



L.E.A.D. Academy Trust

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# **L.E.A.D. ACADEMY TRUST BEHAVIOUR POLICY**

## Policy Information

Document name	Behaviour Policy
Date approved	January 2024
Date issued	<b>February 2024 update</b>
Date of review	<b>January 2025</b>
Approved by	Rebecca Riley (HOS)

## Introduction

This policy sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for behaviour management explicit to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Underpinning our policy are the following principles:



**Cross Reference: Suspensions and Exclusions Policy**

## Legislative Framework

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022.
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the Trust's underpinning principles and high expectations of all within the academy community.

All staff are responsible for promoting and establishing positive behaviour across Trust academies. It is important that all staff are consistent and proactive in rewarding good behaviour, and in dealing with unacceptable behaviour.

### **Academy Expectations**

The Trust expects each academy to:

- Have a whole-school behaviour policy (model policy attached) which details its approach to behaviour management. The academy behaviour policy should include detail on the following:
  - Purpose – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential.
  - Leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors.
  - Academy systems and social norms – including rules, routines, and consequence systems.
  - Staff induction, development and support – including regular training for staff on behaviour.
  - Pupil transition – including induction and re-induction into behaviour systems, rules, and routines.
  - Pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with SEND where those needs might affect behaviour.
  - Child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
  - Banned items – a list of items which are banned by the academy and for which a search can be made.
- Include staff in reviewing and contributing towards behaviour policy formation.
- Involve pupils in the creation and review of academy codes of conduct.
- Provide a purposeful learning environment conducive to promoting high standards of pupil conduct and positive attitudes to learning.
- Involve parents/carers by communicating well to seek their support.
- Make positive recognitions of pupil achievement.
- Ensure that if things go wrong, pupils are given the opportunity to put things right.

The Trust expects each Academy Governing Body (AGB) to provide clear guidance to its academy relating to:

- Screening and searching pupils (including identifying in the school items which are banned, and which may be searched for).
- The power to use reasonable force or make other physical contact.
- The power to discipline beyond the school gate.

- Pastoral care for school staff accused of misconduct; and
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Each academy, in order to instil good behaviour, should therefore:

- Provide an environment conducive to effective learning for all pupils and staff.
- Raise and promote self-esteem in all members of the academy community.
- Promote consideration and respect for others and the academy environment.
- Encourage a shared responsibility between home and the academy.
- Define what constitutes acceptable and unacceptable behaviour.
- Provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them.

Positive recognition motivates pupils to observe the rules. Whilst consistently dealing with disruptive behaviour, teachers are expected to focus positively on pupils who are behaving well, ensuring that praise is well utilised in classrooms and around the academy site. If this strategy is used consistently, it will have the following effects:

- Encourage all pupils to behave appropriately.
- Increase pupil self-esteem, self-confidence and reflectiveness.
- Dramatically reduce behaviour problems and confrontational situations
- Create a positive classroom environment for both pupil and class teacher.
- Help to teach behaviour and establish positive relationships.

### **Consequences**

In addition to positive recognition, there must be systems for dealing with disruptive behaviour when pupils choose not to follow the rules. Systems should have staged interventions with a clear scale of escalation to cope with repetition. It is important that this staged intervention is designed to allow all pupils the opportunity to choose to change his/her behaviour within an identified framework.

The Trust expects each academy to record both positive recognition and consequences.

When a pupil is experiencing difficulties with behaviour and normal classroom sanctions have not worked, the Trust expects the Headteacher to initiate a clear plan of support. Examples may include:

- Behaviour plans
- Pastoral Support Programmes (PSPs) if pupils are at risk of suspension or exclusion.
- A referral to local partners and external agencies may also be considered if it is felt that there are other issues affecting the pupil's behaviour that could be better addressed through a multi-agency approach. Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required. See [Working Together](#)

### **Outside agencies may include:**

- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist

- Visual impairment services
- Families Information Service/ ASK US (formally parent partnership)
- Attendance Support Team (formally EWO)

### **Suspension and Exclusion**

Ultimately, a pupil who does not behave in accordance with the standards set may be suspended for a fixed term or may be permanently excluded from the academy. Situations where suspension or exclusion may be considered include violent assault on another pupil or an adult, inappropriate sexual behaviour, verbal abuse/threatening behaviour against a pupil or an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour. (See Suspension and Permanent Exclusion Policy).

### **Equality Statement**

The L.E.A.D. Academy Trust is committed to applying the equality duty in all academies across all phases. It is the responsibility of all staff, leaders, trustees and governors to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity, and to foster good relations between people.

### **Safeguarding**

L.E.A.D. Academy Trust recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. As a result, we expect each academy to consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, the academy is expected to follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Bullying**

L.E.A.D Academy Trust is committed to promoting an anti-bullying/harassment ethos, where bullying and harassment are not tolerated. The Trust takes issues of bullying/harassment seriously and enables all members of the Trust's community to challenge bullying behaviour in order that a supportive, cooperative ethos is maintained. Bullying, especially if left unaddressed, can have a devastating effect on individuals.

