L.E.A.D. Academy Trust

Behaviour Policy

Policy Information

Document name	Behaviour Policy
Date approved	January 2024
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Introduction

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

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

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

Underpinning our policy are the following principles:

Cross Reference: Suspensions and Exclusions Policy

Legislative Framework

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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

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

Academy Expectations

The Trust expects each academy to:

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

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

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

The Trust expects each Academy Governing Body (AGB) to provide clear guidance to its academy relating to:
- Screening and searching pupils (including identifying in the academy items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for academy staff accused of misconduct; and
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

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

- Provide an environment conducive to effective learning for all pupils and staff
- Raise and promote self-esteem in all members of the academy community
- Promote consideration and respect for others and the academy environment

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- Encourage a shared responsibility between home and the academy
- Define what constitutes acceptable and unacceptable behaviour
- Provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them.

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

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

Consequences

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

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

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

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

Outside agencies may include:
- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service/ ASK US (formally parent partnership)
- Attendance Support Team (formally EWO)

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Suspension and Exclusion

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

Equality Statement

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

Safeguarding

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

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

Bullying

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

Monitoring, Evaluation and Review

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

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

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Sir Edmund Hillary Academy
Behaviour Policy

Review frequency: Annual

Policy/Procedure management log

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Date approved	April 18th 2024
Date issued	**February 2024**
Date of review	**February 2025**
Approved by	Academy Governing Body
	As a statutory policy this needs to be reviewed annually and minuted at the AGB meeting.

Aims

At Sir Edmund Hillary 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

At Sir Edmund Hillary Academy, our underlying principles are:

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 23
- Suspension and permanent exclusion - 2023
- 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 Sir Edmund Hillary Academy we categorise misbehaviour as Minor, Concerning and Serious. Appendix 4 details the difference between the categories of behaviour in more detail

Minor misbehaviour is such incidents as:
o   pushing in
o   interrupting the teacher
o   inappropriate attention seeking
o   not co-operating/ contributing in a group
o   avoiding work

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

At Sir Edmund Hillary Academy **Concerning Misbehaviour** is such incidents as:

o   repeated Minor Incidents
o   interfering with other pupils' work
o   arguing back
o   rudeness
o   name calling
o   telling lies
o   graffiti
o   spitting
o   refusal to follow instructions
o   swearing (with intent)
o   leaving the room without permission

At Sir Edmund Hillary 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:
    o   Sexual comments
    o   Sexual jokes or taunting
    o   Physical behaviour like interfering with clothes
    o   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
- Mobile phones and other devices that can connect to the internet (without due permissions/ agreements between home and school)
- 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.

Mobile Phones and Devices

Pupils are not allowed to have mobile phones with them on-site. Written parental permission will need to be provided if a child is to have a phone, for instance if they have an alternative home time arrangements- (staying at Grandparents for instance.)

If permission has been granted then the phone must be handed into the school office and collected at the end of the school day by the child. Under no circumstances are devices allowed elsewhere on the school site, in the classroom or playgrounds for instance.

The school accepts no liability for loss or damage of mobile devices.

At Sir Edmund Hillary Academy, **bullying is** defined as:

The repetitive, intentional harming either physically or emotionally, of a person or group.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • 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, this includes harmful online challenges and hoaxes.

Roles and responsibilities

The AGB

The AGB is responsible for:

- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness

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- Holding the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the AGB and staff
- Giving due consideration to the academies statement of behaviour principles
- Reviewing and approving this behaviour policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Academy Staff

All staff are responsible for:

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

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

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

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

- Be proud to be part of their community and treat everyone with respect
- Be courteous and respectful
- Engage positively with everyone within the academy community
- Walk calmly but purposefully around the academy 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.

Responding to Behaviour

Systems to manage Behaviour

Behaviour incidents and sanctions are logged and monitored through recording on DCPro for Concerning Behaviours & DCPro & MyConcern for Serious Incidents and the Bullying and Serious Incidents Proformas stored in the Head Teacher's office. This is to aid tracking of behaviour patterns and incidents to support strategic intervention and reporting at both a child level and an Academy level.

Classroom Management

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

Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise- being specific about which rule they have met, how they have done well.
- Team Points
- Communicating praise to parents via a phone call, Governor Awards,
- Stickers or classroom lottery box tickets
- Green Cards – especially at lunchtime
- Virtual Stickers through Marvellous Me
- Certificates, prize ceremonies and special mentions in assemblies
- Positions of responsibility, such as being entrusted with a particular role, decision or project
- Whole-class or year group rewards, such as a popular activity

We place the emphasis on promoting, encouraging and rewarding good behaviour and acknowledging children's genuine efforts to change their behaviour for the better.

Children are also encouraged to take responsibilities throughout the school e.g. sorting out the class library, lunchtime playground monitors, tidying the P.E. store, dining room helpers.

Responding to misbehaviour

Constantly monitor, approve, show interest

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, such as the use of pre-arranged scripts and phrases.

