

# Behaviour and Discipline Policy



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## **1. Aims and objectives:**

- i. It is a primary aim of our academy that every member of the academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The academy's behaviour policy is therefore designed to support the way in which all members of the academy can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- ii. The Academy values form the core of our behaviour policy, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the academy community in aiming to allow everyone to work together in an effective and considerate way.
- iii. The academy expects every member of the academy community to behave in a considerate way towards others.
- iv. We treat all children fairly and apply this behaviour policy in a consistent way.
- v. This policy aims to help children grow and learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the academy community.
- vi. The academy rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2. Behaviour Blueprint:**

- i. The Behaviour Blueprint is guide to students and adults to positively manage behaviour at DCAT IOW Academies (see appendix 2).
- ii. Everyone at the DCAT IOW Academies will adhere to these three rules:
  1. Ready
  2. Respectful
  3. Safe

## **3. Positive Behaviour Strategies:**

- i. Teachers and adults in the academy community will use praise to support and mould the children's behaviour. A variety of praise strategies will be used throughout the Academy. Below is a range of strategies the adults will use:

### Types of praise:

- a) Labelled- telling the pupils what they have done well or are being rewarded for.
- b) Proximity- praise the children who are exhibiting the correct behaviour not the ones who are not.
- c) Praise will be specific to the Academy Values

## **4. Positive Behaviour Rewards:**

- i. Green letters - Will reward academic success, pupils will be able to demonstrate that they have successfully applied an understanding of a concept. A green letter will be sent home to parents when a child reaches the top of the green triangle.
- ii. Academy Values Award - – this is given to pupils who have consistently shown the Academy values throughout the working week. To receive this award the child must have 100%

- iii. attendance during that week. They will be rewarded with hot chocolate with the Principal.
- iv. HERO- Here Everyday day Ready On-time- this award will be a 'pop up' award and will be used sporadically. This reward will be given to children who have 100% attendance
- v. Dojo points will be used to grow good behaviour and can be used in conjunction with proximity praise.

## **5. Sanctions and dealing with in-appropriate behaviour:**

- i. The academy employs a stepped sanction process to support positive behaviour within the school, and to ensure a safe and positive learning environment. This stepped sanction process will be employed to support and manage low level disruptions (up to level 3):
  1. Reminder – of the desired behaviour is
  2. Warning – to of what the consequences
  3. Last chance – final reminder of the desired behaviour
  4. Time out/Sanction – The child will be moved away from the other children to ensure that learning is not disrupted. This space and length of the time out or sanction will be at the discretion of the Teacher or adult. The time out will be conducted in a safe space for individuals.
  5. Repair - Restorative Meeting – this will be conducted by the adult who issued the sanction. It must happen within 24 hours of the behaviour occurring.
- ii. All adults will use the micro-scripts provided contained within the Behaviour Blueprint to support them when dealing with inappropriate behaviour.

## **6. Stage 3 and above Behaviours:**

- i. Teachers and other staff members will notify the Principal or Vice Principal of any behaviour that is classified as Stage 3 or above. The Teacher and adult will then work in conjunction with the Principal or Vice Principal to resolve the behaviour. Any behaviour above stage 3 could result in the sanctions as set out in guidance of of this policy.
- ii. Children who consistently display behaviour above stage 3 will be given an individual behaviour support plan to ensure consistency amongst all adults when dealing with challenging behaviour. This plan will be written by the class teacher and will have to be approved by the Principal.
- iii. If a child behaviour is a threat to the safety of themselves or others restrictive physical intervention will be used. This guiding factor for this is that it must be 'reasonable proportionate and justified' and it will only ever be used as a last resort. See Restrictive Physical Intervention Policy for more information.

## **7. Banned items:**

- i. Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the academy searching and confiscation policy. (Note: St Francis staff will access the DfE '[Searching, screening and confiscation at academy](#)' and Childnet cyberbullying guidance to ensure that the academy' powers are used proportionately and lawfully) Searching can play a critical role in

ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph, prohibited items, or any other item that the school rules identify as an item which may be searched for. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

## **8. Bullying:**

- i. The academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place in our academy, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend academy free from fear.
- ii. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our academy do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Please read the academy policy on Positive Handling.

## **9. Cyber Bullying:**

- i. In relation to a specific incident of cyber-bullying, the school will follow the processes set out in this behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

## **10. Responding to Bullying:**

- i. The following steps may be taken when dealing with all incidents of bullying reported to the academy:
- ii. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- iii. The academy will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- iv. The principal/DDSL's will interview all parties involved.
- v. The DSL will be informed of all bullying issues before entering it onto CPOMs
- vi. The academy will speak with and inform other staff members, where appropriate.
- vii. The academy will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- viii. Sanctions, as identified within the academy behaviour policy, and support will be implemented in consultation with all parties concerned.
- ix. If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.

- x. Where the bullying of or by pupils takes place off academy site or outside of normal academy hours (including cyberbullying), the academy will ensure that the concern is fully investigated. If required, the DSL will collaborate with other settings. Appropriate action will be taken, including providing support and implementing sanctions in academy in accordance with this policy and the academy's behaviour policy.
- xi. A clear and precise account of bullying incidents will be recorded by the academy in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

## **11. When responding to cyberbullying concerns, the academy will:**

- i. Act as soon as an incident has been reported or identified.
- ii. Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- iii. Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- iv. Take all available steps where possible to identify the person responsible.

