

# Behaviour Policy

## SHINE Multi Academy Trust



**Management log**

Document	Behaviour
Author	CEO
Person responsible for the document	CEO
Date approved	29 August 2024
Date issued	30 August 2024
Review period	Annually
Next review	Autumn 2024
Reviewer	Chief Executive Officer as actioned by the policy committee
Signed	Signed
	
Chair of the Board	CEO

**Document history**

Version	Date authored	Author	Date approved	Date issued	Comments
V1	March 2018	Judi O'Leary	23 March 2018	24 March 2018	To secure a behaviour policy to support SHINE academies
V2	September 2019	Judi O'Leary	16 September 2019	17 September 2019	Annual review – revised and updated to focus on behaviour management
V3	September 2020	Helena Brooks	25 November 2020	25 November 2020	Annual review – no material changes applied – sign posted to the addendum due to Covid-19
V4	April 2021	Helena Brooks	19 April 2021	19 April 2021	Annual review – no material changes applied
V5	July 2022	Judi O'Leary	4 July 2022	4 July 2022	Annual review – no material changes applied
V6	August 2023	Judi O'Leary	1 September 2023	1 September 2023	Annual review – no material changes applied
V7	August 2023	Judi O'Leary	29 August 2024	30 August 2024	Annual review – no material changes applied

## Related policies

Policy	Website link
Complaints	<a href="https://www.shine-mat.com/business-and-personnel/">https://www.shine-mat.com/business-and-personnel/</a>
Educational visits	Contact individual academies <sup>1</sup>
Equality	<a href="http://www.shine-mat.com/pupil-welfare/">http://www.shine-mat.com/pupil-welfare/</a>
Exclusions	<a href="http://www.shine-mat.com/pupil-welfare/">http://www.shine-mat.com/pupil-welfare/</a>
General Data Protection Regulation (GDPR)	<a href="https://www.shine-mat.com/gdpr-1/">https://www.shine-mat.com/gdpr-1/</a>
Health and safety	Contact individual academies

## Contents

1 Introduction .....	3
2. Legislation .....	3
3. General principles and aims of our Behaviour Policy .....	4
4. Roles and responsibilities.....	5
5. Poor behaviour and persistent poor behaviour.....	9
6. Bullying .....	10
7. Cyber bullying .....	10
Appendix 1.....	11

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<sup>1</sup><http://www.ironvillecodnorpark.derbyshire.sch.uk/policies/>  
<https://www.johnhuntprimary.co.uk/general-policies/>  
<http://www.langold-dyscarr.org/policies/>  
<http://www.ranskillprimary.co.uk/key-information/policies>  
<https://www.scotholme.com/policies.html>  
<http://www.whitemooracademy.co.uk/policies/>

## 1 Introduction

1.1 SHINE Multi Academy Trust (SHINE) is dedicated to providing the best possible education and support for all pupils within its academies. This means having a clear, fair, and efficient behaviour policy. We adopt a positive approach to encouraging children to behave well and celebrate this throughout their time at school. SHINE prides itself on its desire for all children to succeed, therefore, all the academies involved within SHINE will endeavour to support children with their behaviour when appropriate. However, SHINE is also committed to providing an excellent education for all pupils and will tackle incidents of poor behaviour clearly, efficiently and fairly.

1.2 SHINE's Board of trustees (Board) welcomes feedback on the services it provides. Should anyone be unhappy with any aspect of an academy within SHINE, it is important that the Board and relevant academy learns about this. The Board recognises there is a difference between a concern and a complaint. Taking informal concerns seriously at the earliest stage reduces the numbers that develop into formal complaints. The Board aims to ensure that concerns are handled, if at all possible, without the need for formal procedures. SHINE's formal complaints procedure is only necessary if efforts to resolve the concern informally are unsuccessful. Where an individual may feel that an issue has not been dealt with appropriately it is important, for all involved, that there is a clear and transparent process for a complaint to be considered. SHINE's complaints policy is available via our website <https://www.shine-mat.com/business-and-personnel/> or by contacting our clerk via email [governance@shine-mat.com](mailto:governance@shine-mat.com) or asking for a copy at one of our academies.

1.3 This policy outlines how individual incidents of poor behaviour and persistent poor behaviour are dealt with by SHINE and its academies. Each individual academy within SHINE may have its own behaviour systems for celebrating good behaviour and dealing with poor behaviour. This is outlined at the back of this overarching policy.

1.4 With any policy it is important to acknowledge that special circumstances may apply for individual children. When dealing with a behavioural issue, it is crucial to recognise the individual child, the context of the incident and the impact the sanction will have on all parties involved.

1.5 All SHINE staff will be made aware of this policy and the CEO along with the headteachers will review it regularly in order to provide fair, consistent and clear procedures for all.

## 2. Legislation

2.1 SHINE academies will work closely with the School Council (pupil voice) to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child<sup>2</sup> that children should be encouraged to form and to express their views.