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

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

Teachers will have the three school rules visibly presented in class; children's inappropriate behaviours will be visually reflected to these rules. In order for sanctions to be consistent these should also be clear to the children. remember – always RIP- Reprimand In Private- maintain pupil dignity.

Staff will deal with low level disruptive behaviour in the following ways:-

- ➢ encourage good behaviour.
- ➢ praise others who are displaying the desired behaviour.
- ➢ quiet talk away from an audience.
- ➢ verbal warning saying specifically what the undesired behaviour is. 30 Second Micro Script
- ➢ give choices – the desired behaviour or an undesired consequence.

If the child does not respond to these approaches and the behaviour persists during the same day:-

- ➢ Step 1 – Remind – a look or signal, general reminder of the three rules
- ➢ Step 2 – Caution – deliberately privately to make pupil aware. Outline consequence, remind to use "Thought & Care"
- ➢ Step 3 – Offer Good Choices – offer good choices and previous positive examples
- ➢ Step 4 – Time Out & Repair (or if on Playground "Walk and Talk")– thinking time within room – 30 Second Micro-script and 2 Min Chat after lesson. Reflection sheet to be completed at Break Time/ adult moving peg down. Record on DCPro
- ➢ Step 5 – Move & Repair is moved to a different part of the classroom (never put outside classroom) or sent to a partner class for cooling off/ work completion period (Internal Exclusion- informed SLT via email, Record on DCPro).

Step 4 – The 30 Second Micro-Script – or SUMO – Shut Up And Move On

Deliver quietly and maintain pupil dignity - repeat if needed

I noticed you are... (specify behaviour)

You aren't following the rule about... (one of the three)

You have chosen to.... you have 2 minutes with me to talk...have time out to calm down....

Do you remember last week when you.... (positive behaviour)

That is who/what? I need to see today. Thank you for listening.

Walk away/ give make up time/ follow sanctions if not.

At each stage, adults should do an appropriate stage of repair- praising positive compliant behaviours. At Steps 4 & 5 there will be documentary evidence of these – for instance using App B Reflection Sheets.

These stages can be by passed at any point for more serious behaviours and 'Minutes Off' break times may be missed under the supervision of the class teacher. Appendix B shows two age appropriate forms that the children can complete during this time to reflect on their behaviour, rather than just sitting to reflect.

A Serious Incident Log (App 4) or Bullying or Hate Crime Report (App 2) will be completed for any child where there is concerning single serious, or frequent lower level breaches of discipline. Copies will be given to the head teacher.

Serious breaches may include:-

- ➢ Bullying, whether verbal, physical or emotional (definition of bullying later in policy)
- ➢ Racism, whether by word, action or attitude.
- ➢ Fighting or deliberately hurting others.
- ➢ Swearing or bad language.
- ➢ Sexting
- ➢ Disobedience and refusal to co-operate.
- ➢ Leaving the classroom/ school site or designated place of safety.
- ➢ Stealing.
- ➢ Causing a lesson to be un-teachable.

Children with ongoing behaviour concerns and needs may require an individual log. This could be as simple as recording incidents in the teacher's diary through to detailed account logs and Home/school behaviour charts and logs, before building into a Serious Concern- Blue Folder (see below)

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

Bullying and Hate Incidents

We use the definition of bullying provided by the Anti-Bullying Alliance:
"Bullying is the <u>repetitive</u>, <u>intentional hurting</u> of one person or group by another person or group, where the relationship involves an <u>imbalance of power</u>. It can happen face to face or online."
In line with KCSiE, incidents of bullying may be considered as 'Child on Child abuse' and therefore reference may be needed to the policy and guidance on Child on Child Abuse. The Designated Safeguarding Lead should therefore be aware of incidents that constitute bullying.

Sometimes when discussing friendship fallouts or incidents occurring between pupils that do not fall into the category of bullying, it is helpful to differentiate by using the term 'relational conflict'. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, pupils show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying, but we must be aware that some do – we must bear in mind that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Therefore, regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', schools need to address the situation and support the pupils to resolve any negative feelings. We must monitor children following a 'relational conflict' to ensure that the situation has been resolved and does not escalate to

bullying. We must challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that <u>all</u> pupils feel supported.

Bullying comes in many forms, physical, gesture, verbal, extortion, cyber and exclusion. It is by definition a hidden phenomenon so we are never complacent and *never* maintain that it does not happen here. It is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

Bullying behaviour may include, but is not limited to:
- <u>Physical</u> – pushing, poking, kicking, hitting, biting, pinching etc.
- <u>Verbal</u> – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- <u>Emotional</u> – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- <u>Sexual</u> – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- <u>Online / Cyber</u> – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- <u>Indirect</u> – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, and radicalisation
- <u>Prejudice-related</u> – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

If not addressed appropriately, bullying has consequences for the mental health of all involved, but especially for the long term mental health of the recipient. To truly be stopped we know that it requires compliance, consideration and positive action from all parties, including the parents of both sides. We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

There are no 'bullies', it is not an identity. But, there are children who use bullying behaviour. We also do not readily use the term "Victim" (even though children may have been relentlessly pursued and victimised) as it has the potential to reinforce a self-belief in helplessness. We use the terms Instigator and Recipient as each of these can be followed by "…of bullying behaviours". It is most often the case that an instigator of bullying behaviours has an insecurity of their own that they are trying to meet through 'power play', attempts should be made to address this as well as create reparation for the recipient whose power has been taken away by the bullying behaviours. We are also aware that transitions and incidents of bullying can often go hand in hand- children feel less secure at every level of transition; from changes between activities, to changes in year groups and school settings.

