L.E.A.D. Academy Trust
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L.E.A.D. ACADEMY TRUST

BEHAVIOUR POLICY

Policy Information

Document name	Behaviour Policy
Date approved	January 2026
Date issued	**January 2026**
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Approved by	AGB

Introduction

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

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

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

Underpinning our policy are the following principles:

Cross Reference: Suspensions and Exclusions Policy

Legislative Framework

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

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

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

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

Academy Expectations

The Trust expects each academy to:

- Have a whole-school behaviour policy 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 families 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 hold the school to account for the effective delivery of this policy.

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 families, 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.

- 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 support services
- SENDIAS (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

Policy/Procedure management log

Document name	Behaviour Policy
Date approved	January 2026
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Review frequency	Annual
Approved by	Academy Governing Body, Leanne Wall As a statutory policy this needs to be reviewed annually and minuted at the AGB meeting.

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1. Intent

At Rainbow Forge, we recognise that all behaviour is a form of communication, shaped by individual needs and environmental factors. Supporting the development of positive social, emotional, and learning behaviours is central to everything we do.

We nurture articulate, curious learners who feel happy, safe, and valued in a caring, inclusive environment. Every child is encouraged to build self-belief, confidence, and courage, with opportunities to explore their interests and passions.

Our curriculum offers rich, meaningful experiences that develop essential life skills, helping children become resilient, emotionally aware individuals who form respectful relationships and love learning.

We value working in partnership with families, staff, and the wider community to foster a strong sense of belonging and shared purpose. Together, we inspire lifelong learners who are empowered to thrive and make a positive impact.

Our policy is a tool to support the development of positive relationships and a nurturing, empathetic and respectful learning environment. Consistent, calm, and clear adult behaviour is key, with all staff seeking to understand each child's behaviour in the context of their developmental stage.

Our shared Rainbow values underpin all aspects of school life. All adults are expected to model these values at all times.

This policy is of paramount importance to the effectiveness of emotional support and communication at Rainbow Forge Academy. It is a practical document which includes clear guidelines for staff, and detailed information for families on practice and procedures relating to any behaviour incidents within our school. It 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
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2. Implementation

At Rainbow Forge Academy we implement support for the emotional regulation and communication of all children by using the following approaches:

2.1 PACE

PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with children to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills.

- **Playfulness:** sensitive and appropriate playfulness helps the child feel safe and promotes positivity
- **Acceptance:** unconditionally accepting the child makes them feel safe, secure and loved
- **Curiosity:** genuine and non-judgmental interest in the child helps them become aware of their inner life
- **Empathy:** demonstrating compassion for the child and their feelings supports the child's sense of self-worth

2.2 Restorative practice

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Developing children's sense of justice and self-regulation is essential to our school values and vision. In order to develop these, a restorative approach is used throughout our school. Restorative behaviour management is a process by which both parties and perpetrator/s come together to reflect and resolve issues and disagreements with a view to restoring relationships.

Restorative learning is based on the three R's:

- **Respect** for everyone involved.
- **Responsibility** for one's own actions.
- **Repair** harm and ensure behaviour is not repeated (consequence for actions)

The following questions are used to support children in the restorative process, providing a clear and familiar framework, which children will learn to use independently:

1. **What happened?**
2. **What were you thinking at the time?**
3. **What have you thought since?**
4. **How did this make people feel?**
5. **What should we do to put things right?**

2.3 Trauma Informed and Healthy Minds

Being trauma-informed means our school actively supports pupils affected by trauma or mental health challenges. A trained staff member delivers targeted interventions and reflects on school practices through a trauma-sensitive lens. We prioritise creating a safe, calm environment using strategies like PACE to ensure classrooms support all learners, especially those who may be triggered by certain experiences.

We recognise that self-esteem influences behaviour, learning, and performance. By providing positive daily experiences, we help children reach their potential and reduce the impact of Adverse Childhood Experiences (ACEs). This approach informs how we interact with pupils, with some receiving therapy or counselling.