This may include:

- i. looking at use of the academy systems.
- ii. identifying and interviewing possible witnesses.
- iii. Contacting the service provider and the police, if necessary.
- iv. Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

## **12. Responding to child-on-child abuse: How to support the pupils involved**

### **The victim**

- i. Victims of this abuse will likely find the experience distressing, which can affect their progress in school. This can be made worse if the alleged perpetrator(s) attends the same school.
- ii. Reassure them that you'll take them seriously, that they're not creating a problem, that they'll be supported and kept safe, and that the law is there to protect children rather than criminalise them. Keep them a reasonable distance apart from the alleged perpetrator(s) on school premises, including at before and after-school activities
  - a) How your school supports the victim will depend on:
  - b) The needs and wishes of the victim
  - c) The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- iii. You should also be aware that:
  - a) Victims may not disclose the whole picture immediately, so dialogue should be kept open and encouraged
  - b) Girls are more likely to be victims and boys are more likely to be perpetrators

- c) There may be more than 1 perpetrator, which is why KCSIE refers to 'perpetrator(s)' rather than 'perpetrator'
- d) See more in paragraphs 530 to 539 of KCSIE.

### **The alleged perpetrator(s)**

- i. It can be difficult to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator(s) with an education and safeguarding support and implementing disciplinary sanctions.
- ii. DCAT IOW Academies will consider support (and sanctions) on a case-by-case basis. This includes considering:
- iii. The age and developmental stage of the alleged perpetrator(s)
- iv. The nature and frequency of the allegations and risk of harm to other children
- v. Any unmet needs that the alleged perpetrator(s) may have
- vi. Remember that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and it's important they're offered appropriate support.
- vii. Find further guidance in paragraphs 540 to 542 of KCSIE.

### **Other children:**

You should:

- i. Consider supporting children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration
- ii. Do all you can to make sure the victim, alleged perpetrator(s) and any witnesses are not being bullied or harassed
- iii. Be aware that social media is very likely to play a role in the fall-out from any incident/alleged incident, including in potential contact between the victim, alleged perpetrator(s) and friends from either side
- iv. Consider school transport as part of your risk assessment as a potentially vulnerable place for a victim or alleged perpetrator(s)
- v. Keep your policies, processes and curriculum constantly under review to protect all children

## **13. You can take disciplinary action while other investigations are ongoing**

- i. The DSL or SLT should take the lead role here.
- ii. The fact another body (such as the police) is investigating/has investigated an incident doesn't (in itself) prevent you from coming to your own conclusion about what happened and imposing a penalty accordingly. This is a matter for you and you should consider it on a case-by-case basis.

You should consider whether:

- i. Taking action would prejudice an investigation and/or subsequent prosecution – liaise with the police and/or LA children's social care to determine this
- ii. There are circumstances that make it unreasonable/irrational for you to reach your own view about what happened while an independent investigation is considering the same facts
- iii. You can, and should, still provide support at the same time as taking disciplinary action, if necessary.

## **14. Supporting pupils:**

- i. Pupils who have been bullied or through inappropriate behaviour will be supported by:
  - a) Reassuring the pupil and providing continuous pastoral support.
  - b) Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
  - c) Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
  - d) Working towards restoring self-esteem and confidence.
  - e) Providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
  - f) Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CAHMS)

## **15. The role of the class teacher and other adults:**

- i. It is the responsibility of class teachers and other adults to ensure that the academy's Behaviour Blue Print is always followed anywhere in the academy.
- ii. The class teachers and other adults in our academy have high expectations of the children regarding behaviour, and they strive to ensure that all children work to the best of their ability.
- iii. The class teacher treats each child fairly and enforces the Academy Values consistently. The teachers treat all children in their classes with respect and understanding.
- iv. If a child misbehaves repeatedly in class, the class teacher and other adult will record all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner up to stage 3. However, if misbehaviour continues or escalates above level 3, the class teacher or other adult can seek for help and advice from the Executive Headteacher, Head of School or Assistant Principal. This may involve the support of the academy Inclusion team following further discussion as to the best way to support the child's behaviour.
- v. The class teacher other adult liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- vi. The class teacher other adult reports to parents and carers about the progress of each child in their class, in line with the whole-academy policy. The class teacher other adult will also contact a parent if there are concerns about the behaviour or welfare of a child.

## **16. The role of the Principal and SLT:**

- i. It is the responsibility of the Executive Head teacher, under the Academy Standards and Framework Act 1998, to implement the academy behaviour policy consistently throughout the academy, and to report to Governing Body members, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Head teacher to ensure the health, safety and welfare of all children in the academy.

- ii. The Executive Headteacher, Head of School or Assistant Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- iii. The Assistant Principal keeps records of all reported serious incidents of misbehaviour.
- iv. The Executive Headteacher, Head of School have the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School and Executive Principal may permanently exclude a child. Governing Body members will be informed of this action.