In the **Early Years** there is a problem with identifying behaviour as 'Bullying' in children under 6. These children are developing their personalities and friendships, as well as exploring boundaries & appropriate behaviour which can often result in conflict and clashes of personality. These can sometimes hit what is known as a 'schema' – a repetitive rehearsal and cycle that occurs as part of the natural development in young children. However, that does not mean to say that very difficult and complex behaviours with bullying-style features don't happen. They do, and they can be upsetting. Children can focus in on a particular child and be very intense with them. They can repeatedly hurt the same child almost testing and searching for whether

responses remain consistent. They can also be fascinated by another child's difference. They can also 'play' at using hurtful language and behaviour to see what control and power they have over other children.
It is therefore paramount that staff and parents interact together around the children when things like these occur, so that, developmentally, children receive consistent messages about how to build positive relationships. As children mature we expect them to develop an understanding of others and it is then, around the age of 6, that we might start applying the term, if it is persistent and a child does not seem to be learning to not think or act in a particular way.

There are, however, racists, sexists and homophobes. Our democratic society does not accept that these identities are permissible in their expression. The historic consequences of these positions have created generations of problems for individuals and their communities which we are currently actively working to contradict and change. This will mean educating people about the rights and wrongs of positions that do not hold all people to be equal and we will influence the generation we are caring for in positive ways to understand and actively promote equality.

Preventative Measures
It is obviously better to ensure that children are not bullied or suffer abuse at all. We have several initiatives to reduce these behaviours.

- The school aims to increase the self-esteem of all pupils. We model talking fairly and equally passionately and with delight to all children. Their backgrounds are celebrated, all family structures valued, we try and represent as many cultures as possible with our resources.

- Each year some PSHE work in school will emphasise friendship skills and assertive behaviour. Issues of bullying are discussed. Questions of identity- race, gender and sexual orientation are discussed openly. We will always acknowledge Anti-bullying week in November.

- Playground equipment, seating and markings are provided to engage the interest of children during break times. Children are coached in how to look out for each other at play time and incorporate each other in play.

- Dining supervisors and Buddies are trained to look for targets of bullying and how to deal with situations which may occur.

- We will develop our children's empathy skills through the engagement with the Hillary Values and opportunities to use their voice through School Council and surveys.

- All children and staff will be trained to handle any situations of bullying or offensive behaviour which might take place.

- We aim to have inclusive and multi-ethnic displays and resources around school to create and environment where differences are accepted and celebrated.

Children
1. Please tell an adult you can trust who will deal with the problem, and end the bullying behaviour. If you can, tell your teacher straight away by saying "Can I have a word, please." The sooner we know, the easier it will be to sort out.

2. Try to walk away from the person/s using bullying behaviour or shout at them to stop. Hitting the person doing the bullying is not a good idea, it may make matters worse.

3. If you know that someone is being bullied, please don't watch and do nothing – that aids the person doing the bullying behaviour. Tell an adult who will deal with the situation without involving you.

In order to support the children and remind them of the definition of bulling and the importance of reporting, posters are placed around school displaying the acronym STOP.

Several   Start
Times   Telling
On   Other
Purpose   People

Advice to children if they are a recipient of bullying behaviours
- o   Remind yourself that the person being unpleasant will have said this to other people- you're not the only one.
- o   They want to see a good reaction and if they have got to 'several times' it is because they like the reaction you have given them.
- o   Make sure your body language, tone of voice and words you use all give the same message: "I'm not bothered by anything you say or do".
- o   If need be respond in neutral ways. In a bored voice say: 'Yeah, whatever', 'If you say so', 'Yes that's true (I wear glasses), and I'm a nice person as well.'
- o   Stick with it. It probably won't work the first time.

Parents
- If a parent thinks that their child is being bullied they can, at all times, come and discuss this in school.
- Parents of persons doing bullying behaviour and targets of bullying, will be informed of and included in all procedures dealing with the bullying if appropriate.
- We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Staff
1. At all times staff will look out for signs of bullying behaviour.

2. Children can always be sure that they will receive a sympathetic ear from all members of staff. Staff will listen to children and take appropriate action.

Our initial response to bullying is to encourage the children to resolve the conflict in a non-punitive manner. The no-blame approach emphasises not labelling the target or the person doing the bullying.