As a Healthy Minds school, we focus on emotional resilience and its impact on learning, behaviour, and future success. Our Educational Mental Health Practitioner offers 1:1 and group support for pupils and families and advises staff on promoting mental wellbeing.

2.4 Curriculum

At Rainbow Forge, we deliver an emotionally literate curriculum that promotes self-esteem, self-discipline, and social and academic success.

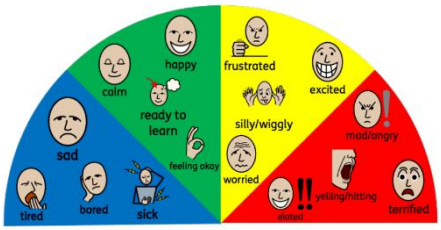
This is achieved through:

- Personalised, child-centred planning that engages and challenges pupils at their level.
- Life skills education to build resilience and problem-solving abilities.
- School values embedded across all learning and activities.

- A strong focus on PSHE, restorative practices, cooperative learning, circle time, assemblies, and individual discussions.

2.5 Zones of Regulation

The Zones of Regulation is a behaviour and emotional regulation framework designed to help children identify, understand, and manage their feelings and actions. It categorizes emotions and states of alertness into four colour-coded zones:



Blue Zone – Low State of Alertness

- Feelings: Sad, tired, bored, sick
- Support Strategies: Comfort, rest, gentle encouragement

Green Zone – Optimal State for Learning

- Feelings: Calm, happy, focused, ready to learn
- Support Strategies: Positive reinforcement, praise, learning engagement

Yellow Zone – Heightened State of Alertness

- Feelings: Frustrated, silly, worried, excited
- Support Strategies: Breathing exercises, movement breaks, calming tools

Red Zone – Extremely Heightened State

- Feelings: Angry, terrified, out of control
- Support Strategies: Safe space, adult support, de-escalation techniques

We implement a range of strategies, such as:

- **Daily Check-ins**: Pupils identify their zone using visual aids.
- **Teaching Emotional Literacy**: Lessons on recognising and naming emotions.
- **Self-Regulation Tools**: Access to calming corners, sensory tools, and movement breaks.
- **Staff Response**: Adults respond with empathy and appropriate strategies based on the child's zone.

2.6 Communication with families and outside agencies

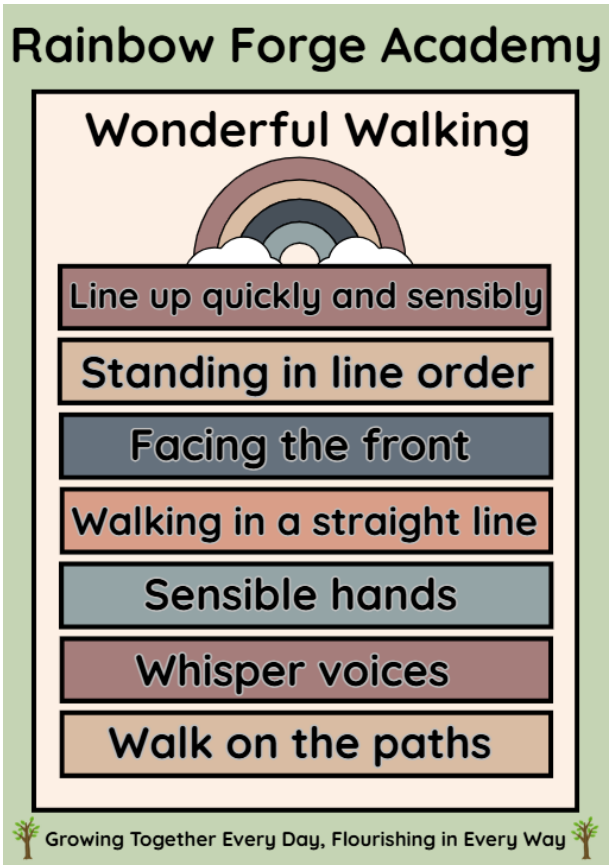
At Rainbow Forge, we prioritise strong communication between school and home to better understand and support each pupil.