### **17. Staff induction, development and support:**

All staff, at their point of induction, will receive training from a senior leader on:

- i. The behaviour blueprint
- ii. Consistent adult behaviour
- iii. The 3 school rules
- iv. Rewards – how to grow positive behaviour
- v. Restorative practice

### **18. Staff support:**

- i. All staff will be expected to support each other, and support can be requested by any member of staff at any time.
- ii. The senior leadership are on call, through the use of Radios to support staff if needed
- iii. Staff are encouraged to use the mental health support provided by the Trust and the school's mental health practitioner if this so needed.

### **19. The role of parents and carers:**

- i. The academy collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at academy.
- ii. We make clear the academy rules in the academy website, and we expect parents and carers to read them and support them. Parents are expected to sign the home-academy agreement.
- iii. We expect parents and carers to support their child's learning, and to cooperate with the academy, as set out in the home-academy agreement. We try to build a supportive dialogue between the home and the academy, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- iv. If the academy must use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the academy. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Governing Body members. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **20. The Role of Governing Body:**

- i. The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governing Body supports the Principal in adhering to these guidelines.
- ii. The Principal has the day-to-day authority to implement the academy's policy on behaviour and discipline.

## **21. Discipline of pupil misbehaviour outside the academy:**

- i. We expect our pupils to behave well when they are off the academy site. This includes behavior on activities arranged by the academy, such as educational visits and sporting events; behavior on the way to and from academy; and behavior when wearing academy uniform in a public place.

When deciding what sanctions are necessary, we will apply the following criteria:

- i. The severity of misbehavior
- ii. The extent to which the reputation of the academy has been affected
- iii. Whether the pupil(s) in question were wearing academy uniform or were otherwise readily identifiable as members of the academy
- iv. The extent to which the behavior in question would have repercussions for the orderly running of the academy and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff)
- v. Whether the misbehavior in question was on the way to or from academy, outside the academy gates or in otherwise close proximity to the academy
- vi. Whether the misbehavior was whilst the pupil was participating in a sports or other event with another academy (i.e. when the pupil might be expected to act as an ambassador for the academy) which might affect the chance of opportunities being offered to other pupils in the future.

## **22. Uniform and Appearance:**

- i. Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instill discipline and pride in appearance in students and reduces the risk of distraction in lessons. Details of uniform expectations can be found on the academy's website which included rules on shoes, hair and jewelry.
- ii. The academy uniform should be worn by all students. Students who come in not wearing the correct academy uniform will be provided with an appropriate uniform to wear during the day.
- iii. Children who refuse to change uniforms will be subject to level 3 sanctions in-line with this policy.

## **23. Drug- and alcohol-related incidents:**

- i. It is the policy of this academy that no child should bring any drug, legal or illegal, to academy. If a child will need medication during the academy day, the parent or guardian should notify the academy and ask permission for the medication to be brought. This should be taken directly to the academy office for safekeeping. Any medication needed by a child while in academy must be taken in line with the guidance outlined in the Administering Medication Policy.
- ii. The academy will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into academy for the purpose of misuse will be punished by a fixed-term suspension. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- iii. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- iv. It is forbidden for anyone, adult or child, to bring onto the academy premises illegal drugs. Any child who is found to have brought to academy any type of illegal substance will be punished by a suspension. The child will not be readmitted to the

academy until a parent or guardian of the child has visited the academy and discussed the seriousness of the incident with the Principal.

- v. If the offence is repeated, the child will be permanently excluded.
- vi. If a child is found to have deliberately brought illegal substances into academy, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the academy. The police and social services will also be informed

## **24. Alternatives to Permanent Exclusion and directed placements:**

- i. We follow best practice examples for 'School to School placements' in order to help in preventing fixed-term and permanent exclusions. Therefore, the school will sometimes work with other local mainstream schools to provide a package of support for an individual, and in some instances, to enable the pupil to successfully integrate into another mainstream school setting instead of having a permanent exclusion on their record.
- ii. A permanent move to another mainstream, co-setting within the local area, which would take place after a review period of 6 weeks following a long-term School to School placement.
- iii. We will also utilise part-time tables to create a blended approach.
- iv. After each period of alternative provision has been implemented a review/reintegration meeting will be held.

## **25. Powers of Direction:**

- i. In some circumstances these placements may not necessarily have been agreed in advance with parents/carers, or indeed the parents/carers may not be supportive and therefore powers of direction may be needed; DFE 'Alternative Provision – Guidance for Local Authorities' January 2013 provides details on the powers and responsibilities maintained schools have in using off-site provision to improve pupils' behaviour. These powers come from 'Section 29A of the Education Act 2002', introduced by the 'Education and Skills Act 2008'; as required by this Act, the Secretary of State then made regulations in 'The Education (Educational Provision for Improving Behaviour) Regulations 2010'. This legislation does not apply to Academies; Academies can arrange off-site provision for similar purposes under their general powers as set out in the Academy Trust's Articles of Association. Though the regulations and guidance do not apply, they can provide Academies with an example of good practice. Maintained schools and Academies should ensure that their Behaviour Policies reflect the different types and purposes of placements, along with the possible use of 'Powers of Direction'. As an alternative to permanent exclusion, the school will seek, as part of this behaviour policy, to utilise the agreed local partnership protocol involving directing a pupil to a supported placement at another school.