2.2 This policy will be annually reviewed, made available to all stakeholders<sup>3</sup> and applied consistently throughout our academies in accordance with the School Standards and Framework Act 1998<sup>4</sup>.

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<sup>2</sup> <https://www.cypcs.org.uk/rights/uncrcarticles/article-12>

<sup>3</sup> Stakeholders; are staff, parents, pupils, trustees, governors, visitors, wider community

<sup>4</sup> <http://www.legislation.gov.uk/ukpga/1998/31/contents>

2.3 As a multi-academy trust, SHINE strongly endorses the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

2.4 SHINE as an educational provider has a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010<sup>5</sup>.

2.5 SHINE believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education and Inspection Act 2006<sup>6</sup>
- Apprenticeships, Skills, Children and Learning Act 2009<sup>7</sup>
- Education Act 2011<sup>8</sup>
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 updated 2017<sup>9</sup>
- The Education (Independent School Standards) (England) (Amendment) Regulations 2014<sup>10</sup>
- [Keeping Children Safe in Education 2023](#)<sup>11</sup>

### 3. General principles and aims of our behaviour policy

3.1 Our behaviour policy will:

- encourage good behaviour across SHINE
- promote self-management of children's behaviour
- reflect the Take Care ethos of our trust
- be easily accessible and publicised on the academies' websites
- be simple to understand and follow
- be consistent, fair and clear for all children and adults
- respect that exceptions may occur, and incidents will be thoroughly investigated whilst taking into account individual needs
- acknowledge that each academy may reward or sanction behaviour in different ways
- address all concerns and provide an effective response and appropriate redress, where possible



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<sup>5</sup> <http://www.legislation.gov.uk/ukpga/2010/15/contents>

<sup>6</sup> <http://www.legislation.gov.uk/ukpga/2006/40/contents>

<sup>7</sup> <https://www.legislation.gov.uk/ukpga/2009/22/contents>

<sup>8</sup> <http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>

<sup>9</sup> <https://www.gov.uk/government/publications/school-exclusion>

<sup>10</sup> <http://www.legislation.gov.uk/uksi/2014/2374/contents/made>

<sup>11</sup> <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## 4. Roles and responsibilities

### 4.1 Role of SHINE

4.1.1 It is the responsibility of the Board to communicate its ethos and core values which promote respect and celebrate diversity. These are the principles underpinning positive behaviour.

4.1.2 Whilst the procedures for promoting and maintaining positive behaviour may vary within our academies, our underlying maxims of 'Dare to be Different' and 'Take Care' are upheld as a constant.

4.1.3 As new academies join SHINE, it is our responsibility to communicate our values and expectations clearly so that our ethos and principles are consistently reflected in practice.

### 4.2 Role of the local governing body

4.2.1 The local governing body (LGB) has:

- the duty to set a policy framework of their policy on pupil discipline after consultation with parents<sup>12</sup> and pupils
- responsibility to ensure that their stakeholders comply with this policy
- delegated powers and responsibilities to the headteacher to ensure that personnel and pupils are aware of this policy
- delegated powers and responsibilities to the headteacher to ensure all visitors are aware of and comply with this policy
- a duty to appoint a coordinator for behaviour and discipline to work with the headteacher
- the duty to support the headteacher and personnel in maintaining high standards of behaviour
- responsibility for ensuring that personnel comply with equalities legislation
- a duty to nominate a designated Equalities governor<sup>13</sup> to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring their part of this policy is maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy
- a duty to nominate a link governor to visit the school regularly, to liaise with the headteacher and the coordinator and to report back to the LGB
- responsibility for the effective implementation, monitoring and evaluation of this policy

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<sup>12</sup>. Definition of parents: parent is defined as any individual who has or has had parental responsibility for or cares for or has cared for a child or young person under the age of 18. It includes a person who the child lives with and looks after the child, irrespective of what their relationship is with the child. Further the parent must be to someone involved in the full-time

care of the child on a settled basis.

<sup>13</sup> Within SHINE our appointed governor with designated responsibilities for pupils personal development, behaviour and welfare to ensure that appropriate action is taken to deal with all prejudice related incidents or incidents which are a breach of this policy and must inform the chair of the Board

### 4.3 Role of the headteacher

#### 4.3.1 The headteacher will:

- determine the detail of the standard of behaviour that is acceptable
- ensure all personnel, pupils and parents are aware of and comply with this policy
- work hard with all stakeholders in their community to create an ethos that makes everyone feel valued and respected
- promote good behaviour by forging sound working relationships with all stakeholders involved with their academy
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils
- ensure the health, safety and welfare of all children
- work with the School Council to create a set of rules that will encourage good behaviour and respect for others
- work closely with the link governor and coordinator
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy by analysing
  - pupil attitudes to attendance and learning
  - the views of pupils, parents, school personnel and governors
  - the number of fixed-period and permanent exclusions
  - incident logs, rewards and sanctions
  - the number of reported cases of bullying
  - strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy
- report to the LGB on the success and development of this policy

