

Shireland Collegiate Academy Trust

Primary Behaviour Policy

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Contents

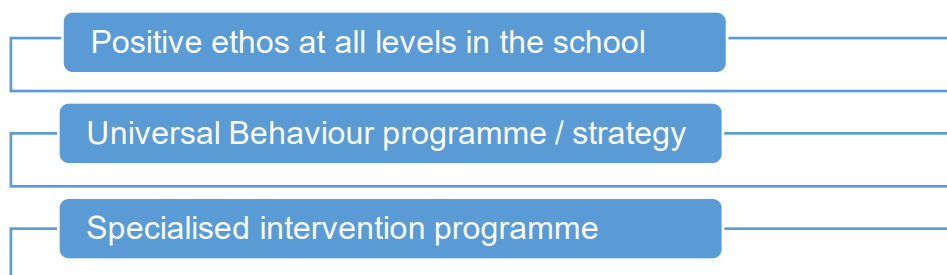
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Introduction

This policy statement recognises that management systems by themselves do not provide all the answers to establishing high standards of behaviour. Whole school success in this area comes when we reinforce management systems with high expectations of learning which value individuals and celebrate their progress.

This policy has been reviewed to reflect the current national emphasis on behaviour, attendance, safeguarding and inclusion as interconnected aspects of pupils' welfare and educational success. It should be implemented alongside the Trust's safeguarding, attendance, SEND, anti-bullying and exclusions policies, with a shared commitment to high expectations, early support, fair decision-making and consistent practice across all academies.

There are 3 clear aspects to our Behaviour for Learning Approach:



Our Vision

The Trust is committed to creating an environment that fosters learning and promotes the well-being of both pupils and staff. Our community is built on the principles of co-operation, support, and respect. We strive to ensure that every pupil feels safe, included and confident in expressing their opinions.

Every school day is important. Regular attendance not only enhances learning but also helps children build friendships and feel a sense of belonging within the school community. Consistent attendance establishes routines and supports positive behaviour, which is a cornerstone of our behaviour policy. By working together to ensure that children attend school every day, we provide them with the best opportunity to succeed and enjoy their school experience.

Our approach to behaviour is rooted in inclusion and belonging. We recognise that pupils are more likely to behave positively when they feel known, safe, valued and connected to their school community. For this reason, behaviour is considered alongside attendance, welfare, safeguarding, SEND and wider pastoral support, so that responses are fair, consistent and informed by each pupil's individual circumstances. Where pupils experience difficulty meeting behaviour expectations, our aim is to identify barriers early, provide appropriate support and help pupils to re-engage successfully with learning and school life.

We hold high expectations for the behaviour of both pupils and staff. It is essential that everyone understands the standards expected of them and takes responsibility for their actions. By promoting positive behaviour and consistent patterns, we can cultivate strong relationships throughout the school, founded on trust and understanding.

We leverage technology to streamline processes for capturing sanctions and rewards, as well as reporting to families. This allows us to better allocate resources, focus our efforts and implement more effective interventions.

This policy is supported and enhanced by the following policies:

- Anti-Bullying Policy
- Equality Duty Policy
- Home School Agreement
- Child Protection and Safeguarding Policy
- SEN(D) Policy
- Mental Health and Well-Being guidance
- Suspensions and Exclusions Policy

Legal Duties

This policy should be read alongside the most recent statutory and non-statutory guidance issued by the Department for Education, including any updates relating to behaviour in schools, suspensions and permanent exclusions, searching, screening and confiscation, the use of reasonable force, safeguarding, attendance and support for pupils with SEND or medical needs.

The Trust recognises that behaviour, attendance, inclusion and safeguarding are closely connected. In applying this policy, academies will consider whether a pupil's behaviour may indicate unmet need, barriers to attendance, additional vulnerability, safeguarding concerns, SEND, mental health needs, or the need for early help or wider agency support. Where statutory guidance is updated, the Trust will review this policy and associated procedures to ensure that practice remains compliant, proportionate and in the best interests of pupils.

(Where necessary the academy will refer to and follow the Trust's Suspensions and Exclusions Policy).

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

- [Behaviour and discipline in schools; advice for headteachers and school staff](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

Core Beliefs and Values

- The belief that the education and success of all pupils is of equal value.
- A celebration of diversity in gender, race, creed and ability, by providing quality teaching to raise standards and equalise life choices.
- A belief that bullying in any form is completely unacceptable and will always be taken very seriously.
- Respect for the dignity of ourselves and others.
- Recognition that all members of our community have rights, with complementary responsibilities.
- An understanding that all pupils may experience difficulties because of events such as bereavement and family problems. As with pupils who have special educational, physical or emotional needs, the school should provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable pupils.
- A commitment to developing individual potential and autonomy both inside and outside the classroom.
- The belief that pupils learn best in a safe and nurturing environment, which promotes a sense of belonging.
- A recognition that high pupil self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.
- An appreciation that every child is an individual and that some pupils that consistently display exemplary behaviour should be recognised.
- A belief that pupils are not labelled, the behaviour is; and have opportunities to start again.
- Recognition that the success of any school policy depends on the understanding and support of parents and families and as such, should be shared with them and their commitment to it sought.

The Code of Conduct and Expectations is to be shared by staff with all pupils and families (See Appendix 1).

Aims

We aim to ensure that our school environment supports learning and the wellbeing of pupils and staff and through cooperation, support and respect, a safe school enables all to be included in every aspect, being comfortable to voice opinions.

We hope to ensure that all our pupils leave our school with the key skills they need to continue to progress to the best of their ability at Secondary school and beyond.

We aim to provide an environment that: -

- Enables learning for all within the school community.
- Encourages a respect, empathy and acceptance of differences of others.
- Encourages cooperation and collaboration to give a sense of belonging.
- Encourages self-discipline and a sense of taking responsibility for actions.
- Ensures that all pupils and adults feel safe, valued and cared for.

To achieve this, we will: -

- Create a positive, calm and purposeful environment.
- Provide a curriculum that is inspiring, relevant and challenging.
- Ensure that adults model good behaviour at all times.
- Have shared understanding of procedures and apply them consistently.
- Have a shared language that is understood by all.
- Effectively communicate with pupils and families our high expectations for learning and behaviours.
- Work in partnership with multi-agencies.
- Ensure staff are trained and understand our aims and procedures.

A clear system of sanctions and rewards can be found in Appendix 2.

