



Hogarth Academy
A L.E.A.D. Academy

Hogarth Academy

BEHAVIOUR POLICY

Review frequency: Annual

Aims

At Hogarth Academy, it is our aim to:

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

Legislation, statutory requirements and statutory guidance

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

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

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

Definitions

At Hogarth Academy, misbehaviour is defined as:

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

When misbehaviour occurs, it should be dealt with consistently using the sanctions that schools have in place, and restorative work should be undertaken to ensure that misbehaviour does not escalate.

At Hogarth Academy, serious misbehaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments

- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Child on Child abuse
- Theft
- Vandalism
- Fighting
- Smoking and Vaping
- Racist, sexist, homophobic or other discriminatory behaviour

Possession of any prohibited items. These are:

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

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

At Hogarth Academy bullying is defined as:

The repetitive, intentional harming either physically or emotionally, of a person or group. Children know this as STOP

Several Times On Purpose.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Sexist • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Roles and responsibilities

The AGB

The AGB is responsible for:

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

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction
- Giving due consideration to the academies statement of behaviour principles (appendix 1)
- Reviewing and approving this behaviour policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Academy Staff

All staff are responsible for:

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

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

Parents and Carers

Parents and carers, where possible, should:

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

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

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

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

Pupils will be supported to meet the behaviour standards and will be provided with explicit teaching on attitudes and dispositions for learning and will be supported to develop an understanding of the academy's behaviour policy and wider culture. At timely points, pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Behaviour curriculum

We have simple behaviour system in place at Hogarth Academy and this is pivotal to achieving what we expect to see in our classrooms. Our aim is and can be seen daily, as a result of this policy that all lessons are free from disruption. For behaviour in lessons, we expect:

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

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

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

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

Mobile Phones

At primary age, pupils are not expected to be bringing mobile phones onto school site during the day. If they have brought it into school, the mobile phone should be handed to the school office or classroom base for safe keeping by an adult and locked away. For safeguarding reasons, mobile phones should not be kept in children's bags or pockets.

Hogarth Behaviour Management System

Hogarth Academy Code of Behaviour

- If we cannot say it nicely, we do not say it at all.

- We keep our hands free and objects to ourselves.
 - We always tell the truth.
- We follow instructions the first time.
 - We wait our turn to speak.
- We do not leave the classroom unless we have permission.
 - We are in the right place at the right time.
 - We always do our best.

We use a simple system of rewards and consequences, every time a child shows positive behaviours, hard work, kindness to others etc. , they are given a reward , a house point .When a child breaks one of the rules or behaviours expected they are reminded of the consequence of their actions.

Responding to good behaviour

Individual rewards

All pupils from EYFS- Y6 can be awarded house points for a variety of positive behaviours. This system is therefore transferable to any member of staff teaching in any classroom. Class teachers also use a range of positive incentives to promote positive behaviour. House points are collated every Friday in Celebration Assembly. The winning house has a special prize every half term, this is chosen by the children and can be extra playtime, hot chocolate or a special story time.

Celebration Achievement Assembly

This takes place every Friday for EYFS – Y6 children, a child is rewarded for demonstrating one of our values.

The last week of every half term is a 'Golden' Assembly. Two pupils are chosen from every class, they are awarded a certificate and a special badge to wear.

Class rewards:

100 square completed is used to support camaraderie and class team work towards a special prize , this may be extra playtime or a special story time or hot chocolate.

Responding to Misbehaviour

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

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

De-escalation techniques will be used to help prevent further behaviour issues arising.

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

Staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Consequences

If children are not making the right choices, they are spoken to by the adult and reminded of the consequences

of their actions. This may mean talking with the adult at break or lunchtime or a phone call home to their parents by the child to tell them about the choice and consequence made. It is imperative that a consequence is applied fairly and fully explained.

Children in the Foundation Stage and those new to our school community will be given plenty of time to settle into the routine and understand what we consider to be good behaviour. If after this time they are behaving inappropriately, we will initially talk quietly and privately to the child. If the behaviour persists we will remove the child from the situation for a short time. If this continues, the child will be asked to sit quietly with an adult for a short time. Staff talk to parents on a very regular basis and if we feel a child's behaviour is inappropriate we will talk to the parents straight away so we can work together to monitor and resolve any problem.