### **Monitoring, Evaluation and Review**

In order to determine the effectiveness of a policy, the Trust will monitor and evaluate its impact. This will be achieved by:

- Analysis of data
- The AGB, via the SEND Link Governor, annually reviewing progress made and the effectiveness of the policy in their academy.
- Trust Board scrutiny of suspension and exclusion data
- Quality Assurance (QA) visits made by Directors of Schools.



L.E.A.D. Academy Trust

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# Huntingdon Academy Behaviour Policy

Review frequency: Annual

## Policy/Procedure management log

Document name	Behaviour Policy
Date approved	March 2024
Date issued	<b>March 2024</b>
Date of review	<b>September 24</b>
Approved by	Academy Governing Body- Ange Roe As a statutory policy this needs to be reviewed annually and minuted at the AGB meeting.

## Rationale:

At Huntingdon Academy we expect and encourage excellent behaviour and self-discipline from all our pupils in order to achieve an environment which enables emotional development, effective learning, high standards and smooth functioning of our school. Our school is a complex community of adults and children, all contributing to and benefiting from its success. A community functions best if there is a mutual respect between all members and an agreed code of conduct, providing the background against which, all aspects of school life may flourish. We acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding, and in respect of pupils with SEND.

## **Aims**

At Huntingdon academy, it is our aim to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the academy.
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management for pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

## **Philosophy:**

At Huntingdon Academy we operate a positive behaviour policy which has high expectations of all within the school community.

The school:

- has a whole school approach to behaviour to ensure consistency, setting good habits early, with high expectations of cooperative behaviour from the very beginning.
- involves all pupils in the creation and review of class codes of conduct.
- provides a purposeful learning environment conducive to on task behaviour.
- involves parents/carers by communicating well to ensure their support.
- makes positive recognition of pupil achievement.
- supports behaviour management through restorative conversations, PSHE lessons, peer mediation and prefects.
- ensures that if things go wrong, pupils are given the opportunity to put things right.

At Huntingdon academy, our underlying principles are:



## Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022.](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.



## Definitions

At Huntingdon academy, misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Breach of the academy rules and values

When misbehaviour occurs, it should be dealt with consistently using the sanctions that schools have in place, and restorative work should be undertaken to ensure that misbehaviour does not escalate.

At Huntingdon academy serious misbehaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Child on Child abuse
- Theft
- Vandalism
- Fighting
- Smoking and Vaping
- Racist, sexist, homophobic or other discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco and/or cigarette papers
- Vapes and/or related items.
- Fireworks
- Pornographic images
- Any article a staff member 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)

If serious misbehaviour occurs, the academy will investigate the incident fully, and will treat each case individually using a balanced and proportionate approach.

At Huntingdon academy bullying is defined as:

The repetitive, intentional harming either physically or emotionally, of a person or group.

Bullying is, therefore:

- Deliberately hurtful

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

**Bullying can include:**

<b>TYPE OF BULLYING</b>	<b>DEFINITION</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Sexist</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## **Roles and responsibilities**

### **The AGB**

The AGB is responsible for:

- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy’s effectiveness
- Holding the Headteacher to account for its implementation

### **The Headteacher**

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the AGB and staff.
- Giving due consideration to the academies statement of behaviour principles (appendix 1)
- Reviewing and approving this behaviour policy
- Ensuring that the academy environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.

- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### **Academy Staff**

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Impose relevant sanctions according to the nature of the incident.
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the academy culture and how they can uphold academy rules and expectations.
- Recording behaviour incidents promptly
- Challenging pupils to meet the academy's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **Parents and Carers**

Parents and carers, where possible, should:

- Get to know the behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the academy's behaviour policy.
- Inform the academy of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the teacher/tutor promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the academy directly, whilst continuing to work in partnership with the academy.
- Take part in the life of the academy and its culture.

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy and working in collaboration with them to tackle behavioural issues.

### **Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at academy.
- That they have a duty to follow the behaviour policy
- The academy's key rules and routines

- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural standards.

Pupils will be supported to meet the behaviour standards and will be provided with explicit teaching on attitudes and dispositions for learning and will be supported to develop an understanding of the academy's behaviour policy and wider culture.

At timely points, pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

## **Behaviour curriculum**

### **Restorative Practices throughout School**

Implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects and impacts on others. Pupils are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently.

Being 'Restorative' focuses on building positive relationships based on responsibility, respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP, and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed, and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

### **Behaviour and Attitudes in EYFS**

Teaching our children about the expected behaviour and attitudes for school begins in the early years.