- We offer support to every child and family, with class teams building relationships and working with professionals to achieve the best outcomes.
- We celebrate children's successes with families to support emotional regulation and communication.
- We work with external agencies to help families encourage positive behaviour and boundaries.
- Sharing effective strategies across home and school helps consistency; staff regularly update families.

- Following serious incidents, families are contacted by phone in a timely manner.

3. Expectations

It is expected that all pupils at Rainbow Forge follow 'Our Rainbow Way' and 'Wonderful Walking' and that all adult in school model these consistently:



Strong behaviour systems are key to ensuring lessons are free from disruption. In classrooms, we expect:

- Teachers to know pupils well and plan engaging, ambitious lessons.
- Pupils to feel safe, happy, and experience daily success.
- High expectations, positive reinforcement, and inclusive practices.
- Clear routines and well-organised, stimulating environments.
- Staff to teach learning attitudes and manage behaviour effectively.

Beyond lessons, we expect positive behaviour throughout the school day:

- Pupils show respect, courtesy, and pride in their community.
- Calm movement around school using 'wonderful walking'.
- Polite, purposeful communication with staff and visitors.
- Reasonable adjustments made to help all pupils meet expectations.

3.2 Consistent language

We believe consistency helps children feel safe and understood. Staff use clear, consistent language to support instruction and expectations. Adults model polite, positive communication and avoid shouting or loud noises, using them only in emergencies, to protect pupils with trauma or sensory needs. Our consistent scripts are:

To gain attention
1. Signal - May I have your attention please? **2.** Pause – Praise children who are listening. **3.** Insist – * Child name*I need you listening, thank you. Clapping three times to get attention in larger spaces/more noisy rooms like the dining room.
If a child starts to interrupt
My turn, thank you. … turn, thank you.
When giving instructions for moving around school
Wonderful walking, thank you. We… (refer to wonderful walking rules)
When a child is beginning to be dysregulated
I can see… (you are shouting, crying, tapping your pencil) I wonder if… (you are in the yellow/red/blue zone, feeling angry/excited/sad) I imagine that is… (hard, distracting you, not nice) Would it help if…? (you went to the calm corner, I helped you with the work)
Praising good behaviour
Thank you for moving calmly. Thank you for listening, that's respectful. Thank you for waiting for your turn, that's respectful Thank you for holding the door for me, that's kind.

4. Recognition and Positive Strategies

We foster a culture of positive recognition to build belonging and intrinsic motivation. Recognition focuses on learning behaviours, not just outcomes, and is always specific and effort based. Staff consistently use positive strategies and greet pupils warmly at the start of each day. All adults look for 'Rainbow Stars'—children showing our values, strong learning behaviours, and going above and beyond.

4.1 Individual recognition

Daily recognition
• Specific verbal praise • Dojos • Star learner stickers • Showing work to SLT • SLT gold awards • Individual positive behaviour charts • Informing families at the end of the day
Weekly recognition
• Star of the week • Learner of the week (work to be displayed in the entrance hall) • Dojo winner certificate
Termly recognition
• Star of the term • Learner of the term
Yearly recognition
• Star of the year trophy • Mathematician of the year trophy • Writer of the year trophy • Reader of the year • Friend of the year • Athlete of the year

4.2 Class recognition

Marble Jar
Classes earn marbles by collectively showing the school values, following the school rules and working together. Once all 20 marbles have been earned children get a whole class reward. Marble jars need to be filled at least every 2 weeks.

4.3 Class Dojo

All classes at Rainbow Forge use Class Dojo, an online system which allows teachers to reward behaviours through a points system. Families are invited to join their child's class to view and track their child's rewards

5. Supporting Emotional Regulation and Consequences

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve.'