### 4.4 Role of the coordinator

#### 4.4.1 The coordinator will:

- lead the development of this policy
- work closely with the headteacher and the nominated governor
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises
- keep up to date with new developments and resources
- work with the School Council
- monitor school support systems
- undertake classroom monitoring
- track pupils through provision maps/ Individual Education Plans (IEPs)
- ensure pupils' behaviour is logged by staff<sup>14</sup>

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<sup>14</sup> Within SHINE pupils behaviour is logged on CPOMS - Safeguarding and Child Protection Software for Schools



- create links with parents
- deal with external agencies
- review and monitor
- report to the LGB on the success and development of this policy
- promote a positive ethos in relation to behaviour

#### **4.5 Role of the nominated governor**

##### **4.5.1 The nominated governor will:**

- work closely with the headteacher and the coordinator
- ensure this policy and other linked policies are up to date
- ensure that everyone connected with the school is aware of this policy
- attend training related to this policy
- report to the LGB on the success and development of this policy

#### **4.6 Role of staff**

##### **4.6.1 Staff are expected to:**

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently
- promote self-discipline amongst pupils
- deal appropriately with any unacceptable behaviour, including the use of force that is reasonable in the circumstances. See appendix 1. use of reasonable force
- log incidents of poor behaviour clearly and accurately with actions to move forward
- apply all rewards and sanctions fairly and consistently
- discuss pupil behaviour and discipline regularly at staff meetings
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline
- attend periodic training on behaviour management
- ensure the health and safety of the pupils in their care
- identify problems that may arise and to offer solutions to the problem
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the academy's community

#### **4.7 Role of pupils**

4.7 Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times
- show consideration to others
- talk to others without shouting and will use language which is neither abusive nor offensive
- listen carefully to all instructions given by the teacher/relevant staff in charge
- ask for further help if they do not understand
- treat others, their work and equipment with respect
- support the academy code of conduct and guidance necessary to ensure the smooth running of the academy
- obey all health and safety regulations in all areas of the academy
- liaise with the School Council to make suggestions about improving behaviour
- take part in questionnaires and surveys

#### **4.8 Role of parents**

4.8 Parents are encouraged to:

- comply with this policy
- have good relations with the academy
- support good behaviour
- sign the 'home-school agreement'
- ensure their children understand and value the meaning of good behaviour
- support rules and sanctions
- take part in periodic surveys conducted by the academy
- support the code of conduct and guidance necessary to ensure smooth running of the academy

#### **4.9 Role of the School Council (Pupil Voice)**

4.9.1 Pupil representatives will be given opportunities to discuss their opinions regarding their own academy's behaviour systems and any improvements which could be made.

4.9.2 This may happen in the following ways:

- pupil council meetings
- pupil questionnaires
- discussion e.g., in assemblies;
- through the personal, social, health and economic (PSHE) education curriculum programme

## 5. Poor behaviour and persistent poor behaviour

5.1 The academies within SHINE may have to deal with isolated incidents of poor behaviour and persistent poor behaviour differently.

5.2 In cases of an isolated incident, the needs of the children involved, and context of the incident will be taken into account before making a decision on the sanction.

5.4 It may be the case that the isolated incident requires the staff to follow the academy's exclusion policy. For example, in cases of unprovoked violence or damage to academy property.

5.3 If there is a persistent behavioural issue, additional steps will be considered, and support will be offered to the child to encourage them to change their behaviour. This support could include:

- a range of outside agency involvement such as a mentor from the behaviour support team, additional work from an Educational Psychologist or support from Child and Adolescent Mental Health Services (CAMHS). Note: this requires permission from the parent and relies on academy funding to facilitate so may not always be available
- Team Around the Child (TAC) meetings may be offered as a way of communicating with a variety of professionals in one place. These meetings may involve representatives from the academy, health and family services to work collaboratively for the child
- a 'time out' system where the children can leave the classroom to calm down
- additional steps within the behaviour policy to help them to succeed throughout the day
- social stories to help with particular triggers for poor behaviour. This can be linked to an individual reward system
- regular contact with the behaviour lead/appropriate staff. This could be a check-up in the corridor, a sit-down meeting or be an extra body in class for additional support
- a specific teaching assistant (TA) could be assigned to the year group to be on hand should the child need somebody to talk to when the behaviour lead is not available (funding permitting)
- sessions during the week where behaviour lead/ appropriate staff supports the class
- in-house behaviour programs such as a Take Care Club
- opportunities to work as a mentor for other children to boost self-esteem
- individual projects to work on with a TA. This can be a project about future ambitions or idols. SHINE and its academies will initiate projects that will benefit pupils in some way to raise self-belief and pride
- appropriate staff to support lunchtime play

5.4 The academies within SHINE will update parents regularly about the support in place for their child and its impact on behaviour.

5.4 If persistent poor behaviour continues despite the additional support that has been offered, the academy may choose to issue a fixed-term exclusion.