Implications for the School Curriculum and Organisation

- All involved in the organisation of timetable and classes should avoid creating barriers to success for any individual. Whilst no individual has the right to disrupt the learning of others, decisions about class sets, groupings or opportunities should be made on the basis of ability not behaviour.
- Opportunities should be provided both within the classroom and outside it for pupils to develop social skills and personal responsibility i.e. class monitors. These opportunities should also provide ways in which all members of the community can express opinions and listen to one another i.e. school council, pupil forum etc.
- All pupils should be aware of the way in which the school deals with incidents of bullying and how bullying should be reported. Pupils should be involved in this process through peer mentoring schemes, school council discussion and the like.
- The school will support staff in adopting Trust teaching and reflection approaches that promote positive behaviour and attendance, by providing training sessions, individual advice and opportunities to observe good practice.

For details of EYFS provision in relation to behaviour, see Appendix 3.

Roles and Responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the school community as a whole.

This policy will not have an impact on the learning ethos of the school unless everyone applies it comprehensively and consistently.

Specific roles and responsibilities are as follows:

The Standards and Performance Committee and Trust Board

- Defines the principles underlying the school's behaviour policy.
- Ensures that all aspects of the policy promote equality for all pupils and addresses individual need.
- Monitors and evaluates the implementation of the policy by receiving reports and data.
- Supports the practical strategies of the policy by holding disciplinary and attendance meetings for pupils and their parents when there are serious concerns.
- Reviews the Behaviour Policy annually.

The Principal and the Senior Team

- Review the Policy with SPC and Trust annually.
- Frame a policy, which promotes positive behaviour and good attendance.
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all pupils and addresses individual need.
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support where needed.
- Ensure that behaviour systems are implemented in a way that is lawful, reasonable, proportionate and non-discriminatory.
- Monitor the use of sanctions, removals from class, suspensions, permanent exclusions, reasonable force and any alternative provision or off-site arrangements to identify patterns, evaluate effectiveness and ensure that no group of pupils is disproportionately affected. Where patterns or concerns emerge, leaders will review practice and take action to strengthen support, staff training, reasonable adjustments, curriculum provision or pastoral intervention as appropriate.
- Support the practical strategies of the policy by:
 - dealing with serious referral issues.
 - providing communication procedures and systems with parents and outside agencies.
 - providing appropriate class groupings and timetable arrangements.
 - allocating appropriate resources to support the systems.

Teachers and Teaching Assistants

- Ensure that the policy is consistently and fairly applied.
- Exercise classroom management that encourages positive behaviour.
- Prepare lessons that support all pupils in their learning so that vulnerable pupils do not feel excluded.
- Model in their own actions the expectations the school has for pupils and communicate the school's expectations, routines, values and standards through teaching behaviour in all interactions with pupils.
- Act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern.
- Record behaviour incidents promptly and consistently and monitor rewards and sanctions daily, highlighting and referring concerns to Senior Staff if needed and reviewing support regularly.
- Will consider whether behaviour may be linked to an unmet need, a safeguarding concern, SEND, mental health, attendance difficulties, changes in home circumstances or other vulnerability.
- Where concerns are identified, these will be shared promptly with the appropriate senior leader, DSL, SENCO or pastoral member of staff so that support can be coordinated.
- Staff will use de-escalation, relational practice and agreed behaviour routines consistently, seeking to prevent escalation wherever possible while maintaining high expectations for all pupils.
- Through our carefully planned approach to Personal Development which covers lessons, assemblies and aspects of enrichment, we encourage the development of social, emotional and behavioural skills and rounded, responsible citizens.
- Communicate with parents/carers re concerns and provide advice or support for families.

Support Staff

- Ensure that the policy is applied consistently outside the classroom as well as in lessons.
- Provide support for identified individuals and groups.
- Monitor individuals or groups to allow for early intervention and review of support provided.
- Act as role models to pupils in their own actions and dealings with others and communicate the school's expectations, routines, values and standards through teaching behaviour in all interactions with pupils.
- Support other staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance.

Pupils

- Will behave in a way that will ensure the safety of themselves, other children and adults.
- Will be honest, polite and respect others and their possessions.
- Will recognise and respect the authority of staff and other adults in the school, listen to and act on directions.
- Will work to the best of their ability at all times and value their own work and that of others.
- Will organise themselves and their resources so that they can work independently.
- Will take care of equipment and keep the school and the grounds tidy.
- Will take responsibility for their own actions.
- Will co-operate with and follow the school's code of conduct and expectations.

Parents and Carers

- Take responsibility for their child's behaviour and attendance.
- Support the school's core beliefs on positive behaviour management and encourage their children to follow the school's Code of Conduct and Expectations.
- Support the school in carrying out sanctions and celebrating success.
- Communicate with the school when concerns arise.
- Attend meetings (if necessary) to discuss their child's behaviour and engage with positive support plans to support improvements.
- Take part in the life of the school and its culture.

Support for Parents

The role of families in supporting the school in this area we believe is crucial and a partnership.

- Expectations of parents' involvement in supporting attendance and good behaviour should not be taken for granted and made explicit. The school highlights to all parents at all Parents Evenings and other events how important their support is. A Home School Agreement plays an important part in harnessing parental agreement and support and helps parents to understand their own role in this part of their child's education.
- The Behaviour and Attendance Policies are made available to all parents with opportunities for them to feedback.
- All reports and communications to parents about progress also include behaviour and attendance so that parents are kept up to date.
- Senior staff work with Children's Services to support parents, particularly those who find it hard to come to school.
- Parents will always be contacted as soon as there is any concern so that they are involved immediately.
- Families are also informed of improvements to behaviour.
- Arrangements are made to communicate in the home language where this might be necessary whether through technology or other means.
- Parents/carers are encouraged to engage in early intervention support such as the Early Help Assessment where it is considered to be in the best interests of the child/ren and family.

Support for Pupils

Some pupils will require additional support within the Academy to avoid escalating problems and possible exclusion. The Academy expectation around positive behaviour, rewards, sanctions and structures are designed to ensure early identification of pupils at risk and that any support they may require are implemented and reviewed regularly.

The Academy will consider the needs of all pupils for support with transition especially between year groups and key stages as required and will provide enhanced support for pupils highlighted as needing it.

Support will be planned using a graduated approach. This may include classroom strategies, reasonable adjustments, pastoral support, attendance support, targeted intervention, family meetings, SENCO involvement, Early Help, referral to external agencies or a Positive Support Plan.

