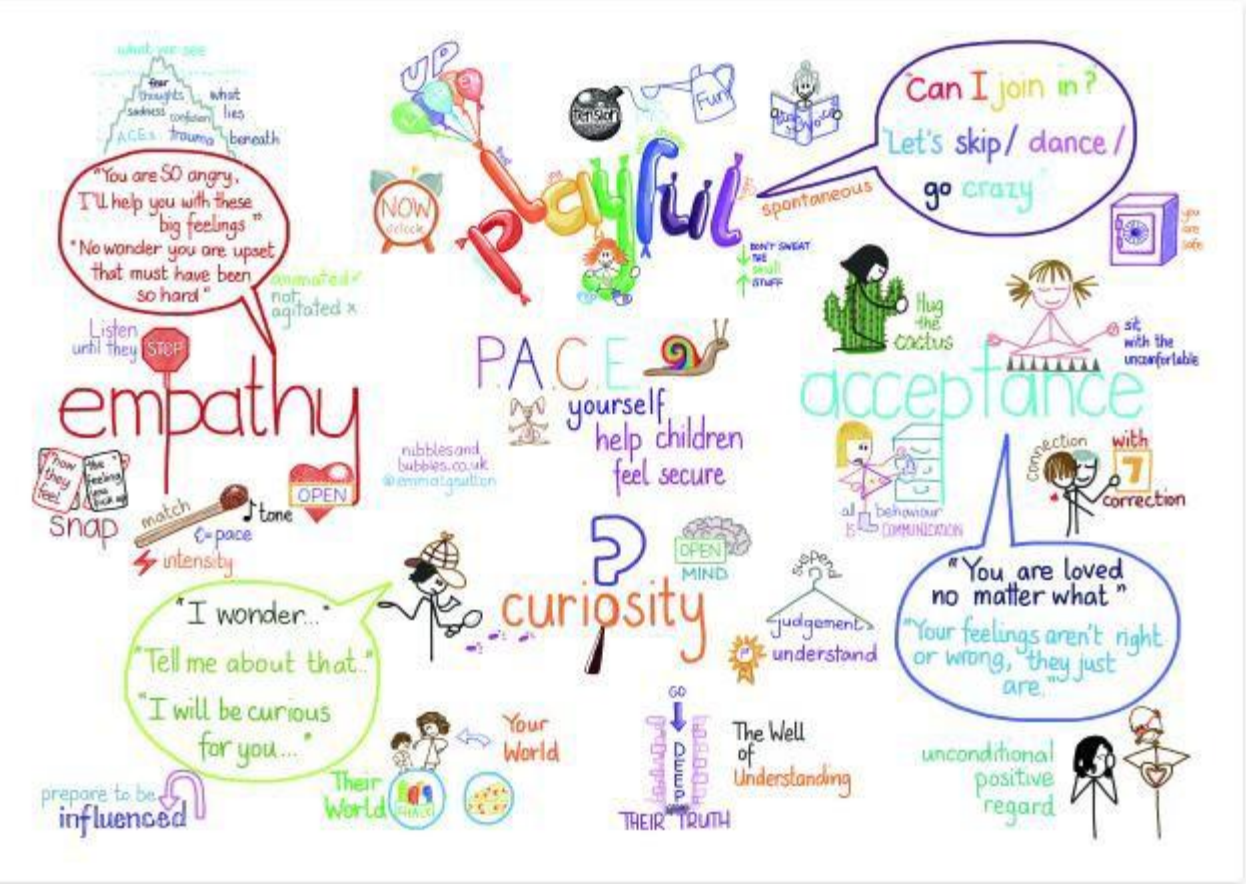
It is important:

- When addressing a child's behaviours, that this is done in a non- threatening way and done discreetly and where possible in a quieter space to reduce any additional shame or other negative feelings the child maybe feeling,
- When sending a behaviour card or managing/reporting a child's behaviour to other adults such as year leaders/a
- member of SLT that this is done discreetly and not in front of the child/children.
- If the behaviour does not improve or the behaviours are regularly in the medium level or at high level, or if an underlying need/circumstance may be contributing to these behaviours, the teacher should speak to The Inclusion Team Leads who will then assess and review and may seek additional support for the child (including from outside agencies). The Inclusion Team also monitor behaviour trends weekly across the school, and may identify specific individuals who may need further support.

A report card may be put in place to support the child's self-regulation; this will be monitored daily by the adults supervising the child including at break times and also at the end of every day, by a member of SLT. If the behaviour continues, a Behaviour Review Meeting will be called. This will involve the class teacher plus the SENCO, any other appropriate staff as appropriate and parents/carers. The aim of these meetings is to bring together views, review and improve strategies/support in place which may include referrals to outside agencies, multi-agency assessment, an 'Individual Relationship Plan' being put in place etc.

We do acknowledge that each child's behaviour choices are a form of communication and that for some children with SEND and/or SEMH needs, this communication is represented in more challenging behaviour. With this in mind, whilst ensuring that there are consequences of some form, these will be considered on a case by case basis to support the child's next steps. This could include, but will not be limited to, further restorative work with key adults

PACE is a strategy that is used to intervene in challenging or disruptive behaviour. It allows for an intervention that is non-judgmental and distracting and that allows a child a way out to begin the process of calming down and reparation. Teachers are encouraged to use PACE strategies and language to build relationships with pupils that are the basis of how things can be turned around.



There is more information on PACE here: [Understanding PACE]

Our Code for a happy, safe playground.

Aspire	**Success**	**Community**	**Excellence**	**Nurture**	**Trust**
'Ready' *- Ready to learn, ready to listen, ready to participate etc.*					
'Respectful' *- Respect for themselves. Showing respect to their peers, to adults, to our environment.*					
'Safe' *- Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.*					

At break and playtimes we need;

- to play safely on the playground
- to do as adults ask straight away
- to watch out for others when we play
- to be polite and kind
- to play good games together
- to share and look after the equipment

If you **choose** not to follow our schools ASCENT values, RRS rules and expectations the following sanctions will apply:

REMINDER of playground expectations.

WARNING – time out holding adults hand for 5 minutes, sitting out to reflect.

OFF THE PLAYGROUND – **RED LIGHT**: straight into School. Sit by Head's and/or Deputy Head's Office .

Hill View Primary Academy
KS2 Behaviour Reflection Sheet

What did I choose to do?

Why did I make this choice?

Who did my choices affect?

How did they feel because of my choices?

Which of our School Rules did I not follow?

Ready
Respectful
Safe

Have I apologised to the people I have affected?

What will I do differently next time?