In all cases of serious misbehaviour staff use communication skills in speaking directly to the individuals involved in an attempt to de-escalate the situation. If this fails and there is evidence that there is an imminent risk of injury to themselves or others, damage to property or behaviour compromising good order and discipline then staff may resort to positive handling to ensure the safety of all.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in our Physical Intervention Policy. Unless it is a situation of imminent danger, trained staff only, will intervene physically to restrain children in certain situations:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

Staff should never run or chase after a child who leaves the premises without permission, as this is likely to exacerbate the situation. The head teacher and/ or the school office should be informed as soon as possible. Any available member of staff will then search the premises for the child. If he/she is found the staff member should try to talk to the child and try to get them to come back into school. The child should be escorted to a quiet place to discuss the incident. If this fails or the child leaves the premises the parents and the police must be informed immediately.

Internal exclusions may be organised for children whose behaviour is causing constant and persistent disruption to the learning of other pupils in class and where their behaviour has deteriorated to the point that they are no longer responding to their teacher. In this case they will be removed from their class and will spend the day or part of the day with another member of staff completing work set by the class teacher. During the day they will have no contact with any of the other pupils in school. Internal exclusions are only used as a last resort.

The Head Teacher issues fixed term exclusions (see Policy for more information) when there has been an extreme case of misbehaviour and after a full investigation of all the evidence. They are used to demonstrate to the child, his/her parents and his/her peers that certain offences are taken very seriously by school and will not be tolerated.

Extreme misbehaviour includes:

- Violent physical attack
- Creating a serious risk to health and safety of self and others
- Serious deliberate damage to property
- Serious and persistent defiance
- Serious and persistent verbal abuse
- Persistent targeted behaviours

- Swearing directly at the adults in school

Permanent exclusion is the last resort and would be considered in extreme and exceptional circumstances which could be if:

- All other alternatives have been explored, including all school rewards and sanctions, school based support and external agencies support to no avail
- There is a single incident of serious extreme behaviour

It is also possible to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

It is expected that all pupils will act as good ambassadors for the school when in school or out of school, on a school, trip or sporting event, as well as on their journey to or from school. It is expected that they will follow the School rules.

A strong partnership between home and School is a real benefit to children. We aim to share good news and achievements as well as any concerns or details of incidents of misbehaviour.

We may contact parents by telephone, text, letter or home visit to discuss their child's attitude, behaviour or work. Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children.

Parents should discuss the school rules with their child/children emphasising their support for the rules.

Parents can show their support through:

- Regular attendance at Parents' Evenings.
- Parents information meetings.
- Special assemblies.
- Informal meetings with their child's class teacher.

Responding to reports of Bullying

Procedures

- Pupils should report bullying incidents to a member of staff or someone who they can trust.
- Parents reporting any bullying incidents must use the attached form – also available in the school office.
- In cases of bullying, the incidents will be recorded by staff on Myconcern and addressed initially by the class teacher, followed by the following individuals if an incident is not then resolved, a member of the Senior Leadership Team and ultimately the Headteacher.
- In cases of bullying, parents of the pupils accused of bullying will be informed and will as necessary be asked to come in to a meeting to discuss the problem.
- Appropriate feedback will be given to parents reporting bullying in a timely manner.
- The academy accepts that any pupil could display bullying behaviour, and our approach is to help those doing so to change their behaviour.
- If necessary and appropriate, external agencies will be consulted to provide support.

Outcomes

- The pupil displaying bullying behaviour will be asked to genuinely apologise. Other consequences such as (a) an apology letter or (b) a written contract may be required.
- The pupil displaying bullying behaviour may need to attend alternative provision at lunchtime and playtime away from the playground for either a short or long period of time.
- In extreme cases, there may be an agreement between school and home for the pupil to go home from dinners.
- The academy will aim to sort out differences and encourage the pupils to reconcile.
- In serious cases, suspension or even exclusion will be considered.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place but the incident/incidents themselves will be considered closed. The academy strongly believes that all pupils can be bullied or bully and as such, once an issue has been addressed, all parties should be allowed to move on from the issue at hand.

Prevention

We will use various methods for helping pupils to prevent bullying. This will include:

- Having a listening and caring ethos
- Encouraging discussion and avoiding premature assumptions
- Adopting a problem solving approach
- Keep an eye on sheet to check in with specific pupils to assure all is well
- Exploring issues through the curriculum by PSHE, assemblies and Anti-bullying week.
- Supporting the bully and the victim in modifying behaviour
- Providing information through notice boards and posters
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.
- Encouraging parents to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory.

