

# Behaviour

# Management

# Policy

## **Introduction**

This statement 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 in order to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust aim is for the academy community to flourish in an atmosphere of mutual respect and an agreed code of conduct.

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.

## **Cross Reference: Exclusions Policy**

### **Legislative Framework**

#### **[Education and Inspections Act 2006: Section 88.](#)**

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the high expectations on 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**

### **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.

### **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 circle time, PSHE lessons, peer mediation and a school council.
- ensures that if things go wrong, pupils are given the opportunity to put things right.

### **Aims:**

At Huntingdon Academy we aim to:

- provide an environment conducive to effective learning for all pupils and staff
- raise and promote self esteem in all members of the school community.
- promote consideration and respect for others and the school environment.
- encourage a shared responsibility between home and school.
- provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them.

### **School Council:**

The purpose of the School Council is to encourage mutual respect between members of the school community. To help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school.

Each year group elects two members to represent them on the council. This representative is presented with a badge to show that they are on the School Council. The communication from each year group, via their representative, leads to discussions which reflect group feelings and opinions. Meetings are held monthly and minutes distributed around school.

The School Council are responsible for making and assisting in decisions about certain aspects of school life which affects all pupils. Having contributed to the decision making process, each pupil has some degree of possession of the outcome. The discussions, feedback and decision making contribute to pupil's awareness of the need for individual and group discipline. This in turn contributes to improving behaviour, helps to prevent bullying and encourages trust, caring and teamwork.

### **Implementation:**

A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way 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

### **Stop/Start Behaviours**

In addition to these school 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.

### **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

### **L.E.A.D. Learner Passports and smiley faces:**

#### **EYFS and Year 1**

Children in EYFS and Year 1 can collect smiley faces for positive behaviour. In EYFS and Year 1 the children get stickers for the number of smiley faces they have achieved. Once the child has received 10 stickers in EYFS, the child receives an individual treat. In Year 1 the children receive their reward when they get 20.

#### **Year 2- Year 6**

From Year 2 up to Year 6 the children each have a L.E.A.D. Learner Passport. Inside the passport the children are made aware of the four habits: **being, relating, doing and thinking**. The booklet is designed to help the children develop learning habits which will enable them to achieve their best during their time at Huntingdon and also help them to prepare to be a life-long learner.

Being habits are linked to developing aspects of your character.

Relating habits are about improving how well you interact with others.

Doing habits involve the learning skills you need to complete tasks successfully.

Thinking habits will train how you think logically about your learning.

#### **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.

### **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, 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:-

<b>Frequency</b>	<b>Consequence</b>
<b>First time</b> The pupil's name goes on the board.	This acts as a first warning.
<b>Second time</b> The pupil gets one mark next to their name.	This acts as a second warning
<b>Third time</b> The pupil gets two marks next to their name	The pupil will miss their morning break (detention). Parents need to be informed. Children in Key Stage one miss 5 minutes of their break
<b>Fourth time</b> The pupil gets three marks next to their name	<p>The children will be sent to a paired class. If in key stage 1 the children will go to a paired class within key stage 1 for 15 minutes.</p> <p>In key Stage 2 the children will go to a paired class within key stage 2 for 1 session</p> <p>Paired class is a time for the child to calm down. The teacher receiving the child does not need to hand further sanctions.</p> <p>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 DH and explain why.</p> <p>For those extreme situations and at the teacher's discretion, time out may start at the beginning of the next session.</p>
<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.

### **Severe Disruption or Serious Incident**

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:

Occasion	Consequence
<b>First time</b> incident recorded	child to work in isolation
<b>Second time</b> incident recorded	child to work in isolation and Parents notified.

### **Play and Lunchtimes:**

- When playtime ends a whistle is blown on both the playgrounds. 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 token in their towers for whole class positive behaviour.
- At Key Stage 2, Midday supervisors and sports leaders can give raffle tickets to individual children as a recognition of positive conduct behaviours which can be given to the class teacher for the pot.
- At Key stage 1 children are awarded lunchtime stickers.