Signed

Pupil : _____

Hill View Primary Academy
KS1 Behaviour Reflection Sheet

What did I choose to do?

I hurt some	I used unkind words
I refused to listen to an adult	I was not listening

Other:

Why did I make this choice?

What did I choose to do?

Another Child	An Adult
My Class	Me

How did they feel because of my choices?

Which of our School Rules did I not follow?

Ready
Respectful
Safe

Have I apologised to the people I have affected?

What will I do differently next time?

Signed:

Pupil:_____

Appendix 2: Removal from the Classroom (Internal Suspension)

1 Removal of a pupil from the classroom is a formal consequence imposed for serious disciplinary reasons, which allows for the continuation of the pupil's education in a supervised setting. The education provided may differ from that provided in the mainstream classroom but will still be meaningful for the pupil.

2 Removal from the classroom will only be used for the following reasons:

- 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/or
- to allow the pupil to regain calm in a safe space

The Academy's arrangements for removal from the classroom are as follows. The Head Teacher or Deputy Head Teacher may use internal suspension for serious incidents. Internal suspension can last for one session including break, a whole morning session including break, whole morning session including break and lunchtime or whole day sessions, depending on the severity of the behaviour.

During an internal suspension:

- Work is set by the class teacher.
- Child has no contact with own class or classmates.
- There is no access to playground, extra-curricular or enrichment activity.
- Parents/ carers informed.
- Record on CPOMs and Arbor

3 It will be the responsibility of the Head or Deputy Headteachers to maintain overall strategic oversight of the school's arrangements for any removals.

4 The Academy will collect, monitor and analyse the data on the removal of pupils from the classroom in order to interrogate its use and effectiveness.

6. When dealing with the removal of a pupil from the classroom each case will be dealt with on its own individual facts and circumstances. The Head or Deputy Headteachers and teachers will:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;
- consider if there is an unmet need
- inform parents of the removal from the classroom on the same day;
- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- ensure that pupils are never locked in the room of their removal except in limited exceptional situations.
- if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Appendix 3: Rewards and Consequences

1. **Introduction**

1.1. Examples of the rewards and consequence the Academy ordinarily uses are set out in the paragraphs below. These are not, however, exhaustive lists, and other rewards and consequences may be used insofar as they comply with good education practice and promote good behaviour and compliance with the Academy's Policies on behaviour.

1.2. Where particular types of good behaviour or misbehaviour are expressly referred to in this policy, these are not to be taken as an exhaustive list of all types of good behaviour or misbehaviour for which rewards can be given, and consequences imposed.

1.3. Where a particular reward or consequence is identified as the usual response to a specific type of good behaviour or misbehaviour, this will not prevent a different reward being given, or a different consequence imposed, where it is appropriate to do so.

2. **Rewards**

We understand that behaviour has a communicative function and in this sense each classroom or situation is a complex network of relationships and dialogue. Much of the behavioural dialogue is non-verbal. Part of the curriculum at the school involves teaching children to be able to self-regulate and meet their needs through using language and the respectful etiquette of the classroom and school expectations. These will be modelled by the adults that work with the children and behavioural and self-regulation expectations and demands increase throughout a school year and as children grow older. To help shape and nurture this behaviours rewards are used to acknowledge where learning behaviours and dispositions are met and/ or exceeded. This public acknowledgement helps guide the behaviours of all pupils and reinforces these expectations at the same time.

Positive behaviours will be rewarded with:		
All year groups	Non-verbal signals of praise: Eye contact and smile Non-verbal signal (e.g. Thumbs up) Verbal praise and acknowledgement 100 square and whole class rewards. Wizard Certificates and ASCENT awards. Sharing exemplary behaviours, attitudes and work with a member of the SLT or the Year Leader.	Teachers and support staff should ensure that notice and praise 'the little things' as well as the significant steps forward. In many cases, simple behaviour/classroom management strategies will be effective in reminding children what they should be doing e.g. a look, gesture, clear instruction, 'Are you making the right choice?' and giving recognition when children comply e.g. thank you, thumbs up. Children collect reward points for their class '100 square'. The teacher negotiates a reward with the class prior to collecting points e.g. an extra 15 minutes' playtime, investigation time or watching a 15 minute video. The '100 square' and negotiated reward is displayed in the classroom.
YR	As above and…. Balloons and stickers in EYFS	
KS1	Dojo's in KS1	We make use of the Class Dojo system in Key Stage 1. Key Stage 1 use Dojo's. The online Dojo reward system; where children are assigned characters earn 'dojos' (points) when they demonstrate skills or values that reflect the schools ASCENT values and expectations. The system enables teachers to continue to build on the teaching in EYFS to create a positive culture. It allows children to learn about how to develop a positive growth mind-set.
LKS2	Sticker charts in lower/ Upper KS2	Teacher acknowledgements, in the form of Signatures that meet a threshold to award a behaviour sticker into the behaviour card.
UKS2	Further role model opportunities in upper KS2	

3. **Consequences**

We recognise that many children learn through testing and exploring boundaries and they are constantly developing and changing themselves. Despite focusing on positive behaviour, we recognise that some children will find it hard to follow our 3 school rules: Ready, Respectful, Safe.

Sanctions are used in a balanced way and will focus on the act, not the child. Children will be helped to understand why their behaviour is unacceptable.

We utilise our Traffic Light system detailed elsewhere.

Any poor behaviour choice and/or incident that is accompanied with a significant consequence will be recorded and logged by the teacher or adult managing the incident using the school systems and procedures in accordance with the guidance in the next section.

Most unwanted, low-level behaviours will be managed through the use of the traffic light system, as detailed below and applied by either the class teacher or staff member working with the child at the time. If unwanted behaviours persist, the year Leader for the child's year group will offer further support.

3.1. Examples of consequences may include:

3.1.1. a verbal reprimand and reminder of the expectations of behaviour
3.1.2. the setting of written tasks such as an account of their behaviour
3.1.3. loss of privileges e.g. the loss of prized responsibility
3.1.4. regular reporting including early morning reporting; being placed 'on report' for behaviour monitoring;
3.1.5. removal from the classroom;
3.1.6. suspension (internal/external); and
3.1.7. in the most serious of circumstances, permanent exclusion.

4. If these behaviour choices continue or escalate then staff should use emotion coaching strategies and resources such as the 5- point scale/zones of regulation to help the child.