5.5 If persistent poor behaviour still continues despite additional support and suspensions, the academy may choose to begin the process of a permanent exclusion. This process is outlined in SHINE's Exclusion Policy.

## **6. Bullying**

6.1 SHINE strongly condemns bullying and strives to ensure that every child feels safe and happy at their academy.

6.2 Bullying is where a child is being physically or emotionally hurt on a regular basis for a period of time. The academies within SHINE have a common understanding of what bullying is.

6.3 If there is evidence to suggest that a child is being bullied within one of the academies, this will be addressed by the academy's senior leadership team and dealt with accordingly. The academy will then report back to the parents and children involved to ensure that all parties feel that the problem has been resolved.

6.4 If appropriate, support will be offered to the child and regular well-being checks will take place to ensure that they remain comfortable at their academy. The children will know who to go to if they are concerned about bullying within their setting.

## **7. Cyber bullying**

7.1 SHINE and its academies recommend that children and parents adhere to the age restrictions on social media platforms. SHINE appreciates it can be difficult to enforce this outside of the academy setting, therefore, our academies offer advice and guidance to help pupils and their parents via assemblies and curriculum led activities.

7.2 SHINE and its academies address internet safety and appropriate use of the internet through our PSHE and ICT curriculum. Our academies also have regular E-safety assemblies to keep the pupils updated with rules and advice.

7.3 SHINE and its academies recognise that sometimes bullying can occur through social media and impact on the child's time in school. If cyber bullying takes place, we will do our best to resolve the issue and look after the child in question. However, we recommend that, if parents feel that the issue has not been resolved, they contact the police.

7.4 There may be incidents where the academy feels that it is necessary to involve other outside agencies, including referring to social care, if we are concerned that a child is accessing inappropriate media. This can include the disregard for age-restrictions on games or social media.

## Appendix 1.

### The use of reasonable force:

The following information is taken from the DfE guidance document: Use of Reasonable Force (Advice for headteachers, staff and governing bodies July 2013)<sup>15</sup>

### What is reasonable force?

- The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils.
- 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 to control pupils or to restrain them.
- Controlled means 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.
- Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- Staff should adapt their approach as necessary and make reasonable adjustments when dealing with pupils who have Special Educational Needs and Disabilities (SEND).

### Who can use reasonable force?

Under Section 93 of the Education and Inspections Act 2006, all members of staff have a legal power to use reasonable force.

### When schools are allowed to use reasonable force:

The following list gives some suggestions but is not exhaustive:

- to prevent a pupil injuring themselves or others
- to prevent a pupil from leaving a specific area in the academy in a way that would risk their safety or lead to behaviour that disrupts others
- to remove a disruptive child from a situation where they have refused to follow an instruction to leave

### It is always unlawful to use force as a punishment.

### Power to search pupils without consent:

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"

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<sup>15</sup> <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

This is detailed in Section 5509ZB(5) of the Education Act 1996.

# Application of the Behaviour Policy

## Whitemoor Academy



**Management log**

Document	Behaviour – local procedures
Person responsible for the document	Headteacher
Date approved	August 2024
Date issued	August 2024
Review period	Annually
Next review	Autumn 2025
Reviewer	Elaine Fox

**Document history**

Version	Date authored	Author	Date approved	Date issued	Comments
V1	April 2024	Claire Daniels	May 2024	May 2024	To secure Whitemoor Academy's application of the behaviour policy
V2	July 2024	Claire Daniels	August 2024	August 2024	Annual review – no material changes applied



### Positive behaviour and relationships

At Whitemoor Academy (WA) our vision is at the heart of everything we do. We aim for our pupils to become independent learners, to strive to 'be their best self', to enjoy life and understand how they can keep themselves and others safe. We aim to achieve this through embedding our school values, which have been developed in partnership with our pupils and staff.

### Our school ethos

Everything we do starts with positive relationships – building, maintaining and repairing them. We believe that children deserve our time – time to talk, to explain and to find solutions.

At WA, we believe in and practice, a relationship-based and restorative approach to understanding behaviour. This approach is underpinned by 3 key principles:

1. Unmet Needs: Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need e.g., the need to feel safe, hunger, positive self-esteem
2. Individual Influences: Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop e.g., their family, community, school
3. Relationships: Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

As a school we remember that discipline means to teach, not to punish. So, in order that we provide opportunities for children to learn positive behaviours, modelling positive behaviour is central to our school ethos.

- We know that empathy is at the core of building positive relationships: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
- We also appreciate the gravity of acting 'In Loco Parentis' (in place of a parent). We have a duty of care towards our children, promoting safety and welfare. The level of this duty of care is measured as being that of a 'reasonable parent.'
- We know that, as adults, we are in control of the school environment and it is up to us to ensure that all children feel safe and happy.

At WA, we recognise the importance of listening to our children and seeking their opinion. Therefore, our School Council is regularly met with to obtain their views on behaviour.

### Policy aims and objectives

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on mutual respect and trust for all. We aim to create an environment in which everyone feels happy, safe and secure.