## **Consequences**

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

Lunchtime staff can hand immediate sanctions to the children such as minutes stood against the fence and minutes in the dining hall. Incidents are written in the Key Stage lunchtime book which is monitored weekly by the deputy heads. 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: Deputy Head gives a verbal warning and explains why.

Second Warning: Deputy Head 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/dinner-times:**

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

### **Extreme Behaviour**

In exceptional circumstances where a pupil is becoming a safety risk to themselves or others a pupil maybe placed in the 'calming room' for a limited period to give them an opportunity to amend their behaviour and calm down (see calming room procedures).

It is important to stress that this staged intervention is designed to allow the child the opportunity to choose to change his/her behaviour within an identified framework.

When a child's behaviour has caused a serious incident the Headteacher or delegated person will carry out an investigation into the incident. An investigation will be recorded in a behaviour log.

During the investigation a member of staff will speak to the child / children involved to determine what is likely to have happened. Staff can use their previous knowledge of the children in order to come to their final conclusions. The Headteacher or delegated member of staff will then determine the consequence or sanction.

The sanction or consequence must reasonable and must not breach any other legislation (disability, SEN, equality acts).

Detailed records are kept of both positive recognition and consequences.

### **Individual Provision Map (IPM) and Pastoral Support Programme (PSP):**

All staff are responsible for the behaviour of all the children. It is important that we all involve ourselves in rewarding good behaviour and also show our disapproval and non-acceptance of bad behaviour, following the guidelines in this policy.

When a child is experiencing difficulties with behaviour and the normal classroom sanctions have not worked, it will be necessary to consult the Headteacher and inform

the Leader of Inclusion. Following consultation with the appropriate staff an Individual Provision Map may be drawn up or if the child is at risk of exclusion a Pastoral Support Programme (PSP). The principle purpose of the PSP is to clarify what needs to be done in the immediate short term to help the pupil and start to enable the pupil to make progress. A CAF may also be considered if it is felt that there are other issues affecting the child's behaviour and could be addressed through a multi-agency action plan.

A meeting will be called to discuss a child experiencing difficulties with the parents/carers and the class teacher. The difficulties will be discussed and then the child will be given a number of targets to achieve and agree a date by which they will be reviewed. The Leader of Inclusion will be informed and make the necessary entry on the Special Needs Register.

If a child seriously fails to achieve the targets set or continues to be disruptive/badly behaved, a meeting will be arranged every 2 weeks for the child, parents and Leader of Inclusion to closely monitor progress and involve other agencies.

Ultimately a child who refuses to behave in an acceptable way may be excluded from the school, for example, violent assault on another child or an adult, verbal abuse/threatening behaviour against a pupil and an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour.

### **Physical Intervention**

It is recognised by us that there may be occasions when a pupil's behaviour necessitates physical intervention. The DfE clarifies schools responsibilities under the guidance 'The use of Reasonable Force' July 2013, stating that teachers and other staff (who have been authorised by the head teacher) who have lawful control or charge of pupils, have the power to reasonable force in situations where:

- Action is necessary in self – defence or because of imminent risk of injury.
- There is a developing risk of injury, or significant damage to property.
- A pupil is behaving in a way that is in a way compromising good order and discipline.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

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

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

By law, school staff are able to use force and lawful use of this power will provide a defence to any related criminal prosecution or other legal action. However, our school will seek to keep the use of 'reasonable force' to an absolute minimum – our staff must not use force except as a last resort where there is a danger of someone being hurt.

**Any form of corporal punishment is the school is illegal, and this ban is absolute.**

### **Our school principles are:**

Everyone attending or working in this school has a right to:

- Be treated with respect and dignity
- Learn and work in a safe environment and,
- Be protected from harm, violence, assault and acts of verbal abuse

Within this school the following must guide practice:

- The use of Positive Handling must NOT be used with intent to:
  - punish
  - cause or threaten hurt
  - oppress, threaten, intimidate or bully; or
  - secure compliance with staff instruction
- Within the continuum of Positive Handling, physical control SHOULD ONLY be used;
  - with minimum and reasonable force
  - rarely and exceptionally
  - as a last resort where all other courses of action have failed; and
  - with the minimum degree of intrusion required to resolve the situation.
- Any use of physical control to be justifiable, reasonable and informed by risk assessment
- Preventative techniques must have been exhausted
- All involved pupils and staff will be provided with opportunities for debriefing as soon as possible following an incident.