This method has seven steps:
1. Interview the target of the bullying. Discuss with the pupil his or her feelings. The child should not be directly questioned about the incident, but one must try to establish who is involved. (behaviour reflections sheets could be used)
2. Arrange a meeting for all the pupils who are involved in the incident.
3. Explain the problem – tell the pupils how the bullied child is feeling. Do not discuss the details of the incident or allocate blame.
4. Share responsibility. State clearly that you know that the group is responsible and can do something about the situation. Focus on resolving the problem rather than apportioning blame.
5. Identify solutions and agree when to review
6. Let pupils take action themselves
7. Meet with all the children again, individually, review that the bullying behaviour has stopped.

If this is unsuccessful, the following measures will be taken.
- The person(s) doing the bullying will be interviewed both separately, and together, if more than one person is involved.
- The target of the bullying and anyone else who has witnessed the incident will be interviewed.
- Whatever the outcome of the investigations, the effect of bullying and the school's policy on the matter will be stressed to pupils and parents.
- The situation will be monitored to ensure that the bullying behaviour stops.
- Parents of the target person(s) using the bullying behaviour will be informed in writing of the outcome of complaints and of and any sanctions or threatened sanctions should there be a recurrence of the problem.

We ask that staff report their concerns to the Deputy or Head teachers as Designated Safeguarding Leads and with urgency if a pupil is considered at risk. The reporting member of staff may be asked to fill in a Bullying & Hate Crime Log (App 2or a Safeguarding App3 –paper proforma in Black Pastoral files), or start a MyConcern report, especially if the issues uncovered may require Early Help intervention. Logging at the appropriate level on DCPro is also expected. The Senior Leader receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report in the school's Behaviour File and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent.

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 (Physical Intervention Log -template in Appendix 3)
- 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 (see appendix 1 for details)

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

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

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

Commented [HT2]: Academy to add specifics to this section about how you will screen, search and confiscate i.e 2 adults present when searching.

Commented [HT3R2]: Amendments have been made to the appendix, I suggest add the detail to that section.

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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 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, if appropriate.

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

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

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

The academy's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information, but for recording- all incidents will need to be reported on MyConcern and a Serious Incident Log (App4) may need completing.

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

Detention

Pupils can be given detentions that take place during break or after school.

Staff members may give detentions as Minutes off playtime.

On very rare occasions the Head Teacher may consider that a detention after school should occur. This will be done in consultation with the child's parents.

When imposing a detention, the academy will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Removal from Classrooms

In response to serious or persistent breaches of this policy, the academy may remove the pupil from the classroom for a limited time.

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

The pupil will be asked to go to their partner class and complete are reflective piece of work and considering how to make the right choices on return to class. This will be for 20 minutes.

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

Removal can be used to:

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

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

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

Parents will be informed on the same day that their child is removed from the classroom.

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

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

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

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.

Role of the School Senco

The school Senco will be informed or involved in this process if it is perceived that further expertise on managing a pupil with the SEN Code of Practice is needed or that funding is required for the pupil. The Senco will manage any liaison with the Family of Schools and the County Council through the Family Senco.

Role of the Behaviour Lead (usually the school Senco)

For those children with significant emotional & behavioural difficulties that do not have a basis within the SEN framework, advice and support will have been sought from the school's Behaviour Lead. Individual programmes will have been set up and they will start working within the Bassetlaw Primary Behaviour Partnership's Tiers (App 9). A 'Blue Folder' will have been opened and staff will have started working through the nurture based Calmer Classrooms audit, Boxall profile other resources as appropriate. The objective is to achieve a change of behaviour emphasising the positive by pupil negotiated targets, rewards and a system of recording progress over a fixed period of time. Recording incidents that cause concern may help in this process. All this information should be communicated both to the child and the child's parents.

If a child is escalating through the tiers, they may not be able to be manage and access all the systems described in this policy and the school may need to start working in very different ways, without compromising staff and pupil safety, maintaining the values of the school. Rewards and sanctions will be contained in an individualised programme. Management of their behaviour will have been discussed at review meetings, outside agencies will be involved and all staff will have been notified of the management of the child's behaviour to ensure consistency of approach. There will be a Provision Map and a Risk Assessment.

The Behaviour Lead will complement the professional work of teachers by supporting high standards of pupil behaviour and ensuring emotional needs are met therefore improving access to learning. They will work closely with staff to plan and implement agreed programmes for individuals or groups, in and out of the classroom and supporting teachers and support staff in addressing the needs of all pupils but especially those pupils who need particular help to overcome barriers to learning. Establishing and maintaining productive working relationships with pupils, acting as a role model and mentor.

Bassetlaw Primary Behaviour Partnership

If a child is escalating through the tiers on App9, then the resources of the BPBP will be drawn upon to help support the school in managing the needs of the child. They are a source of expertise and the school commits itself to following its advice as closely as possible within our means.

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.