Where appropriate, pupils will be given opportunities to share their views about what helps them to feel safe, regulate their behaviour, access learning and repair relationships. Pupil voice will be considered alongside professional judgement, family views and any specialist advice.

Where a pupil has SEND, a disability, medical need, social care involvement, is looked after, previously looked after, or is otherwise vulnerable, staff will consider whether additional support, reasonable adjustments or external advice are required before escalating sanctions, unless immediate action is required to keep pupils or staff safe.

Bullying behaviours

Bullying is 'behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group either physically or emotionally'.
DfE definition.

Bullying is defined as behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally. It is crucial for us to emphasise that any form of bullying will not be tolerated within our academies.

Preventative education is at the heart of our approach. Through regular assemblies, workshops and the curriculum, we aim to raise awareness about the impact of bullying and teach effective strategies for conflict resolution and resilience. We equip pupils with the tools to speak up against bullying and support their peers, recognising the vital role that bystanders can play in creating a safe community.

We recognise that bullying can take various forms, including physical or verbal harm, exclusionary behaviours, extortion, general unkindness, cyberbullying on social media/gaming platforms, or negative comments related to protected characteristics. We encourage all staff, parents and pupils to be vigilant and proactive in identifying and reporting any instances of bullying that they encounter or witness.

Bullying or harmful behaviour that takes place online, including through social media, messaging platforms, gaming platforms or the use of emerging technologies, will be taken seriously where it affects pupils' safety, wellbeing, relationships or ability to learn in school. This includes behaviour that occurs outside the school day but has an impact within the school community.

Where bullying behaviour involves protected characteristics, prejudice, harassment, sexualised behaviour, online abuse, coercion, intimidation or threats, the academy will consider whether safeguarding procedures, child-on-child abuse procedures, police advice or external agency support are required.

Bullying behaviour is not only detrimental to the wellbeing of the individuals involved but also interferes with the rights of all pupils to enjoy their learning in a safe and respectful environment. It runs contrary to the core values and aims that we uphold within our schools. We believe that every pupil has the right to feel secure, supported, and respected while at school and any form of bullying undermines this fundamental principle.

As part of our commitment to creating a positive and inclusive school culture, we actively promote kindness, empathy and mutual respect among our pupils. We expect all members of our academies to treat one another with dignity and compassion, fostering an atmosphere where every individual feels valued and empowered.

We have clear procedures for reporting and addressing bullying incidents. Any concerns raised by pupils, families, or staff will be taken seriously and investigated promptly, ensuring confidentiality and sensitivity throughout the process. We are committed to providing appropriate support for those affected by bullying, including access to counselling, mediation and restorative practices aimed at repairing relationships and rebuilding trust.

Behaviours linked to Safeguarding concerns

In certain situations, a behaviour concern may be so serious that the school must follow its full safeguarding and child protection procedures, as set out in 'Keeping Children Safe in Education 2025'. This includes incidents such as inappropriate behaviour, online safety issues, or matters that may require police involvement.

Behaviour may be a sign that a pupil is experiencing harm, distress, unmet need, exploitation, peer pressure, online risk, poor mental health, domestic abuse, neglect, bullying, discriminatory abuse or other safeguarding concerns. Staff will remain professionally curious and will not view behaviour in isolation where there are indicators of vulnerability. This includes, but is not limited to, child-on-child abuse, harmful sexual behaviour, online abuse, sexual harassment, violence, coercive or controlling behaviour, discriminatory incidents, radicalisation concerns, serious youth violence, substance-related concerns or behaviour linked to exploitation. Attendance concerns, persistent absence, patterns of lateness, emotionally based school avoidance or sudden changes in attendance may also indicate safeguarding or welfare concerns. Where behaviour and attendance concerns overlap, academies will consider whether early help, pastoral support, attendance support or safeguarding action is required. **Where a safeguarding concern is identified, the academy's Child Protection and Safeguarding Policy will take precedence.** Behaviour sanctions may still be appropriate, but these will be considered alongside the need to protect, support and safeguard all pupils involved.

When such incidents occur, our staff are trained to respond with sensitivity, professionalism and care for everyone involved. We work closely with families and other relevant professionals to ensure each case is managed appropriately. Decisions about involving the police are made according to statutory guidance and only after carefully considering the nature and seriousness of the incident, always aiming to protect children while supporting the needs of our whole school community.

We believe in open communication and, wherever possible, will keep families informed about any situation that requires further action, unless there is a compelling reason not to do so. All incidents are logged securely in our academy's safeguarding system.

Above all, our approach is guided by a commitment to support and protect every child in our care, ensuring they always feel safe, respected and valued within our school community.

Positive support plan

“Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions matched to specific pupils with particular needs or behavioural issues, than for universal interventions or whole school strategies”

Education Endowment Foundation

We recognise that some children may require more than just the whole-school approaches to behaviour and in such cases, it is essential they receive the right level of tailored support. When an individualised programme is needed, we work collaboratively with pastoral staff, the SENCO, the Primary Inclusion Panel and external agencies to develop and closely monitor a plan that addresses the child's unique needs.

A Positive Support Plan should be considered where behaviour is persistent, escalating, linked to significant vulnerability, or where repeated sanctions have not led to sustained improvement. The plan should identify strengths, triggers, barriers to learning, protective factors, agreed strategies, reasonable adjustments, pupil voice, family views and review arrangements. The aim of a Positive Support Plan is not simply to reduce incidents, but to help the pupil understand expectations, develop self-regulation, rebuild relationships, improve attendance where relevant and successfully access learning. Plans will be reviewed regularly and adjusted in response to evidence of what is working.

The success of any intervention is strengthened by the active involvement of families. As underscored in our Home School Agreement, we believe that engaging parents and carers in the process ensures consistency, understanding and effective support both at home and in school. By working together, we aim to provide every child with the best possible opportunities to succeed and to thrive.

Should behaviours of a sexualised nature be observed or reported, we will take immediate and appropriate action, involving families and following our Child Protection and Safeguarding procedures. Our commitment is to create a safe, supportive environment for every child. with the shared partnership of home and school at its heart.

Outside Agencies

The school acts as part of a wider community of support. Some pupils will benefit from referral to another agency for:

- Alternative curriculum provision* for set periods of time e.g. as part of a planned re-entry strategy.
- Assessment leading to statement or a planned programme within the academy.