#### **Intent:**

- To ensure that all children feel and are safe, secure and happy at school
- To enable pupils to develop a range of social skills that will prepare them for the rest of school and their future lives.
- To promote the whole school values of listening, thinking, communicating and collaborating by celebrating pupils showing excellent behaviour for learning

- To develop an understanding of the needs of others, including beginning to show one another respect (e.g. respect for others' belongings)
- To involve parents in all aspects of their child's behaviour
- To provide a stimulating, caring, purposeful learning environment throughout the Early Years where every child feels valued
- To encourage independence and self-discipline so that children learn to accept responsibility for their own behaviour and learning
- To ensure a clear and consistent approach to behaviour throughout the Early Years that is supported by children, staff, parents and visitors

### **Implementation:**

We believe that promoting positive behaviour for learning is done effectively when the following strategies are utilised:

- Being a good role model, this involves direct teaching about emotions, and modelling how to recognise and manage our feelings (e.g. the colour monster, emotion charters, PSHE lessons, practising breathing techniques)
- Direct teaching about expectations (class start/stop behaviours, talk charters)
- Being consistent (children are given a count down from 3 to rectify behaviour)
- Positive reinforcement (whole class token towers, individual value points)
- Giving children a chance to change their behaviour (calming corner not used straight away, unless serious negative behaviour)
- Using positive body language- coming down to the pupil's level
- Use children's names and simple language to appreciate positive 'I like how you put all those blocks away Sasha!'
- Staff in Early Years are consistent in the vocabulary used to manage behaviour. Phrases such as "good choice", and "unkind choices", "kind hands" and "unkind hands" are used, always making clear to distinguish between the behaviour and the child. This consistency helps children to have a clear understanding of the behaviour policy.

Where conflict has occurred, children in EYFS often need adult support to help resolve issues, both between themselves and peers and for self-regulation.

We can do this effectively by ensuring that practitioners use some/all of the following strategies:

- Approach calmly and with an open mind
- Get down to child's level
- Acknowledge their feelings 'I can see you are angry/sad/upset/annoyed'
- Gather information from both sides 'What's the problem?'
- Restate the problem 'So, the problem is.....'
- Find out what happened, listening calmly to both sides 'What happened?', 'Why/how did that happen?', 'How did that make you feel?', 'How would that make you feel?'
- Ask for the solution and choose one together
- 'I wonder what we can do to solve the problem/help you feel better?', 'What could you do to help?'
- Talk about the behaviour NOT the child. Think about wording, e.g., "you didn't use kind hands" rather than "your hands are not kind."
- Be prepared to give follow up support - keep an eye out for what happens next and give further support if required e.g., modelling language to use
- Follow up 'Has that helped?', 'How do you feel now?', 'What could you do next time?'

Where negative behaviour continues to occur or more serious negative behaviour is shown, children are given time to reflect on their behaviour using our calming corners. These are found in each area of the provision. Within these areas use of sand timers, fiddle toys, social stories and emotion charters help children to recognise and manage their emotions. Adults explain clearly why children are sat in that space and once the timer has finished, children are given the opportunity to go back into the group and make positive choices.

The calming corners have been modelled to the children so that they know how to use this space. Pupils also access the space in order to regulate their emotions e.g. children will visit the calming corner when they miss their mummy's, giving a teddy bear a hug or playing with playdough can offer great comfort to a child.

### **School values in EYFS**

As a school, we have identified four key values that run through all aspects of our school like golden threads. Our values are linked to our behaviour system and children are recognised for developing skills in line with the academy's values. Huntingdon Academy's values are listening, thinking, communication and collaboration. In EYFS these values are represented with pictures to clearly demonstrate to the children what the values look like. For example, the communication value is clearly pictured with a photograph of two pupils in F2 speaking in talk partners.

### **Special Educational Needs in EYFS**

The Huntingdon Early Years team, work alongside parents to create reasonable adjustments for the children with additional needs. Reasonable adjustments are the changes that are made to a child's school life, so that they are not at a disadvantage compared to others. The basis of reasonable adjustments is that they anticipate (expect) what may cause a disadvantage and make a change to prevent or limit that happening. Any reasonable adjustments made in Early Years will depend on a child's needs. They might include making changes to things like uniform and behaviour policy to meet the needs of a child, as well as the kind of support offered day to day in the provision. All staff within the unit have access to the visual cues which are designed to aid communication with clear pictorial representations. Key approaches support our children who have additional needs: Positive Framing emphasising what a child can do to make things right; Emotion Coaching developing the tools so children can self-regulate and manage their emotions and Boundary Setting, supporting children's understanding of their new environment.

### **Routines in EYFS**

Routines are crucial for supporting behaviour in the Early Years settings. They give children a feeling of security of knowing what will happen while at school. In preparation for the challenges of starting school, sessions with parents are held to create a 'School Ready' partnership. In a relaxed small group settings parents and staff can enter a dialogue and ensure understanding of behaviour and strategies used.

The school routine is clearly represented in the visual timetable. Pupils within early years know they can refer to this timetable throughout the day. Staff are highly skilled in strategies and routines which ensure a calm and purposeful environment. Amongst the arsenal of strategies are the use of actions, music and song to signal events such as tidying up, being ready to listen or joining together on the carpet. Teachers uses their voice in many ways from stage whispers to mock surprise to get and keep children's attention, a raised voice is a last resort.