It is important;

4.1. **When addressing a child's behaviours, that this is done in a non- threatening way and done discreetly and where possible in a quieter space to reduce any additional shame or other negative feelings the child maybe feeling,**

4.2. ***When sending a behaviour card or managing/reporting a child's behaviour to other adults such as year leaders/a member of SLT, that this is done discreetly and not in front of the child/children.***

5. If the behaviour does not improve or the behaviours are regularly in the medium level or at high level or if an underlying need/circumstance may be contributing to these behaviours, a referral to the Inclusion Team should be made. The Inclusion Team will then assess and review and may seek additional support for the child (including from outside agencies). Depending on the stage, a Report Card may be put in place, or an Individual Relationship Plan Meeting may be called, this may involve the class teacher, the SENCO, a member of SLT or any other appropriate staff and parents/carers. The aim of the meeting is to bring together views, review and improve strategies/support in place which may include referrals to outside agencies and/or a multi-agency assessment.

6. HVPA Repetitive and/ or Challenging Behaviour - Operational guidance

We view behaviour as a form of communication. Behaviours may be triggered and caused by environmental factors including biological, cognitive, and internal factors and/ or by factors in the physical and social environment. Children come to school to learn. Learning that is not well matched or adapted to the needs of learners including in the manner it is communicated and the relationships around the child may also be factors that may contribute to negative outward behaviours or negative inward behaviours including relating to mental health, anxiety, and self-esteem.
We clearly set out to establish our rules and expectations and then use a variety of strategies including praise, acknowledgement, stickers, badges, and certificates to reinforce and communicate these expectations. For the vast majority of children this is enough to help them learn to regulate and manage their behaviours.
However, children also learn by testing what happens when they cross boundaries and in this sense, our view of behaviour at primary school is one where we expect that children will test boundaries. When this happens they will receive reminders about expectations, praise for maintaining expectations, warnings when they are near boundaries and sanctions if they cross boundaries of expectations. Most children will learn from the feedback they receive when a boundary or behaviour expectation is crossed.

However, some pupils find it harder to learn to sustain and maintain their behaviours within what is expected. This results in repetitive and/ or challenging behaviour. For these pupils' careful observation and analysis of the communicative functions of their behaviours and an attempt to meet the need being communicated through reward and sanction are tools that we use to help modify behaviours.
The resources in this Operational Guidance relate to tools to identify, target, and monitor behaviour with a view to the deliberate change of negative behaviours.

6.1 **Repetitive Challenging Behaviour:**

If behaviours continue or escalate.
Where there are patterns of behaviour that breach the school expectations of being Ready, Respectful and/ or Safe or behaviours escalate, then staff should use emotion coaching strategies and resources such as the 5-point scale/ zones of regulation to help the child.

- If the behaviour does not improve or the behaviours are regularly in the medium level or at high level or if an underlying need/circumstance may be contributing to these behaviours, a referral to the Inclusion Team should be made.
- These incidences will be recorded on Arbor and ABC charts should be completed to highlight patterns/triggers for behaviours**.** This action will flag this child to the Inclusion Team and also this child will be discussed either before or during the weekly Inclusion Team meeting in order to be followed up.
- The Inclusion Team will assess and review and may seek additional support for the child (including from outside: agencies).

6.2 **Behaviour Meeting Section:**

A Behaviour Review Meeting may be called. This will additionally involve the class teacher and/or the SENDCO, any other appropriate staff as appropriate **and the child's parents/carers**. The aim of these meetings is to bring together views, review and improve strategies/support in place which may include referrals to outside agencies, multi-agency assessment, an 'Individual Behaviour Plan' being put in place etc.

- During this meeting the Behaviour Plan Drafting Sheet (Appendix A) will be used to list and analyse behaviours both at school and home that are not appropriate and/ or contravene the school behaviour policy and expectations. This is very much a collaborative exercise between professionals and parent/ carers so that similarities and differences between school and home can be identified.
    - **Body Talk**: Drawing upon the thinking behind the exploration of the communicative function of the behaviour, the behaviours exhibited will be listed with a view to try and determine their communicative function. We term this Body Talk.
    - **Environment:** Once these are listed we will explore if there are any factors in the environment that may be triggering or contributing to these behaviours. By environment we mean: the physical environment, the routines/ and or curriculum including relevant adaptations, the social environment, and relationships. It may be that changes can be made to adapt the environment to address and reduce the communicative function of the behaviour for example, by reducing anxiety triggers through personal contact and/ or positioning in the classroom.
    - **Target Body Talk** is identified to describe what/ how we would like the pupil to behave with a consideration and breakdown of the steps to achieve this. This becomes the target in the plan.
    - **Reinforcement:** There are two aspects to this, rewards and sanctions that are used to reward target body talk and/ if necessary clarify sanctions if target body talk is not sustained.

Once the drafting sheet is complete, Targets, Steps, Reinforcements, and timescales are transferred onto the Behaviour/ Pastoral plan. This is signed by the teacher, parents/carers/child/member of the Inclusion Team and review dates are agreed. There may be more frequent e.g. weekly school reviews within the Inclusion Team and/or Senior Leadership Team, with parents being informed with a monthly or 6 weekly cycle.

6.3 **Monitoring**

The Inclusion Team will take the lead to review the strategies that have been put in place. This may include talking with the staff involved and the child concerned to begin to ascertain what is triggering this behaviour.

- A graduated response will be adopted with class teachers being asked to keep documentary evidence such as ABC charts. ABC charts are also used to inform the Body Talk section of the Drafting Sheet. These will be reviewed in the weekly inclusion meeting.
- Incidents of behaviour are monitored and reported to the Inclusion Team and SLT by the Behaviour Mentor.

6.4 **Report Card**

Children who are persistently engage in repetitive challenging behaviour, for example, being on the red traffic light, may be put onto a report card to monitor their behaviour more closely. The Behaviour Report Card is one strategy that represents a more formal mechanism to monitor the incidents of appropriate and negative behaviour across a day and across a week. Behaviour Report Cards are planned as a reinforcing and communicative device between pupil, teacher and parent/carer and may be used as part of a plan. These are reviewed and discussed on a daily basis with the child to help them become conscious of their behaviour and better self-regulate it.

- **The decision to place a child on a report card will only be taken though discussion with the appropriate adults who may include the Behaviour Mentor and Year Leader for that year group. This decision will always include the class teacher and a member of SLT.**
- Specific targets will be set and the child must report daily to a member of the SLT who will monitor their progress.
- The report card is sent home daily for the parents / carers to check and comment.
- Report cards will be used for a minimum of two weeks after which the impact of them will be reviewed through a discussion between the Class teacher, a member of SLT and other appropriate adults.
- Where report cards are proving ineffective this be reviewed and discussed further by the Inclusion Team and SLT.
- A Behaviour Plan would then be considered alongside other strategies and/or support.