The support outlined above will be provided within the following context:

- The school will notify the Primary Inclusion Panel of their intention to source an alternative curriculum provision, if approved the relevant Local Authority will be notified.
- The school will contact parents sooner rather than later and a meeting will be arranged. Early intervention should help to avoid repeat suspensions and/or permanent exclusion.
- The school will work within the wider community and communicate with and take advice from other professional bodies.
- All referrals will be mindful of a child's SEN where appropriate and the school will therefore act in accordance with the policy for SEN.
- All support programmes will include specific targets for improvement, regular reviews and visits, particularly when these programmes are conducted at an off-site Ofsted registered provision. The school is required to respond flexibly to a child's changing needs, especially when programmes are not deemed successful.

*(Where alternative provision, off-site direction, outreach support or a managed move is considered, this will be planned carefully and used only where it is appropriate to the pupil's needs and circumstances. The academy will ensure that arrangements are documented, time-limited where appropriate, regularly reviewed and focused on improving outcomes for the pupil. Parents and carers will be involved in discussions wherever possible, and pupil voice will be considered where appropriate. The academy will ensure that safeguarding, attendance, curriculum access, SEND, transport and reintegration arrangements are clear before any placement or off-site arrangement begins. Any alternative provision or managed move will be monitored by senior leaders to ensure that it remains suitable, safe, purposeful and in the pupil's best interests.)

Suspensions and Permanent Exclusions

Suspensions and permanent exclusions will be managed in line with statutory guidance and the Trust's separate **Suspensions and Exclusions Policy**. This behaviour policy sets out the overarching principles; detailed procedures, thresholds, notifications, governor duties and review arrangements are set out in the Suspensions and Exclusions Policy.

Only the Principal, or designated Acting Principal, may suspend or permanently exclude a pupil. Decisions will be lawful, reasonable, fair and proportionate, and taken only where the relevant threshold is met, following consideration of the evidence, the pupil's individual circumstances, needs, vulnerabilities and any required reasonable adjustments or support.

Where suspension or permanent exclusion is considered, the Principal will consult the Trust Primary Director and Deputy Primary Director as appropriate. For pupils with an EHCP, a social worker, looked-after or previously looked-after status, or other vulnerabilities, the academy will liaise with relevant professionals, including the SENCO, social worker, virtual school, local authority or external agencies.

Permanent exclusion will be used only as a last resort where there is a serious or persistent breach of the behaviour policy and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Following suspension, the academy will offer a reintegration meeting and put appropriate support in place to help the pupil return successfully, rebuild relationships, clarify expectations and identify any reasonable adjustments. This will not delay the pupil's return to school.

Suspensions are recorded as authorised absence but still affect overall attendance; therefore, the academy will work to reduce suspensions by supporting positive behaviour, regular attendance and belonging.

Reasonable Force

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 reasonable force will:

- 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.

Prior to reasonable force being considered staff will always attempt all de-escalation techniques.

Reasonable force will only be used where it is necessary, proportionate and reasonable in the circumstances. Staff will always seek to use preventative and de-escalation strategies first, unless immediate action is required to prevent harm. Any use of reasonable force or restrictive intervention will be recorded promptly in line with academy procedures.

Records on CPOMs should include the circumstances leading to the incident, de-escalation attempted, the nature and duration of the intervention, staff involved, pupil response, any injuries or medical attention required, communication with parents or carers and any follow-up actions. Parents or carers will be informed as soon as reasonably practicable following an incident involving reasonable force, unless there is a safeguarding reason not to do so. Senior leaders will review incidents to identify learning, consider whether further support or reasonable adjustments are required and reduce the likelihood of recurrence.

Where a pupil is known to present a risk of behaviour that may require physical intervention, the academy will consider whether a Positive Support Plan, risk assessment, individual handling plan or additional professional advice is required. These plans will take account of SEND, disability, medical needs, trauma, communication needs and safeguarding considerations.

Reasonable force will never be used as a punishment or to secure compliance where there is no immediate risk of harm, disorder or serious damage.

(Where necessary the academy will refer to and follow the Trust's Suspensions and Exclusions Policy).

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 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 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, 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. Where this is deemed appropriate, Academy staff will make every effort to support the pupil.

The Academy will also consider the pastoral needs of staff and pupil accused of misconduct.

Searching, screening and confiscation

As part of our duty to ensure the safety and well-being of all pupils, Senior academy staff may conduct a search of a pupil and their possessions if they have reason to believe that the pupil is in possession of a prohibited item that could potentially cause harm to themselves or others. (Other items that may be identified as causing potential behaviour issues could be confiscated, in such cases families will be notified).

It is essential to note that any searches will only be carried out with the consent of the pupil involved. This process is in place to maintain a safe and secure learning environment for all pupils and staff members. Any incidents where a search is conducted will be carefully documented in our school's safeguarding records/software. At no point will a pupil be required to remove their full school uniform.

Searches, screening and confiscation will be carried out in line with DfE guidance and with due regard to safeguarding, dignity, privacy and the pupil's age, sex, SEND, communication needs and vulnerability. Staff will consider whether the circumstances leading to a search indicate a safeguarding concern, and where appropriate this will be referred to the Designated Safeguarding Lead. Where prohibited or concerning items are found, the academy will consider the appropriate response, including safeguarding action, parental communication, police involvement where required, and any behaviour consequence or support needed.

Our priority is always the safety and security of our pupils and these actions are part of our commitment to providing a secure and supportive educational environment.

Should a search be deemed necessary, families will be informed as soon as possible about the incident.

See Appendix 5 for a list of possible items.

Monitoring and Evaluation

The use of data in relation to behaviour is key in tracking pupils, identifying patterns, trends and more importantly causes. Key to this is the consistent recording when using Arbor to record behaviour incidents.

Rewards and sanctions will be monitored to provide the school with regular information on how effectively the behaviour policy is working. The school will be able to analyse the data by for example:

- Gender
- Ethnicity
- EAL
- Pupil Premium
- SEN
- Age
- Class

In addition to rewards and sanctions, academies will monitor patterns in removals from class, internal reflection, suspensions, permanent exclusions, use of reasonable force, bullying incidents, discriminatory incidents, behaviour linked to safeguarding concerns, attendance-related behaviour concerns and use of alternative provision or managed moves.