## Whole School Approach

At Huntingdon academy, strong behavior systems are pivotal to achieving what we expect to see in our classrooms. Our aim is for all lessons to be free from disruption. For behaviour in lessons, we expect:

- Teachers to know their pupils and their learning needs well.
- Pupils to be happy and secure, and able to experience a sense of achievement every day.
- The curriculum to be ambitious.
- Teachers plan and deliver well planned lessons.
- All staff explicitly teach attitudes to learning.
- Use of positive framing
- Recognition of achievement in all senses and reward
- A culture of high expectation
- That everyone is included, and all needs are met.
- That the environment is well organised, inviting and stimulating.
- Behaviour standards to be high, with any inappropriate behaviour being dealt with effectively.
- Routines are simple and consistently used.

It is, however, not just about behaviour in our classrooms. We expect positive behaviour at all points of the school day. For behaviour outside of lessons, we expect all learners to:

- Be proud to be part of their community and treat everyone with respect.
- Be courteous and respectful.
- Engage positively with everyone within the academy community.
- Walk calmly but purposefully around the school following the movement structures that have been implemented, respecting other people's physical space.
- Talk politely using developed language and not shout out.
- Actively engaging with staff and visitors- good morning and good afternoon is the standard response that should be expected.

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations in the curriculum.

### Mobile Phones and Devices

Pupils in Year 4, 5 and 6 are allowed to have mobile phones with them on-site to support their safety when transitioning to and from school but they must be handed in to a member of staff in their classroom. Pupils bring phones to school at their own risk and school will not take responsibility if they are lost or stolen.

## Responding to Behaviour

A whole school approach of positive reinforcement is used for the management of behaviour, and it is essential that this is followed consistently. We can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance. We have developed a school wide Assertive Discipline Plan. The plan specifies rules that cover the behaviour we expect from our pupils. The plan also states that pupils who break the rules will receive negative consequences, the pupils who follow the rules will receive positive individual and class treats. We aim to emphasise this aspect and thus minimise the amount of time we spend in being negative.

Our school plan is as follows: -

- Follow instructions the first time.
- Keep hands, feet, and objects to yourself.
- No name calling or teasing.
- Keep to an appropriate level of noise.

Each Class incorporates these school rules into their class stop/start behaviour charter.

### **Systems to manage behaviour.**

Behaviour incidents and sanctions are logged and monitored, and records are used to track behaviour patterns and incidents to support strategic intervention and reporting.

### **Classroom Management**

We expect all lessons to be calm and extremely purposeful. Children and young adults will be highly engaged and have a thirst for learning. There will be true working partnership and collaboration. Our aim is for all lessons to be free from disruption.

### **Stop/Start Behaviours**

To support the embedding of our expected school behaviour and rules, each class establishes as a team the stop/start behaviours for their classroom and once they are agreed they are displayed in the classroom.

Our school rules are the same for pupils in the halls, corridors, playgrounds, and the immediate vicinity of the school and on school visits.

### **Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the academy's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the academy's behaviour culture.

### **Rewards**

Positive recognition motivates the children to observe the rules. Rather than drawing attention to disruptive behaviour, the teacher deliberately focuses on children who are behaving well. If this strategy is used consistently, it will have the following effects:

- Encourage the children to behave appropriately.
- Increase the children's self-esteem.
- Dramatically reduce behaviour problems and confrontational situations
- Create a positive classroom environment for both child and class teacher.
- Help to teach behaviour and establish positive relationships.

### **Positive behaviour will be rewarded using the Values Behaviour System:**

As a school, we value 'Thinking, Listening, Communication and Collaboration.' The children are taught about these values and are how if we apply a value to our behaviours, we will develop skills in line with our values. In each classroom is a display that specifies age related behaviours in line with our school values. We believe that regularly practising, teaching and praising behaviours in line with our school values will enable our children to develop skills in listening, thinking, collaborating and communicating.



## **EYFS and Year 1**

Children in EYFS and Year 1 collect values points when they display behaviour in line with our values and these are recorded on ten frames in their classrooms. When a child achieves their completed ten frame, they receive a prize.

## **Year 2- Year 6**

From Year 2 up to Year 6 the children each have a values passport. Inside the passport the children are made aware of the four values.

### **Bronze Award**

To achieve bronze award the children must get all of the bronze boxes stamped in all 4 sections. The child will then receive their first badge.

### **Silver Award**

To achieve silver award the children must get all of the silver boxes stamped in all 4 sections. The child will then receive their first badge.

### **Gold Award**

To achieve gold award the children must get all of the gold boxes stamped in all 4 sections. The child will then receive their first badge.

### **Class rewards (tokens in the tower):**

Each class has a token tower in their classroom. In EYFS the sections go up in 10s and the top of the tower is 50. In Key Stage 1 the sections go up in 20s and the top of the tower is 100. In Key Stage 2 the sections go up in 100s and the top of the tower is 500. The children work as a team within their class to earn tokens for the tower. The children decide as a class the reward that they will receive for each section achieved. When the tower is full, the class receive their final reward and then the tokens are emptied out from the tower and the system repeats.

Some class teachers choose to have additional reward systems such as raffle tickets and table points and Huntingdon Academy allows teachers the flexibility to compliment the school system with additional rewards considering the needs of their class and children.