7. **Significant Behaviour Incident**

Aggressive, violent or physical behaviour and/ or behaviour that requires Restrictive Physical Intervention (RPI) as a last resort, may result in a more serious and/ or immediate sanction and action as below. Where there is significant aggressive, dangerous, or heightened behaviour rather than repetitive low-level behaviours, it is likely that if something has happened once then there is a high probability it may happen again. The resources of toolkits, risk assessments and reports below should be used to develop an overview, analyse risk and develop and/ or tweak any planning currently in place. These resources in provide a framework for a meeting for professionals with parent/ carers to develop a partnership to ensure challenging behaviour can be mitigated and managed. The IBPP provides a tool and structured format to set out to change and modify these behaviours.

Where a child has been internally suspended or there has been a Fixed Term Suspension the resources below should be used to develop and/ or review the plan going forward and may form part of a return to school meeting, for example. If the incident is a one off then implement sanction and record and note.

8. **Consequences and sanctions.**

The legal framework for these is dealt with in the body text of the Behaviour Policy. This section details the local implementation of these sanctions and consequences.

Internal Suspension Recorded on Arbor – Letter to parents. **If one off then note, if repetitive then use toolkit to develop a behaviour plan:**	The Head Teacher or Deputy Head Teacher may use internal suspension for serious incidents. Internal suspension can last for one session including break, a whole morning session including break, whole morning session including break and lunchtime or whole day sessions, depending on the severity of the behaviour. There are two levels of Internal Suspension: 1. **Informal**- this may be a sanction to miss a part or a full break-time on one or several breaks for a breach of the school behaviour policy expectations. 2. **Formal Internal Suspension**- In this case this will be classed and logged as an internal suspension and a letter will be drafted to parents to notify them that a child has been internally suspended for part of or a whole session or number of sessions. During an internal suspension: • Work is set by the class teacher. • Child has no contact with own class or classmates. • There is no access to playground, extra-curricular or enrichment activity. • Parents/ carers informed. Alternative arrangements for consequences can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The school will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements. In considering whether a consequence is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case. It will also consider any special circumstances relevant to its imposition including: • the pupil's age; • any special educational needs or disability they may have; and any other relevant and/ or mitigating factors.

9. **Suspension and Permanent Exclusion from School**

9.1 Only the Principal/Headteacher has the power to impose a suspension or permanent exclusion from school. An 'Acting Head' who has been formally appointed to this position while the Principal/Headteacher is on extended leave, or the post is vacant, will also have this power.

9.2 Suspension and permanent exclusion from school can take the form of:

• Suspension for a fixed term (including lunch time suspensions, which each count as half a day); or permanent exclusion.

9.3 Permanent exclusion from school will only be imposed for:

• a serious breach or breaches and / or persistent breaches of this policy; and
• where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others (such as staff or pupils) in the school.

9.4 **The principles, guidance and procedure set out in the Exclusion Guidance will be followed at all times.** This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings / hearings, including the deadlines for these.

9.5 The Principal/Headteacher may cancel (i.e. withdraw) any suspension or permanent exclusion which has not yet been formally reviewed by the LGB at a meeting, including where additional information has bene received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

10. **Suspension and Permanent Exclusion from School**
Only the Headteacher has the power to impose a permanent exclusion from school. An 'Acting Head' who has been formally appointed to this position while the Headteacher is on extended leave, or the post is vacant, will also have this power.
The decision to exclude a pupil will be taken in the following circumstances: -

- In response to a serious breach of the School's Behaviour Policy.
- If allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the school.
- Suspension is an extreme sanction and is only administered by the Head, or in their absence, the Deputy Head Teacher. Most suspensions are of a fixed term nature and are of short duration (usually between one and three days).

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. Where suspensions are becoming a regular occurrence for a pupil, head teachers should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour. Where appropriate a risk assessment will be carried out and a behaviour plan will be reviewed/ developed by the Inclusion team and/ or SLT.
All suspensions are followed up with a re-integration meeting, which should be formally recorded. Where appropriate this should include a member of SLT, the parents/carers, any involved outside agencies and the child.

10.1 Suspension and permanent exclusion from school can take the form of:
Suspension for a fixed term (including lunch time suspensions, which each count as half a day); or permanent exclusion.

10.2. Permanent exclusion from school will only be imposed for:

- a serious breach or breaches and / or persistent breaches of this policy; and
- where allowing the pupil to remain in school would seriously harm the education and / or
- the welfare of the pupil and / or others (such as staff or pupils) in the school.

10.3. The principles, guidance and procedure set out in the Exclusion Guidance will be followed at all times. This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings / hearings, including the deadlines for these.

10.4. The Headteacher may cancel (i.e. withdraw) a permanent exclusion which has not yet been formally reviewed by the Governors' Discipline Committee at a meeting, including where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

10.5 Fixed Term Suspensions are recorded on CPOMS and Arbor – A letter is sent to parents and the information is reported to Governors.

For any permanent exclusion, head teachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

Appendix 4: Investigations of Incidents and Alternative Action

1. Investigations

1.1 The Head or Deputy Headteacher may investigate incidents which potentially give rise to a breach of the Academy's policies on behaviour and discipline, or may appoint a member of staff (usually a member of the Senior Leadership Team) to carry out the investigation.

1.2 The investigation and any interviews or meetings which take place with pupils will be conducted fairly, in a way which is appropriate in a school environment, and without being formal or legalistic in nature.

1.3 The pupils involved will be interviewed as part of the investigation and given the opportunity to state their version of events. Where pupils are at risk of disciplinary action, they will usually be accompanied by a member of staff not involved in the incident or the investigation while they are interviewed.

1.4 Pupils who are clearly only witnesses and not at risk of disciplinary action may be interviewed without an additional member of staff being present.

1.5 Parents do *not* need to be notified in advance that interviews are taking place, and their consent is not required (although they may be invited to attend an interview in the case of potentially serious breaches, where the Academy deems it appropriate to do so).

1.6 The pupil will be asked to make a statement, and / or a written record of the interview will be made by the interviewing member of staff. Pupils will be asked to sign and date their statement or the written record of interview, confirming it to be true and accurate.

1.7 CCTV footage may be viewed and pupils' desks, lockers and / or personal belongings may be searched during the course of an investigation. See Appendix 6 of this policy for the Academy's policy on searching and confiscation.

1.8 It may sometimes be necessary to delay or suspend an investigation where external agencies such as the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will take into account advice from appropriate external agencies, and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the Academy will have regard to KCSIE and the Academy's designated safeguarding lead (or a deputy) will take a leading role on decisions.