Data will be analysed to identify trends, disproportionality, repeated incidents, pupils requiring additional support, staff training needs and any aspects of policy implementation that require review. Particular attention will be paid to pupils with SEND, disadvantaged pupils, looked after and previously looked after children, pupils with a social worker, pupils with medical needs, pupils with poor attendance and any other vulnerable groups. Findings from monitoring will inform academy improvement planning, staff training, pastoral provision, inclusion strategy and reporting to the Trust and Standards and Performance Committee.

Behaviour data is monitored by:

- Comparing termly statistics and annual totals for rewards and sanctions comparing class data over time.
- Monitoring individual's rewards and sanctions to identify progress or cause for concern.
- Observation of lessons and pupil response.

Evaluation of the implementation of the behaviour policy will be based on the above data and will inform the school's development planning. The Primary Director / Deputy Primary Director will analyse data at regular intervals and as part of the Trust Primary Inclusion Panel (PIP) Process (throughout the year and support schools with required actions where necessary. Wider evaluation processes will take the form of termly reports to members of the Standards and Performance Committee and also to Trustees three times a year.

Appendix 1 – School Code of Conduct and Expectations

Good behaviour and discipline are key foundations for good education. Without an orderly atmosphere effective teaching and learning cannot take place. We expect and insist on the highest standards of behaviour throughout our school.

Courtesy, good manners and consideration for others, together with self-discipline and a proper respect for authority, are encouraged at all times and are important if we are to make our school a true, caring community. We place great emphasis on praising pupils for politeness, consideration and kindness to others.

The Principal will bring any serious breach of discipline or any disruptive behaviour to the attention of the parents concerned and an appropriate course of action is decided upon.

All pupils are expected to make a full contribution to the school and support the positive endeavors of all its members. Expectations are essential for the benefit of all in any community and we try to keep these as simple as possible, but we do expect them to be kept.

This code of conduct with clear expectations forms the basis of school and class expectations.

They are:

Self

- Pupils are expected to make it as easy as possible for everyone to learn and for the teacher to teach, whether this takes place inside or outside the classroom.
- Pupils should strive for progress and not just achievement; be reflective and want to always improve.
- Pupils should behave in a responsible manner and are expected to do what they are asked whilst under our care.
- Pupils should take pride in their appearance and possessions.
- Pupils should make every effort to attend every day and be punctual.

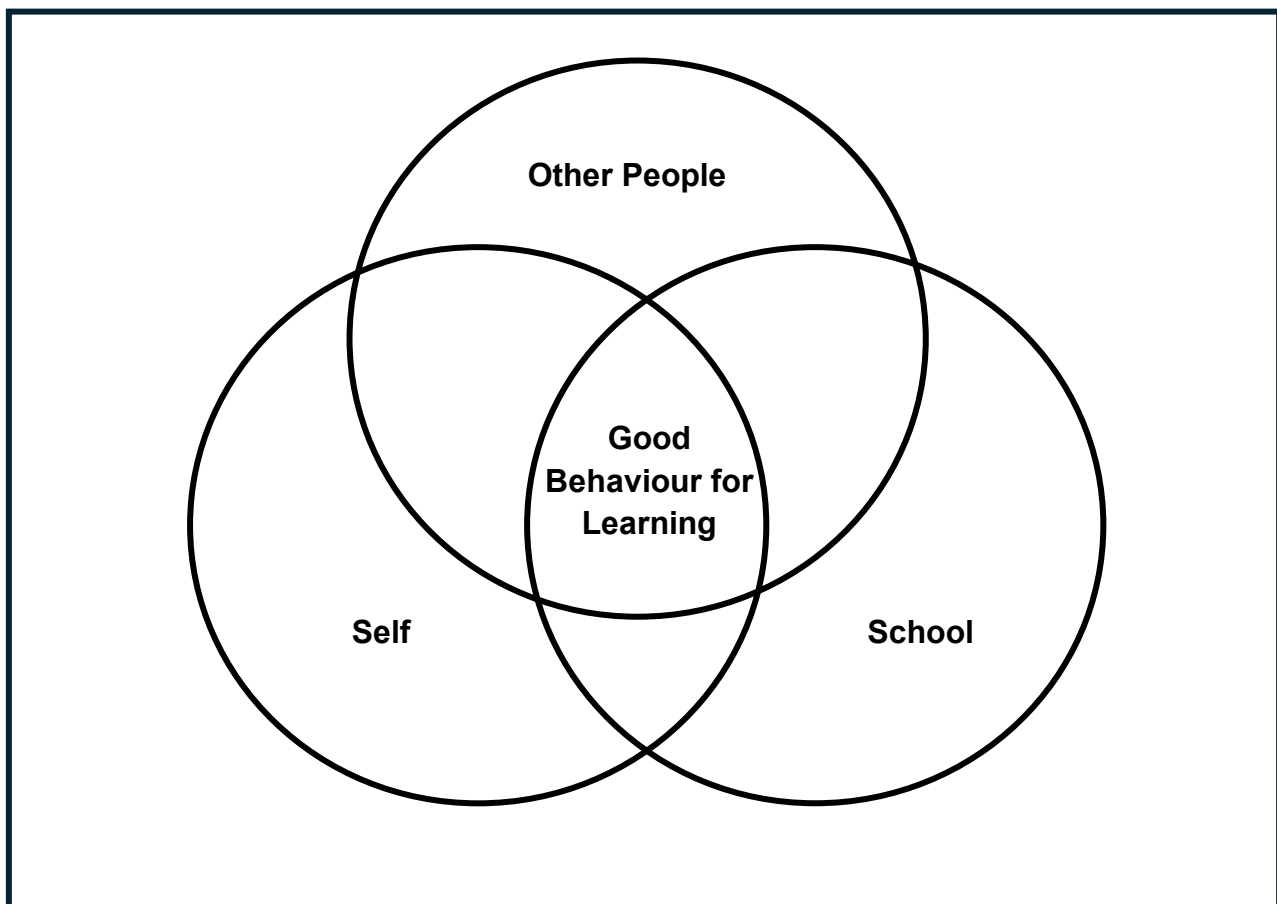
Other People

- Consideration, courtesy and respect should be shown at all times.
- Everyone should always try to understand other people's point of view.
- Pupils should always show friendship, kindness and care to others.
- Pupils should always have good manners and speak politely to each other and all adults.

These expectations also apply to pupils' online behaviour where it affects the safety, wellbeing or learning of members of the school community. Pupils are expected to use technology responsibly, communicate respectfully online and avoid behaviour that could harm, threaten, bully, exclude, intimidate or upset others. Pupils should report online concerns, bullying, unsafe behaviour or anything that makes them feel worried to a trusted adult. The school will support pupils to understand safe and responsible online behaviour through the curriculum, assemblies and pastoral support.