### **Identifying Areas of Concern**

Cases of physical intervention should be rare. There may be some pupils which the school identifies as 'of concern'. The school will work to identify these pupils and

draw up suitable guidance for staff based around discussions with parents/staff/other professionals.

The school will then train those staff who work closely with the pupils to ensure they understand the triggers and best approaches to support the child.

## **Staff training**

Only members of staff trained by the Local Authority in Positive Handling techniques will be allowed to use physical intervention. A list will be made available to all staff of those with training. Each member of trained staff will also have to attend an annual refresher course.

The school will keep records of all occasions where intervention has been used (Appendix 1) and parents/carers will be informed of an incident involving their child and given an opportunity to discuss it

## **Dealing with incidents**

The school will have named staff trained in Positive Handling. Where staff have concerns they will send for the support of a named member of staff to manage the situation.

Should a situation develop unexpectedly staff must apply their professional judgement and only intervene if not doing so places a person at risk.

### **Staff must:**

- Remain calm
- Use non-threatening verbal and body language
- Try to manage the situation without resorting to force
- Give a clear oral warning that force may have to be used
- Inform the pupil that they will stop using force as soon as possible.

## **Post incident review**

Being involved in such incidents may be upsetting for pupils and/or staff.

A review must take place between a member of SLT and the staff concerned to:

- Identify any triggers;
- Consider whether the use of force was managed appropriately;
- Consider whether the use of force could have been avoided;

- Identify what we can learn from the incident.

It may be that whole school or specific pupil lessons are learned – these must be identified and acted upon.

A record of the event must be kept. A copy must be kept by the Headteacher with a copy on the pupil file (see appendix). A copy must also be sent the same day to [safeguarding@leadacademytrust.co.uk](mailto:safeguarding@leadacademytrust.co.uk).

A member of SLT must ring parents to discuss the incident. The school will then carryout a risk assessment around the child's behaviour and a Positive Handling Plan will be put into place with the agreement of parents.

Any parental complaints must be managed through the school complaints process.

### **Calming Room**

At Huntingdon we have a 'calming room' facility which allows disruptive and/or distressed pupils to use away from other pupils for a limited time.

This is used only in exceptional circumstances when a pupil is becoming a danger to him/herself or others.

Two members of staff will always escort and be present either inside or outside the room. The light will always be on and the window in the door clear so that staff and the pupil can be seen.

At all times the health and safety of the pupil is paramount. The pupil will be in the room no longer than is necessary. The pupil will also be allowed time to eat and use the toilet as required.

All incidents where the calming room has been used will be logged by school staff.

Some children use the calming room as part of their de-escalation provision. This should be planned and recorded in their provision map and risk assessment.

### **Attendance:**

Those children with 100% attendance each term are presented with a special certificate and pencil. At the end of the year children who have 100% attendance receive a certificate and a prize.

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### **Procedures**

- The lunchtime Leader is designated as having responsibility for deciding whether it is wet playtime and informing the rest of the school.

### **Use of outside agencies:**

The following outside agencies are available to support parents/carers/children who are experiencing difficulty:

- Education welfare officer (EWO)
- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service
- Parent Partnership

The Leader of Inclusion and Headteacher advise teachers and parents on which service would be most appropriate and how to contact them.

### **Mutual respect:**

At Huntingdon Academy we believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion in circle time, during thinking through philosophy sessions, by role play and by good role modelling. Respect needs to be apparent between adults, between children and adults and between children. In this way every member of the school is valued and feels valued.

