



*Inspiring All to Excellence*



**Heathfields Infant and Wilnecote Junior Academies**

# **Behaviour, Bullying and Exclusion Policy**

## Document and Version Control

<b>Document Title</b>	Behaviour, bullying and Exclusion Policy
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<b>Reviewed by</b>	Governors
<b>Department/Subject</b>	Behaviour
<b>Document Status</b>	Policy Review
<b>Approval</b>	Governors
<b>Publication Date</b>	September 2025
<b>Review Date</b>	September 2026
<b>Issued to</b>	Wilnecote Junior and Heathfields Infant Academy

<b>Policy Title</b>	Behaviour, Bullying and Exclusion Policy
<b>Effective Date</b>	Sept 2024
<b>Policy Owner</b>	Executive Headteacher
<b>Policy Approver</b>	Local Governing Board

Version	Date	Amended by	Comments
1	04/07/23	New Policy	
2	01/07/24	S. Kinson, K Williams & K Davies	Updated formatting Reduced the pathway to ensure consistency in applying expectations Separated classroom and playtime behaviour Separated schools (one policy per school) Separated behaviour types (disruptive, concerning and

			severe, page 10)
3	2/10/24	Mrs. Davies	Merged the exclusion and bullying policy into one document.

## Aims

Our aim at Heathfields Infant and Wilnecote Junior is to recognise that behaviour is intrinsically linked to emotional well-being and so we actively teach children how to understand their emotions and strategies to manage them effectively.

British values are woven into the curriculum and are also promoted through our School Council. Our values of PRIDE are promoted in all aspects of academy life. (Perseverance, Respect, Inquisitiveness, Determination, Enthusiasm)

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## Legislation and Statutory Guidance

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

[Behaviour and discipline in schools: advice for headteachers and school staff,2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies, and pupil referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [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.

## Definitions

### **Disruptive Misbehaviour is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes (this includes, drinking during lesson modelling, walking around the classroom, talking when should be listening, disrupting others etc.)
- Non-completion of classwork or homework
- Poor attitude, unkindness, rudeness including arguing, not completing learning
- Incorrect uniform

### **Concerning behaviour is defined as:**

- Repeated disruptive behaviour
- Bullying
- Damaging property
- Racism
- Homophobic language
- Disrespect towards the protect characteristics
- Stealing
- Fighting
- Vaping or smoking
- The primary guardian will receive an email via Arbor informing them to contact the class teacher to discuss concerning behaviour.

### **Severe misbehaviour is defined as:**

- Repeated breaches of the school rules including repeated disruptive behaviour or concerning behaviour
- Repeated bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- 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
- Physical abuse
- Vandalism
- Continuous racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers and vapes, 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).

The primary guardian will be contacted by telephone or a message through Arbor to discuss severe

behaviour which will result in detention, placement at an alternative provision suspension or exclusion from school. If a child is suspended or excluded from school a member of the senior leader team will contact the primary guardian, if they are not available, they will contact the next person with responsibility for the child.

## **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

'There are many definitions of bullying, but most consider it to be:

deliberately hurtful (including aggression);  
repeated often over a period of time, while recognizing that even a one-off incident can leave a learner traumatised and nervous of future recurrence; and  
difficult for victims to defend themselves against.

We believe bullying takes many forms such as physical, verbal, social exclusion and the misuse of mobile phones and Internet social networking websites. It is our duty to look out for all signs of bullying and to take the appropriate action to stop it. We will deal with all incidents of alleged bullying.

Under no circumstances will we tolerate any form of bullying, and all incidents of bullying will be dealt with promptly and effectively as we wish to promote the wellbeing of all pupils.

## **Suspension, Exclusion and Offsite Provision**

Only the Executive headteacher and Head of School, or acting head of school, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

## **Terminology**

Suspension is when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

A decision to suspend or exclude a pupil will be taken in response to serious or persistent breaches of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of others. Before deciding whether to suspend or exclude a pupil, the Executive headteacher and Head of School will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked. Allow the pupil to give their version of events. Consider whether the pupil has special educational needs (SEND) and if reasonable adaptations have been made to support the child.
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker or is a looked After Child (LAC)).
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves.