Our School

- The school should be kept clean and tidy so that it can be a welcoming place of which we can be proud.



These expectations are designed for the safety of all children:

1. There must be no running in the school building.
2. Before school, at playtime and after eating the mid-day meal, children are not allowed in classrooms unless the weather is bad, or unless instructed by a teacher.
3. Climbing on walls, gates and fences is not allowed.

Expectations for Early Years Foundation Stage and Key Stage 1

These are simple and written clearly for ALL to understand

Our EYFS/Key Stage One Expectations



1. LISTEN TO THE TEACHERS



2. BE KIND TO EACH OTHER



3. PUT UP YOUR HAND TO ASK A QUESTION



4. DON'T RUN IN SCHOOL



5. KEEP OUR CLASSROOM TIDY



6. ALWAYS TRY YOUR BEST!

Expectations for Key Stage 2

Our Key Stage Two Behaviour Expectations

These expectations focus on being a positive, productive member of our school community and include expectations of pupils' self, relationships with other people and caring for our school.



1. BE READY TO LEARN



2. DO THE BEST YOU CAN AND FIND WAYS TO IMPROVE.



3. BEHAVE RESPONSIBLY AND FOLLOW INSTRUCTIONS



4. ALWAYS WEAR SCHOOL UNIFORM AND TAKE PRIDE IN YOUR APPEARANCE AND WORK



5. ATTEND SCHOOL, BE ON TIME AND STAY SAFE



6. BE CONSIDERATE, COURTEOUS AND RESPECTFUL ALWAYS



7. TRY TO UNDERSTAND OTHER PEOPLE'S POINT OF VIEW.



8. BE KIND AND SHOW CARE TO OTHERS



9. BE POLITE AND HAVE GOOD MANNERS TO ALL



10. KEEP THE SCHOOL CLEAN AND TIDY SO WE CAN BE PROUD.

We are proud of our school community and the way we work together to make it a happy, respectful and safe place to learn. By following our Code of Conduct and Expectations, we show that we care about ourselves, each other and our school.

Appendix 2 - Consequences (Positive and Negative)

ClassDojo

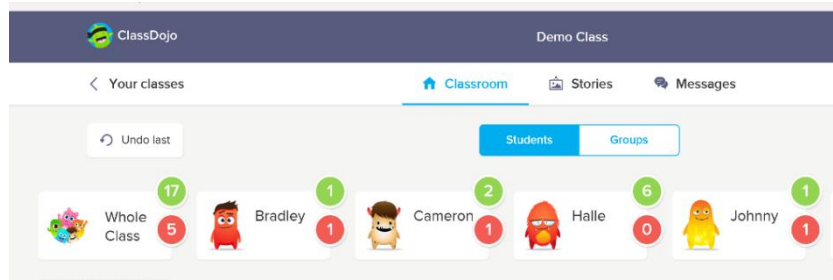
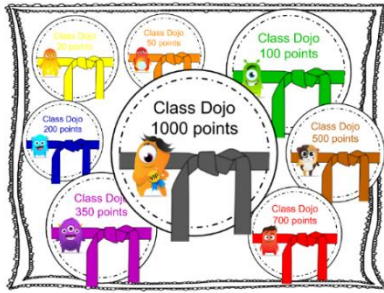
ClassDojo is an online communication platform which allows behaviour to be transparent to staff, parents and pupils. Our schools adapt the use of this platform to set personalised targets for all pupils from Nursery to Year 6, which are linked directly to the school's code of conduct. In addition to this pupils and staff have the opportunity to personalise expectations based on the needs of the class.

Positive points will be awarded to pupils who follow the school code of conduct, and these are saved on the system for the pupils to see during the school day. Positive points will be shown along with any behaviour incidents resulting in moving to red. The version which can be seen by the class will be restarted at the start of the morning and at the start of the afternoon, as explained below. The data which is inputted is centrally stored so parents and staff can view and analyse behaviour over the day, week, year and even longer.

Consequences – positive

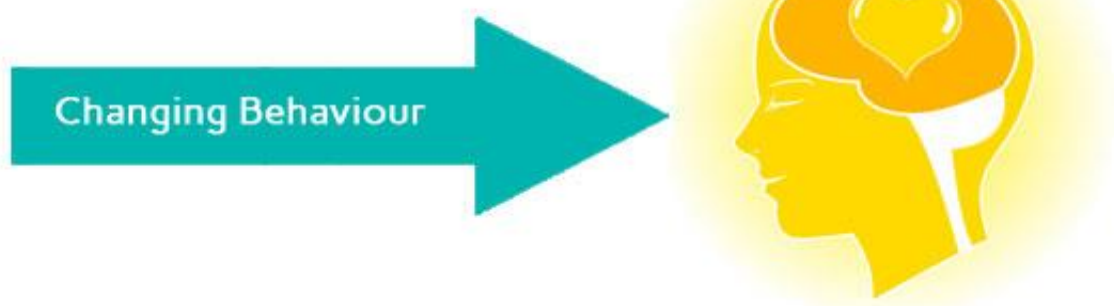
Reward Name*	Reason	Timescale	Reward
Dojo Points (inc. Dinner Dojos)	Points are given to pupils who follow the school expectations and complete excellent work.	Short term	Pupils receive a point and a positive noise is heard.
Dojo Winners of the Day	Top 2 Pupils with the most Dojo points awarded during the day in each class.	Short term	Pupil receives a sticker.
Dinner Dojo Star	Pupil conduct at lunchtime is exceptional.	Short/Medium term	Pupil receives a Dinner Dojo Star certificate presented at handover.
Weekly Reward	Pupils who have demonstrated exemplary behaviour all week-with no negative consequences.	Medium term	Pupils receive 5 extra Dojo points.
Star of the Week	One pupil with exceptional conduct or achievement is chosen by the class teacher.	Medium term	Pupils receive a Star of the Week certificate and a 'Principal's Prize'.
Positive Message	Pupils who consistently demonstrate good behaviour and/or pupils who demonstrate significant progress in their behaviour.	Medium term	Pupils parent/carer receive an online message from the class teacher via the online platform.
Dojo Belts	Pupils can collect Dojo points to achieve Dojo Belts.	Long term	Pupils will gain Dojo Belts as they achieve the appropriate amount of points.

* These are some examples of positive consequences used.