Paul Dix

We expect all lessons to be calm and extremely purposeful and our aim is for all lessons to be free from disruption. At Rainbow Forge we always ensure that we take the right approach for right child, what works for one child may not for another**.** It is important to understand that all behaviour is communication and that some children will display certain behaviours without realising or understanding the impact they are having on others. Fundamentally, it is teachers' responsibility to support emotional regulation in class.

5.1 Classroom Support and consequences

At Rainbow Forge we believe that the best place for all our children is in the classroom. If a child is emotionally dysregulated and **prevents learning** or **refuses to follow the academy rules values** the **classroom plan** is followed. The classroom plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by **every adult** to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

Classroom plan

Step 1—Re-direction or reminder

Delivered privately wherever possible. Adults to re-direct the child to the agreed boundaries for the lesson/task. A simple supportive touch/look may be enough at this stage. Take the initiative to keep things at this stage. Children can use the calm corner in class if needed.

Step 2 —Caution

A clear verbal caution delivered privately, where possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Children can use the calm corner in class if needed.

"Think carefully about your next steps"

Step 3 —Last chance and 30 second script

Speak to the child privately and give them a final opportunity to engage. Offer a positive choice and refer to previous successes.

I noticed you are...
It was the rule about...that you broke
You have chosen to...
Do you remember last week when you...
This is who I need to see today...
Thankyou for listening. (Give child 2 minutes take-up time)

If this stage is reached the child needs to stay behind for 1/2 minutes after the lesson to complete step 5 (dependant on age and stage).

Adult recognises that children have made a positive choice.

Step 4 - Time out

Additional support from another adult (TA, SLT) to support the child to repair, restore and return to learning. This may be a sensory break, a 'walk and talk' or a visit to SLT offices. Aim to keep this to a maximum of 15 minutes, depending on the individual circumstances. **Staff to welcome the child back to class and support them to be learning ready.**

Step 5 - Repair

It is vital that the adult involved in the incident follows it up—the relationship needs to be repaired. The adult involved will be given the control over the consequence and they can be as follows:

- A quick 'catch up'
- Restorative conversations
- Work taken home to complete
- Miss part of break/lunch time to complete restorative work
- Logical consequences – clean up the mess made, put right the wrong, fix the thing was broken.

5.2 Serious Incidents and consequences

At Rainbow Forge academy serious incidents are defined as:

- Repeated breaches of the academy rules
- Serious physical harm to others
- Significant self-harm
- Serious vandalism to property
- Significant disruption to learning that could physically harm others
- Racist, homophobic, transphobic, sexist or any other discriminatory abuse
- Sexual abuse
- 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 a serious incident occurs, the academy will investigate the incident fully and will treat each case individually using a balanced and proportionate approach. We will follow the following stages:

Serious incidents
Stage 1: If incidents present an immediate threat to the emotional or physical safety of others or themselves – there are no reminders or cautions and children will be removed from class immediately to SLT offices or another safe space. Sometimes children will not be able to return to class within the target time. A meeting with families, class teachers and relevant phase leader will be held, where the following support may be discussed and implemented: • Step 5 consequences (see classroom plan above) • Personal Emotional Behaviour Support Plan (PEBS) (Appendix 1) • Positive Behaviour Chart (Appendix 3) • Internal suspension • Fixed term suspension, if reasonable and appropriate and a clear re-integration plan implemented to prevent additional suspensions. **Stage 2**:

If behaviour does not improve after Stage 1, a meeting with families, class teacher, the SENDCO, and phase leader. Individualised targets and support are set and agreed upon and reviewed after 2 weeks.

Stage 3:
If behaviour does not improve a formal 'Behaviour Meeting' is held with the Headteacher. A further formal plan will be arranged, and alternative provision and risk of suspensions will be discussed as a further action. It is essential that time is given for actions to be implemented and reviewed regularly, including consistent communication with families and outside agencies.