The Executive Headteacher and Head of School will consider the views of the pupil, considering their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so. Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

## **Informing parents**

If a pupil is at risk of suspension or exclusion the Executive headteacher and Head of School will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour. If the Executive Headteacher and Head of School decides to suspend or exclude a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made. Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend.

The Executive Headteacher and Head of School will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason.
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged.
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant.
- The address at which the provision will take place.
- Any information the pupil needs in order to identify the person they should report to on the first day.

If the Executive Headteacher and Head of School does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

## **Returning from a suspension**

Following suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education. Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school.
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage.
- Informing the pupil, parents and staff of potential external support.



The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

## **Reintegration meetings**

The school will explain the reintegration strategy to the pupil or parent in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community. The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parents in the event that they cannot or do not attend.

## **Informing the governing board**

The Executive Headteacher and Head of School headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term.
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam.

The Executive Headteacher and Head of School will notify the governing board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

## **Informing the local authority (LA)**

The Executive Headteacher and Head of School will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion.
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent.
- For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the senior leader will also, without delay, inform the pupil's 'home authority' of the exclusion and

the reason(s) for it.

## **Informing the pupil's social worker and/or virtual school head (VSH)**

If a pupil with a social worker is at risk of suspension or permanent exclusion, the senior leader will inform the social worker as early as possible. A pupil who is a looked-after child (LAC) is at risk of suspension or exclusion, the senior leader will inform the VSH as early as possible. This is to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Executive Headteacher and Head of School decides to suspend or permanently exclude a pupil with a social worker / a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

They have decided to suspend or permanently exclude the pupil

The reason(s) for the decision.

- The length of the suspension or, for a permanent exclusion, the fact that it is permanent.
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant).
- The social worker / VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion.
- This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are considered.

## **Cancelling suspensions and permanent exclusions**

The Executive headteacher and Head of School may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the governing board.

Where there is a cancellation:

- The parents, governing board and LA will be notified without delay.
- Where relevant, any social worker and VSH will be notified without delay.
- Parents will be offered the opportunity to meet with the Headteacher or Head of School to discuss the cancellation.
- As referred to above, the headteacher will report to the governing board once per term on the number of cancellations
- The pupil will be allowed back in school

## **Providing education during the first 5 days of a suspension or permanent exclusion**

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the Executive headteacher and Head of School will take steps to ensure that achievable and accessible work

is set and marked for the pupil.

If the pupil has a special educational need or disability, the senior leaders will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

## **The governing board**

Responsibilities regarding exclusions are delegated to a governing board committee. The committee has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a permanently excluded pupil (see sections 5 and 6).

The governing board will challenge and evaluate the data on the school's use of suspension, exclusion, offsite direction to alternative provision and managed moves.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented.
- The school register and absence codes.
- Instances where pupils receive repeat suspensions.
- Interventions in place to support pupils at risk of suspension or permanent exclusion.
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary.
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working.
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it.
- The cost implications of directing pupils off-site.

## **The local authority (LA)**

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are LAC or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.

## **Considering the reinstatement of a pupil**

The governing board committee will consider and decide on the reinstatement of a permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent.
- It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or would result in a pupil missing a public exam or National Curriculum test.

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the governing board must consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the headteacher to reinstate the pupil. Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, the governing board will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the governing board will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the sub-committee of the governing board may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the governing board and allowed to make representations or share information:

- Parents, (and, where requested, a representative or friend)
- The Executive headteacher and Head of School
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

The governing board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The governing board can either:

- Decline to reinstate the pupil, or direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the governing board will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair.
- Whether the headteacher followed their legal duties.
- The welfare and safeguarding of the pupil and their peers.
- Any evidence that was presented to the governing board.
- They will decide whether or not a fact is true 'on the balance of probabilities'.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The governing board will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents, or the pupil, if they are 18 or older
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's
- 

Where an exclusion is permanent and the governing board has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion.
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel.
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents).
- The name and address to which an application for a review and any written evidence should be submitted.
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion.
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the academy trust to appoint an SEN expert to advise the review panel.
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment.
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review.
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review.
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination.
- Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

If parents apply for an independent review within the legal timeframe, the academy trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the governing body of its decision to not reinstate the pupil or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the headteacher category.