### **Implementation:**

1. Parents: At the start of the school year, parents are asked to sign a home school agreement that outlines the responsibilities of the parent and school with regards to behaviour and attendance. Parents have a clear role in making sure that their child is well behaved at school.

2. Staff:

- Treat all children equally, irrespective of gender, sexuality, race, religion or disability.
- Be alert to the signs of all forms of bullying and harassment and deal firmly with it in line with the school policy
- Model excellent and appropriate behaviour
- Play an active part in building a sense of community
- Deal sensitively with children in distress
- Support each other in maintain good classroom management and be sensitive to each other's needs.
- Apply the agreed standards of behaviour consistently

3. Children:

- Should treat each other as they would like to be treated themselves, i.e. with tolerance and respect for other's views and rights
- Should accept responsibility for their own choices and actions
- Should dress appropriately in the agreed school uniform. Haircuts and the wearing of jewellery should be in line with school policy
- Respond appropriately and immediately to any reasonable request or instruction made to them by an adult in school
- Complete all assigned work within the agreed timescales.

**Employed Staff Powers to Discipline Pupils:**

Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow reasonable instruction (section 90 and 91 of the Education and Inspection Act 2006)

- The power applies to all paid school staff with responsibility for pupils, e.g. including teaching assistants.
- Staff can discipline pupils at any appropriate time that the pupil is in school or offsite e.g. residential trips or visits
- Staff can also discipline pupils when a pupils misbehaviour occurs off school premises

- Staff can confiscate pupils property
- Staff can impose an agreed sanction (see this policy)
- Staff have the power to impose a detention; during the school day e.g. playtimes or preventing a child from taking part in an activity after school or representing the school.

The power to discipline pupils applies to behaviour both in school and out. (In certain circumstances – e.g. bringing the schools reputation into disrepute or incidents of bullying or harassment that affect children in school.)

The Headteacher and DSL's should consider whether a child's behaviour gives cause to suspect that a child might be suffering or at risk of suffering significant harm. Where this maybe the case, staff should be directed to follow the school's safeguarding procedures.

### **Pupils Conduct Outside the School Gates:**

Staff have the power to discipline pupils for misbehaving outside the school gates, "to such an extent as is reasonable". This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities e.g. offsite visits, residential visits, when representing the school.
- Travelling to and from school
- Misbehaviour when wearing school uniform

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (off site and residential visits).

Children are not permitted to write bikes and scooters on the school premises and if they are seen to do so they will first receive a letter warning and following this if they continue to ride their bike or scooter they will have a week's ban from having these items on the school premises.

### **Confiscation of Inappropriate items:**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully. At Huntingdon Academy we will always search a pupil, only if necessary and with another member of staff present to act as a witness.

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated.

Staff also have the power to search without consent for prohibited items, including:

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (incl lighter fuel and propellants)
- Drugs and alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school rules

Where appropriate, items may be handed to the police. The Headteacher will decide whether it is appropriate to involve outside agencies i.e. social care teams.

### **Hate and Prejudice Based Remarks:**

Any words or actions that cause offence to another person and are considered hate or prejudice based by the offended person will be deemed as such. If this is the case then;

- The pupil will be sanctioned, the Deputy Head Teacher informed and a record of the incident is kept in the appropriate file.
- Parents and if necessary the Governors are informed
- In persistent cases, parents may be asked to discuss the matter with the Headteacher and a referral to an appropriate agency made.

### **Allegations of Abuse Against Staff/Malicious Accusations Against Staff:**

An allegation of abuse will be taken seriously; the chair of the governing body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is subject of the allegation. The suspension of the member of staff involved must

not be used as an automatic response when the allegation has been reported. The school and local authority disciplinary measures will be followed where the allegation is found by the governing body to be true.

Where the allegation made by a child or parents is found to be false, the chair of the governing body will:

- Write to the parent of the child to explain the outcome of the investigation and make clear the seriousness of a false allegation. The parent will be informed that the incident has been formally recorded and subject to data protection and that it may be shared with other appropriate parties.
- Meet with the parent and child (if appropriate) to discuss the matter and possible consequences; in the case of a child lead allegation, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.
- Exclusion of a child who continues to make false allegations about staff
- In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further advice and support.