The following may be included in the improvement plan:

- Primary inclusion panel referral
- Alternative provision referral (e.g. nurture hub, glow)
- Increased support from SLT and SENDCO

Stage 4:
If all above support proves ineffective at improving behaviour the following steps may need to be taken.

- Managed move
- Permanent exclusion

5.3 Removal from class

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

- The child is given work that is appropriate to their ability.
- The child has a temporary workstation set up in a leader's office.

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

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

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so.

The academy will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Families will be informed on the same day that their child is removed from the classroom. The

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

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Alternative arrangements for less structured time
- Multi-agency assessment

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

5.3 Suspensions 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.

5.4 Informing families

We feel that sharing information between school and home is imperative to supporting children's emotional regulation and helps us to decode and understand what a pupil may be trying to communicate. Class teachers and teaching assistants dismiss the children each day and will inform families of incidents in person or by phone the same day wherever possible.

If the incident is serious, SLT will make contact with families. They will explain what the consequences were for the child and alert families to the risk that further breaches of the school rules could result in meetings or suspensions.

5.5 Bullying

Bullying is behaviour by an individual or group, **repeated over time**, that **intentionally hurts** another individual or group where there is an **imbalance of power.**

Bullying can be **face to face, online** or over **mobile phones/tablets/online gaming platforms** and can occur **within school** or **outside of school.**

TYPE OF BULLYING	DEFINITION
Physical	pushing, poking, kicking, hitting, biting, pinching, taking another's belongings, any use of violence
Verbal	name calling, sarcasm, spreading rumours, threats, teasing, belittling

TYPE OF BULLYING	DEFINITION
Emotional	isolating others, tormenting, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
Sexual	unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films, explicit sexual remarks, display of sexual material, sexual gestures or comments about sexual reputation.
Online/cyber	bullying that takes place over social media, messaging apps or gaming sites. Sharing photos, sending nasty text messages, social exclusion social networking sites
Indirect	Can include the exploitation of individuals, name-calling, sarcasm, spreading rumours, teasing.
Prejudice-based and discriminator	taunts, gestures, graffiti or physical abuse focused on a particular characteristic e.g. disability, SEN, looked after, young carer, LGBT+, race, faith, appearance, gender/sexism.

Responding to Bullying

Procedures:

- Pupils should report bullying incidents to a trusted adult in school. There are several 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.
- In cases of suspected bullying, the incidents will be recorded by staff on My Concerns and DC pro and investigated by SLT, who will determine whether bullying has occurred.
- If it is determined that bullying has not occurred, incidents will be dealt with under our serious incidents procedure (5.2).
- If bullying has occurred a bullying log (appendix 2) must be completed.
- In cases of bullying, families of all the pupils involved will be informed and will as necessary be asked to come to a meeting to discuss the problem.
- Appropriate feedback will be given to families 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 using restorative practice.
- 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. 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:

- 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 assemblies and campaigns.
- Where cyberbullying is concerned, educating and engaging families on the principles of online safety so they know the dangers of what unsupervised internet access can create.
- Encouraging families s to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory.

6. Responding to Incidents from Pupils with SEND

6.1 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 arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident 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 incidents 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 behaviour, 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

6.2 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.

6.3 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 families to create the plan and review it on a regular basis.

6.4 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.

7. Safeguarding

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

8. 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 (appendix 3) and uploaded to My Concerns
- Reported to families

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.

9. Searching, Screening and Confiscation

Pupils will be encouraged to hand over any items that are prohibited. If staff have reason to believe that a pupil has prohibited items and they are not handed over, two members of the leadership team (HT, DHT, Phase leader) will conduct the search together.