## **Responding to Misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The academy may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand or reminder
- Setting a written task such as an account of their behaviour
- Expecting work to be completed at home, lunch or breaktime.
- Detention at break or lunchtime
- Loss of privileges
- Referring the pupil to a senior member of staff
- Sending the pupil out of a lesson to a designated and supervised area
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil on report
- Removal of pupil from the classroom for an internal seclusion
- Suspension
- Permanent exclusion, in the most extreme circumstances

**Consequences:**

In addition to positive recognition, there must be a vehicle for dealing with disruptive behaviour when children choose not to follow the classroom rules. At the beginning of every year the class will make a list of start and stop behaviours which rewards, and consequences are centred on.

Action is triggered when the child is seen doing something on the stop list. The adult will count 1; hold up 1 finger and pause. This is a warning reminding the child that they should stop what it is they are doing. If the behaviour does not stop then they will say 2, hold 2 fingers up and pause. The child then has another opportunity to stop what they are doing. If the behaviour continues, then the adult will call 3 and put three fingers up. This will result in the child’s name being put on the board as a sign of disapproval and recognition. Ticks are added to the name if further instances of disruptive behaviour are observed and counting to three has had to take place. Teachers need to record on the board with the child’s initials the number of warnings, so it is there as a reminder for the rest of day. All classrooms use their calming area to allow children time to make the correct choice. EYFS and Key Stage 1 have a thinking chair.

For Key Stage 2 the counting system will remain for the day so for example if a child gets counted a 1 this will stand for the day.

For Key Stage 1 and EYFS the counting system will remain for the session.

*NOTE: the board is wiped clean at the end of the day (or session for EYFS and Key Stage 1), children with consequences are recorded and the next day the children start afresh.*

At Huntingdon, the following code is currently in operation: -

If a pupil chooses to break a rule these are the consequences: -

Frequency	Consequence
<b>First time</b> The pupil’s name goes on the board.	This acts as a first warning.
<b>Second time</b>	This acts as a second warning.

The pupil gets one mark next to their name.	
<b>Third time</b> The pupil gets two marks next to their name	The pupil will miss their morning break (detention). Children in EYFS and Key Stage one miss 5 minutes of their break
<b>Fourth time</b> the pupil gets three marks next to their name.	The children will be sent to a paired class. If in key stage 1 or EYFS the children will go to a paired class within key stage 1 for 15 minutes.  In key Stage 2 the children will go to a paired class within key stage 2 for 1 session  Paired class is a time for the child to calm down. The teacher receiving the child does not need to land further sanctions.  Each year the paired classes are agreed, and children must be sent to the allocated class. If an exception is being made, then the teacher must inform the HOS and explain why.  For those extreme situations and at the teacher's discretion, time out may start at the beginning of the next session.
<b>Fifth time</b> the pupil gets four marks next to their name	The pupil is sent to the Head teacher or Deputy Head teacher and will work in isolation. This will be recorded, and parents will be notified accordingly.

**Every child is given a fresh start each day.**

### Play and Lunchtimes:

- When playtime ends a whistle is blown on both the playgrounds. Whistle one means stand still and whistle 2 means start to line up. The teacher on duty will begin counting down from 10 – 0 which by this time the children are expected to have stopped playing and are lined up.

### **Rewards**

- Midday supervisors and play leaders can give classes tokens in their towers for whole class positive behaviour.
- At Key Stage 2, Midday supervisors and sports leaders can give values points to individual children as a recognition of positive conduct behaviours.
- At Key stage 1 children are awarded lunchtime value stickers.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Lunchtime leaders will nominate 4 children, giving clear reasons as to why, every week and nominated children will sit at the Achievement Breakfast Table.

### **Consequences at Lunchtime**

Problems at lunchtimes should be dealt with by the lunchtime staff and all staff have training on emotion coaching to enable them to support children through their emotions and difficulties at lunchtime.

Lunchtime staff can land immediate sanctions to the children such as minutes stood against the fence and minutes in the dining hall. Incidents are passed onto SLT, who are present at every lunchtime. When children are handed back to class teachers, there is a handover about the choices that children have made over lunchtime. Any incident that the lunchtime staff are unable to manage there is a member of SLT on duty that must be notified immediately. Lunchtime issues should be dealt with swiftly at lunchtime-by-lunchtime staff and SLT to avoid disruption to afternoon lessons.

If a child is proving a danger to themselves or others at lunchtime, then they will follow the lunchtime system.

First warning: SLT member gives a verbal warning and explains why.

Second Warning: SLT gives a second warning, and parents are called to explain the unacceptable behaviour at lunchtime. (the child stays in the following day)

Third warning: The child remains in school at lunchtime or in negotiation with the parent has a home/school dinner for a week.

### **Wet play/dinnertimes:**

Playtimes:

- During wet break times pupils will stay in their classes with their teaching staff.
- Each class teacher is responsible for ensuring that children know what they can and cannot use at playtime to keep them occupied.
- Children must always remain in the classroom unless they have been given permission to go to the toilet.
- Normal school rules, rewards and sanctions apply during this time.