### **Exclusion:**

The Headteacher (or Deputy Headteacher in the head's absence) will decide whether to exclude a pupil, for a fixed term or permanently (to be approved by the governing body within 15 days of the exclusion being announced), taking into account all the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Headteacher will consider the following as part of their decision making process:

- Has the school followed the school behaviour management policy and procedures? Could any other sanctions have been used?
- Have the school done everything that they can to support the child? Does the child have any recognised difficulties that could impact on them?
- Would allowing the child to stay in school seriously harm the education and welfare of other pupils and adults?

Once all considerations have been made and if the decision to exclude is agreed the school will follow LA guidelines and procedures.

### **Dealing with Inappropriate Behaviour of parents, visitors and other adults in school:**

## Legal Duty

The school has a duty to ensure that its premises are a safe place to work and visit so therefore must deal effectively with any rude or aggressive visitors to school, including parents.

## Inappropriate behaviour

This includes causing any kind of nuisance or disturbance, such as:

- Refusing to follow the reasonable instructions or requests from staff; e.g. refusing to move from a specified area, to cease behaving in a manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety risk.
- Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises, including visitors to the site
- Being physically abusive e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including visitors

## How can the school respond?

1. Verbal warning- senior member of staff can ask the person to stop behaving inappropriately or to leave the premises. Although this warning will be given verbally a written report should be made.
2. The police – can be asked to attend school to ask the person to leave, to remove them from the premises or if their behaviour warrants it to arrest them.
3. Warning letter – serious incidents should be followed up by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed
4. Banning letter – if the incident is sufficiently serious or is one of a series of incidents, the Headteacher can ban a person from the premises.
5. Legal proceedings –
  - a) Civil proceedings
  - b) Injunction
  - c) Criminal proceedings

## Covid 19 Amendments

Additional behaviour measures have been taken in light of covid 19 as follows:

- Each class has a safety charter
- Each class has a traffic light system as outlined below
- Children whose behaviour poses a Covid Secure risk are risk assessed
- Staff have PPE in each classroom that they can wear when handling



## Safety Charter Traffic Light System

**This is for additional behaviours in response to COVID-19**



All children start on green



Amber = warning. If the behaviour is **intentional and purposeful, the pupil must remain on orange**. If the behaviour was accidental, or a mistake that has been corrected then the pupil may go back to green after a reflective consideration with a member of staff.



Should behaviour issues persist, their name will be moved to the RED traffic light.  
Staff should contact a member of the SLT immediately who will request that the pupil be escorted from classroom.  
Contact will be made with home. Child will remain outside SLTs office  
**Form will need completing and possible risk assessment review.**

### Other relevant policies:

SEN and Inclusion Policy

Anti-Bullying Policy

Equality Policy

Safeguarding Policy

Code of Conduct Policy

Health and Safety Policy

SMSC Policy

PSHE Policy

Covid 19 Risk assessment for September 2020 opening

### **Monitoring, evaluation and review:**

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

- The Leader of Inclusion will monitor numbers of pupils at various stages of the behaviour plan. This will be done on a termly basis.
- The governing body, via the SEN Governor, will review progress made and the effectiveness of the policy on an annual basis, in the summer term.

Reviewed 2020

R. A. Riley

## **Appendix1**

### **Calming Room Procedures**

The calming room should only be used after all in-class strategies and de-escalation strategies, and the involvement of senior staff has failed to achieve a resolution and there is a danger of the following:

- a) injury to pupils
- b) injury to staff
- c) Severe disruption, which significantly affects others

In these instances the calming room can be used as a means of

- a) reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school.
- b) reducing the need for prolonged use of physical intervention.
- c) placing the pupil in a safe environment where he/she can be helped to deal with the situation and resolve it in a successful manner.

In exceptional circumstances, the quiet room can also be used as part of a planned intervention aimed at reducing behaviour contrary to school rules, which either is a danger to others in the school or is prejudicing good order in school on a regular basis.