1.9 Where the Head or Deputy Headteacher has appointed a senior member of staff to investigate an incident which may result in formal exclusion from the Academy, the investigating member of staff will fully report the outcome of their investigation to the Head or Deputy Headteacher to enable an informed decision to be made.

2. Removal from the Classroom / Suspension Pending Further Investigation / Enquiries

2.1 Where the incident is serious and / or complex and it has not been possible to complete the full investigation and / or conduct all enquiries on the day that the incident occurred or was brought to the attention of the Academy, the pupil may be removed from the

classroom while the investigation continues and / or enquiries are made (for example, consideration of a managed move). During this time the pupil is entitled to receive the equivalent of full-time education provision. The period of removal from the classroom should be taken into account by the Head or Deputy Headteacher when determining the final consequence.

2.2 Alternatively, where it is not appropriate for the pupil to remain on the Academy's premises while the investigation continues / enquiries are made, the pupil may be formally suspended from the Academy for a fixed number of days pending further investigation / enquiries. The length of the suspension will be kept to the minimum required to complete the further investigation / enquiries.

2.3 Before a suspension pending further investigation / enquiries is imposed, the Head or Deputy Headteacher must be satisfied that a prima facie case has already been established in relation to the pupil's involvement in the incident to an extent that merits a suspension of at least that length.

2.4 A suspension pending further investigation / enquiries is still a serious disciplinary measure and the statutory procedure set out in the Exclusion Guidance will be followed (including sending a notification letter to the Parents containing all mandatory information).

2.5 Once the investigation / enquiries are complete, the Head or Deputy Headteacher will be in a position to make a final decision. This may include imposing a further suspension or permanent exclusion to run consecutively (i.e. back to back, without a break in between) with the original suspension pending further investigation / enquiries. A second suspension notification letter containing all mandatory information will be sent to the Parents confirming the further suspension or permanent exclusion.

3. Decision

3.1 Once the investigation has concluded, all of the information gathered will be considered and a decision will be made as to what facts have been established to be true, to the civil standard of proof (i.e. on a balance of probabilities, or more likely than not).

3.2 Pupils' behaviour and discipline records will be taken into account, together with the pupils' background, and any special educational needs and / or disabilities they may have. The Academy will follow its special educational needs and learning difficulties policy and Equality policy, where these are relevant.

3.3 All disciplinary consequences imposed will be a fair, reasonable and proportionate response to the misbehaviour involved, taking into account the pupil's own account, aggravating features, mitigation, background, and special educational needs and / or disabilities.

3.4 Disciplinary consequences will be recorded in the pupil's behaviour and discipline record.

3.5 The Academy will usually notify the Parents of disciplinary consequences imposed and the reasons for them (parents must always be notified of removals from the classroom, suspension and permanent exclusions).

4. Off-site Directions

4.1 The Academy has the power to direct that a pupil be educated off-site with the aim of improving their future behaviour. It must **not** be used as a disciplinary consequence for misconduct.

4.2 The off-site direction may be to a Pupil Referral Unit (**PRU**), and Alternative Provision Academy, or another academy / school (or unit therein).

4.3 Parental consent is **not** required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the Academy.

4.4 The arrangements for the off-site placement will be based on an understanding of the support the pupil needs in order to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance at the Academy or another setting. The expectation is that the pupil will continue to receive full-time broad and balanced education.

4.5 A 'personalised plan for intervention' will be put in place, which sets out the objectives for the pupil's improvement and attainment, the timeframe involved, the arrangements for assessment and monitoring progress, and with a baseline of the pupil's current position against which to measure their progress.

4.6 The off-site placement will be regularly reviewed, and Parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the pupil is benefitting from it.

4.7 during the period of an off-site direction by the Academy to another school / academy, the pupil must be dual registered which means that they will be registered at both the Academy and the school / academy to which the pupil is directed off-site.

4.8 The Academy will follow the Alternative Provision Guidance when exercising this power.

5. Managed Moves

5.1 A 'managed move' is used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school / academy following a trial period. It is designed to give pupils who are **at risk of** permanent exclusion a fresh start in another school / academy without a permanent exclusion on their educational record.

5.2 As it is a proposed permanent transfer to another setting, parental consent is required, and Parents will be consulted when while this is being explored.

5.3 If a temporary move to another setting is needed with the aim of improving the pupil's behaviour, rather than as a trial period before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent.

5.4 A planned managed move will only happen when it is in the pupil's best interests.

5.5 During the trial period, the pupil will be dual registered at both the Academy and the new school / academy. If the managed move breaks down during the trial period, the new school / academy will terminate the trial period and delete the pupil's name from the register. The pupil will then return to the Academy.

5.6 For this reason, a managed move will not be appropriate following a serious breach and / or persistent breaches of the Behaviour Policy for which permanent exclusion is deemed by the Head or Deputy Headteacher to be the only appropriate consequence, where the Academy would not be prepared to accept the pupil back at the Academy if the managed move broke down during a trial period.

5.7 The Academy will agree a fixed period for the trial period at the outset, after which the new school / academy will be expected to give permission to the Academy for the pupil's name to be deleted from the Academy's roll, at which time the transfer becomes permanent.

Appendix 5: Use of Reasonable Force

1. Any use of reasonable force will be in accordance with the DfE guidance Use of reasonable force (DfE, July 2013)

2. Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

   - committing a criminal offence;
   - injuring themselves or others;
   - causing damage to property, including their own; or
   - engaging in any behaviour prejudicial to good order and discipline at the Academy or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere

3. In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others. Force is never used in any other way or and never as a form of consequence.

4. In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 6 below).

5. In these circumstances, "reasonable" means using no more force than is needed.

6. In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities. The Academy will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their Parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.

7. Where reasonable force is used by a member of staff, the Head or Deputy Headteacher must be informed of the incident and it will be recorded in writing. The Parents will be informed about serious incidents involving the use of force. In the EYFS setting, the pupil's Parents will be informed about any use of force on the day of the incident or as soon as reasonably practicable. [See also the Academy's separate Policy on the Use of physical restraint].]

Appendix 6: Searching, Screening and Confiscation

1. All Academies have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

2. The Academy's policy on searching and confiscation has regard to the DfE guidance Searching, screening and confiscation: advice for schools (DfE, July 2022).

3. Prohibited Items

3.1 The following are 'prohibited items' by law under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):

- Knives or weapons, alcohol, illegal drugs and stolen items;
- Tobacco and cigarette papers, fireworks and pornographic images;
- Any article that a member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence; or
  - to cause personal injury to, or damage to the property of, any person (including the pupil); and

3.2 In addition to the above, the Academy has prohibited or restricted the use of the following items on the grounds that they are reasonably believed to be likely to cause harm or disruption:

- mobile phones;
- laptops
- tablets
- hand-held electronic games;
- other electronic devices
- vaping devices/e-cigarettes

3.3 Pupils must not have these items in their possession [or use them in a way which is restricted] on the Academy's premises, or at any time when they are in the lawful charge and control of Academy staff (e.g. on educational visits).

