# L.E.A.D. ACADEMY TRUST

# BEHAVIOUR POLICY

**Policy Information**

**Introduction**

| Document name | Behaviour Policy |
|---|---|
| Date approved | February 2023 |
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| Date of review | January 2024 |

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

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

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

Underpinning our policy are the following principles:



**Proactive Element 1**

**Know the learner**

* Know each learners needs and adjust your approach accordingly

* Know each learner and their influences, including their name

* Know a pupils context

* Be supportive and build positive relationships

**Proactive Element 2**

**Conditions for learning**

* Develop a highly ambitious curriculum for all

* Teaching well sequenced lessons that meet the need of all learners

* Explicit teaching of learning behaviours

* Develop metacognition

* Develop self-regulation

**Proactive Element 3**

**Classroom Management Strategies**

* Use positive framing to set the tone

* Reward positive learning behaviours

* Explicit teaching of learning routines and positive behaviour for learning

*Communication with parents and carers

**Proactive Element 4**

**Simplicity, consistency and communication**

* Ensure routines are simple, understood and applied consistently

* Always ensure that any approach to discipline is carried out calmly and respectfully

**Reactive Element**

**Reactive approaches**

* Bespoke support will be provided because the proactive measures are not having the desired impact.

* Training for staff to support, where provision falls outside of the academy expectations

**Cross Reference:  Suspensions and Exclusions Policy**

**Legislative Framework**

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

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

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

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

**Academy Expectations**

The Trust expects each academy to:

- Have a whole-school behaviour policy (model policy attached) which details its approach to behaviour management. The academy behaviour policy should include detail on the following:

  - Purpose – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;
  - Leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors;
  - Academy systems and social norms – including rules, routines, and consequence systems;
  - Staff induction, development and support – including regular training for staff on behaviour;
  - Pupil transition – including induction and re-induction into behaviour systems, rules, and routines;
  - Pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with SEND where those needs might affect behaviour;
  - Child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
  - Banned items – a list of items which are banned by the academy and for which a search can be made

- Include staff in reviewing and contributing towards behaviour policy formation
- Involve pupils in the creation and review of academy codes of conduct
- Provide a purposeful learning environment conducive to promoting high standards of pupil conduct and positive attitudes to learning
- Involve parents/carers by communicating well to seek their support
- Make positive recognitions of pupil achievement
- Ensure that if things go wrong, pupils are given the opportunity to put things right.

The Trust expects each Academy Governing Body (AGB) to provide clear guidance to its academy relating to:
- Screening and searching pupils (including identifying in the school items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;

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

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

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

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

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

## Consequences

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

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

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

- Behaviour plans
- Individual risk assessments or a trauma informed plan if pupils are at risk of suspension or exclusion
- Use of alternative provision (AP)
- A referral to local partners and external agencies may also be considered (Primary Inclusion Panel, CAMHS or SEND services) if it is felt that there are other issues affecting the pupil's behaviour that could be better addressed through a multi-agency approach. Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.  See Working Together

**Outside agencies may include:**
- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS

- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service/ ASK US (formally parent partnership)
- Attendance Support Team (formally EWO)

## Suspension and Exclusion

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

## Equality Statement

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

## Safeguarding

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

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

## Bullying

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

## Monitoring, Evaluation and Review

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

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

Rainbow Forge Primary Academy

# Behaviour Policy

**Review frequency**:  Annual

| Document name | Behaviour Policy |
|---|---|
| Date approved | 20th November 2023 |
| Date issued | Autumn 2023 |
| Date of review | Autumn 2024 |
| Approved by | Academy Governing Body |

# Aims

At Rainbow Forge it is our aim to:

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

At Rainbow Forge academy, our underlying principles are:



**Proactive Element 1 — Know the learner**
* Know each learners needs and adjust your approach accordingly
* Know each learner and their influences, including their name
* Know a pupils context
* Be supportive and build positive relationships

**Proactive Element 2 — Conditions for learning**
* Develop a highly ambitious curriculum for all
* Teaching well sequenced lessons that meet the need of all learners
* Explicit teaching of learning behaviours
* Develop metacognition
* Develop self-regulation

**Proactive Element 3 — Classroom Management Strategies**
* Use positive framing to set the tone
* Reward positive learning behaviours
* Explicit teaching of learning routines and positive behaviour for learning
* Communication with parents and carers