#### **Procedure for the use of the calming room**

**During all these steps de-escalation strategies should be being used.**

- 1) The pupil's behaviour continues to be disruptive and uncooperative to the point where they are affecting others and/or they become a danger to themselves, other pupils or staff. (At this point senior staff should be notified).
- 2) The pupil is warned that moving to the calming room is the school's next option and is given a further chance to comply and make the right choice.
- 3) The pupil does not comply and is then asked to take themselves to the calming room.
- 4) If the pupil does not comply after being given the chance to go themselves and is a danger to themselves and others -the pupil will be taken there using approved positive handling techniques, in line with school policy and any handling plans in place for the pupil in question.

- 7) Once in the calming room and away from the body of the school, staff involved will try to resolve the situation with the **minimum time being spent in the calming room.**
- 8) When the calming room has been used the incident must be raised at recorded appropriately in line with school policy.
- 9) While in use the calming room should be staffed by two members of staff where possible. They should be monitoring the pupil at all times through the window in the door. Do not close the blind. SLT should be notified.

**At no time will pupils be unsupervised in the calming room**

## Appendix 2

### **Physical Intervention Record (Staff Statement)**

Physical or electronic copy to be given to DSL

<b>Name of child:</b>					<b>Class:</b>	
<b>Date:</b>		<b>Start time:</b>		<b>Location:</b>		
		<b>End time:</b>				
<b>Staff involved:</b>						
<b>Staff witnesses:</b>						
<b>Pupil witnesses:</b>						
<b>Events leading up to incident (describe the environment and triggers):</b>						
<b>Attempts to defuse the situation:</b>						
<b>Account of incident:</b>						
<b>Type of intervention and duration:</b>						
<b>Outcome (including injuries/damage):</b> If staff injury sustained please fill out Violent Incident report form in full and hand in a copy of both to DSL						
<b>Staff injury:</b>						
<b>Child injury:</b>						

<b>Violent incident form filled in: (please tick)</b>		<b>Yes</b>	
		<b>No</b>	
<b>Action taken/Lessons learned: (what provision/strategies will be put in place/reviewed)</b>			
<b>Parent contacted by:</b>  <b>When</b>		<b>When:</b>	
<b>Outcome of contact:</b>			