Lunchtimes:

- During wet lunch times children who are not in the hall eating their dinner will remain in their classes.
- Midday staff and sports leaders are responsible for supervising children.
- Members of the SLT will also assist in supervising the children.

### **Responding to Bullying**

Procedures

- Pupils should report bullying incidents to a member of staff or someone who they can trust.
- Parents reporting any bullying incidents must contact the school.
- In cases of bullying, the incidents will be recorded by staff on the using the Bullying incident form and added to My Concern and the Bullying log, and addressed initially by the class teacher, followed by the following individuals if re an incident is not then resolved the Leader of Inclusion and Welfare, Deputy Head and ultimately the Headteacher.
- If bullying is suspected, then a bullying investigation will be completed by an appropriate staff member.

- In cases of bullying, parents of the pupils accused of bullying will be informed and will as necessary be asked to come to a meeting to discuss the problem.
- Appropriate feedback will be given to parents reporting bullying in a timely manner.
- The academy accepts that any child could display bullying behaviour, and our approach is to help those doing so to change their behaviour.
- If necessary and appropriate, external agencies will be consulted to provide support.

## Outcomes

- The child displaying bullying behaviour will be asked to genuinely apologise following the Restorative Justice Approach. Other consequences such as (a) an apology letter or (b) a written contract may be required in addition to the school consequence system.
- The academy will aim to sort out differences and encourage the pupils to reconcile.
- In serious cases, suspension or even exclusion will be considered.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place but the incident/incidents themselves will be considered closed. The academy strongly believes that all children can be bullied or bullied and as such, once an issue has been addressed, all parties should be allowed to move on from the issue at hand.

## Prevention

We will use various methods for helping children to prevent bullying. This will include:

- Having a listening and caring ethos
- Encouraging discussion and avoiding premature assumptions
- Adopting a problem-solving approach
- Exploring issues through the curriculum by PSHE, assemblies and Anti-bullying week
- Supporting the bully and the victim in modifying behaviour
- Providing information through notice boards and posters
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.
- Encouraging parents to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory.

The anti-bullying policy works alongside the behaviour policy. This is discussed with pupils, so they are informed of the procedures.

## Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.

- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded (template in appendix 2)
- Reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **Searching, Screening and Confiscation**

Any prohibited items (listed in prohibited items) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). There will always be two members of staff present if school decides to search a pupil, their belongings or their mobile device.

### **Off-site Misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy. This means misbehaviour when the pupil is:

- Taking part in any academy-organised or academy-related activity (e.g. trips)
- Travelling to or from the academy
- Wearing academy uniform
- In any other way identifiable as a pupil of our academy

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the academy.

### **Online Misbehaviour**

The academy can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the academy.
- It adversely affects the reputation of the academy.
- The pupil is identifiable as a member of the academy.

### **Suspected Criminal Behaviour**

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher, deputy head teacher or Leader of Inclusion and Welfare will make the report.

The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance Approach to Sexual Harassment and Sexual Violence**

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally.
  - Refer to early help.
  - Refer to children's social care.
  - Report to the police.

Please refer to our child protection and safeguarding policy for more information.

### **Malicious Allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## Serious Sanctions

*For severe disruption the child will be sent immediately to the Head teacher, Deputy Head teacher or the Leader of Inclusion. Severe incidents are determined by the child being a severe danger to themselves or others.*

On those occasions this is what will happen:

### Removal from Classrooms

In response to serious persistent breaches of this policy, the academy may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Arrangements for removal from classrooms at Huntingdon Academy are as follows:

- Pupil to have a designated place to work outside or inside and SLT member's office.
- TA/Class teacher to provide work and check in with child throughout their time away from class.
- Pupil provided with movement breaks if the time away from class is for a full day.
- Pupil provided with their dinner if they are not accessing the dinner hall.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The academy will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The academy will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Long term behaviour plans
- Managed move
- Multi-agency assessment
- Behaviour interventions
- Routes to Inclusion Pathway



- Referral to Inclusion Support Team
- Behaviour mentor with Behaviour support team

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### **Suspension and Permanent Exclusions**

The academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. Only in the very rare cases, where a pupil has exhausted all avenues of support (both internally and with specialist agencies) and the reasonable adjustments made in order to improve behaviour have not shown improvements meaning the child presents as a danger to themselves and others, will permanent exclusion or other similar measures (e.g. managed move, alternative provision) be considered. This would always be as a last resort.

Please refer to our suspensions and exclusions policy for more information.

## **Responding to Misbehaviour from Pupils with SEND**

### **Recognising the Impact of SEND on Behaviour**

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies.

As part of meeting these duties, the academy will anticipate, as far as possible, likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples include but are not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism, ADHD, SEMH
- Use of separation spaces (sensory room) where pupils can regulate their emotions during a moment of sensory overload.

### **Adapting Sanctions for Pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the academy will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their SEND?

If the answer to any of these questions is yes, the academy will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering Whether a Pupil Displaying Challenging Behaviour may have Unidentified SEND**

The academy's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils with an Education, Health and Care (EHC) Plan**

The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other bodies.