At all times during the review process there must be the required representation on the panel. A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer.

Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time Headteachers or individuals who have been a headteacher within the last 5 years.

A person may not serve as a member of a review panel if they:

- Are a member of the academy trust of the excluding school
- Are the Executive headteacher and Head of School of the excluding school, or have held this position in the last 5 years
- Are an employee of the academy trust, or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the academy trust, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school. Considering the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do one of the following:

- Uphold the governing board's decision.
- Recommend that the governing board reconsiders reinstatement.
- Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed).

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are



introduced. In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote. Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it.
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days.
- Any information that the panel has directed the governing board to place on the pupil's educational record.

## School registers

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents were notified of the governing board's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel.

Where an application for an independent review has been made within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register. Where excluded pupils are not attending alternative provision, code E (absent) will be used.

## Making a return to the LA

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA.

The return will include:

- The pupil's full name.
- The full name and address of any parent with whom the pupil normally resides.
- At least 1 telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency.

- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion).
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school.
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house.

This return must be made as soon as the grounds for removal are met and no later than the removal of the pupil's name.



# Procedures and Protocols

## Heathfields Infant and Wilnecote Junior Academy Behaviour Curriculum

### Belonging

- All pupils belong to the Heathfields and Wilnecote family
- Our culture is based on P.R.I.D.E
- Our practice is **collaborative, restorative, and relational**

### **Pupils' Mobile Phones** *Please refer to the Fierté Multi-Academy Trust Mobile Device and Camera Policy*

We adhere to the above policy and therefore do not allow children to use mobile phones while they are at school (*unless authorised by the Headteacher*).

**The wearing of a smartwatch by children is forbidden.**

The Trust policy is that children who bring mobile phones or any form of electronic communication devices into school should hand them into the class teacher at the start of the school day and collect them at the end of the school day.

### Responding to Behaviour

#### Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged Display the behaviour expectations and school rules
- Develop a positive relationship with pupils, which can include: greeting pupils in the morning/at the start of lessons, establishing clear routines, communicating expectations of behaviour in ways other than verbally, highlighting and promoting good behaviour (Praise In Public), concluding the day positively and starting the next day afresh, having a plan for dealing with low-level disruption using positive reinforcement

#### Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

#### Incidents of physical restraint 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 and reported to parents

## Safeguarding

At Heathfields Infant and Wilnecote Junior academy, we recognise changes in behaviour may be an indicator that a pupil needs help or protection.

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

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

**Please refer to our child Protection and Safeguarding policy for more information.**

## 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 school's culture and ethos.







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

Rewards also include:

- Star of the Week
- Golden Ribbons
- Verbal praise (PIP = praise in public)
- Communicate praise to parents in person - 'Marvelous me'
- Headteacher award Stickers
- Attendance awards
- Growth Mindset Awards

## Reach for the Stars

	Reach for the Stars
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		<ul style="list-style-type: none"> <li>• Pupils move to Star when they have gone over &amp; above our high expectations and have <u>excelled</u> – <i>this will mean different things to different pupils at different times</i> – but will reflect the virtues and values of the school</li> <li>• One pupil per class per week is awarded star of the week, a ‘marvelous me’ should then be sent home. Stickers and ‘marvelous me’ thumbs up can still be given throughout the week for good learning behaviour</li> </ul>
		<ul style="list-style-type: none"> <li>• Pupils move to Moon when they show intellectual, moral, civic, and performance virtues in lessons and in general school life. <b>“I can see that you are ready and organised and focused, let’s move you onto the moon.”</b></li> </ul>
		<ul style="list-style-type: none"> <li>• All pupils begin the day on Earth because they are ready, respectful, and responsible</li> <li>• Good relationships, responses, and routines underpin these expectations</li> <li>• Behaviour is taught (<i>see <b>prevention</b> in the next section</i>)</li> </ul>

## Responding to Misbehaviour

When a pupil's behaviour falls below the standard inside the classroom or outside, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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

Outside the classroom (playground/yard) any behaviour that falls short of the expected Wilnecote way will have a consequence that supports the action.