### Appendix 3 Violent Incident to Staff Form

THIS INFORMATION MUST BE COMPLETED BY THE ASSAULTED PERSON / RESPONSIBLE PERSON ACTING ON THEIR BEHALF

<b>A) ASSAULTED PERSON DETAILS</b>			
FORENAME(S)		SURNAME	DATE OF BIRTH Male <input type="checkbox"/> Female <input type="checkbox"/>
HOME ADDRESS		<b>CATEGORY OF ASSAULTED PERSON</b>	
		NCC employee <input type="checkbox"/>	Agency <input type="checkbox"/>
POST CODE	PHONE 	WORK EMAIL:	
<b>DEPARTMENT:</b>	SERVICE AREA		OCCUPATION
Children & Families <input type="checkbox"/> Communities <input type="checkbox"/> Resources / Chief Execs <input type="checkbox"/> Development <input type="checkbox"/>	BASE/DEPOT		PAYROLL NO
	LINE MANAGER'S NAME		
<b>INCIDENT DETAILS</b>		INCIDENT DATE	INCIDENT TIME
ADDRESS / LOCATION		INJURIES AND LOCATIONS  (e.g. cut right hand, bruised left leg, unconsciousness etc.)  Detail specific location e.g 21 abbey hill in the hallway / on street / office etc	
		<input type="checkbox"/> NOT APPLICABLE (near miss incident / No Injury)	
<b>TYPE OF INCIDENT:</b>		Physical Assault <input type="checkbox"/>	<b>PRIMARY ASSAILANT DETAILS</b>
Result of Physical Intervention	<input type="checkbox"/>	Verbal Abuse - Face to Face <input type="checkbox"/>	ASSAILANT NAME AGE 0-5 <input type="checkbox"/> 6-11 <input type="checkbox"/> 12-18 <input type="checkbox"/> 19-29 <input type="checkbox"/> 30-45 <input type="checkbox"/> 46-59 <input type="checkbox"/> 60+ <input type="checkbox"/> Unknown <input type="checkbox"/>
Attack by Animal	<input type="checkbox"/>	Verbal Abuse - By Telephone <input type="checkbox"/>	Assailant's Home Address Address Unknown <input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Written Threat <input type="checkbox"/>	
Incident motivated by hate (Faith)	<input type="checkbox"/>	Incident motivated by hate (Sexuality) <input type="checkbox"/>	<b>CATEGORY OF ASSAILANT</b> Service User <input type="checkbox"/> Public <input type="checkbox"/> Tenant <input type="checkbox"/> Intruder <input type="checkbox"/> Visitor <input type="checkbox"/> Client <input type="checkbox"/> Contractor <input type="checkbox"/> Pupil <input type="checkbox"/> Customer <input type="checkbox"/> External Organisation <input type="checkbox"/>
Incident motivated by hate (Disability)	<input type="checkbox"/>	Incident motivated by hate (Race) <input type="checkbox"/>	
<b>MEDICAL TREATMENT RECEIVED/ACTION TAKEN</b>		NAME AND ADDRESS OF WITNESS(ES)	
None <input type="checkbox"/>	Sent/taken home <input type="checkbox"/>		
First Aid* <input type="checkbox"/>	Doctor <input type="checkbox"/>		
Returned to Work <input type="checkbox"/>	Straight to hospital <input type="checkbox"/>		
*Who administered first aid?			
Please attach any completed witness statements to this form			

**B) FULLY DESCRIBE THE VIOLENT INCIDENT**

BRIEFLY DESCRIBE THE INCIDENT. Useful information includes a description of the assailant, events leading up to incident, what task or activity was being undertaken at the time. Please also identify any additional assailants

Please use additional pages if necessary

1<sup>st</sup> DAY OF ABSENCE

WHO WAS THE INCIDENT REPORTED TO (IF NOT LINE MANAGER)

If you want your union to also investigate this incident, please identify which union you are a member

**I SUBMIT THESE DETAILS AS BEING A TRUE ACCOUNT OF THE INCIDENT** (you may wish to keep a copy of this form)

Signed

Date

Work phone number ☎

Please do not send this form without signing and dating it.

**Information for the completion of the Violent Incident Report Form**

This form must be completed where the injured person does not have access to the Incident Management system to complete the details of the incident on-line.

The form must be fully completed and all sections must be completed. Where information is not known, do not leave it blank but complete by using 'Unknown'

**Who must this form be sent to?**

This form **must** be sent to your line manager so it can be uploaded onto the incident management system. This is the person that has been identified on this form.

You can also send a copy of this form to your trade union

It is recommended that you also keep a copy of this form.

**What Happens Next: The Incident Management System**

The information contained within this form will be uploaded onto the Incident Management System. If you have identified an email address, you will receive an automatic message from the Incident Management System that informs you that this information has been uploaded.

Please note, you will only be able to see this information if you have registered onto the system and you must have a recognised City Council / school and other approved e-mail addresses. (googlemail, hotmail and similar generic e-mail addresses will not allow access)

The information on this form will then be used as a basis for management to undertake an incident investigation and complete the on line reporting system.

When transferring this information, if the form identifies the person who has had the accident is an employee or agency staff, the information will be added using the 'I am the Line Manager / Team Leader / Supervisor' option. All other categories of persons who have an accident should be added using 'I am reporting on behalf of a Third Party'.