If the academy has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHC plan.

Nottingham City Special Educational Needs Service

Building 5 Woolsthorpe Depot

Woolsthorpe Close

Nottingham

NG8 3JP

0115 876 4300

### **Supporting Pupils Following a Sanction**

Following a sanction, the academy will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the academy. This takes place during a reintegration meeting with the pupil, their parents and the Head teacher and SENDCo if appropriate.

## **Safeguarding**

The academy recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## **Pupil Transition**

### **Inducting Incoming Pupils**

The academy will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture.

### **Preparing Outgoing Pupils for Transition**

To ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to ensure that all information and strategies used to support a pupil are passed on.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Emotion coaching
- Attachment and trauma training
- Restorative Justice
- The proper use of restraint
- The needs of the pupils at the academy
- How SEND and mental health needs impact behaviour?

Behaviour management will also form part of continuing professional development.

## **Monitoring Arrangements**

### **Monitoring and Evaluating Academy Behaviour**

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the academy behaviour culture

The data will be analysed every half term by The Head of School.

The data will be analysed from a variety of perspectives including:

- At academy level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
- By distinct pupil group characteristics, e.g. prior attainment, phase of schooling, disadvantage

The academy will use the results of this analysis to make sure it is meeting its duties under the Public Sector Equality Duty.

### **Monitoring this Policy**

This behaviour policy will be reviewed by the Executive Headteacher and School link governor at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the The Head of School.

## **Links with Other Policies**

This behaviour policy is linked to the following policies:

- Exclusion and suspensions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Equality Policy

Reviewed 22.03.24.

## Appendix 1 – searching screening and confiscating.

### Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil;
- or It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the academy rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the academy premises or where the member of staff has lawful control or charge of the pupil, for example on a academy trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified but not to search for items that are only identified in the academy rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in prohibited items) and items identified in the academy rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in 'prohibited items'
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in My Concern.

### **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the academy has taken, including any sanctions that have been applied to their child

## **Support after a search**

Irrespective of whether any items are found as the result of any search, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on academy premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into the academy, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

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

Once the police are on academy premises, the decision on whether to conduct a strip search lies solely with them. The academy will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times. The academy will advocate that any such search happens in the police station or any approved social care setting.

## **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into the academy to act as the pupil's appropriate adult. If the academy can't get in touch with the parents, or they aren't able to come into the academy to act as the appropriate adult, the police will have to arrange an appropriate adult.

The academy will keep records of strip searches that have been conducted on academy premises and monitor them for any trends that emerge.

## **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others. This will not be a member of academy staff.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it. As with other searches, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **Electronic devices**

### **Introduction**

The changing face of information technologies and ever-increasing learner use of these technologies has meant that the Education Acts were updated to keep pace. Part 2 of the Education Act 2011 (Discipline) introduced changes to the powers afforded to academies by statute to search learners in order to maintain discipline and ensure safety. We are required to ensure we have updated policies which take these changes into account. No such policy can on its own guarantee that the academy will not face legal challenge but having a robust policy which takes account of the Act and applying it in practice will however help to provide us with justification for what it does.

The particular changes we deal with here are the added power to screen, confiscate and search for items 'banned under the academy rules' and the power to 'delete data' stored on confiscated electronic devices.

Items banned under the academy rules are determined and publicised by the Headteacher (section 89 Education and Inspections Act 1996).

An item banned by the academy rules may only be searched for under these new powers if it has been identified in the academy rules as an item that can be searched for. It is therefore important that we have a statement which sets out clearly and unambiguously the items which:

- are banned under the academy rules; and
- are banned AND can be searched for by authorised staff

The act allows authorised persons to examine data on electronic devices if they think there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the authorised person must



reasonably suspect that the data or file on the device in question relates to an offence and/or may be used to cause harm, to disrupt teaching or could break the academy rules.

Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, **if they think there is a good reason to do so** .

The Headteacher will publicise the academy behaviour policy, in writing, to staff, parents/carers and learners at least once a year. (There should therefore be clear links between the search etc. policy, the behaviour policy and safeguarding policy).

### **Responsibilities**

The Headteacher is responsible for ensuring that the Huntingdon Academy policies reflect the requirements contained within the relevant legislation. The formulation of these policies may be delegated to other individuals or groups. The policies will be taken to Governors for approval. The Headteacher will authorise those staff who are allowed to carry out searches.

This statement has been written by and will be reviewed by: [insert relevant names/roles/group](#)

The Headteacher has authorised the following members of staff to carry out searches for and of electronic devices and the deletion of data/files on those devices: [\(the policy should here list those staff/roles given such authority. A Headteacher may choose to authorise all staff willing to be authorised, but should consider training needs in making this decision\).](#)

[Members of staff \(other than Security Staff\) cannot be required to carry out such searches. They can each choose whether or not they wish to be an authorised member of staff.](#)

### **Training/Awareness**

[It is essential that all staff are made aware of and implement our academy's policy.](#)

Members of staff will be made aware of the academy's statement on "Electronic devices – searching, confiscation and deletion":

- at induction
- at regular updating sessions on the academy's online safety / safeguarding / behaviour management policy
- in safeguarding training and briefings

Members of staff authorised by the Headteacher to carry out searches for and of electronic devices and to access and delete data/files from those devices should receive training that is specific and relevant to this role.