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

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

10. Mobile Phones and devices

Pupils in Year 5 or 6 who walk to and from school without an adult can bring their mobile phones to school for safety while travelling. They must be handed in to the adult on the door at the start of the day, turned off, where they will be stored securely until the end of the day. No other pupils are permitted to have their devices in school Pupils are not permitted to access their phones during the day, take them on trips (including residentials) nor keep them anywhere apart from in the 'phone box'. The academy does not accept liability for damage to any phone that is not handed in to staff. If a child has a mobile phone in school, it will be confiscated, and an adult family member will need to collect it from the office at the end of the day. If a child is found with a phone/device on their persons on more than one occasion, they will lose the privilege of bringing a phone into school.

11. Off-site incidents

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

12. Online incidents

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

13. 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.

14. 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.

15. 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.

16. Recording, monitoring and evaluating data

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

16.1 DC Pro and My Concerns

At Rainbow Academy staff use 2 recording databases to record incidents (DC Pro) and safeguarding concerns (My Concerns). The database is able to interpret data to identify patterns and the results can be presented in a variety of ways. It is the responsibility of the staff involved in an incident to record it on DC Pro as this person has the most knowledge of the how and why the incident has occurred. It is best practice for staff to input any serious incidents as a team to ensure all information is included and correct.

16.2 Use of Data

The DC Pro and My Concerns information is used to proactively inform behaviour support and monitor the effectiveness of changes made. DC Pro and My Concerns is monitored both daily and weekly by the SLT, who are looking out for any arising issues or serious incidents. Using this data highlights problem areas in the school are addressed and children needing extra support are highlighted and monitored.

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.

17. Roles and responsibilities

The AGB

The AGB is responsible for:

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

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the AGB and staff.
- Giving due consideration to the academies statement of behaviour principles (appendix 1)
- Reviewing and approving this behaviour policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Academy Staff

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy, 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.

Families

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 families 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.

18. Pupil Transition

18.1 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.

18.2 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.

19. 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

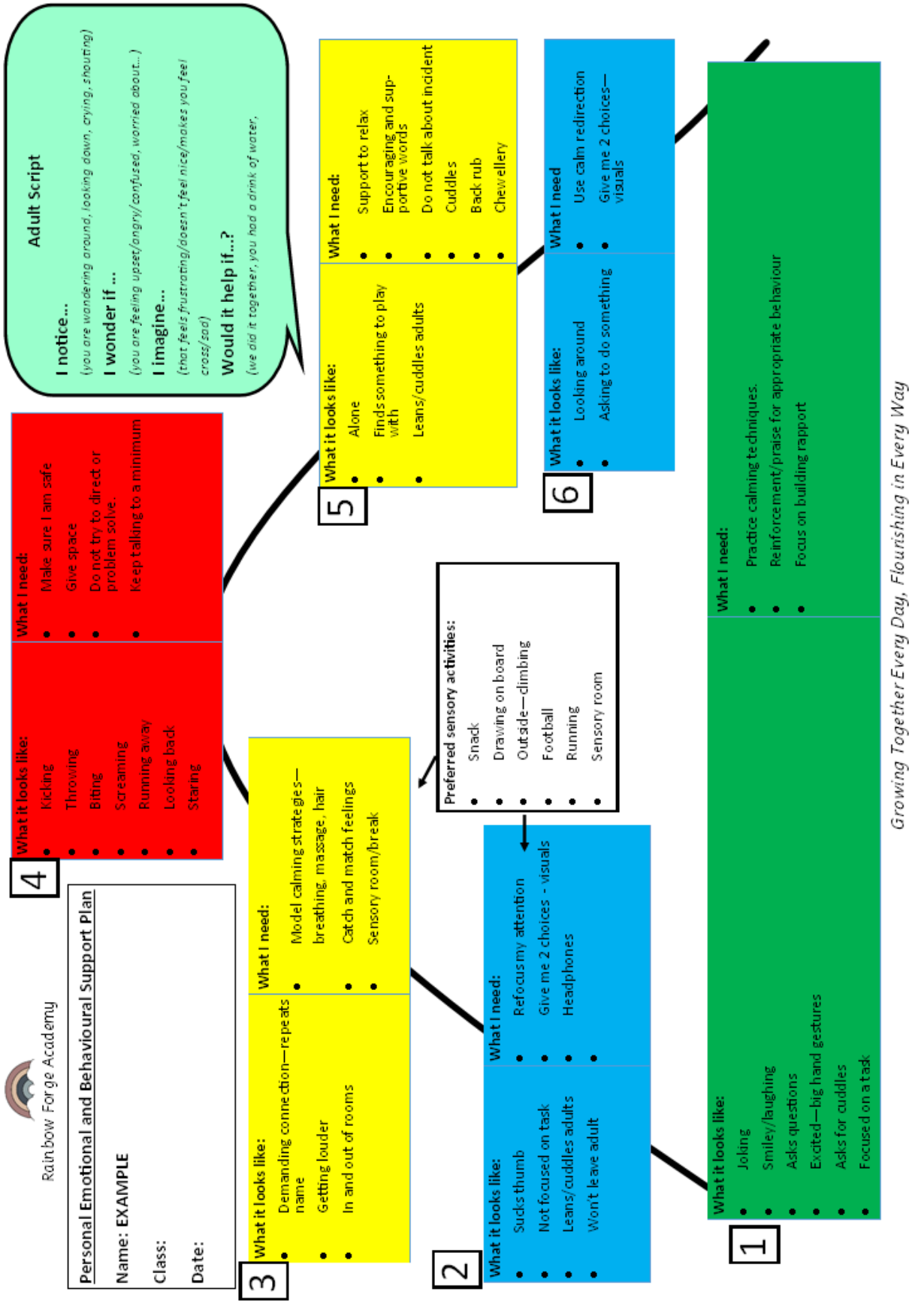
Behaviour management will also form part of continuing professional development.