WA is committed to the emotional mental health and well-being of our children, staff and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of Positive Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

### Promoting good behaviour

Children learn best and behave best when they know what is expected of them and when they are positively encouraged to behave well. They need to have plenty of opportunities to experience success and also need to be aware that if they do not behave appropriately, they will be consistently and fairly treated. It is therefore important to focus on positive behaviour strategies and our policy and practice reflect this. It is inevitable that some instances of inappropriate behaviour will occur - no positive feedback system will be effective with all children all of the time. Sanctions do, therefore, have a place within the school's behaviour policy, but they are most effective when used within an environment in which positive strategies are used as a first resort.

### School behaviour expectations

All pupils must meet the following expectations (with adaptations made where there is additional need). These are taught **explicitly** and the children are reminded of them frequently both in 'Reset assemblies' at the start of each half term, and day to day.

### Inclusion

While this curriculum is for all pupils, it will be applied differently in different year groups depending on pupils' ages and may also be applied differently depending on individual pupils' SEND needs.

Expectation and Rationale	What does this look like at Whitemoor?
<b>Best Sitting and Listening'</b> to ensure everybody can learn without distraction.	<ul style="list-style-type: none"> <li>• Know that we 'track the speaker'</li> <li>• Know that when we hear 'tracking 3, 2, 1.... that is our cue to stop what we are doing and face the teacher/TA</li> <li>• Know that we do not have anything in our hands unless we are working</li> </ul>
<b>'Best Thinking and Responding'</b> to make sure that everyone gets chance to share their ideas.	<ul style="list-style-type: none"> <li>• Know that we <b>do not</b> put our hand up to answer questions</li> <li>• Know how to participate in a discussion e.g., my turn, your turn</li> <li>• Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear</li> <li>• Know that answers should usually be given in full sentences e.g. Who was Christopher Columbus? He was a famous explorer</li> </ul>
<b>'Best Walking'</b> to keep everyone safe and make sure the learning of other children is not disrupted.	<ul style="list-style-type: none"> <li>• Know that we always face forwards</li> <li>• Know that we walk in a straight line</li> <li>• Know that we walk one behind the other</li> <li>• Know that we walk with our hands behind our back</li> <li>• Know that we walk in silence</li> <li>• Know that we walk on the left-hand side of the corridor</li> </ul>

<b>'Best Manners'</b> to know that manners are important to create a good impression	<ul style="list-style-type: none"><li>• Know that we should always say/sign 'please' when we are asking for something.</li><li>• Know that we should always say/sign 'thank we' when we receive something, or someone does something nice for us.</li><li>• Know that we should let any waiting adults through a doorway before walking through ourselves.</li><li>• Know that we should say 'Good Morning/afternoon to others we meet.</li><li>• Know that it is polite to give eye contact to the person we are talking to.</li><li>• Know that we great adults by their title and surname</li></ul>
<b>Best work</b> to achieve our full potential	<ul style="list-style-type: none"><li>• Know that I should give 100 percent effort to all my schoolwork</li><li>• Know that I will have to complete a given amount of work within a given time or do this in my own time</li><li>• Know how to set out and present my work in line with school policy</li></ul>
<b>Play and lunchtime</b> to keep everyone safe	<ul style="list-style-type: none"><li>• Know that we must play safely without hurting anyone and that we <u>do not</u> 'play fight'</li><li>• Know that we must be kind, by including people in our games and sharing equipment</li><li>• Know that when we hear the bell, we stop what we are doing and return our equipment to the designated place</li><li>• Know that we walk calmly and sensibly to where we line up</li><li>• Know that we line up in an order the teacher decides for us</li><li>• Know that we should not be in the school building without adult supervision</li></ul>

### Rewards

We believe it is important that children are rewarded for positive behaviour and following the expectations of the conduct curriculum. This recognition reinforces the positivity that we expect in school. Our high expectations are applied consistently across school and are expected of our children, our staff and our wider school community.

We praise our children in a variety of ways:

- Verbal praise and smiles
- Whole class reward systems (Bees for end of breaks and whole class behaving well)
- Recognition in 'Celebration Assembly'
- Individual rewards:
  - Raffle tickets
  - Certificates
  - Treat with Headteacher
  - Whole class reward (bee winners each half term)

### Positive approaches

To promote good behaviour at WA we put the emphasis upon positive relationships, adults modelling appropriate behaviour, explicit teaching of the conduct curriculum and why rules are necessary, restorative conversations when expectations are not met and rewarding those children who behave well.

Praise can be given in many ways and methods of rewarding children need to be varied and changed regularly in order to prevent them from becoming stale. Children behaving appropriately should be praised for it. Unacceptable behaviour may sometimes be ignored (depending on the child and situation), providing it is not a danger and should then be followed by the praising of the appropriate behaviour of another child nearby. Children should be encouraged to copy the teacher's example of praising others.