**Proactive Element 4 — Simplicity, consistency and communication**
* Ensure routines are simple, understood and applied consistently
* Always ensure that any approach to discipline is carried out calmly and respectfully

**Reactive Element — Reactive approaches**
* Bespoke support will be provided because the proactive measures are not having the desired impact.
* Training for staff to support, where provision falls outside of the academy expectations

**A Positive, Nurturing, Trauma Informed Approach**

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self- discipline. We aim to teach children the life skills necessary to solve their own problems as they move through academy and to build resilience. These skills are taught through our curriculum using a comprehensive PSHE curriculum, restorative practice, cooperative learning strategies, circle times, assemblies, 'Bucket Filling' weeks and through individual discussions. Good behaviour arises from good relationships and from setting clear expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential. We consider the trauma children may have experienced and work to alleviate the effect of Adverse Childhood

Experiences for our pupils. This affects the way we interact with children and leads to some pupils receiving therapy and counselling (See Relationship Policy).

**The core beliefs of Rainbow Forge Primary Academy are that:**

- All behaviour is a form of communication.

- Behaviour must be taught.

- Behaviour can change and that every child can be successful.

- Praising and a system of rewards are more likely to change behaviour than blaming and punishing.

- Using a restorative approach with a positive system of rewards will increase children's' self-esteem and thus help them to achieve more.

- Celebrating success helps children to achieve more.

- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.

- Reinforcing good behaviour helps our children feel good about themselves.

## Legislation, statutory requirements and statutory guidance
This policy is based on legislation and advice from the Department for Education (DfE) on:

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

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

## Definitions
At Rainbow Forge academy, misbehaviour is defined as:

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

## Rules
We are good learners
We are honest
We are kind and gentle

We listen
We keep each other safe
We look after property
We are polite and well mannered

At Rainbow Forge academy serious misbehaviour is defined as:

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

Possession of any prohibited items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco and/or cigarette papers
- Vapes and/or related items
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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



Rainbow Forge Academy is a Diana Award Anti-Bullying school. We have a team of Anti Bullying Ambassadors who campaign to raise awareness, and support those effected by bullying behaviour.

Bullying behaviour is defined as:

Repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

Bullying is, therefore:

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

**Bullying can include:**

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including:<br>• Racial<br>• Faith-based<br>• Sexist<br>• Homophobic/biphobic<br>• Transphobic<br>• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

# Roles and responsibilities

**The AGB**

The AGB is responsible for:
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

**The Headteacher**

The Headteacher is responsible for:
- Reviewing this policy in conjunction with the AGB and staff.
- Giving due consideration to the academies statement of behaviour principles
- Reviewing and approving this behaviour policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

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

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

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

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

**Pupils**
Pupils will be made aware of the following during their induction into the behaviour culture:
- The expected standard of behaviour they should be displaying at academy
- That they have a duty to follow the behaviour policy
- The academy's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

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

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

# Behaviour curriculum

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

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

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

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

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

## Consistent language

At Rainbow Forge we understand that children need consistency to feel safe and build their understanding. Staff are committed to using consistent language with all children to help them follow instructions and meet expectations.

Adults role model positive, polite language at all times. They are mindful of the effect shouting and unexpected loud noises has on children who may have suffered trauma or have sensory needs and only use these in emergency situations.

Examples of consistent scripts are:

**To gain attention**

> May I have your attention please?

> My turn/your turn

> Clapping three times to get attention in larger spaces/more noisy rooms like the dining room.

**If a child starts to interrupt**

> …….turn, thank you.

**When giving instructions for moving around school**

> Move calmly and quietly…

**When a child is beginning to be disregulated**

I wonder if you are in …..zone because you ……What could you do to move to the green zone so that you feel calm/ready to learn?

**Praising good behaviour**

Thank you for moving calmly

Thank you for listening.