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

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

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

## Consequences

Consequences are feedback to pupils on how well they have behaved, or otherwise.

- Routines, and well-taught behaviours are not enough for everyone
- To generate intrinsic motivation, we often need extrinsic stimuli, e.g., consequences
- Consequences teach us that our actions matter

We use consequences to:

- Encourage (attach a reward to a desired behaviour – a marvelous me for example)
- Discourage (attaching a sanction to the action to deter future misbehaviour)
- Routine Sanctions
- Sanctions aim to deter. They can include (but are not limited to) the following:
- Positive behaviour will include:
- Marvelous me – shout outs
- Star of the Week
- Messages or phone calls home to parents
- Special responsibilities/privileges
- Headteacher awards & stickers

**The school may use one or more of the following sanctions in response to unacceptable behaviour**

Guidance for incidents of misbehaviour (the more serious incidents as deemed appropriate by a member of SLT):

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Missing playing outside

- Messages or phone calls home to parents
- Writing an apology letter
- Referring the pupil to a senior member of staff

<b>Behaviour Pathway.</b>
<p>Teachers will create the conditions and the climate for learning in the classroom by:</p> <ul style="list-style-type: none"> <li>›providing a positive classrooms climate and culture to promote learning and respect.</li> <li>›having and reinforcing high expectations of learning behaviour at the start of each lesson</li> <li>›recognising the behaviour you want immediately, then deliberately and persistently search for positive behaviour to acknowledge</li> <li>›planning for, and carefully catering for, the needs of all children - providing adaptations to ensure pupils are supported to access learning (directly from learning plans)</li> <li>›making sure the last thing pupils hear is the positive affirmation of all the good learning behaviour from the lesson</li> <li>›Following our “<b>Reach for the Stars</b>” process Praise in Public</li> </ul> <p><b>We expect to see positive correction, prevention, consequences and repair and build.</b></p>
<b>Stage 1 - Correction</b>
<ul style="list-style-type: none"> <li>›Use non-verbal cues to acknowledge any negative behaviour – be proactive and defuse it. Give pupils the opportunity to ‘make the right choice’ and re-engage in learning.</li> <li>›Clarify expectations to the child, provide simplified choices and have any conversations in private regarding any potentially escalating behaviour.</li> <li>›Reinstate or remind pupils of the expectations by providing positive examples.</li> <li>›Pupil’s name may quietly and temporarily be removed from the ‘Reach for the stars’ board</li> </ul>
<b>Stage 2 - Escalation</b>
<ul style="list-style-type: none"> <li>›A rule has been broken, a direct instruction has been ignored and a more formal approach and greater use of support is needed.</li> <li>›Set clear limits and offer choices in a calm, warm, assertive tone.</li> <li>›The behaviour is the issue, not the child. Use respectful, restorative engagement.</li> <li>›Teacher action, move the pupil within the classroom where appropriate.</li> <li>›Pupil’s behaviour is logged on Arbor-name is removed from ‘Reach for the stars’ board</li> </ul>
<b>Stage 3 – Further Escalation</b>
<p>As above but reflection has not led to name being returned due to consistent poor choices.</p> <ul style="list-style-type: none"> <li>›Child is sent to a different class in the same year group, work to be taken so that the child can still access learning</li> <li>›Once deemed as regulated, child will return to class teacher for restorative conversation.</li> <li>›Pupil’s behaviour is logged on Arbor and teacher to contact parent.</li> </ul>
<b>Stage 4 – Internal Suspension</b>
<ul style="list-style-type: none"> <li>›Actions may be premeditated and deliberate, chances have not been used, choices have been repeatedly negative</li> <li>›Reasonable adjustments are made without impact</li> <li>›Senior Leadership Team involvement – internal suspension</li> <li>›Child to be placed on a 2 week report card – shared with a senior leader daily</li> <li>›In-person conversation with parents and class teacher (where possible).</li> </ul>
<b>Reset</b>
<p><b>Each lesson child and teacher resets and a fresh start is had.</b></p> <p>Where individual cases need to be considered, staff follow adaptations on child’s learning plan.</p>