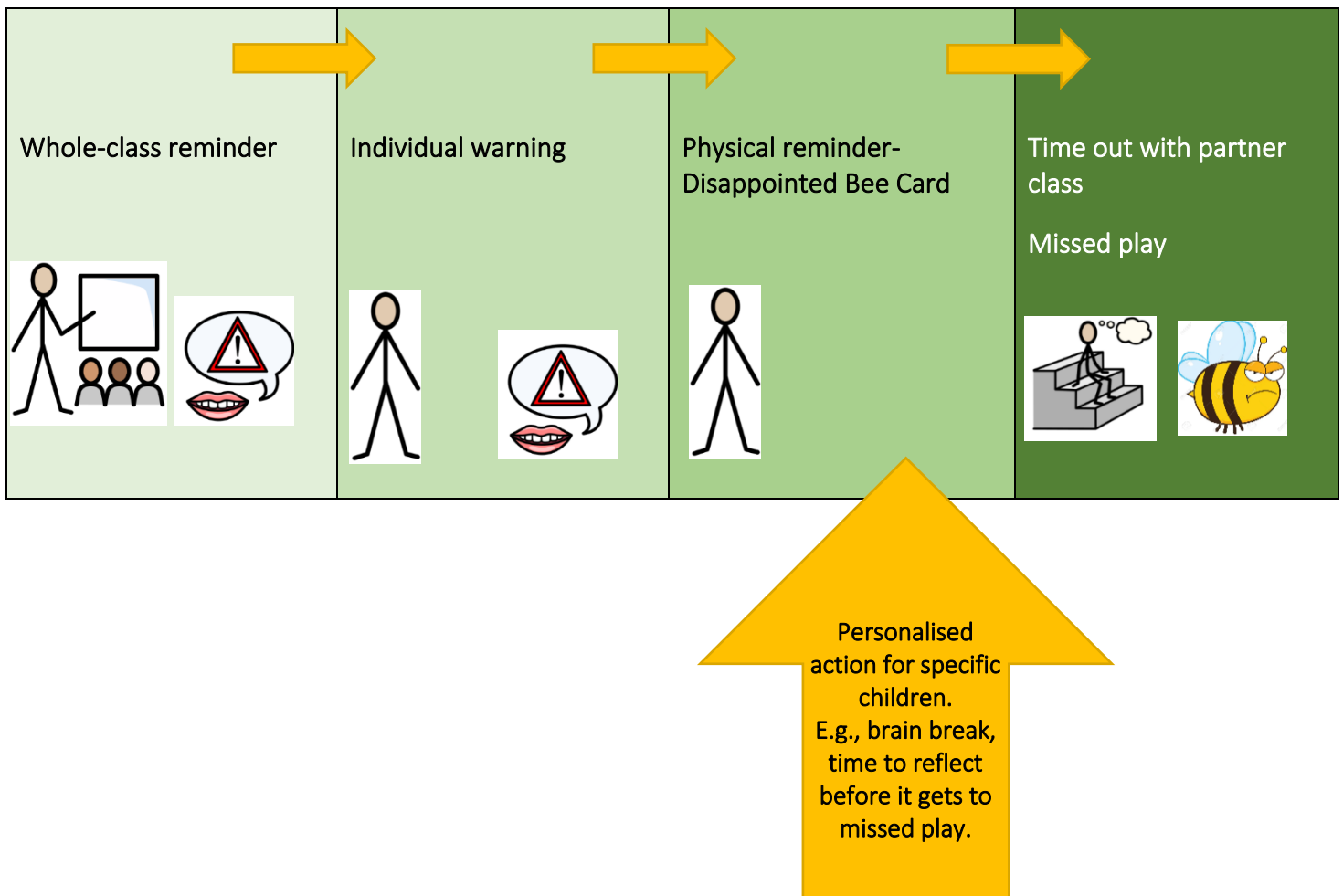
Our 'School Rules' will be established at the beginning of each school year. Regular reminders will also be given in assemblies and in class. The children should be encouraged to remind each other of these where necessary. They are also revisited when necessary, during lessons.

### Whole class reward systems

These are bespeaking to the class and decided with the children. They are designed so that the class know that they are being rewarded for working hard as a team and by respecting our School Agreement and Values. The children are working towards a whole class treat each ½ term that will last for approximately 1 hour.

## Sanctions

Behaviour system stages:



## A restorative approach to challenging behaviour

We are aware that all behaviour happens for a reason and when we are dealing with children who are significantly distressed, it is essential to take into consideration de-escalation strategies and the 'The Behaviour Cycle' (see appendix 1). At that moment in time, the child will not be at a point to reflect on their behaviour or discuss their choices. It is paramount that any interactions with the child do not escalate the situation – the child needs to be given time and space to calm down and then reflect (alone and with a trusted adult).

We promote the use of 'natural consequences' – with the support of a trusted adult these can help children to change their behaviour. Some examples are: apologising, repairing damage to property, completing missed work in a playtime. If missed playtimes are happening repeatedly the teacher needs to consider what the deeper issue is.