20. 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 – PEBS



Appendix 2 – Bullying Log

Rainbow Forge Primary Academy Bullying Log

Rainbow Forge defines bullying as the **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 and difficult to defend against.** It can happen face to face or online.

Name of target/s:		Class/s:	
Name of staff member taking account:		Date:	

Type of Bullying (highlight all that are applicable):

- ☐ **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- ☐ **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- ☐ **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- ☐ **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- ☐ **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social
- ☐ **Indirect** - Can include the exploitation of individuals.
- ☐ **Prejudice-based and discriminatory** - taunts, gestures, graffiti or physical abuse focused on a particular characteristic e.g. disability, SEN, looked after, young carer, LGBT+, race, faith, appearance, gender/sexism.

What happened? Who was involved? - Where did it happen? - When did it happen?

How was the target affected at the time? How did the child feel? - What do they think should happen to make it right? - Were there any injuries? – Were there any later effects?

Does this incident or series of incidents constitute a child protection issue? Y/N

Does an injury need to be reported? Y/N

Is external support required or sought? Y/N

Actions Taken (include names of all children spoken to):

Are all parents/carers notified? Y/N			
Member of staff responsible for monitoring			
Follow up after 1 day:			
Date:		Sign:	
Follow up after 1 week:			
Date:		Sign:	
Follow up after 2 weeks:			
Date:		Sign:	
Follow up after 1 month:			
Date:		Sign:	
Actions: ☐ Reinvestigate ☐ Close case			

Appendix 3 – Positive Behaviour Chart

My Targets:

1. _____

2. _____

Rainbow Forge

Positive Behaviour Chart

Signed (pupil):

_____

Signed (teacher):

_____

Date:

Name: _____

Class: _____

Respectful Honest Brave Determined Kind & Caring

	Spellings/ Assembly	Maths	Break	Writing	Reading	Lunch	Handwriting	Session 1	Session 2	Session 3	Session 4	SLT Signature
M												
T												
W												
Th												
F												

Appendix 4 – RPI Record

Rainbow Forge - 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)	