3.4 Pupils may be searched for any item which is prohibited or its use restricted] by the Academy (as set out above) with their agreement (note that the Academy will never use force to search for these items: see paragraph 4.3 below).

4. Searching Pupils

4.1 Under common law, school staff have the power to search for any item if a pupil agrees. The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.

4.2 When exercising these powers the school must consider the age and needs to 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.

4.3 If a pupil refuses to co-operate with a search for an item prohibited by law as listed in section 3.1 above, the member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for items that the Academy has prohibited, as set out in 3.4 above.

4.4 The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

4.5 Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation, then a parent's co-operation will be sought.

4.6 If a pupil refuses to co-operate with a search for items that are **not** items prohibited by law as listed in section 3.1 above, disciplinary action may be taken in accordance with this policy.

4.7 Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Head or Deputy Headteacher / DSL and / or pastoral member staff will be sought. During this time the pupil should be supervised and kept away from other pupils.

4.8 Searches will be carried out on the School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings[7].

4.9 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:

- search of outer clothing; and / or
- search of the School property (e.g. pupils' lockers or desks, bed, studies or dormitories); and / or
- search of personal property (e.g. bag or pencil case).

4.10 Staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.

4.11 A pupil's possessions can only be searched in the presence of the pupil and another member of staff except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

4.12 Where the Head or Deputy Headteacher, or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the designated safeguarding lead (DSL) or deputy and the pupil will be provided with a consequence in line with the school's Behaviour Policy to ensure consistency of approach.

5. Strip Searching

5.1 A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with PACE Code C. More information is contained within the DfE advice to schools on Searching, Screening and Confiscation (July 2022).

5.2 While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

5.3 School staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.

5.4 In order to ensure a pupil's wellbeing, the school may wish to involve an appropriate adult as a matter of course during all searches conducted by police in school.

5.5 Except where there is an immediate risk of harm, parents will be informed before a strip search takes place, where reasonably possible. Parents will always be notified after a strip search has taken place.

6. After a Search

6.1 Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.

6.2 Where appropriate school staff will follow the school's child protection policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

7. Recording Searches

7.1 Any search by a member of staff for an item prohibited by law as listed in section 3.1 above items banned by the school rules in section 3.2 above] and all searches conducted by police officers will be recorded in the school's safeguarding reporting

system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

7.2 Records of the search will 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.

7.3 The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

8. Screening

8.1 The Academy may impose a requirement that pupils undergo screening for the detection of weapons.

8.2 Screening will take the form of a walk through or hand held metal detector to scan all pupils for weapons before they enter the Academy premises.

8.3 If a pupil has a disability, the Academy will make any reasonable adjustments to the screening process as required.

8.4 If a pupil refuses to be screened, the Academy will consider why the pupil is not cooperating and will make an assessment as to whether it is necessary to conduct a search.]

9. Confiscation

9.1 Under the Academy's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

9.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to Academy discipline.

10. Searching Electronic Devices

10.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach the Academy's policies on behaviour, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.

10.2 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the Academy's policies on behaviour.

10.3 Subject to 8.4 below and the requirements set out in KCSIE 2022 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of Academy discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence

10.4 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.

10.5 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the Academy's policy on sexting as set out in the Safeguarding and child protection policy / consult the advice set out in the Searching screening and confiscation advice (for schools) and UKCIS sexting advice.

10.6 The School will comply with data protection law in relation to any search of an electronic device.

11. Disposal of Confiscated Items

11.1 **Alcohol**: Alcohol which has been confiscated will be destroyed.

11.2 **Controlled drugs**: Controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Head or Deputy Headteacher or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.

11.3 **Other substances**: Substances which are not believed to be controlled drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is a controlled drug, it will be treated as such and disposed of as above.

11.4 **Stolen items**: Stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Head or Deputy Headteacher or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. In taking into account the relevant circumstances, the member of staff should consider: the value of the item; whether the item is banned by the school; whether retraining or returning the item may place any person at risk of harm; and whether the item can be disposed of safely.

11.5 **Tobacco or cigarette papers**: Tobacco or cigarette papers will be destroyed.

11.6 **Fireworks**: Fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Head or Deputy Headteacher or other authorised member of staff which may include donation to an appropriate charity.

11.7 **Pornographic images**: Pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.

11.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.

11.9 **Article used to commit an offence or to cause personal injury or damage to property**: Such articles may, at the discretion of the Head or Deputy Headteacher or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider: whether it is safe to dispose of the item; and when it is safe to return the item.

11.10 **Weapons or items which are evidence of an offence**: Such items will be passed to the police as soon as possible.

11.11 **An item prohibited [or it's use restricted by] the Academy**: Such items may, at the discretion of the Head or Deputy Headteacher or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.

11.12 Where staff confiscate a mobile phone that has been used to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner, unless the Head or Deputy Headteacher considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 11.13 below. If a pupil persists in using a mobile phone in breach of the restriction, the phone will be confiscated and must be collected by a Parent.

11.13 **Electronic devices**: If it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or breach the Academy's policies on behaviour, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto Academy premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

12. Communication with Parents

12.1 There is no legal requirement for the Academy to inform Parents before a search for prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.

12.2 Parents should always be informed of any search for a 'prohibited item' listed above that has taken place and the outcome of the search as soon as practicable. A member

of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any consequences applied.

12.3 In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.

12.4 We will keep a record of all searches carried out, in accordance with paragraph 7 above, which can be inspected by the Parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 2018.

12.5 Complaints about searching or confiscation will be dealt with through the Academy's published Complaints policy and procedures.

12.6 The Academy will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the Academy does not accept responsibility for loss or damage to property.

Appendix 7: Record keeping for Behaviour Auditing, Relationship Plans, Risk Assessments and Reviews.