## **26. Inclusion and alternative provision:**

- i. We as an inclusive setting aim to meet the needs of individual pupils through appropriate effective strategies regarding teaching and learning and learning resources. Pupils will also have needs met through a well-structured curriculum, which in some instances may be personalised to meet their specific individual needs. In some instances, it is identified that alternative, off site provision is the most appropriate way of meeting a pupil 's needs. This can be either on a part-time or full-time basis

## **27. Use of disciplinary sanctions (other than exclusion)**

- i. Academy staff have a statutory power to impose sanctions; these sanctions must be reasonable and proportionate to the circumstances of the case. The use of sanctions is monitored by age, ethnicity, gender, special educational needs (SEN) and disability.
- ii. Disciplinary sanctions have three main purposes, namely to:
  - a) impress on the perpetrator that what he or she has done is unacceptable deter the pupil from repeating that behavior
  - b) signal to other pupils that the behavior is unacceptable and deter them from repeating it.
- iii. We always try to ensure that children see any sanction imposed on them as fair. To achieve this, staff will:
  - a) make clear they are dealing with the behavior, rather than stigmatising the person.
  - b) avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehavior.
  - c) avoid whole group sanctions that punish the innocent as well as the guilty.
  - d) Wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behavior (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off).
  - e) use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behavior (i.e. to have a restorative conversation); when appropriate, use sanctions to put right the harm caused.
  - f) never issue a sanction that is humiliating or degrading.
  - g) use sanctions in a calm and controlled manner.
  - h) ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used).
- iii. The table below indicates possible responses and sanctions which are reasonable and proportionate to different types of misbehavior.

## **28. Suspensions and Permanent Exclusions:**

- i. We do not wish to exclude any child from academy, but sometimes this may be necessary. The academy has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from Academy and Child Referral Units (DfE, September 2022).
- ii. Only the Executive Headteacher and Head of School has the power to exclude a child from academy. The Executive Headteacher and Head of School may exclude a child for one or more fixed periods, for up to 45 days in any one academy year. In extreme and exceptional circumstances, the Executive Headteacher and Head of School may exclude a child permanently. It is also possible for the Executive Headteacher and Head of School to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.
- iii. If the Principal excludes a child, the parents or carers are informed immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher and Head of School makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Governing body. The academy informs the parents or carers how to make any such appeal.

- iv. The Executive Headteacher and Head of School informs the Chair of the Governing Body about any permanent exclusion, and about any fixed term suspension beyond five days in any one term.
- v. The Governing Body itself cannot either exclude a child or extend the suspension period made by the Executive Headteacher and Head of School.
- vi. The Governing Body has a discipline committee which is made up of between three and five members.
- vii. This committee considers any exclusion appeals on behalf of Governing body members.
- viii. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the Trust, and consider whether the child should be reinstated.
- ix. If the Governing Body appeals panel decides that a child should be reinstated, the Executive Headteacher and Head of School must comply with this ruling.

## **29. Reintegration Meetings:**

- i. Understand the impact of their behaviour on themselves and others
- ii. Meet the high expectations of behaviour in line with your school's culture
- iii. Foster a renewed sense of belonging within the school community
- iv. Build engagement with learning
- v. Please see appendix

## **30. Monitoring and Review**

- i. The monitors the effectiveness of this policy on a regular basis. The Executive Headteacher reports to the Governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- ii. The academy keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents.
- iii. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors must record these themselves on Arbor. Information must be given to the class teacher at the end of the break/lunch time, to ensure the information is passed on to parents
- iv. The Executive Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- v. It is the responsibility of the Governing body to monitor the rate of suspensions and exclusions, and to ensure that the academy policy is administered fairly and consistently.
- vi. The Governing body will pay particular attention to matters of racial equality; it will seek to ensure that the academy abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- vii. The Governing body reviews this policy every two years. The Governing body members may, however, review the policy earlier than this if the government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved.

## **Appendix**

## Appendix 1 – Behaviour Guidance Grid

	EXAMPLE OF BEHAVIOUR	POSSIBLE RESPONSES & SANCTIONS	EXCLUSION/SUSPENSION OR TARIFF	STANDARD PROCEDURES
STAGE 1	<ul style="list-style-type: none"> <li>• Talking out of turn during class/group discussion time, or when a teacher or other adult is talking</li> <li>• Raised voices from a group or individual child</li> <li>• Off task behavior</li> <li>• Not immediately responding to an instruction</li> <li>• Any attention-seeking behavior</li> </ul>	<p><u>Refer to Behaviour Blueprint:</u></p> <ul style="list-style-type: none"> <li>• Use stepped behaviour interventions</li> <li>• Use micro scripts</li> </ul> <p>Sanctions</p> <ul style="list-style-type: none"> <li>• Tactically ignore unwanted behaviour and praise immediately the child begins the correct behaviour</li> <li>• Non-verbal tactics – eye contact, thumbs up or down, shake or nod of head, a smile, the extended hand, raised eyebrow and a “look”</li> <li>• Using the Academy values.</li> </ul>		Restorative 5