Specific training is required for those staff who may need to judge whether material that is accessed is inappropriate or illegal.

### **Electronic devices statement**

[The DfE guidance – Searching, Screening and Confiscation received significant updates in July 2022 \(updated in July 23\) and now states:](#)

- Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.
- As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk
- Staff may examine any data or files on an electronic device they have confiscated as a result of a search , if there is good reason to do so (defined earlier in the guidance as)

- poses a risk to staff or pupils;
  - is prohibited, or identified in the academy rules for which a search can be made or
  - is evidence in relation to an offence.
- If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the academy's response. Handling such reports or concerns can be especially complicated and academies should follow the principles as set out in [Keeping children safe in education](#). The UK Council for Internet Safety also provides the following guidance to support academy staff and designated safeguarding leads: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).
  - If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.
  - In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State
    - In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the academy and disrupt teaching, or be used to commit an offence.
    - In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

The examination of the data/files on the device should go only as far as is reasonably necessary to establish the facts of the incident. Any further intrusive examination of personal data may leave the academy open to legal challenge. It is important that authorised staff should have training and sufficient knowledge of electronic devices and data storage.

Members of staff may require support in judging whether the material is inappropriate or illegal. One or more Senior Leaders should receive additional training to assist with these decisions. Care should be taken not to delete material that might be required in a potential criminal investigation.

The academy should also consider their duty of care responsibility in relation to those staff who may access disturbing images or other inappropriate material whilst undertaking a search. Seeing such material can be most upsetting. There should be arrangements in place to support such staff.

A record should be kept of the reasons for the deletion of data/files. (DfE guidance states and other legal advice recommends that there is no legal reason to do this, best practice suggests that the academy can refer to relevant documentation created at the time of any search or data deletion in the event of a learner, parental or other interested party complaint or legal challenge. Records will also help Huntingdon Academy to review online safety incidents, learn from what has happened and adapt and report on application of policies as necessary).

### **Care of Confiscated Devices**

Huntingdon Academy staff are reminded of the need to ensure the safe keeping of confiscated devices, to avoid the risk of compensation claims for damage/loss of such devices (particularly given the possible high value of some of these devices).

Huntingdon Academy accepts no responsibility to the damage or loss of electronic devices and pupils bring these to school at their own risk.

### **Audit/Monitoring/Reporting/Review**

The Head of School and Leader of Inclusion will ensure that full records are kept of incidents involving the searching for and of electronic devices and the deletion of data/files.

These records will be reviewed by the safeguarding team during their 2 weekly caseload meeting.

This policy will be reviewed by the head teacher and governors annually and in response to changes in guidance and evidence gained from the records.

## Appendix 2 – Bullying incident form (Model)

# Bullying incident form

### Section 1: Staff details

Date completing form:

Name of staff:

Email address of staff:

After completion this form needs to be handed to: [Insert staff responsible for anti-bullying.]

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### Section 2: Details of incident

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.

**Nature of incident:** Tick all that apply

- Physical** (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal** (e.g. name calling, ridicule, comments)
- Cyber** (e.g. messaging, social media, email)
- Emotional/indirect/segregation** (e.g. excluding someone, spreading rumours)
- Visual/written** (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property**
- Threat** with a weapon
- Theft or extortion**
- Persistent Bullying**

**Form of bullying or incident:** Tick all that apply

- Race** – racist bullying
- Sexual orientation – **homophobic**
- Sexual orientation – **biphobic**
- Special educational needs (**SEN**) or **Disability**
- Culture** or **class**
- Gender identity** – transphobic
- Sex** – sexist bullying
- Appearance** or **health conditions**
- Religion** or **Belief** related
- Related to home or other personal circumstances
- Other** or non-specific

**Details of those involved: record all involved whether adults, pupils or visitors.**

	Name	Age/Year group	Form/class	Other relevant information (e.g. gender, SEN, disability, religion)
Target of bullying/incident				
Person/s responsible for bullying/incident				

Details of incident					
Date		Place:		Time:	
Witnesses					
Repeat incident or serious incident					
Any relevant supporting information e.g. witness					
Action taken					
Details of others involved or notified					
Date for review					

## Appendix 3 – Physical Restraint Log (Model)

# Physical restraint form

### Section A

Name of child		Class	
Date		Year group	
Place		Time	

Name/s of staff
Name/s of witnesses

Reason for Intervention							
Immediate danger to personal injury to self		Immediate danger to injury to another person					
Disruption to others		Fighting		Assault		Verbal threats	Accidental
To avoid damage to property		To prevent/interrupt absconding				Off site	Within grounds

Description of Incident

De-escalation Techniques Used			
Verbal Advice/Support		Humour	Directed Time out
Reassurance		Time out offered	
Calm Talking		Distraction	
Neutral tone/body language		Step Away	Other (specify)