Individual Relationship Plan-
Drafting sheet and IBP

HVPA Relationship Plan Drafting Sheet

Name of Child: Class: Date: Involved:

What behaviours would you like to change? (Why are they a problem?)	
What has been tried already?	
Are there any triggers? (A-B-C)	

BODY TALK Describe the behaviour. What do you think it is really communicating? ▪ *I want it now!* ▪ *I don't want to!* ▪ *I want to get away from this!* ▪ *I'm scared!* ▪ *Look at me, please like me!* ▪ *I want to be in charge!* ▪ *Don't expect me to do anything- I can't!* ▪ *I am going to get you back for what you did earlier!* ▪ *I don't want to be part of this group!*	1. BODY TALK	2. ENVIRONMENT	**ENVIRONMENT** Think about how the environment might be contributing or making the behaviour worse. ***What can we change in*** ▪ ***the physical environment?*** *size/ space/ lighting/ noise/ temperature/ furniture/ seating/ position/ movement around/ access to materials/ resources etc…* ▪ ***the routines and/ or curriculum?*** ▪ *transitions/ activities/ task difficulty (too hard- too easy?)/ interest level/ relevance/ variety/ goals/ choice involvement/ fun!* ▪ ***support for relationships with others?*** ▪ *friends/ groupings/ peer group/ academic group/ interactions/ expressive language/ social acceptance/ expectations/ attitudes of others toward.* ▪ ***support for personal state?*** ▪ *anxiety/ self-esteem/ sadness/ rejection/ basic needs- hunger – tiredness etc*
TARGET BODY TALK What does the new behaviour look like? What strategies might the child develop to deescalate problem behaviour and make the right choices? What will steps towards this behaviour along the way look like and what is acceptable as the new behaviour is learned and reinforced? ▪ *What are the steps towards the new behaviour? 1-2-3-4* ▪ *How long do they need to be able to do it?* ▪ *In what situations?* ▪ *What is the timescale for change?* ▪ *How will parents be involved?*	3. TARGET BODY TALK STEPS TOWARDS	4. REINFORCEMENT TIMESCALE	**REINFORCEMENT** There are two aspects to this- rewards and sanctions underpinned by increasing self-control to 'fuse' the behaviour under conscious control. ▪ **Rewards**: social- smile, tone of voice/ non-verbals- hand on shoulder, eye contact/ close proximity/ redirection & distraction/ praising someone nearby exemplifying desired behaviour/ active listening- 'I can see that you are upset'/ ▪ humour- not sarcasm/ relocating the pupil- e.g 'please take this message to…'. ▪ Material- treats & goodies inc. time doing favourite activity etc… ▪ Sensory- feeling good/ music/ relaxed atmosphere. ▪ Activity- adult spending time doing preferred activity with child ▪ Secondary- tokens, stickers/ certificates ▪ **Sanctions**!! What happens when they fail?.. they will! ▪ Shaping/ Time Out/ miss treat/ miss reward. ▪ sent to senior staff member/ parents contacted/ Excluded from activity/ excluded from school etc… ▪ **RPI !!!!!**

HVPA Behaviour/ Pastoral Support Plan. **Name of child:**

D.o.B. Gender: Year group: Class teacher:

Children with an IBP are monitored.

Area of Concern	Target behaviour	Time/ location/ timescale expectations and steps toward	Reinforcement strategies to be used e.g. changes to environment (inc.*parental involvement)*	Rewards and sanctions	Review date	Next Steps

Comments & Observation:

Projected Review Date:

Review Date: _____ **People involved:** Pupil Parent Teacher TA Other (specify)

Parental signature: **Date**

HVPA Signature: **Date:**

Behaviour/ Pastoral Support Plan
Analysis/ Risk Assessment, Mitigation and Plan.

Date of meeting:

Name of pupil:

Date of Birth: NC Year: Attendance % to date:

EHCP/Existing Statement of SEN in place: Yes/No

Present at meeting (inc. role and contact details):

Name	Role	Contact

Apologies:

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

1. Analysis of current situation.

What is going well? What specific behaviours are causing concern? Where are these behaviours occurring (these will inform behaviour targets) What is going well? - strengths

Strengths	Difficulties
❑	❑
❑	❑
❑	❑

2. Support in School

Include what is already in place, pupil's response and how this is monitored.

❑

❑

❑

❑

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL

3. Risk Assessment

It is essential that staff and parents understand that risk can only ever be reduced, it can never be completely removed. All planning and recorded on the templates provided should be within the concept that all risk assessments involve three simple stages.

Example

- Stage one is to identify what is an inherent risk, i.e. a child running from class if upset (if that has occurred before).
- Stage two, identifying how to moderate that risk such as through an individual plan for the pupil (e.g. identifying the cause such as frustration at not understanding the work).
- Stage three is to identify the residual risk, e.g. the risk which remains after the moderating plan has been implemented.

It is essential that all planning is proportionate to the risk identified.

Behaviour Causing Concern	Target of Behaviour	Likelihood of Behaviour	Seriousness of Behaviour
Swearing			
Verbal			
Kicking			
Hitting			
Biting			
Damaging Property			
Running Off			
Refusing to move			
Fighting			
Other – be specific			

Target of Behaviour: Who is it directed towards (self, other pupils, staff, property etc.).

Likelihood of Behaviour:
V – very likely Evidence suggests more likely than not to occur.
L – likely There is a possibility that the behaviour will occur again.
U – unlikely The context has changed or can be changed to make it unlikely to happen again.

Seriousness of Behaviour:
A – Behaviour would cause physical injury – beyond first aid, serious distress, extensive damage, prolonged disruption.
B – Injury requiring first aid, minor damage to property, some distress to self/others, brief disruption to normal school routines.
C – No physical injury or damage to property; minor distress or disruption

Behaviour Causing Concern	Target of Behaviour	Likelihood of Behaviour	Seriousness of Behaviour
Swearing			
Verbal			
Kicking			
Hitting			
Biting			
Damaging Property			
Running Off			
Refusing to move			
Fighting			
Other – be specific			

Target of Behaviour: Who is it directed towards (self, other pupils, staff, property etc.).

Likelihood of Behaviour:
V – very likely Evidence suggests more likely than not to occur.
L – likely There is a possibility that the behaviour will occur again
U – unlikely The context has changed or can be changed to make it unlikely to happen again.

Seriousness of Behaviour:
A – Behaviour would cause physical injury – beyond first aid, serious distress, extensive damage, prolonged disruption.
B – Injury requiring first aid, minor damage to property, some distress to self/others, brief disruption to normal school routines.
C – No physical injury or damage to property; minor distress or disruption.