<p>S T A G E  2</p>	<ul style="list-style-type: none"> <li>• Constant repetition of behavior demonstrated at previous level</li> <li>• Ignoring the teacher's instructions on several occasions</li> <li>• Taking or hiding property</li> <li>• Destroying academy or other children's property or work</li> <li>• Rudeness to peers or adults – name calling, taunting, swearing, not respecting other peoples space</li> <li>• Leaving the classroom without permission</li> </ul>	<p><u>Refer to Behaviour Blue print:</u></p> <ul style="list-style-type: none"> <li>• Use stepped behaviour interventions</li> <li>• Use micro scripts</li> </ul> <p><u>Sanctions:</u></p> <ul style="list-style-type: none"> <li>• Time out in class</li> <li>• Write a letter of apology or apologies verbally</li> <li>• Complete unfinished work in own time, e.g. at playtime or at home.</li> <li>• Inform parents</li> <li>• Possible temporary withdrawal of a privilege or participation in a special event.</li> <li>• Carrying out a useful task in the academy</li> <li>• Confiscation of personal items where these are being used inappropriately.</li> </ul>	<p>Internal exclusion</p> <p>If child has received a internal exclusion and continues to exhibit stage 2 behaviours during the same half-term then fixed term suspension of at least one day will be considered.</p>	<p>Restorative 5</p>
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<p>S T A G E  3</p>	<ul style="list-style-type: none"> <li>• Serious challenges to authority, including repeated refusal to undertake tasks.</li> <li>• Deliberately throwing objects with the intention of breaking them or hurting someone.</li> <li>• Uncontrolled anger including kicking furniture, slamming doors, shouting at adults.</li> <li>• Harming someone</li> <li>• Harmful or offensive name calling, including racist remarks or obscene language</li> </ul>	<p><u>Refer to Behaviour Blue print:</u></p> <ul style="list-style-type: none"> <li>• Use stepped behaviour interventions</li> <li>• Use micro scripts</li> </ul> <p><u>Sanctions:</u></p> <ul style="list-style-type: none"> <li>• Draw up of a Behaviour Plan if it is the third time in a half term.</li> <li>• In the case of racist incidents, the incident will be recorded and reported to the Trust.</li> <li>• Internal exclusion from classroom for a fixed period of time.</li> <li>• Internal exclusion, from academy for a fixed period of time (Definite if more than 3 incidents in a half-term).</li> <li>• Letter posted home and copy placed in</li> <li>• Behaviour Record File.</li> <li>• Risk of Exclusion Agreements</li> <li>• Confiscation of personal items where these are being used inappropriately.</li> <li>• Referral to Principal</li> <li>• Contact with parents</li> </ul>	<p>Lunchtime exclusion</p> <p>Or</p> <p>If child has received a lunchtime exclusion and continues to exhibit stage 3 behaviours during the same half-term then fixed term suspension at least one day will be considered.</p> <p>or</p> <p>The use of alternative provision may be considered to avoid suspension of up to 2 weeks</p>	<p>Head notified</p> <p>Stage 3 behaviour recorded and parent notified</p> <p>Risk of exclusion/suspension shared with parent</p> <p>Letter of suspension sent home if necessary.</p> <p>Work provided for pupil. Return to academy interview arranged with Principal in charge.</p> <p>Restorative 5</p>
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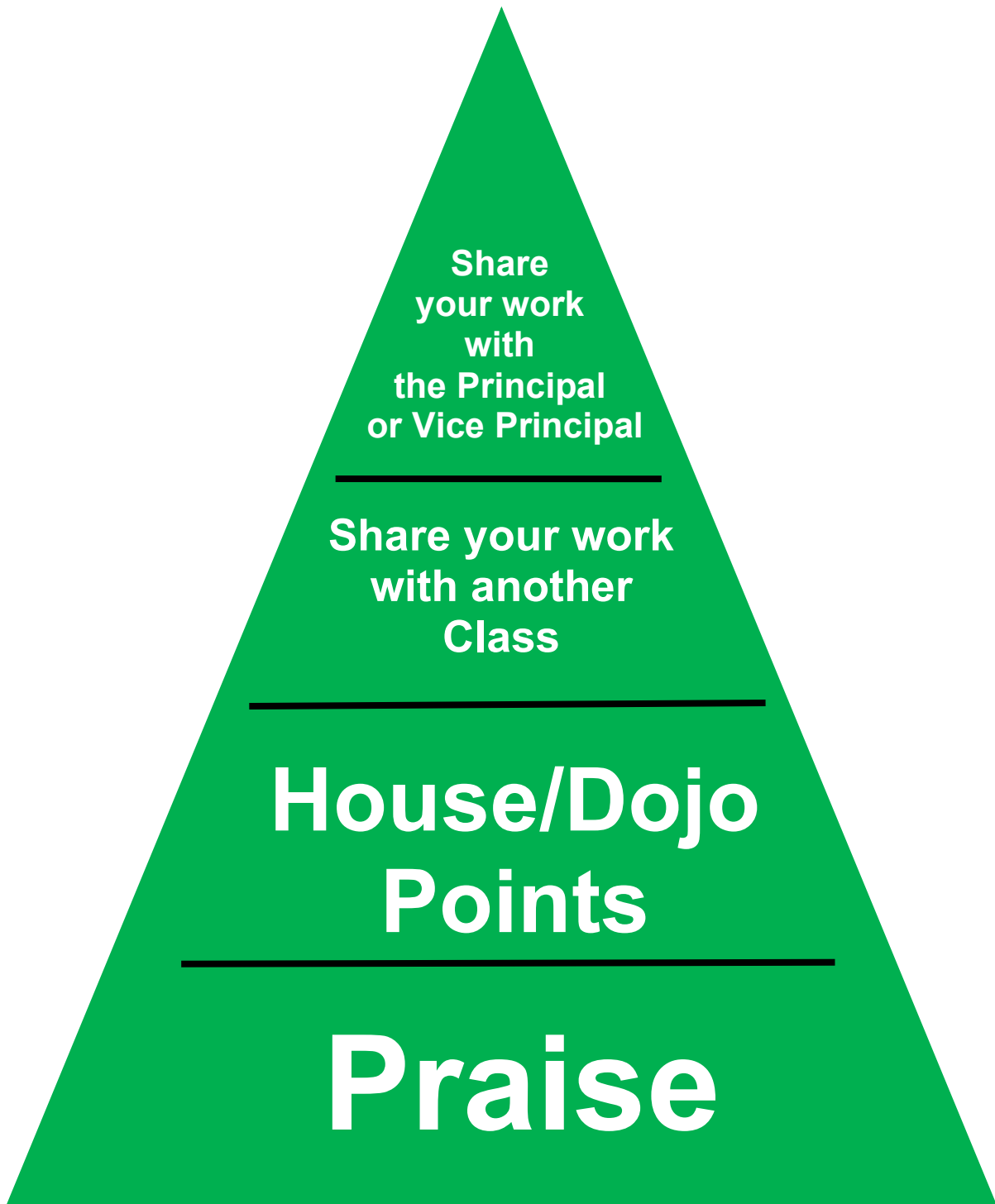