## **Appendix 4 – Prejudice Incident form**

**Appendix 5 Bullying Allegation Form**
**Huntingdon LEAD ACADEMY  
BULLYING ALLEGATION FORM**

<b>Date of Incident:</b>	<b>Time of Incident:</b>
<b>Report Completed by:</b>	

<b>NAMES OF CHILDREN INVOLVED</b>	<b>CLASS</b>

<b>BRIEF SUMMARY OF THE BULLYING ALLEGATION AND THE TYPE OF BULLYING INCLUDING ONLINE OR HOMOPHOBIC. INCLUDE THE TIME PERIOD FOR THE BULLYING</b>

<b>REASON FOR REFERRAL TO SLT (e.g. one of a number of recent incidents, referral via parent)</b>

Referral to Inclusion Lead:

**Steph Austin**

--

Referral to Deputy Headteacher:

**Becky Riley**

--

Referral to Head:

**Ross Middleton**

--

:

<b>BRIEF SUMMARY OF RESULTING ACTION TAKEN BY SLT</b>	
<b>DETAILS OF ACTION TO BE TAKEN</b>	
Notified parents/carers	Yes
Individual discussion with pupils involved	Yes
Group discussion with pupils involved	
Notified class teacher	Yes

Medical treatment	No
Specific support from staff	
Follow up date set	

Any additional information:

## Huntingdon LEAD ACADEMY

### BULLYING ALLEGATION /INCIDENT REVIEW DOCUMENTATION

SCHOOL VOICE
What action has been taken to resolve the problem and how effective has it been?
PUPIL VOICE
How well did we deal with the problem? How do you feel now?
PARENT VOICE
How satisfied are you with the way in which the situation has been dealt with?

--	--	--	--

FOLLOW UP RECORD			
Date	Action Taken By	Brief Description of Action	Outcome

Was this an incident of bullying or an isolated incident that needed to be addressed?

Have there been any previous incidents between these pupils?

Further Action to be taken:

Any other comments:

Signed:

Date:

## Appendix 6 Safety Charter Form

### SAFETY CHARTER RECORDING FORM

This form is to be used if a child is purposefully not following the safety charter and has had to be removed from the bubble.

Date:

Name of Child:

Name of bubble:

Member of staff involved:

Warning	Detail of incident
Amber	
Repeat Amber	
Red	

Did the child have an opportunity to talk about their mistake with an adult in their bubble and reflect on the incident when they had an amber warning? Please give details.

---

---

---

SLTS Action and follow up

.	
---	--

Have parents been informed?

Does child need a risk assessment?

Date child can return to bubble:

### **Appendix 7 Safety Charters for Covid 19**

#### Staying Safe Charter 2020 for Key Stage 2

I will carefully follow the routines for my bubble when I arrive and leave school and I will stay apart from my friends.

I will follow instructions on hygiene and handwashing throughout the day.

I will follow instructions on who I can play with at school and which games are allowed.

I will move around school sensibly and follow all instructions on which doors to use, where I line up and which way to move around.

I will be where I am supposed to be at all times and will NEVER enter another bubble or play zone.

If I need to sneeze or cough or I will use a tissue and dispose of it safely in the bin ('catch it, bin it, kill it').

I will try really hard to avoid touching my mouth, nose and eyes with my hands.

I will tell an adult if I am experiencing any symptoms of coronavirus e.g. a cough that doesn't stop, I feel hot or I can't taste or smell properly.

I will only use the toilet when I am allowed to by an adult and will be quick, go on my own and wash my hands thoroughly for 20 seconds with soap and warm water and dry them afterwards.

I must NEVER cough or spit at or towards any other person.

I will use our STAY SAFE CHARTER and my school rules together at all times.

I will only bring my water bottle, school packed lunch, sun hat, coat, sun cream and PE kit to school and no other equipment.

### Staying Safe Charter 2020 EYFS and Key Stage 1

Sit in your own place at the table  
Only touch your own body  
Keep your hands away from your face  
If you use a tissue put it in the bin and wash your hands  
Ask to use the toilet  
Tell the teachers if you are unwell  
Only eat and drink your own food and drink (no sharing)

### **Appendix 8 Isolation Form**

#### Isolation Form

Name Taken  
(First Warning)

First Tick (Second  
Warning)



Second Tick  
(Paired Class)

Third Tick  
(Paired Class)

Fourth Tick  
Isolation)

Parent informed: Yes/No  
Other Comments