Our approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting Sanctions for Pupils with SEND

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

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

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

Considering Whether a Pupil Displaying Challenging Behaviour may have Unidentified SEND

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

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

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

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

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

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

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

This could include measures like:

- Reintegration meetings
- Daily contact with a member of staff with a pastoral/ nurture based intention
- A Target card with personalised behaviour goals
- Access to lunchtime nurture
- Reasonable adjustments within the classroom
- Liaise with outside agencies

- o Access to our counselling/ therapeutic services
- o Starting a Behaviour File/ Pupil passport

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

- The importance of de-escalation strategies
- 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

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The data will be analysed every half term by the Head Teacher and reported to Governors every term.

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. At each review, the policy will be approved by the AGB.

Links with Other Policies

This behaviour policy is linked to the following policies:

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

Appendix 1 – searching screening and confiscating.

Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil;
- or It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the academy rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the academy premises or where the member of staff has lawful control or charge of the pupil, for example on a academy trip.

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply.

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The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified but not to search for items that are only identified in the academy rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

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

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

All searches for prohibited items, including incidents where no items were found, will be recorded in My Concern.

Informing parents

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

- What happened
- What was found, if anything
- What has been confiscated, if anything

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

Support after a search

Irrespective of whether any items are found as the result of any search, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on academy premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into the academy, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on academy premises, the decision on whether to conduct a strip search lies solely with them. The academy will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times. The academy will advocate that any such search happens in the police station or any approved social care setting.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into the academy to act as the pupil's appropriate adult. If the academy can't get in touch with the parents, or they aren't able to come into the academy to act as the appropriate adult, the police will have to arrange an appropriate adult.

The academy will keep records of strip searches that have been conducted on academy premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others. This will not be a member of academy staff.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it. As with other searches, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Electronic devices

Introduction

The changing face of information technologies and ever-increasing learner use of these technologies has meant that the Education Acts were updated to keep pace. Part 2 of the Education Act 2011 (Discipline) introduced changes to the powers afforded to academies by statute to search learners in order to maintain discipline and ensure safety. We are required to ensure we have updated policies which take these changes into account. No such policy can on its own guarantee that the academy will not face legal challenge but having a robust policy which takes account of the Act and applying it in practice will however help to provide us with justification for what it does.

The particular changes we deal with here are the added power to screen, confiscate and search for items 'banned under the academy rules' and the power to 'delete data' stored on confiscated electronic devices.

Items banned under the academy rules are determined and publicised by the Headteacher (section 89 Education and Inspections Act 1996).

An item banned by the academy rules may only be searched for under these new powers if it has been identified in the academy rules as an item that can be searched for. It is therefore important that we have a statement which sets out clearly and unambiguously the items which:

- are banned under the academy rules; and
- are banned AND can be searched for by authorised staff

The act allows authorised persons to examine data on electronic devices if they think there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the authorised pereson must reasonably suspect that the data or file on the device in question relates to an offence and/or may be used to cause harm, to disrupt teaching or could break the academy rules.

Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, **if they think there is a good reason to do so** .

The Headteacher will publicise the academy behaviour policy, in writing, to staff, parents/carers and learners at least once a year. (There should therefore be clear links between the search etc. policy, the behaviour policy and safeguarding policy).

Responsibilities

The Headteacher is responsible for ensuring that the Sir Edmund Hillary Academy policies reflect the requirements contained within the relevant legislation. The formulation of these policies may be delegated to other individuals or groups. The policies will be taken to Governors for approval. The Headteacher will authorise those staff who are allowed to carry out searches.

This statement has been written by and will be reviewed by: Head Teacher with the Governing Body

The Headteacher has authorised the following members of staff to carry out searches for and of electronic devices and the deletion of data/files on those devices: (the policy should here list those staff/roles given such authority. A Headteacher may choose to authorise all staff willing to be authorised, but should consider training needs in making this decision).

Any Member of the Senior Leadership Team, ie: Head Teacher, Deputy head Teacher, Phase Leader

Members of staff (other than Security Staff) cannot be required to carry out such searches. They can each choose whether or not they wish to be an authorised member of staff.

Training/Awareness

It is essential that all staff are made aware of and implement our academy's policy.

Members of staff will be made aware of the academy's statement on "Electronic devices – searching, confiscation and deletion":

- at induction
- at regular updating sessions on the academy's online safety / safeguarding / behaviour management policy
- in safeguarding training and briefings

Members of staff authorised by the Headteacher to carry out searches for and of electronic devices and to access and delete data/files from those devices should receive training that is specific and relevant to this role.

Specific training is required for those staff who may need to judge whether material that is accessed is inappropriate or illegal.

Electronic devices statement

The DfE guidance – Searching, Screening and Confiscation received significant updates in July 2022 (updated in July 23) and now states:

- Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.
- As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk
- Staff may examine any data or files on an electronic device they have confiscated as a result of a search , if there is good reason to do so (defined earlier in the guidance as)
    - poses a risk to staff or pupils;
    - is prohibited, or identified in the academy rules for which a search can be made or
    - is evidence in relation to an offence.
- If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the academy's response. Handling such reports or concerns can be especially complicated and academies should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support academy staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.
- If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.
- In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State

    - In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the academy and disrupt teaching, or be used to commit an offence.
    - In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

The examination of the data/files on the device should go only as far as is reasonably necessary to establish the facts of the incident. Any further intrusive examination of personal data may leave the academy open to legal challenge. It is important that authorised staff should have training and sufficient knowledge of electronic devices and data storage.