<p>S T A G E  4</p>	<ul style="list-style-type: none"> <li>• Fighting and intentional physical harm to other children.</li> <li>• Serious and persistent challenges to authority (refusing to work, refusing to leave the room, creating a situation in which it is impossible for teaching and learning to take place, deliberate destruction of property).</li> <li>• Leaving, or attempting to leave academy grounds without permission (adults will not follow or restrain the child unless not doing so will place the child at risk).</li> <li>• Verbal abuse of any staff (swearing and offensive remarks).</li> <li>• Persistent bullying, including racial and sexual harassment.</li> </ul>	<p><u>Refer to Behaviour Blue print:</u></p> <ul style="list-style-type: none"> <li>• Use stepped behaviour interventions</li> <li>• Use micro scripts</li> </ul> <p><u>Sanctions:</u></p> <ul style="list-style-type: none"> <li>• Immediate removal of pupil from the scene</li> <li>• Immediate involvement of Principal</li> <li>• Confiscation of personal items where these are being used inappropriately</li> <li>• Immediate contact with parents to discuss incident</li> <li>• Drawing up of a Behaviour Plan</li> <li>• Possible fixed term suspension (Definite if more than 3 instances in a half term)</li> <li>• Pastoral support programme set up</li> <li>• Letter posted home and copy placed in Behaviour</li> <li>• Record File.</li> <li>• Risk of Exclusion Agreements</li> </ul>	<p>Possible fixed term suspension of at least 1 day (definite if more than 3 incidents in a half term).</p> <p>If a child has received a fixed term suspension of 1 day and continues to exhibit Stage 4 behaviours then suspension will be for 3 days after the second incident and 5 days after any further incident.</p> <p>or</p> <p>The use of alternative provision may be considered to avoid suspension of up to 4 weeks</p>	<p>Executive Head notified</p> <p>Stage 4 behaviour recorded and parent notified</p> <p>Risk of exclusion/suspension shared with parent</p> <p>Letter of fixed term suspension sent home if necessary.</p> <p>Work provided for pupil.</p> <p>Return to academy interview arranged with head/teacher in charge.</p> <p>Referral to external agencies.</p> <p>Restorative 5</p>
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<p>S T A G E  5</p>	<ul style="list-style-type: none"> <li>Extremely dangerous or violent behaviour (throwing items of furniture directly at an child or adult, use of a weapon (including items not intended for use as a weapon e.g. sports equipment), arson).</li> <li>Very serious challenges to authority (see above and situations in which ignoring authority places him/herself or others in danger).</li> <li>Physical abuse of any staff member (purposeful violence towards adults (but not necessarily violence when a child is being restrained or removed), spitting, pinching, biting, slapping, head-butting, punching, kicking etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Immediate removal of pupil from the scene</li> <li>Immediate involvement of Principal</li> <li>Confiscation of personal items where these are being used inappropriately</li> <li>Immediate contact with parents to discuss incident</li> <li>Drawing up of a Behaviour Plan</li> <li>Fixed term suspension of at least one day.</li> <li>For repeated Stage 5 behaviour, permanent exclusion will be considered</li> </ul>	<p>Fixed term suspension of at least one day.</p> <p>A second incident will result in a 3 day fixed term suspension and a third incident will result in a 5 day fixed term suspension.</p> <p>Maximum suspension 15 days in any one term (45 days per year).</p> <p>For repeated Stage 5 behaviour, permanent exclusion will be considered</p> <p>or</p> <p>The use of alternative provision may be considered to avoid suspension of up to 6 weeks</p>	<p>Executive Head notified.</p> <p>Letter of suspension sent home.</p> <p>Work provided for pupil. Return to academy interview arranged with head/teacher in charge.</p> <p>Risk of exclusion agreement drawn up, or reviewed in consultation with parents.</p> <p>Referral to external agencies.</p> <p>Restorative 5</p>
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**Any misbehaviour at stages 3-5 should always be referred to the Principal, who will guide the member of staff as to the sanctions to be imposed.**