<b>Unstructured Learning Time Behaviour Pathway.</b>
<p>All staff will create the conditions and the climate for good learning behaviour during unstructured time by:</p> <ul style="list-style-type: none"> <li>➤providing a positive, calm, climate and culture to promote learning and respect.</li> <li>➤having and reinforcing high expectations of learning behaviour</li> <li>➤recognising the behaviour you want immediately, then deliberately and persistently search for positive behaviour to acknowledge</li> <li>➤planning for, and carefully catering for, the needs of all children - providing adaptations to ensure pupils are supported to access learning (directly from learning plans)</li> </ul> <p><b>We expect to see positive correction, prevention, consequences and repair and build.</b></p>
<b>Stage 1 - Correction</b>
<ul style="list-style-type: none"> <li>➤Use non-verbal cues to acknowledge any negative behaviour – be proactive and defuse it. Give pupils the opportunity to ‘make the right choice’ and re-engage.</li> <li>➤Clarify expectations to the child, provide simplified choices and have any conversations in private regarding any potentially escalating behaviour.</li> <li>➤Reinstate or remind pupils of the expectations by providing positive examples.</li> </ul>
<b>Stage 2 - Escalation</b>
<ul style="list-style-type: none"> <li>➤A rule has been broken such as football dispute, arguments, invading personal space and rough play a direct instruction has been ignored and a more formal approach and greater use of support is needed</li> <li>➤Set clear limits and offer choices in a calm, warm, assertive tone.</li> <li>➤The behaviour is the issue, not the child. Use respectful, restorative engagement.</li> <li>➤Teacher action, move the pupil to a calm section of the playground</li> <li>➤Class teacher to be informed</li> <li>➤Pupil’s behaviour is logged on Arbor-name is removed from ‘Reach for the stars’ board</li> </ul>
<b>Stage 3 – Further Escalation</b>
<p>As above but reflection has not led to name being returned due to consistent poor choices</p> <ul style="list-style-type: none"> <li>➤Child is sent into the hall to miss playtime</li> <li>➤Pupil’s behaviour is logged on Arbor and teacher to contact parent</li> </ul>
<b>Stage 4 – Internal Suspension</b>
<ul style="list-style-type: none"> <li>➤Actions may be premeditated and deliberate, chances have not been used, choices have been repeatedly negative</li> <li>➤Reasonable adjustments are made without impact</li> <li>➤Physical altercation</li> <li>➤Senior Leadership Team involvement – internal suspension</li> <li>➤Child to be placed on a 2-week report card – shared with a senior leader daily</li> <li>➤In-person conversation with parents and class teacher (where possible).</li> </ul>
<b>Reset</b>
<p><b>Each lesson child and teacher resets and a fresh start is had.</b></p> <p>Where individual cases need to be considered, staff follow adaptations on child’s learning plan.</p>

## 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
- Damaging property
- Committing an offence
- Risk of harm

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 and reported to parents

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

## Confiscation, Searches, Screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items found in a pupil's possession because of a search 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 (this includes mobile phones under the mobile phone policy). These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### Searching a Pupil

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed on page 4) or any other item that the school rules identify as an item which may be searched for. Please refer to the appendices which include a summary of the latest DfE guidance.

### Screening

Heathfields Infant and Wilnecote Junior Academy does not screen pupils on entry to school.

### Misbehaviour Off-Site

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

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

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 school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip). School detentions may be enforced following the event at the discretion of the Senior Leadership Team.

## **Misbehaviour Online**

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

- It poses a threat or causes harm to another pupil or member of staff
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school
- A bullying in bullying another school member

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **Suspected Criminal Behaviour**

The age of criminal responsibility in England and Wales is 10 years old. A child under 10 cannot be arrested or charged with a crime. If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school 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 Executive Headteacher or Head of School will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions if 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.