Members of staff may require support in judging whether the material is inappropriate or illegal. One or more Senior Leaders should receive additional training to assist with these decisions. Care should be taken not to delete material that might be required in a potential criminal investigation.

The academy should also consider their duty of care responsibility in relation to those staff who may access disturbing images or other inappropriate material whilst undertaking a search. Seeing such material can be most upsetting. There should be arrangements in place to support such staff.

A record should be kept of the reasons for the deletion of data/files. (DfE guidance states and other legal advice recommends that there is no legal reason to do this, best practice suggests that the academy can refer to relevant documentation created at the time of any search or data deletion in the event of a learner, parental or other interested party complaint or legal challenge. Records will also help Sir Edmund Hillary Academy to review online safety incidents, learn from what has happened and adapt and report on application of policies as necessary).

Care of Confiscated Devices
Sir Edmund Hillary Academy staff are reminded of the need to ensure the safe keeping of confiscated devices, to avoid the risk of compensation claims for damage/loss of such devices (particularly given the possible high value of some of these devices and the Academy accepts no liability with respect to loss or damage of devices as they should not be brought into school).

Audit/Monitoring/Reporting/Review

The responsible person, the Head Teacher, will ensure that full records are kept of incidents involving the searching for and of electronic devices and the deletion of data/files. (a log sheet can be found in the appendices)

These records will be reviewed by the Safeguarding Team at annual intervals.

This policy will be reviewed by the head teacher and governors annually and in response to changes in guidance and evidence gained from the records.

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Appendix 2

Bullying / Equalities Incident Form (For SHVH – also use Serious Incident form and My Concern /App3)

Section 1: Staff Details
Name of staff:

Date completing form:
After completion this form needs to be handed to the Head or Deputy Head Teacher and a log made within MyConcern.

Nature of Incident & Connected Paperwork (if appropriate)	
Bullying	
Equalities	
Sexual Violence & Harassment App3	
CRB Positive Handling	
Well Worker/ OSHENs yellow	

Section 2: Details of incident

Details of those involved: record all involved whether adults, pupils or visitors.				
	Name	**Age/Year group**	**Form/class**	**Other relevant information (e.g. gender, SEN, disability, religion)**
Target /s of bullying/incident				
Person/s responsible for bullying/incident				

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.

Nature of incident: Tick all that apply

☐ **Physical** (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)

☐ **Verbal** (e.g. name calling, ridicule, comments)

☐ **Cyber** (e.g. messaging, social media, email)

☐ **Emotional/indirect/segregation** (e.g. excluding someone, spreading rumours)

☐ **Visual/written** (e.g. graffiti, gestures, wearing racist insignia)

☐ **Damage to personal property**

☐ **Threat** with a weapon

☐ **Theft or extortion**

☐ **Persistent Bullying**

Does this incident have any features of Equality based/ Hate Crime? : Tick all that apply

☐ **Race** – racist bullying

☐ Sexual orientation – **homophobic**

☐ Sexual orientation – **biphobic**

☐ Special educational needs (**SEN**) or **Disability**

☐ **Culture** or **class**

☐ **Gender identity** – transphobic

☐ **Sex** – sexist bullying

☐ **Appearance or health conditions**

☐ **Religion or Belief** related

☐ Related to home or other personal circumstances

☐ **Other** or non-specific

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Details of incident					
Date		Place:		Time:	
Witnesses					
Repeat incident or serious incident					
Any relevant supporting information e.g. witness					
Action taken Consider parental involvement, external agencies, support guidance & counselling, conflict resolution steps, suspension					
Details of others involved or notified					
Date for review					

Follow-Up	Date

Appendix 3 – Physical Restraint Log

Physical Restraint Form

Section A

Name of child		Class	
Date		Year group	
Place		Time	

Name/s of staff
Name/s of witnesses

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

Description of Incident

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

Parent Consultation			
Parent Informed By		Parent Response	
Date Parent Informed			

Senior Leader Review			
Reviewed By		Review Outcomes	
Date Reviewed			

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App 4

Serious Incident Log

Consider whether a bullying or equalities incident log needs completing.

Date and time of incident: _____   Location: _____

Name of child(ren): _____

Factors:

PP	
SEN	
On Behaviour tiers	

Nature of Incident & Connected Paperwork (if appropriate)	
Bullying	
Equalities	
Sexual Violence & Harassment App3 - White File or Green file	
CRB Positive Handling	
Well Worker/ OSHENs yellow	

Brief summary of behaviour/ incident:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Actions taken: e.g. parents informed, sanctions.

_____
_____
_____
_____
_____

Signed…………………………………………   Signed by Senior leader…………………………..