**It is important to stress that this table is a guide only; decisions on what sanctions to use will always be moderated by the circumstances of the case, the age and understanding of the pupil and any Special Educational Needs**

**Appendix 2 – Green Triangle**



## Appendix 3 – Behaviour Blueprint – St Francis

St Francis Catholic and Church of England Primary Academy



Consistent Adult Behaviour	3 Rules	Over and Above Recognition (Publically)
<ol style="list-style-type: none"> <li>1. Calm, consistent and fair</li> <li>2. Give first attention to best behaviour</li> <li>3. Recognise over and above</li> <li>4. Follow through with behaviour</li> </ol>	<p>Ready</p> <p>Respectful</p> <p>Safe</p>	<p>Green triangle– work</p> <p>Post card home– over and above</p> <p>Hot chocolate—consistently shares Academy's values</p> <p>HERO– attendance</p> <p>House points– for day to day good behaviour, work and effort.</p>

### Our Christian Values

Love      Courage      Friendship

Stepped Behaviour (privately)	Microscript	Restorative Five
<ol style="list-style-type: none"> <li>1. Reminder</li> <li>2. Warning</li> <li>3. Last chance</li> <li>4. Time out</li> <li>5. Repair - Restorative Meeting</li> </ol>	<ul style="list-style-type: none"> <li>• I've noticed that...</li> <li>• You know the school rules ready, respectful, safe.</li> <li>• I need to see you...</li> <li>• In order to keep you safe...</li> <li>• Can you remember when I phoned home when you...and how that made you feel?</li> <li>• Its OK if you are feeling...</li> <li>• I expect you to...Thank you for listening.</li> <li>• Name, I need you to...because... Thank you</li> </ul>	<ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking at the time?</li> <li>3. Who has been affected?</li> <li>4. Can you show me Love and Courage to put things right?</li> <li>5. How can we do things differently in the future?</li> </ol>

### Relentless Routines

Wonderful Walking - Hands up for Attention - Playtime Bells

## Appendix 3 – Behaviour Blueprint – St Blasius

St Blasius Church of England Primary Academy



Consistent Adult Behaviour	3 Rules	Over and Above Recognition (Publically)
<ol style="list-style-type: none"> <li>1. Calm, consistent and fair</li> <li>2. Give first attention to best behaviour</li> <li>3. Recognise over and above</li> <li>4. Follow through with behaviour</li> </ol>	<p>Ready Respectful Safe</p>	<p>Green Triangle – for outstanding work</p> <p>Academy Values– will be rewarded for consistently sharing the Academy’s values and will be rewarded with a hot chocolate. The child must have 100% attendance for the week.</p> <p>HERO – attendance awards daily</p> <p>Dojo Points– for day to day good behaviour, work and effort.</p>

### Our Christian Values

Wisdom      Endurance      Friendship

Stepped Behaviour (privately)	Microscript	Restorative Five
<ol style="list-style-type: none"> <li>1. Reminder</li> <li>2. Warning</li> <li>3. Last chance</li> <li>4. Time out</li> <li>5. Repair - Restorative Meeting</li> </ol>	<ul style="list-style-type: none"> <li>• I've noticed that...</li> <li>• You know the school rules ready, respectful, safe.</li> <li>• I need to see you...</li> <li>• In order to keep you safe...</li> <li>• Can you remember when I phoned home when you...and how that made you feel?</li> <li>• Its OK if you are feeling...</li> <li>• I expect you to...Thank you for listening.</li> <li>• Name, I need you to...because... Thank you</li> </ul>	<ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking at the time?</li> <li>3. Who has been affected?</li> <li>4. Can you show me Wisdom and Friendship to put things right?</li> <li>5. How can we do things differently in the future?</li> </ol>