Consequences – negative

The Trust believes that good and poor behaviour can be learned like anything else so the school will focus on two main strands to improve pupils' behaviour: the first focusing on reflection, empathy and improvement; the second clearly stating a non-tolerance approach.



This strategy will focus on the ethos of 'changing behaviour' not labelling pupils and teaching pupils that good behaviour can be learned – linking this to 'growth mindset'. Pupils will be given the opportunity to complete training with either the class teacher, senior leader or mentor taking part in reflection activity. If pupils are not responsive to the reflection sessions they will be assigned to a mentor where a more bespoke positive support plan can be put into place to support the improvement of the pupil's behaviour.

A traffic light system will be used as a visual or verbal prompt to alert pupils of poor behaviour but alongside this will be explanations and reflection time to understand why and what they could do next time (see below in the table).

We train teachers that the aim is to prevent pupils reaching red and avoid the 'race to red'. Interventions at yellow and orange levels are there to stop children from getting to red. Teachers are trained to reflect as to why things haven't worked if a pupil moves through yellow and orange and has reached a red level.

Where a pupil is removed from class to another room for reflection, this will be used proportionately and for the shortest appropriate period of time. The purpose will be to support regulation, reflection, repair and readiness to return to learning, not simply to isolate the pupil.

Pupils will be provided with appropriate learning or reflection activity during any period away from their usual classroom. Staff will consider whether the incident indicates the need for additional support, reasonable adjustments, pastoral intervention, SENCO involvement or safeguarding follow-up.

Where removal from class or internal reflection is repeated, senior leaders will review the pattern and consider whether a Positive Support Plan or wider intervention is required.

When necessary, families and other partners will be involved in the process and regular review meetings will enable home and school to work closely together to help change behaviours.

Behaviour will be tracked by a senior member of staff through Arbor (Management Information System). If a pupil exhibits persistent challenging behaviour, school may look to putting a Positive Support Plan in place involving the SENCO and a mentor if necessary. In addition to this the SENCO or senior leaders may make referrals to external agencies.

Suspension will be the most extreme form of negative consequence and are only used in response to serious breaches of the school's 'code of conduct' or if allowing the pupil to remain in school endangered their safety, welfare, or education or of others. A pupil returning to school after a period of suspension would return with a Positive Support Plan.

The following range of disciplinary sanctions may be implemented as appropriate:

- Behaviour tracking/logs
- Repeating unsatisfactory work
- Loss of privileges
- Time out
- Restorative discussions
- Reflective interventions
- Alternate room for reflection / time out / learning
- Suspensions
- Alternative provision
- Managed move placements
- Permanent exclusion (in event of threshold being met)

Type	Examples <i>(This is not an exhaustive list)</i>	Reflection/negative consequence
Verbal warning 	Pupil shows low level poor behaviour for example: doesn't sit down when asked; talking to a peer or not listening to instructions.	Staff member to talk to pupil and explain why they have a verbal warning and what they need to do next time to ensure good behaviour.
Yellow 	Pupil consistently shows signs of low-level behaviour negative. Pupil shows signs of moderate poor behaviour such as: showing low levels of aggression; defiance or persistent lack of effort.	Pupils will complete a basic reflection activity within the classroom.
Orange 	Pupil continues to show signs of low-level negative behaviour. Pupil continues to show signs of moderate poor behaviour such as: showing low levels of aggression; defiance or persistent lack of effort.	Staff member to send pupil to a partner teacher to complete a more formal reflection activity. NB pupils must be sent with the teacher section completed stating the reason of the reflection activity.
Red 	Persistent disruptive behaviours. Behaviours which place others at risk of harm. Unsafe behaviours. Threatening. Discrimination or bullying of protected characteristics (including online). Inappropriate abusive behaviours. Deliberate damage to equipment. Persistent refusal to follow instructions.	Staff member to add onto Arbor as a red incident and send pupil to a senior member of staff where a formal reflection activity will be completed and if necessary a further consequence will be given. Families will be informed. NB Where negative behaviours are consistently recurring and disrupting the learning of others and / or causing safety concerns, suspensions / exclusions may occur.

Appendix 3 - Behaviour in Early Years Foundation Stage

Our setting is a place where everyone is treated equally, encouraged and respected. We believe that all pupils should be able to achieve their full potential academically, socially and emotionally. We are committed to our setting being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our setting to be a happy place where good behaviour is expected and all children enjoy their educational journey.

Within The Trust, Early Years Department our aim is to maintain a happy atmosphere with co-operation between staff, parents and pupils, whilst at the same time maintaining good order, a working atmosphere and attitudes of courtesy and respect.

Our youngest children are still learning how to work with and get along with each other and are finding out what's acceptable and what is not. This is the type of learning which is best shared by parents and the setting together. We are tolerant and patient when helping the children get on with each other. We have a few expectations to help things run smoothly, they are as follows:

- Listen to the teachers
- Be kind to each other
- Put up your hand to ask a question
- Don't run in school
- Keep our classroom tidy
- Always try your best!

Discipline operates in the first instance through reward, praise, stickers, Dojo points and certificates. These procedures promote a pupil's confidence and self-esteem. Discipline lies mainly in the hands of the class teacher or duty teacher who will normally deal with problems on the spot. Minor matters are normally dealt with by expression of disapproval, pupils will be reminded of the class charter and asked to apologise to the person he/she has wronged. Pupils may, at the discretion of the class teacher, be asked to sit for a few minutes and have time out for thinking.

If we start to notice a repeated pattern of unacceptable behaviour the pupil will be put on a behaviour chart (Didi Dojo Chart) (*only if he/she understands the concept of it). His/her behaviour will be monitored closely and awarded a Didi Dojo sticker for positive behaviour at each session. The Didi Dojo chart will serve as a record for staff and family also. This strategy is also used in Key Stage One where needed.

Parents and careers will be involved in the process and take an active role in supporting their child's positive behaviours. Staff will liaise with the SENCO and if deemed necessary, the child will be put on an individual positive support plan (PSP).

All staff, volunteers and pupils are to use positive strategies for handling any conflicts by helping children find solutions in ways which are appropriate for the pupil's ages and stages of development. For example, distraction, descriptive praise, incidental reward and following the compliance routine.

**If the pupil does not understand why his/her actions were inappropriate, then the class teacher will explain or provide role play activities to help the pupil understand and learn from their mistake.*

Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

Appendix 4 – Positive Support Plans

What is a Positive Support Plan?