App 5- RED & GREEN CARDS

Red Card	Red Card
• Show Good Manners and Respect at All Times ☐	• Show Good Manners and Respect at All Times ☐
• Follow Instructions with Thought & Care ☐	• Follow Instructions with Thought & Care ☐
• Care for Everyone & Everything ☐	• Care for Everyone & Everything ☐
Name ……………………….. Date………………………… Signed ………………………..	Name ……………………….. Date………………………… Signed ………………………..
Red Card	Red Card
• Show Good Manners and Respect at All Times ☐	• Show Good Manners and Respect at All Times ☐
• Follow Instructions with Thought & Care ☐	• Follow Instructions with Thought & Care ☐
• Care for Everyone & Everything ☐	• Care for Everyone & Everything ☐
Name ……………………….. Date………………………… Signed ………………………..	Name ……………………….. Date………………………… Signed ………………………..
Red Card	Red Card
• Show Good Manners and Respect at All Times ☐	• Show Good Manners and Respect at All Times ☐
• Follow Instructions with Thought & Care ☐	• Follow Instructions with Thought & Care ☐
• Care for Everyone & Everything ☐	• Care for Everyone & Everything ☐
Name ……………………….. Date………………………… Signed ………………………..	Name ……………………….. Date………………………… Signed ………………………..
Red Card	Red Card
• Show Good Manners and Respect at All Times ☐	• Show Good Manners and Respect at All Times ☐
• Follow Instructions with Thought & Care ☐	• Follow Instructions with Thought & Care ☐
• Care for Everyone & Everything ☐	• Care for Everyone & Everything ☐
Name ……………………….. Date………………………… Signed ………………………..	Name ……………………….. Date………………………… Signed ………………………..

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Green Card	Green Card
• Show Good Manners and Respect at All Times ☐	• Show Good Manners and Respect at All Times ☐
• Follow Instructions with Thought & Care ☐	• Follow Instructions with Thought & Care ☐
• Care for Everyone & Everything ☐	• Care for Everyone & Everything ☐
Name .... Date.............................. Signed	Name .... Date.............................. Signed ....
Green Card	Green Card
• Show Good Manners and Respect at All Times ☐	• Show Good Manners and Respect at All Times ☐
• Follow Instructions with Thought & Care ☐	• Follow Instructions with Thought & Care ☐
• Care for Everyone & Everything ☐	• Care for Everyone & Everything ☐
Name .... Date.............................. Signed	Name .... Date.............................. Signed ....
Green Card	Green Card
• Show Good Manners and Respect at All Times ☐	• Show Good Manners and Respect at All Times ☐
• Follow Instructions with Thought & Care ☐	• Follow Instructions with Thought & Care ☐
• Care for Everyone & Everything ☐	• Care for Everyone & Everything ☐
Name .... Date.............................. Signed	Name .... Date.............................. Signed ....
Green Card	Green Card
• Show Good Manners and Respect at All Times ☐	• Show Good Manners and Respect at All Times ☐
• Follow Instructions with Thought & Care ☐	• Follow Instructions with Thought & Care ☐
• Care for Everyone & Everything ☐	• Care for Everyone & Everything ☐
Name .... Date.............................. Signed	Name .... Date.............................. Signed ....

App 6

Sir Edmund Hillary Academy

Dear

 I regret to inform you that XXXXXX has received two red cards in two weeks for not following the school rules during

☐ **Playtime**
☐ **Lunchtime**
☐ **Before/ After School Club**

S/He will be withdrawn from lunchtimes for 10 -15 minutes over the next few days to work with a Midday Supervisor on what following the School Rules looks like. This is to ensure her/his success when s/he joins back in to lunchtime.

Our school rules are as below; those that have been ticked are ones that were not followed:

☐ **Show respect and good manners at all times**
☐ **Follow instructions with thought and care**
☐ **Care for everyone and everything**

Further details:

Your support is welcome and I would ask that you discuss this matter with XXXXXX. If you have not already discussed these matters with the class teacher, then please contact the school so that we can discuss the concerns that we have relating to your child's behaviour. If the behaviour continues then I may want to make an appointment with you to determine a plan for the further management of your child's behaviour.

Yours sincerely

Chris Guest

Head Teacher

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Appendix 7 – Minor, Concerning Incidents

There is a hierarchy of sanctions for dealing with minor, intermediate or major incidents. Minor incidents become more serious through repetition. It is important there are small sanctions for minor incidents as this reinforces the certainty of consequences for behaving unacceptably. The following is a guide, not exhaustive and there may be other behaviours that occur where adults will have to use their professional judgment using the following as a guide:

Minor Incidents	Concerning Incidents	Serious Incidents
o pushing in o interrupting the teacher o inappropriate attention seeking o not co-operating/ contributing in a group o avoiding work o time wasting o going to the toilet in lesson time (KS2 without medical parental/advice) o teasing o being noisy/ using inappropriate volume o running inside o arguing o swearing (accidentally) o cheekiness o wearing jewellery or inappropriate hairstyles o carrying unauthorised/ banned items such as toys, sweets or money o throwing small things in class	o repeated Minor Incidents o interfering with other pupils' work o arguing back o rudeness o name calling o telling lies o graffiti o spitting o refusal to follow instructions o swearing (with intent) o leaving the room without permission o Play fighting o Rough or aggressive play e.g. wrestling o deliberately upsetting others o excluding from games o 'gang style' behaviours	o repeated Minor and Concerning Incidents o fighting o vicious kicking o hitting back o throwing dangerous objects o persistent lying o vandalism o swearing at staff o verbal abuse of staff o physical abuse of staff o stealing o running out of school o bullying o racist incidents o bringing dangerous items onto school premises
Playtime Minor Incidents	**Playtime Concerning Incidents**	**Playtime Serious Incidents**
o pushing in (not using lining places) o inappropriate attention seeking o spoiling games o teasing o being noisy o arguing o swearing (accidentally) o cheekiness o making others feel uncomfortable (staring/ spying) o carrying unauthorised/ banned items such as toys, sweets or money o Squealing/ screaming o carrying other children or picking up younger children	o repeated minor incidents o Play fighting o Rough or aggressive play eg wrestling o deliberately upsetting others or excluding from games o throwing objects dangerously o arguing back o rudeness o name calling o telling lies o spitting o refusal to follow instructions o swearing (with intent) o 'gang style' behaviours	o repeated Minor and Concerning incidents o fighting o vicious kicking o hitting back o throwing dangerous objects o persistent lying o extortion o vandalism o swearing at staff o verbal abuse of staff o physical abuse of staff o stealing o running out of school o bullying o racist incidents o bringing dangerous items onto school premises.

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App 8

Behaviour Reflections KS1

Name ……………………………………………

Class ……………………. Date ……………..

Our School Rules – tick which has been broken

➢ Show Good Manners and Respect At All Times

➢ Follow Instructions With Thought & Care

➢ Care For Everyone and Everything

How did you feel?

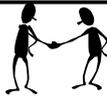| hurt | upset | little | scared | angry | confused | embarrassed |

What happened? (Write or draw)

What could you do to make things better?

What could you do next time?

Teacher's Signature……………………………………………………

Behaviour Reflections KS2

Name ……………………………………………

Class ……………………. Date ………………

Our School Rules – tick which has been broken

➢ Show Good Manners and Respect At All Times

➢ Follow Instructions With Thought & Care

➢ Care For Everyone and Everything

How did you feel?

| hurt | upset | little | scared | angry | confused | embarrassed |

What was the behaviour that resulted in you being kept in?

How did your behaviour affect other children or adults? How might they feel and what else might have happened?

What could you do next time if the same situation occurs?

Teacher's Signature…………………………………………………

App9 BPBP Behaviour Tiers Prior to starting a blue file, complete a **Tier Support and Provision Guidance referral** and hand to the Behaviour Lead. A meeting date will be booked to discuss appropriate tier placement and further actions. If a blue file is started it should be kept in class by the pupil's teacher.

	Actions
Tier 1 (Class Action)	• Chronology – log any significant events: conversations with parents and professionals, dates and times, assessments carried out, interventions started and finished and so on. • Tier 1 action plan • BfL classroom audit/BfL assessment tool • ABC charts/Records of concern • Concerning behaviours pathway/initiating EHAF (not necessarily to log at this stage) – inform school nurse/health visitor • School Behaviour Policy • BfL audit/BfL assessment tool • Home school diary/parent meeting • Possible referral to school nurse • CPD for staff • Meeting minutes • Assessments/interventions appropriate to Tier 1 e.g. pupil voice activity/pupil passports/circle time/SEAL
Tier 2 (School Support)	• All of the above and…. • Tier 2 action plan • Increase in SENCO/Behaviour Lead support/intervention • Structured conversation with parents • Silver SEAL programme • Boxall profile + strategies • Initiating and logging EHAF • Family Support Team/Worker intervention • Referrals to Think Children/Therapeutic Play Skills Practitioner/Play Therapist/Barnardos • IEP/IBP • Referral to Tier 2 CAMHS (Emotional Health and Wellbeing Team) • Springboard referrals (via Behaviour Lead/SENCo) • AFN bid if appropriate • 1-1/small group work intervention (TA where appropriate)
Tier 3 (SEN Support)	• All of the above and …… • Tier 3 action plan • PSED referral • Targeted support – supporting families • Referral to CAMHS Tier2/3 • Educational Psychologist/SFSS/C&L Team involvement via Springboard • Individual risk assessment • MAPA training • PBAP referral • Referral for EHCP considered/AFN/HLN funding if appropriate • Alternative Provision • Pastoral Support Plan • PSCO involvement • Multi-agency meetings • Complex Case Resolution (CCR) • MASH/Children's Services referral • Weekly meetings with Behaviour Lead/SENCO and staff • Fortnightly meetings with parent • Reintegration support plan following fixed term exclusion(s)
Tier 4	• All of the above ……. • Tier 4 action plan • Full time support • At serious risk of permanent exclusion