### Relentless Routines

Wonderful Walking - Hands up for attention - Playtime whistles

## Appendix 3 – Behaviour Blueprint – Lanesend



<p style="text-align: center; background-color: #00a0e3; color: white; margin: 0;">Consistent Adult Behaviour</p> <ol style="list-style-type: none"> <li>1. Calm, consistent and fair</li> <li>2. Give first attention to best behaviour</li> <li>3. Recognise over and above</li> <li>4. Follow through with behaviour</li> </ol>	<p style="text-align: center; background-color: #00a0e3; color: white; margin: 0;">3 Rules</p> <p style="text-align: center; font-size: 1.2em; margin: 10px 0;">Ready Respectful Safe</p>	<p style="text-align: center; background-color: #00a0e3; color: white; margin: 0;">Over and Above Recognition (Publically)</p> <p>Green triangle – for outstanding work</p> <p>Gold token – will be rewarded for consistently sharing the school's values and will be rewarded with a hot chocolate. The child must have 100% attendance for the week.</p> <p>Attendance awards</p> <p>House points/ tokens – for day to day good behaviour, work and effort.</p>
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Our Values


### Pride, Belonging, Respect

<p style="text-align: center; background-color: #00a0e3; color: white; margin: 0;">Stepped Behaviour (privately)</p> <ol style="list-style-type: none"> <li>1. Reminder</li> <li>2. Warning</li> <li>3. Last chance</li> <li>4. Time out</li> <li>5. Repair - Restorative Meeting</li> </ol>	<p style="text-align: center; background-color: #00a0e3; color: white; margin: 0;">Microscript</p> <ul style="list-style-type: none"> <li>• Right time, right tone, right place....</li> <li>• You know the school rules ready, respectful, safe.</li> <li>• I need to see you...</li> <li>• In order to keep you safe...</li> <li>• Can you remember when I phoned home when you...and how that made you feel?</li> <li>• Its OK if you are feeling...</li> <li>• I expect you to...Thank you for listening.</li> <li>• Name, I need you to...because... Thank you</li> </ul>	<p style="text-align: center; background-color: #00a0e3; color: white; margin: 0;">Restorative Five</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking at the time?</li> <li>3. Who has been affected?</li> <li>4. How you are going to make it right?</li> <li>5. How can we do things differently in the future?</li> </ol>
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Relentless Routines

Wonderful Walking - Hands up for attention - Playtime whistles

## Appendix 4 – Behaviour Support Plan

<b>Behaviour Support Plan</b>				
Name		DOB		
Class		Date of plan		

	Behaviours	Support Strategies	Do not...
<b>Proactive</b> Calm and Relaxed	•	•	•
<b>Proactive</b> Anxious, aroused or distressed	•	•	•
<b>Reactive</b> Incident	•	•	•
<b>Recovery</b> Calming	•	•	•
Parents Signature:		SLT Signature:	

## Appendix 4 – Reintegration Meeting

### DCAT IOW Academies



## Reintegration Strategy Meeting

## Pupil details

Date of reintegration meeting:

People present:

Include names and roles e.g. parent, headteacher, SENCO

### PUPIL DETAILS

Pupil's name:

Year group/tutor:

Name of parent/guardian:

Is the pupil subject to a child protection plan?

Is the pupil a looked-after or previously looked-after child?

Is the pupil identified as having special educational needs or disabilities (SEND)?

Does the pupil have an education, health and care (EHC) plan?

## DETAILS OF SUSPENSION

Date of suspension:                      Date of return to school:                      Number of days suspended:

Reason for suspension:

Details of any previous suspensions:

Total number of days suspended this term:

**Provision during suspension:** Highlight

Include details of any:

- Work provided and marked over suspension period
- Alternative provision
- Interventions from counselling or behaviour services, SEND support or local safeguarding partners

## REVIEW OF CURRENT ATTENDANCE

**Attendance this term**

Number of days absent:

Attendance (%):

**Attendance this year**

Number of days absent:

Attendance (%):

## Targets and provision

TARGETS FOR BEHAVIOUR AND LEARNING				
Area for development	Current score (out of 10)	Target score (out of 10)	How will we achieve this?	Timescale/review date

AGREED SUPPORT		
Type of support	Support lead	Frequency
<i>e.g. Academic catch-up support for maths. Give as many details as possible</i>		

## AGREED SUPPORT

*e.g. Check in on reintegration targets*

Is the pupil on a reduced timetable? (Y/N)

## Details of reduced timetable arrangements

WHY ARE WE USING A REDUCED TIMETABLE?

WHAT RISKS ARE THERE OF THE REDUCED TIMETABLE ON THE PUPIL'S NEEDS?

*If you have included an assessment of the reduced timetable in a broader risk assessment about the pupil's return to school, attach the document to the end of your reintegration plan.*

WHY ARE WE USING A REDUCED TIMETABE?

WHAT STEPS ARE WE TAKING TO MITIGATE THESE RISKS?

Week beginning:	Mon		Tues		Wed		Thurs		Fri		Total hours in lessons:
	am	pm	am	pm	am	pm	am	pm	am	pm	

Start date:

Planned end date:

**Review meeting details:**

*Date, time and who will attend*

*Review the reduced timetable arrangements frequently to decide if they're working and still necessary. You should use them for as short a time as possible.*

**Additional comments**

<b>PUPIL'S COMMENTS</b>
<b>PARENTS' COMMENTS</b>
<b>SCHOOL'S COMMENTS</b>

Signed \_\_\_\_\_  
(pupil)

Signed \_\_\_\_\_  
(parent/guardian)

Signed \_\_\_\_\_  
(school)