4. What can be done differently through changes in the environment to create opportunities for change?

Preventative Measures	In Place	Action by whom	Appropriateness to be recorded
Inside lessons (*identify 'stress points' and suggest alternatives, e.g. TA support, differentiation, disapplication.*			
Seating/position in classroom.			
Curriculum activities appropriately structured and supported.			
Opportunity to have timeout to calm down.			
Pupil involved in planning and review.			
Parents involved in planning and review.			
Education Plan in place. (if appropriate)			
Opportunities to learn new social/emotional skills.			
Regular feedback about positive behaviour.			
Outside lessons (are there difficulties in unstructured time? How can these be addressed?) Alternative activities available at break.			
Pupil escorted at transition times.			
The communicative function of behaviour understood.			
Opportunities to teach new skills.			
Other – be specific			

5. Reactive Strategies

Identify responsive strategies which can be used in response to early warning signs or an escalating situation. Early warning signs for this pupil are:

Reactive Strategy	In Place	Action by whom	Appropriateness to be recorded
Removal of trigger			
Distraction			
Calming time			
Take up time			
Give physical space			
Verbal support			
Use calm voice			
Redirection			
Physical intervention			
Other – be specific			

6. **Social/emotional** *(are there particular skills which the pupil needs to acquire? E.g. emotional literacy, social skills?)*

7. **If the pupil has an EHCP/existing statement of SEN** *consider the appropriateness of holding an interim annual review?*

8. Does additional external support need to be accessed to support learning and

achievement?

Identify what school can do and which if any agency can help

9. Parent/Carer's View

(Parent /carer to give views on what might be done differently to enable the pupil to stay in school, including their contribution to that support)

10. Pupil View

(Pupil to give views on what might enable them to maintain and improve their experience of school)

11. Are there other issues that would benefit from extra support to assist the pupil's achievement and well being?

12. Other Agencies Views

13. Agreed actions

14. Outcomes for the child or young person.

Please ensure PSP planner completed and distributed to all involved staff.

PSP/Behaviour Lead: Mentor:

Additional supporter (when identified):

Signed (School): ……..

Signed (Pupil) if appropriate: ……..

Signed (Parent): ……

A copy of the completed PSP/Behaviour Plan should be made available to parents / carers.

Review date:

Documentation attached where appropriate:

ESP	**Y/N**
CPP / report	**Y/N**
BSS feedback sheets	**Y/N**
Copies of Joint Agreements	**Y/N**
Attendance record	**Y/N**
SENSS assessment	**Y/N**
Copy of SEN statement/EHCP	**Y/N Other**

HVPA Behaviour Plan Drafting Sheet

Name of Child: Class: Date: Involved:

What behaviours would you like to change? (Why are they a problem?)	
What has been tried already?	
Are there any triggers? (A-B-C)	

BODY TALK Describe the behaviour. What do you think it is really communicating? ▪ *I want it now!* ▪ *I don't want to!* ▪ *I want to get away from this!* ▪ *I'm scared!* ▪ *Look at me, please like me!* ▪ *I want to be in charge!* ▪ *Don't expect me to do anything- I can't!* ▪ *I am going to get you back for what you did earlier!* ▪ *I don't want to be part of this group!*	1. BODY TALK	2. ENVIRONMENT	**ENVIRONMENT** Think about how the environment might be contributing or making the behaviour worse. ***What can we change in*** ▪ ***the physical environment?*** *size/ space/ lighting/ noise/ temperature/ furniture/ seating/ position/ movement around/ access to materials/ resources etc…* ▪ ***the routines and/ or curriculum?*** ▪ *transitions/ activities/ task difficulty (too hard- too easy?)/ interest level/ relevance/ variety/ goals/ choice involvement/ fun!* ▪ ***support for relationships with others?*** ▪ *friends/ groupings/ peer group/ academic group/ interactions/ expressive language/ social acceptance/ expectations/ attitudes of others toward.* ▪ ***support for personal state?*** ▪ *anxiety/ self-esteem/ sadness/ rejection/ basic needs- hunger – tiredness etc*
TARGET BODY TALK What does the new behaviour look like? What strategies might the child develop to deescalate problem behaviour and make the right choices? What will steps towards this behaviour along the way look like and what is acceptable as the new behaviour is learned and reinforced? ▪ *What are the steps towards the new behaviour? 1-2-3-4* ▪ *How long do they need to be able to do it?* ▪ *In what situations?* ▪ *What is the timescale for change?* ▪ *How will parents be involved?*	3. TARGET BODY TALK STEPS TOWARDS	4. REINFORCEMENT TIMESCALE	**REINFORCEMENT** There are two aspects to this- rewards and sanctions underpinned by increasing self control to 'fuse' the behaviour under conscious control. ▪ **Rewards**: social- smile, tone of voice/ non-verbals- hand on shoulder, eye contact/ close proximity/ redirection & distraction/ praising someone nearby exemplifying desired behaviour/ active listening- 'I can see that you are upset'/ ▪ humour- not sarcasm/ relocating the pupil- e.g 'please take this message to…'. ▪ Material- treats & goodies inc. time doing favourite activity etc… ▪ Sensory- feeling good/ music/ relaxed atmosphere ▪ Activity- adult spending time doing preferred activity with child ▪ Secondary- tokens, stickers/ certificates ▪ **Sanctions**!! What happens when they fail?.. they will! ▪ Shaping/ Time Out/ miss treat/ miss reward ▪ sent to senior staff member/ parents contacted/ Excluded from activity/ excluded from school etc… ▪ **RPI !!!!!**

HVPA Behaviour/ Pastoral Support Plan. **Name of child:**

D.o.B. Gender: Year group: Class teacher:

Children with an IBP are monitored.

Area of Concern	Target behaviour	Time/ location/ timescale expectations and steps toward	Reinforcement strategies to be used e.g. changes to environment (inc.*parental involvement)*	Rewards and sanctions	Review date	Next Steps

Comments & Observation:

Projected Review Date:

Review Date: **People involved:** Pupil Parent Teacher TA Other (specify)

Parental signature: **Date**

HVPA Signature: **Date:**

N.B. It may be useful to use the Behaviour Drafting sheet to identify and develop areas and actions for this plan.

Behaviour/ Pastoral Support Plan Review

Hill View Primary Academy Date of meeting:

Name of pupil:

Date of Birth: NC Year: Attendance % to date:

Present at meeting (inc. role and contact details): Name

Role

Contact

Apologies:

What has changed since the implementation of the plan? Targets achieved:
(Have appropriate rewards been implemented and recognition of success recorded?)

General progress and improvement:
(Include change in attitude, academic progress, engagement with activities etc.)

Areas still needing improvement:
(Identify revised targets as necessary)

Further support/action needed

Is the plan deemed to have produced a positive improvement in the pupil's behaviour?

Should a revised plan continue in place?

Further review date agreed:

Reach South Academy Trust is an exempt Charity in England and Wales, Company Number 10151730
Registered office Address: Reach South Academy Trust, c/o UTC Plymouth, Park Avenue, Devonport, Plymouth, PL1 4RL