## **Serious Sanctions**

### ***Detentions***

Teachers, Teaching Assistants and Lunchtime Supervisors can issue short-term removal (detention) at lunchtime. The school will decide whether it is necessary to inform the pupils' parents. Senior Leaders monitor the children who are in detention.

### **Removal from Classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time (Stage 4). Pupils removed will continue to receive education under the supervision of a meaningful staff member, but it may differ from the mainstream curriculum. Staff will only remove pupils from the classroom once other behavioural strategies (stages 1-3) have been



attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a teacher, member of support staff or a Senior Leader and should be returned as soon as possible and no later than the next day. Pupils will not be removed from classrooms for long periods without the Head of School's explicit agreement.

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

Parents will be told on the same day their child is removed from the classroom due to serious misbehaviour.

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

- Meetings with pastoral support
- Use of teaching assistants
- Short-term behaviour report cards
- Longer-term behaviour plans
- Pupil support units
- 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 in the behaviour log.

## **Suspensions and Permanent Exclusion**

The school 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 Head of School or Executive Leader and only as a last resort. Please refer to the Exclusion Policy.

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

The school 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 school 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 school'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 school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

At Heathfields Infant and Wilnecote Junior Academy we try to anticipate and remove triggers for misbehaviour using reasonable adjustments, such as:

- Short, planned movement breaks for a pupil with SEND who finds sitting still too long difficult.
- Adjusting seating plans to allow pupils with visual or auditory impairment to sit in sight of the teacher, the board, or key resources.
- Adjusting uniform requirements for a pupil with sensory issues or severe eczema.
- Training staff to understand conditions such as autism.
- Use of 'safe spaces' (regulation zones) where pupils can regulate their emotions during sensory overload.

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

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction.
- Whether adaptations to the behaviour plan or learning plan may be required .
- Whether the pupil could not act differently at the time due to their special educational need or disability (SEND).

The school will then 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 Behaviour May Have Unidentified SEND**

The school's special educational needs coordinator (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 parents, 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 and review the plan regularly.

## **Roles and Responsibilities**

### **The Governing Board**

The governing board is responsible for reviewing and monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **The Senior Leadership Team**

- Ensuring that the school 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 school'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 any 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,
- Support staff in responding to serious misbehaviour incidents.

### **Teachers and Staff**

- Creating a calm and safe environment for pupils, carrying out consequences of behaviour linked to the actions.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupil.
- Modelling expected behaviour and positive relationships.
- Where a child has a special educational, the behaviour adaptations are recorded in the learning plan and followed by everyone who works with the child under the teacher's supervision.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Challenging pupils to meet their expectations.

Support any pupil who has been bullied by:

- Encourage any bully to change their behaviour;
- Impose sanctions on any pupil who continues to bully;
- Consider permanent exclusion in the most serious incidents of bullying;
- Ensure effective supervision is in place between lessons, break times and lunchtimes;
- Deal with any form of bullying that takes place to and from school;
- Provide leadership and vision in respect of equality;

There is a balance between **challenge** and **support**:

Challenge	Support
set limits	nurture
set boundaries	encourage
have expectations	be compassionate
have discipline	have empathy
have consequences	listen
have sanctions	care

### Parents and Carers

- Getting to know the school's behaviour policy and reinforcing it at home where appropriate.
- Supporting their child in adhering to the school's behaviour policy.
- Informing the school of any changes in circumstances that may affect their child's behaviour.
- Discussing any behavioural concerns with the class teacher promptly and working collaboratively to support the child.
- Taking part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raising any relevant concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Taking part in the life of the school and its culture.
- Report to the school any concerns they have of their child being bullied.
- Be assured that the school will deal with all incidents of bullying.

### Pupils

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Always wear the correct uniform.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Report if they are being bullied.
- Report if they see someone being bullied.