Our Positive support plan is used to target those children who are displaying challenging behaviours such as disengagement and/or persistent disruptive behaviours. Factors that may be considered include any pupil who:

- has had a number of fixed term suspensions
- has low attendance impacting on behaviour
- is showing signs of rapid deterioration in their behaviour
- is at risk of failure at school through disengagement

Whilst there are many behaviours which may indicate the need for additional support, we acknowledge that some children may be particularly at risk based on their lived experiences. This includes:

- Young carers
- Travellers
- Refugees
- Children with chronic health problems
- Children in families under stress e.g. bereavement, parent in prison
- Children in transition from one phase of their education to another
- Children with special educational needs (SEN)
- Looked After Children
- Children with Mental Health
- Children who have experienced adverse childhood experiences.

A Positive Support Plan should draw together information from the pupil, family, class teacher, pastoral staff, SENCO and any relevant external professionals. It should identify what the pupil is communicating through their behaviour, what helps them to feel regulated and successful, and what adults will do consistently to support improvement.

Plans should include:

- key strengths and interests
- known triggers and early warning signs
- agreed preventative strategies
- reasonable adjustments where required
- pupil voice
- parent/carers views
- staff responses and de-escalation approaches
- repair and reintegration strategies
- attendance considerations where relevant
- review dates and success criteria

Where behaviour presents a risk to the pupil or others, the Positive Support Plan may be supported by a risk assessment or individual handling plan.

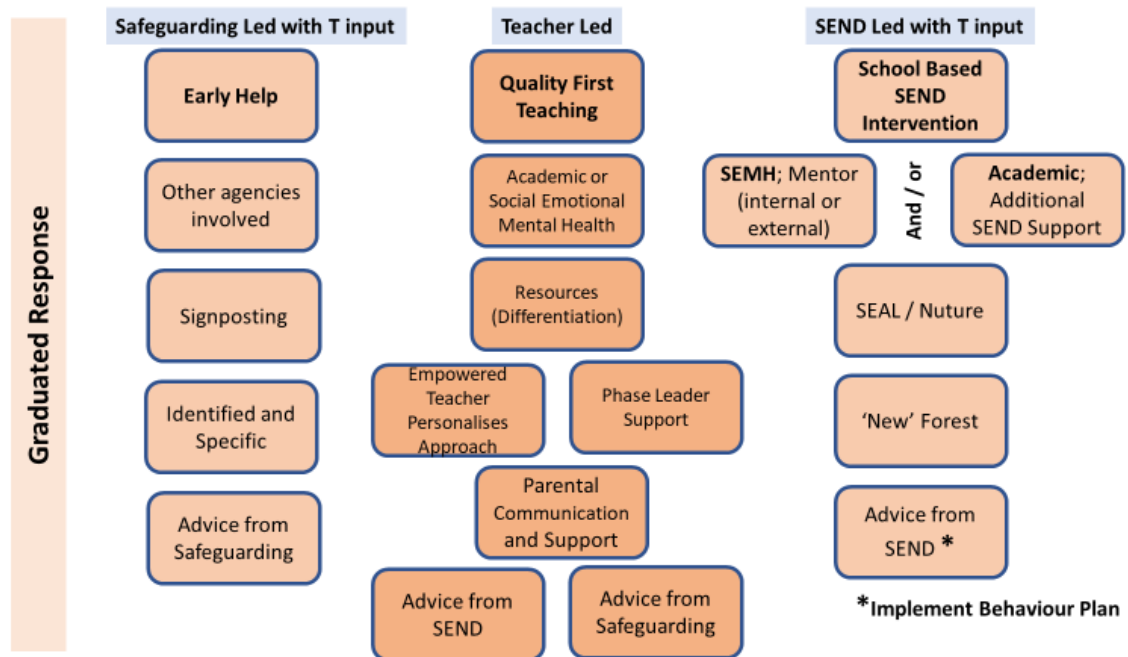
With this in mind our positive support plans are bespoke to each child and require the engagement of parents/carers to enable a joint approach. In some cases, a graduated approach may be required and call upon additional expertise within the academy trust or through relevant agencies.

The Positive Support Plan includes:

- Pupil Information document
- Parent/Carer Questionnaire
- Pupil Voice Questionnaire – Thoughts About School
- Pupil Behaviour Self-Assessments (KS1/2)
- Action Plan
- Review Meeting Documentation

The Graduated Response to Behaviour

(Supports accurate identification of need & circumstance, which is crucial to choosing the right path / intervention).



Appendix 5 – List of prohibited or concerning items

In a primary context, many items may be brought into school without harmful intent; however, staff will always act to keep pupils safe. Where a prohibited or concerning item is found, the academy will consider the pupil's age, understanding, intent, circumstances, vulnerability and any safeguarding concerns, while taking appropriate action to protect the school community.

Items with offensive or age-inappropriate content	Images, drawings, printed materials, toys, cards, badges, clothing, accessories or digital content containing discriminatory, violent, frightening, sexualised, extremist or otherwise age-inappropriate material.
Items that could damage property or disrupt learning	Permanent markers, spray paint, correction fluid, slime, putty, glue not provided by school, laser pens, magnets, alarms, whistles or noise-making items brought in without permission.
Valuable or unnecessary personal items	Large amounts of money, jewellery, expensive toys, collectables, trading cards, electronic games or items likely to cause distraction, conflict, loss or upset.
Food or drink that may present a risk	Energy drinks, chewing gum, glass bottles, food containing known allergens where this breaches school procedures, or food/drink brought in for unsafe use or sharing without permission.
Unknown or suspicious items	Any item where staff are unsure what it is, why it has been brought into school, or whether it may present a risk to pupils, staff or the wider school community.

Where a pupil is found to have brought into school an item that presents a significant risk to the safety of others, including weapons, items which could be used as weapons, or harmful substances, the academy will respond in line with statutory guidance and its safeguarding duties.

In such circumstances, the academy will carry out a thorough investigation, establish the facts on the balance of probabilities, and undertake an appropriate risk assessment. This will include careful consideration of the pupil's age, understanding, intent, individual needs and any safeguarding factors.

Following this process, a suspension or permanent exclusion may be considered where it is deemed lawful, reasonable, proportionate and necessary to protect the safety and welfare of pupils and staff, or to maintain the orderly running of the school.

All decisions will be made in line with the academy's behaviour policy, safeguarding policy and the Department for Education's statutory guidance on suspensions and permanent exclusions.