Thank you for waiting for your turn

Thank you for holding the door for me

**Social and Emotional learning (SEL)**
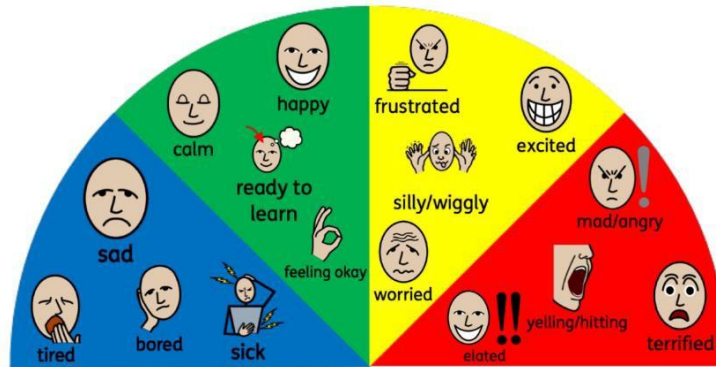


At Rainbow Forge Academy we recognise that social and emotional learning is vital for developing the awareness and skills needed to behave well intrinsically. Our Zones of Regulation curriculum is threaded through school life. We use this approach alongside our PSHE curriculum to teach the 5 core competencies identified by the EEF as essential for SEL. These are self-awareness, self-management, social awareness, relationship skills and responsible decision making.

The children learn to identify how they are feeling, classifying their emotions into 4 broad zones. These are discussed daily in registration. Children learn that a range of emotions is healthy and normal but that some feelings hinder us from learning and making good choices. They are taught strategies to regulate these emotions. Toolkits of ideas and physical resources are available in every classroom to help the children develop self-management.

When a child behaves in a way that is unacceptable they reflect on how their feelings may have contributed to this behaviour and discuss alternative ways of dealing with strong emotions (appendix 2). Staff also use these reflections to analyse if any changes to provision are required to help a child meet behaviour expectations.



This video explains how we use zones of regulation at Rainbow Forge https://youtu.be/wuaVYquRV5g

**Mobile Phones**

Pupil's mobile phones must be handed into reception staff or class teacher on entry to the academy. This will be returned at the end of the school day. Phones are not to be used during the school day. The academy dies not accept liability for damage to any phone that is not handed in to staff.

# Responding to Behaviour

**Systems to manage Behaviour**

Behaviour incidents and sanctions are logged and monitored through our DCpro and My Concerns systems. These are used to track behaviour patterns and incidents to support strategic intervention and reporting.

**Classroom Management**

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

**Responding to good behaviour**

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

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

Positive behaviour will be rewarded with:

- Verbal praise, positive comments, smiling at children and 'catching them being good'
- Verbal praise to parents about their children
- Receiving Dojo points
- Star of the Day
- Sending good work to the Headteacher
- Special responsibility jobs
- Special privileges (eg, free time)
- Positive phone call, email or dojo message home
- Agreed class reward systems eg marbles in a jar,
- Star of the week

**Class Dojo**

All classes at Rainbow Forge use Class Dojo, an online system which allows teachers to reward behaviours through a points system. Parents are invited to join their child's class to view and track their child's rewards. Each half term children who achieve a high number of points (200 in Autumn term 1, 400 in Autumn term 2, 800 in Spring term 2 and 1200 in Summer term 2) are personally invited along with their parents to an award ceremony where they receive a certificate. If children excel and achieve more than 1500 dojo points they receive an extra surprise reward in the summer term.
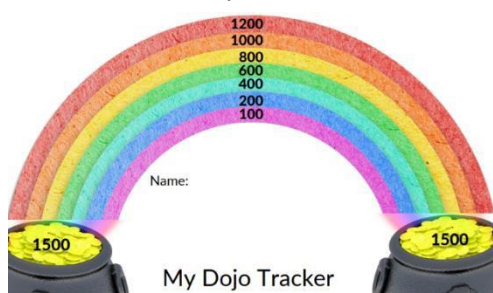


Children in Key Stage 2, develop their self-management by tracking their dojo points weekly, adding these up each half term and recording their own progress on their Dojo Tracker.
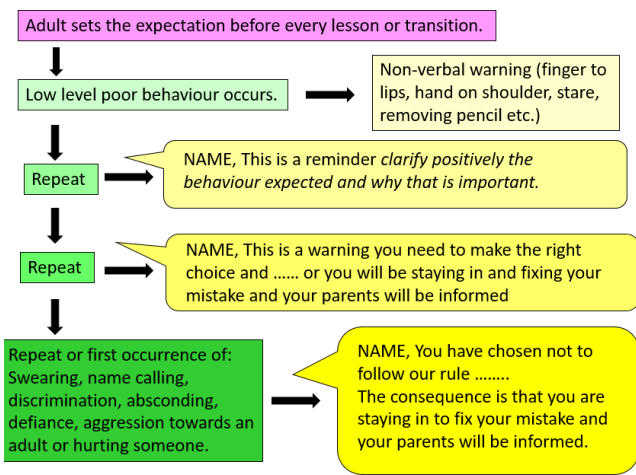
**Responding to Misbehaviour**

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

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

When dealing with all forms of inappropriate behaviour, teachers follow these four over-riding rules:

1. Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.
2. Follow the scripted response laid out below, this provides fairness and predictability for children.
3. Logical consequences – A logical consequence is a sanction that should 'fit' the offence. It generally has two steps. The first step is to stop the misbehaviour.
4. Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every lesson is a fresh start.