It is however, recognised that sometimes a more structured and immediate approach is required in order to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against the School Rules and this will be explained clearly to the child.

At a suitable time after the incident, staff will aim to have a 'restorative' conversation (see appendix 3) with the child so that they can try to understand

- what happened
- who was affected
- how they might behave differently in future

Dealing with behaviour is a **shared responsibility** and it is expected that all staff support one another for the benefit of the child. All staff should use the 'Behaviour system pathway' which is displayed in a child friendly' format in each classroom. The 'Behaviour system pathway' is referenced with the children to ensure that they understand the steps that are in place. The hierarchy of support and responsibility is as follows:

**Things to remember:**

- We start every day as a new day.
- Sanctions will take place at the next available break time. If this is not possible, due to the timing of the day, it will be rolled over to the next available day.
- If a child is missing a break time, then the parent/carer will be informed
- All behaviour incidents will be logged using CPOMS

After any of the above steps, the staff must adopt a 'reset' approach so that the child knows that they can move forward.

Additional actions could include:

- Phone call / Dojo messages home / meeting with parents
- Discussion with SLT
- Referral to the 'Be Safe' team

**Escalation and Beyond Challenging**

At times a child's behaviour may escalate to a point where immediate action is needed in order to keep the child or others safe, or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the teacher or teaching assistant will request the support of the SLT, who will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

**All incidents need to be logged on CPOMS.**

**Please note:**

In some cases, pupils will have specific additional needs. The Behaviour system will therefore be adapted accordingly. Specific plans/ systems will show regard to any diagnosis or disability which a pupil may have. For example, we will take a calm and empathetic approach to pupils who have ASD in order to give the pupil time to process the instructions given and then respond appropriately.

On occasion it will be necessary to miss out some of the consequences, going straight to any of the steps without having gone through each step in order. Such cases could include situations where a pupil is a danger to themselves or others and as such is unsafe to be on school premises.

In certain cases, following a thorough risk assessment, we may make the difficult decision not to allow pupils to attend school trips, sporting fixtures or other events due to ongoing concerns regarding behaviour. The safety and safeguarding of pupils is of paramount importance and any such decision will only be made in conjunction with the Headteacher and will not be taken lightly. Parents/ Carers will be informed directly by the Headteacher if such a decision is made.

### **Minimising the Need to Use Reasonable Force**

The use of 'reasonable force' in schools and colleges – Keeping children safe in education 2023.

*There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.*

*'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve 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 the classroom.*

*The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. The department therefore encourages, principals, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.*

*When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 86-93) in relation to making reasonable adjustments and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.*

- *Departmental advice for schools is available at Use of Reasonable Force in Schools*
- *HM Government guidance Reducing the need for restraint and restrictive intervention sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention in special education settings, however all schools and colleges may find the information helpful. Use of school or college premises for non-school/college activities*

### **Staff authorised to use reasonable force**

Under Section 93 of the Education and Inspection Act (2006) the head teacher of our school is empowered to authorise those members of staff who are enabled to use reasonable force.

Here at WA, the Headteacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of pupils in a given lesson or circumstance have permanent authorisation.
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

### Deciding whether to use reasonable force

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should consider the risks carefully recognising the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or,
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a non-physical way was low; the age, size, gender, developmental maturity of the persons involved.

Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific pupils who can present risks to themselves and others. This may include information about SEN, personal circumstance and temporary upset.

### Using reasonable force

When using force members of staff should only use the minimum amount of force required in achieving the required outcome.

Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also, staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

### Staff training

Identified staff access Restrictive Physical Intervention (RPI) Training, delivered by Nottingham City Behaviour Support Team.



Nottingham City RPI Solutions Training upskills staff to:

- Have an understanding around the use of physical intervention and to have practised and be confident to use Nottingham City RPI Solutions Training techniques
- Develop the practical skills to reduce risk when they are required to hold children and young people.
- Be aware of the role of physical intervention within overall planning and how to reduce the risk of harm
- Develop strategies to reduce the need for physical intervention
- Increase staff skills and confidence in order to de-escalate difficult situations
- Understand their Legal and Ethical responsibilities and the underpinning legislation and laws

Techniques delivered and practised are part of a positive approach to managing behaviour and follows the BILD (British Institute of Learning Disability) philosophy. The training offers a selection of techniques so that any intervention can be as safe and personalised as possible.

The process sits within the Human Rights legislation, the Equalities and SEND legislation plus Health and Safety legislation.

Staff who receive this training will be accredited to use the physical elements of RPI for a defined period, as stated on their certificate. Staff will be expected to attend a RPI refresher course to update their skills and renew their certification every 12 months.

### **Recording and reporting incidents**

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:

- an incident where unreasonable use of force is used on a pupil would always be a significant incident;
- any incident where substantial force has been used (e.g., physically pushing a pupil out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not over reacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the pupil or member of staff.

Staff should also bear in mind the age of the child; any special education need or disability or other social factors which might be relevant.

Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. All incidents of physical intervention are logged on CPOMs and additional information is attached where required.

WA fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance. For further details please refer to the SHINE Multi Academy Trust Child Protection policy.

### **Post-incident support**

Following the use of physical intervention staff and pupils will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

The health, safety and welfare of all the people who work or learn at our school are of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone. The governing body and SHINE Multi Academy Trust takes responsibility for protecting the health and safety of all children and members of staff.

### **Behaviour plans**

A behaviour plan (See Appendix 2) is designed to ensure consistency and allow children to be supported according to their needs.

The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- A meeting between the class teacher, behaviour lead and any other relevant staff to agree routines, strategies and responsibilities.
- To include provision.

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm down and recover following an incident.

Whilst the child is 're-regulating', following an incident, the member of staff dealing with the incident will support their recovery. This may include offering comfort, drinks etc. Once 're-regulated', a discussion will take place around what happened, the impact of their behaviour for themselves and others, what they did wrong and what strategies they could use next time to achieve a better outcome.

### **Who is the policy for?**

This policy is for all children, staff, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

### **Equality Duty**

In developing this policy, and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and in particular our need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The protected characteristics are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

### Safeguarding

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world.

We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern.

We include in our consideration of risk: radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation.

We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern.

We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

### Zero-tolerance approach to sexual harassment and sexual violence

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. We recognise that child-on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence

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

The school's response will be:

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

In cases where this child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the situation. Some of these behaviours and actions have been referred to in the above 'sanctions and extreme behaviours section' and our 'Child Protection' and 'Child-on-Child Abuse' policies.

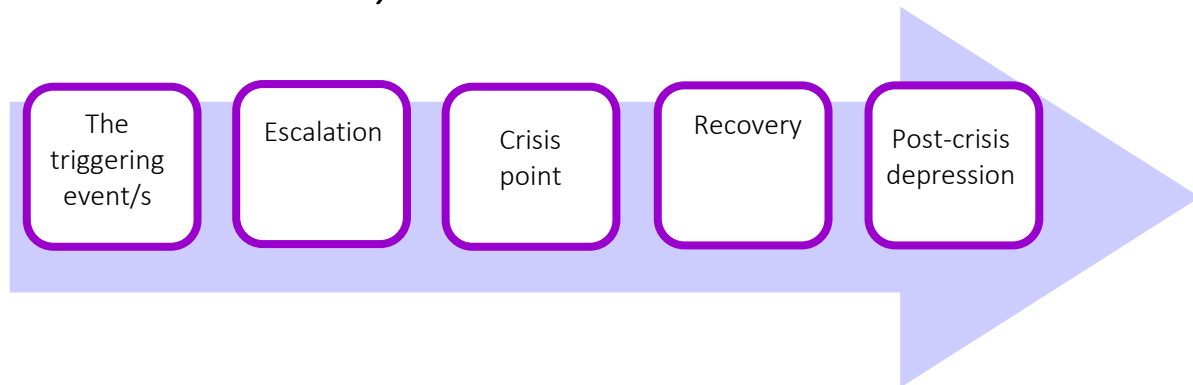
### Complaints and allegations

Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved.

We will also make clear to pupils that they have a right, and are able to question/complain about the use of reasonable force.

We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns through face-to-face dialogues, use of home / school diaries or by telephone.

## APPENDIX 1: The Behaviour Cycle



### The Behaviour Cycle

1. **Triggering events** – occurrence perceived by the individual as a threat to him/her.

#### Two types

- Fear inducing events – give the person the perception he/she is under threat or about to lose something of value.
  - Frustrating circumstances – give the person the idea that his/her efforts or demand have been useless.
2. **Escalation phase** – pupil's body and mind prepare for a fight. He/she may respond physically or taunt the perceived threat, if it is a person
  3. **Crisis point** – pupil explodes into violent acts against the threat or runs away.
  4. **Recovery phase** – pupil's body relaxes and mind decreases in vigilance. The confrontation is seen to be over, even if temporarily.
  5. **Post-crisis phase** - while pupil tries to return to a stable level, he/she often feels tired, tearful, depressed, guilty.

## APPENDIX 2: Individual Behaviour Plan

Name of child	DOB
Date plan initiated	Person writing plan
Relevant background information	
Outline of difficulties	
Identified trigger points <ul style="list-style-type: none"> <li>•</li> </ul>	
Things that work well <ul style="list-style-type: none"> <li>•</li> </ul>	
Actions to be taken <ul style="list-style-type: none"> <li>•</li> </ul>	
Staff involved	

### *APPENDIX 3: Restorative Questions*

Examples of types of questions that could be asked when challenging behaviour:

- What happened?
- What were we thinking of at the time?
- What have we thought about since?
- Who has been affected by what we have done?
- In what way have they been affected?
- What do we think we need to do to make things right?

To help those affected:

- What did we think when we realised what had happened?
- What impact has this incident had on we and others?
- What has been the hardest thing for we?
- What do we think needs to happen to make things right?