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

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (template in appendix 2)
- 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.

Searching, Screening and Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

Off-site Misbehaviour

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

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

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

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

Online Misbehaviour

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

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

Suspected Criminal Behaviour

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

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

If a decision is made to report the matter to the police, the Headteacher (or designated member of the Senior Leadership Team) will make the report.

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

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

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

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

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

The academy's response will be:

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

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

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

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

Malicious Allegations

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

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

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

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious Sanctions

Removal from Classrooms

When there has been a serious incident, the pupil would be sent to a 'paired class'. This is another classroom elsewhere in the school where the pupil will be expected to complete their work away from their peers for a set period of time.

In exceptional circumstances a pupil can be sent immediately to the Headteacher or Deputy Headteacher.

In exceptional circumstances where a pupil is becoming a health and safety risk to themselves or others, a pupil may be placed in a 'calm space' for a limited period to give them an opportunity to amend their behaviour and calm down.

Pupils who have been removed (either to attend their paired class or for reflection time) will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. If they refuse to go, then a member of the Senior Leadership Team will be called to assist. If they continue to refuse to go, the pupil's parents will be informed and the consequence will be extended or moved to the following day.

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

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

- Meetings with appropriate staff
- SENCO involvement
- Risk assessments
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

Suspension and Permanent Exclusions

The academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our suspensions and exclusions policy for more information.

Responding to Misbehaviour from Pupils with SEND

Recognising the Impact of SEND on Behaviour

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

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

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

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

This may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjustment of seating plans
- Use of physical resources

Adapting Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the academy will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their SEND?

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

Considering Whether a Pupil Displaying Challenging Behaviour may have Unidentified SEND

The academy's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

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

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

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

Please contact the SEN Team at Nottingham City Council on: **0115 8764300** or special.needs@nottinghamcity.gov.uk

Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meeting
- Regular reviews with parents/carers
- Behaviour Support Plan

Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

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

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

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

Pupil Transition

Inducting Incoming Pupils

The academy will support incoming pupils, who arrive mid-year, to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture.

Preparing Outgoing Pupils for Transition

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

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

Training

As part of our ongoing professional development, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the academy
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

Monitoring and Evaluating Academy Behaviour

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the academy behaviour culture

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

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

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

Monitoring this Policy


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

Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusion and suspensions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Equality Policy
- Special Educational Needs and Disability (SEND) policy

Appendix 1 – Bullying incident form

	
Bullying Incident Reporting Form	
Type of Incident:	
Physical <input type="checkbox"/>	Other (please Specify)
Verbal <input type="checkbox"/>	_____
Victim Details:	
Adult or Pupil Name: _____	Gender: _____
Age: _____	Home Language: _____
Ethnic Origin: _____	Religion: _____
Repeat Victim? Yes/No	
Any other Information?	

Alleged Offender Details:	
Adult or Pupil Name: _____	Gender: _____
Age: _____	Home Language: _____
Ethnic Origin: _____	Religion: _____
Repeat Offender? Yes/No	

Any other Information?

Details of Action Taken:

Initial action taken to support victim:

Initial action taken against the offender:

Action taken by SLT member:

Signed:

Date:

A copy of this form should be: (please tick when done)

- Given to SENDCo
- Logged in Behaviour Folder
- Seen by Headteacher

Appendix 2 – Physical Restraint Log (Model)

Record of incident requiring RPI

Pupil name:

Staff Involved:

Names of others present:

Date and time of incident:

Information

	Y/N	Notes
Were staff involved in RPI trained with up to date refresher?		
Does the child have a risk assessment?		
Does the child have a Handling Policy?		
Were procedures followed according to the policy?		

Record of incident

Why was RPI necessary?	
Description of de escalation strategies	

Identified RPI techniques used	
Description of incident	
How was the incident resolved? As above	
Was a medical check offered to all involved including the CYP? Were any injuries sustained?	

Follow Up

	Y/N	Notes
Line manager informed		
Parent/carers informed		
Risk assessment written/reviewed		
Alterations shared with staff		
Consequence for CYP agreed		
Safeguarding issues considered		

Signed..... Role.....Date.....

Senior Leader's signature.....Date.....