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

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

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

[Staffordshire Education, Health, and Care Hub](#)

## **Supporting All Pupils Following a Sanction Resolve and Reset**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. These can include:

- Reintegration meetings
- regular contact with SLT
- Short-term behaviour report cards
- Support from external agencies

## **Searching a Pupil**

In the exceptional circumstances that any pupil at Heathfields Infant and Wilnecote Junior Academy would need to be searched:

- Searches will only be carried out by a member of staff who has been authorised to do so by the Senior Leadership Team, or by the leaders themselves, there will be two adults present.
- A search will take place if a leader reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency.
- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
- An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched

- Explain to the pupil what a search will entail – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff will contact the Head of School to try and determine why the pupil is refusing to comply. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks, or lockers.

Outer clothing includes:

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

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed on page 4) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff is present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

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

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

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

- What happened
- What was found (if anything)
- What has been confiscated (if anything)

- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Transition**

### **Inducting Incoming Pupils**

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

### **Preparing Outgoing Pupils**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. All pupils need a fresh start and outlook, and this may be bespoke to SEN children.

Heightened transition when moving key stage (EYFS to Key stage 1, Key stage 1 to key stage 2 and key stage 2 to key stage 3), children can find these transition times more challenging.

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

## **Training**

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

- Emotion coaching
- Rules, routines, and expectations
- How SEND and mental health impact behaviour
- The specific needs of pupils at school
- Agency supporting specific SEN De-escalation techniques

## **Monitoring**

### **Monitoring and Evaluating School Behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.



- Attendance, permanent exclusion, and suspension.
- Use of pupil support units, off-site directions, and managed moves Incidents of confiscation and searches.
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

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

- Whole School
- Age group
- Individual members of staff
- Time of day/week/term
- Protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

At Heathfields Infant and Wilnecote Junior Academy, misbehaviour is recorded on Arbor and analysed weekly by the Inclusion Leader and Senior Leadership Team.

The Senior Leaders provide the governing board with termly reports, including headline behaviour data.

## **Monitoring this Policy**

This behaviour policy will be reviewed by the Inclusion Leader and Local Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as detailed above). At each review, the policy will be approved by the board.



## Appendix

## Behaviour pathway

Teacher will provide the conditions and climate for learning in the classroom by;

- Providing a positive culture to promote learning and respect
  - Having and reinforcing high expectations at the start of each lesson
  - Recognising the behaviour you want to see immediately, then deliberately and persistently searching to acknowledge this.
  - Planning for and carefully catering for the needs of all children, providing adaptations to ensure children are supported to access learning.
  - Making sure the last thing children hear is the positive affirmations of the good learning behaviours from the lesson
  - Following the 'Reach for the Stars' process to acknowledge the good learning behaviours
- We expect to see positive correction, prevention, consequences and repair and build

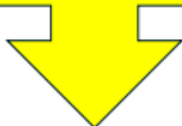
### Stage 1: Correction

Provide non-verbal cues, e.g. look and wait, use tactical ignorance, quiet conversations to set clear limits a calm, warm, assertive tone.



### Stage 2: Escalation

Name removed from display as a visual warning, physical movement within the classroom (where appropriate), more formal conversation takes place by teacher where they outline the unacceptable behaviour, reinforce clear expectations and give clear choices.



### Stage 3: Further escalation

Child is sent to access the learning in another class (same year group). Once deemed as regulated, children return to their classroom. Where a child reaches this point, teacher must inform parents via Arbor. Behaviour tracked on Arbor.



### Stage 4: Internal suspension

Actions have continued and may be premeditated and deliberate. Chances have not been used; choices have been repeatedly negative.

SLT involvement at this point.

Child placed on report card which is checked daily.

In person conversation with parent by teacher must take place the same day.

## Recognising good learning behaviours

*Recognition, not reward.*

It is important that each class has high expectations of learning behaviours. Pupils should not be rewarded for meeting these expectations, as this is what is expected.

These behaviours should however be recognised and acknowledged by using **praise in public**, which is specific and genuine e.g. Molly, I can see you're ready, well done.

Praise in Public may also be used with:

- The 'Reach for the Stars' display
- Marvellous me thumbs ups
- Stickers

Children will at times exceed these high expectations and deserve a higher degree of recognition of their achievements.

This may include:

- Messages/phone calls home
- Marvellous me badges
- Headteacher awards
- Star of the Week
- Golden Ribbon awards