The following steps are taken when a misbehaviour occurs:

Adult sets the expectation before every lesson or transition.

Low level poor behaviour occurs. → Non-verbal warning (finger to lips, hand on shoulder, stare, removing pencil etc.)

Repeat → NAME, This is a reminder *clarify positively the behaviour expected and why that is important.*

Repeat → NAME, This is a warning you need to make the right choice and …… or you will be staying in and fixing your mistake and your parents will be informed

Repeat or first occurrence of: Swearing, name calling, discrimination, absconding, defiance, aggression towards an adult or hurting someone. → NAME, You have chosen not to follow our rule …….. The consequence is that you are staying in to fix your mistake and your parents will be informed.

De-escalation techniques are used to support a child in making the right choice and to help prevent further behaviour issues arising,

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

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

Personal circumstances of the pupil are taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

**Fixing Mistakes**

If children reach the final stage of this flowchart they must repair their mistake in a time that does not impact their learning, this is most likely to be a break time.

During this time the child completes a Zones of Regulation reflection sheet with the support of an adult. This prompts them to link their feelings to their behaviour and consider the impact their choice had on how others feel. It provides a format to enable the child to decide how they could change the way behaved in future.

Secondly, the child and adult must discuss and decide on a logical consequence for their misbehaviour. This may range from an apology letter to tidying up a mess they have made.

### Informing parents of sanctions

Class teachers and teaching assistants dismiss the children each day and will inform parents of behaviour incidents in person or by phone the same day wherever possible.

If children reach the bottom of the flow chart, a letter is sent home. The following behaviours will receive a letter from the phase leader: swearing, name-calling, being unkind, persistent disruption, leaving the room, rudeness, threatening to a child or defiant.

In recognition of their severity, the follow behaviours will result in a letter from SLT: discrimination, hurting others or aggression towards an adult.

The letter will explain what the consequence was for the child and alert parents to the risk that further breaches of the school rules could result in meetings or suspensions.


## Responding to Bullying

### Procedures

- Pupils should report bullying incidents to a member of staff, an anti-bullying ambassador or someone who they can trust. There are a number of indirect ways a child can inform the academy of bullying including posting a letter in the chatterbox or using the 'report a concern' button on the website.
- Parents reporting any bullying incidents should speak to their child's phase leader or Mrs Sneddon to investigate.
- In cases of bullying, the incidents will be recorded by staff on My Concerns and DCpro and addressed initially by the class teacher, if an incident is not then resolved it will escalate to the phase leader, Deputy Headteacher and ultimately the Headteacher.
- In cases of bullying, parents of the pupil accused of bullying will be informed and will as necessary be asked to come in to a meeting to discuss the problem.
- Appropriate feedback will be given to parents reporting bullying in a timely manner.
- The academy accepts that any child could display bullying behaviour, and our approach is to help those doing so to change their behaviour.
- If necessary and appropriate, external agencies will be consulted to provide support.


### Outcomes

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

### Prevention

We will use various methods for helping children to prevent bullying. This will include:
- Working with The Diana Award to train Anti-Bulling Ambassadors. These pupils will be on the KS2 yard to spot bullying behavior and support others in seeking help from an adult.
- Having a listening and caring ethos
- Encouraging discussion and avoiding premature assumptions
- Exploring issues through the curriculum by PSHE, assemblies and Anti-bullying week.
- Supporting the bully and the victim in modifying behaviour
- Providing information through Anti-Bullying ambassador assemblies and campaigns.
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.

- Encouraging parents to check what their children are doing online and use parental controls on their computers so that they are comfortable that children are not wandering into dangerous territory.

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

**Reasonable Force**
Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:
- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (template in appendix 1) and uploaded to My Concerns
- Reported to parents

Rainbow Forge academy has staff trained in using Team Teach techniques and these staff should be called upon to support if possible. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

**Searching, Screening and Confiscation**
Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.
We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

**Off-site Misbehaviour**
Sanctions may be applied where a pupil has misbehaved off-site when representing the academy. This means misbehaviour when the pupil is:
- Taking part in any academy-organised or academy-related activity (e.g. trips)
- Travelling to or from the academy
- Wearing academy uniform
- In any other way identifiable as a pupil of our academy

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

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

**Online Misbehaviour**
The academy can issue behaviour sanctions to pupils for online misbehaviour when:
- It poses a threat or causes harm to another pupil

- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

**Suspected Criminal Behaviour**

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

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

If a decision is made to report the matter to the police, the Headteacher or Deputy Headteacher will make the report.

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

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

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

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

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

The academy's response will be:

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

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

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

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

**Malicious Allegations**

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

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

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

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.
Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## Serious Sanctions

**Removal from the classroom**
If a child is displaying very disruptive behaviour they may need to leave the room with a teaching assistant. This should be for as short a time as possible. Children will be supported to recognise they are in the Yellow or Red zone as per the Zones of Regulation, and utilise techniques to get back to the Green zone. This may include a walk outside, breathing techniques, talking through their feelings or a sensory activity. Once calm they will return to the classroom. Occasionally a child may be asked to complete work in the phase leader's classroom. The class teacher will ensure all work is completed and supported where needed.

We do not use internal suspensions, regular removal from classrooms or isolation. If a child's needs are preventing them accessing class based learning on a regular basis, support is sought through the primary inclusion panel and a personalised plan written to enable these needs to be met (see Responding to misbehaviour from children with SEND).

**Suspension and Permanent Exclusions**
The academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.
The decision to suspend or exclude will be made by the Headteacher and only as a last resort.
Please refer to our suspensions and exclusions policy for more information.

## Responding to Misbehaviour from Pupils with SEND

**Recognising the Impact of SEND on Behaviour**
The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).
When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

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

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

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

This may include

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

- Adjusting uniform requirements for a pupil with sensory issues

- Training for staff in understanding conditions such as autism

- Use of separation spaces (reading corners or support rooms) where pupils can regulate their emotions during a moment of sensory overload

**Adapting Sanctions for Pupils with SEND**
When considering a behavioural sanction for a pupil with SEND, the academy will take into account:
- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their SEND?

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

**Considering Whether a Pupil Displaying Challenging Behaviour may have Unidentified SEND**
The academy's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

**Pupils with an Education, Health and Care (EHC) Plan**
The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other bodies.
If the academy has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the academy may hold an emergency review of the EHC plan.

**Supporting pupils following a sanction**
Following a sanction, the academy will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the academy.

This could include measures like:

- Reintegration meetings

- A review of personal SEND plans

- A behaviour report card with personalised behaviour goals

# Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
We uphold a trauma informed approach and will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
Please refer to our child protection and safeguarding policy for more information.

# Pupil Transition
**Inducting Incoming Pupils**
The academy will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture. This will include a home visit for all new starters.

**Preparing Outgoing Pupils for Transition**

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

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

**Training**

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

- The needs of the pupils at the academy
- How SEND and mental health and trauma needs impact behaviour
- Our behaviour flowchart and language used

Behaviour management will also form part of continuing professional development.

## Monitoring Arrangements

**Monitoring and Evaluating Academy Behaviour**

The academy will collect data on the following:

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

The data will be analysed every half term by Nina Sneddon, Deputy Headteacher.

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

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

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

## Monitoring this Policy

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

## Links with Other Policies

This behaviour policy is linked to the following policies

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

**Appendix 1 – Physical Restraint Log (Model)**

L.E.A.D. Academy Trust

# Physical restraint form

**Section A**

| Name of child | | Class | |
|---|---|---|---|
| Date | | Year group | |
| Place | | Time | |

| Name/s of staff | |
|---|---|
| Name/s of witnesses | |

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

| Description of Incident |
|---|
| |

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

Appendix 2

# Zones of regulation reflection

Name:                                                    Date:

I was feeling

| angry | terrified | elated | distressed | panicked | furious | |

The action I took was to

| hit | throw | shout | unkind words | destroy | leave | other |

This made others feel

| hurt | disappointed | upset | frustrated | scared | anxious | |

This is not acceptable; everyone in school should be safe, happy and learning.

The adults in school want to keep me safe and help me learn.

The logical consequences for my actions are to

| apologise | Write a letter | Speak to another adult | Speak to parents | mend | other | other |

Next time I feel red I will

| Breathe | count | wash hands and face | fidgets | ask for help | ask for time out | other |