Behaviour and Anti-bullying Policy

Discovery Primary Academy

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1. Aims

This policy aims to:

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

2. Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DFE, July 2026)
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Mobile phones in schools (January 2026)
- Searches, Screening and Confiscation: Advice for schools (July 2022)

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- 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.

3. Definitions

At Discovery Primary Academy, we aim to maintain a culture in which children feel safe, valued and supported. We nurture our children to become self-disciplined and autonomous and to positively contribute to our Academy community. Not only does this underpin a calm, safe and orderly environment to support learning, but it also enables our children to develop into caring, respectful and considerate young people who are able to base their actions, behaviours and decisions upon the principles of good citizenship.

Children at Discovery are explicitly taught skills to support them in making positive choices and we prioritise praise and rewards when children demonstrate positive behaviour. Where behaviour does not meet expectations, staff respond promptly and consistently to provide children the opportunity to reflect on their choices and the consequences of these. Staff work alongside children to offer strategies to repair relationships and to support them in the future. Reasonable adjustments are made to support pupils with additional needs, while maintaining high expectations for all. Sanctions may be used as part of this restorative process; however, the central focus is supporting children to develop consideration for others, our Academy expectations and their own positive contribution to our Academy community.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude or rudeness
- Saying or doing unkind things with the intent to upset others

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Deliberately hurting others
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited or banned items, e.g. weapons

4. Bullying

At Discovery Primary Academy, we prioritise a culture of respect, inclusion and safety. We actively promote the right of all children and young people to learn in a safe environment, free from harassment, bullying, or intimidation. The Academy is committed to creating a school environment where everyone understands that bullying is unacceptable and works together to prevent it.

4.1 Definition of Bullying

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

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 ● Gendered (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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our academy's approach to preventing and addressing bullying are set out below.

4.2 Reporting Bullying

- Our school strongly encourages and equips the whole school community to report all incidents of bullying, including children who have experienced being bullied and bystanders who have witnessed an incident.
- Children, parents and carers can confidentially report incidents of bullying to any member of staff. The report will be logged on CPOMS under 'Behaviour Related Logs' then under 'Bullying'. Before saving to CPOMs, the member of staff completing the log will alert the members of SLT (Senior Leadership Team).

4.3 Investigating Allegations of Bullying

- The school will investigate the incident including the context and the roles of the people involved and then decide on an appropriate course of action. All incidents reported, no matter how small, will be taken seriously
- A member of SLT will investigate any allegation of bullying. This will involve listening to different perspectives, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders'). Throughout this process, a written record and log will be kept of the initial incident and any subsequent incidents. These records will be logged on CPOMs

and will detail what happened and who was involved, including the views and observations of any bystanders. Follow-up actions and strategies, and the monitoring and impact of these strategies, will also be recorded. The log will also include the details of when parents and/or carers were informed.

- When an incident of bullying is reported, the Academy will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents will help to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It will enable the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies. In cases of racist bullying or racist incidents, a written record will be given to the governing body to submit figures in relation to racist/bullying incidents to the local authority on a termly basis.

4.4 Response to Instances of Bullying

- After listening to the account of the targeted child, the Academy will discuss an appropriate course of action with them.
- Immediate and longer-term action will be taken to ensure that any child who has been bullied feels safe and supported. Actions will be decided after discussion with the child and their parents/carers.
- All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. It will be made clear that such behaviour is unacceptable.
- The Academy's response will endeavour to meet the circumstances of the particular situation. Serious, persistent and long-term cases of bullying will have more serious consequences. In new cases of bullying, bullying of a less serious nature, and situations where it appears that, with some intervention, the behaviour of the child bullying can be modified and the bullying stopped, the school will initiate the agreed process for problem solving and reconciliation between all parties.
- Sanctions will include one or more of the following:
    - Removing or separating a child from other individuals or groups of children
    - Loss of privileges
    - Removing or excluding the child from certain whole school, year group or class activities
    - Internal seclusion
    - Fixed-term suspension (please see section 8)
- The sanction given will reflect the nature and circumstances of the bullying incident. Sanctions are intended to impress upon the perpetrator that what they have done is unacceptable, deter them from repeating the behaviour and to signal to others that the behaviour is unacceptable.
- Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the Academy will take account of the nature of the child's disability, vulnerability or SEN and the extent to which they understand and are in control of what they are doing.
- When deciding upon appropriate sanctions for bullying, the Academy will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. Sanctions for bullying are intended to hold children to account for their behaviour and ensure that they face up to the harm they have caused and learn from it.
- A restorative approach will also be used. Perpetrators of bullying will focus on their unacceptable behaviour in an emotionally intelligent way. It will ensure children causing harm are held to account. They will be supported to recognise the harm caused and take action to repair the harm.
- Part of the Academy's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work

needs to take place. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The Academy does not assume that a situation requires no further attention simply because a child has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties, the follow-up strategies will be reviewed. The timing of this monitoring will depend on the agreed approach.

- The Academy recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue, and its occurrence reflects the ways in which children socialise in school and in the wider community. The Academy believes that bullying is unacceptable wherever and whenever it happens. When an incident of bullying is reported and has occurred off the school site and out of school hours, e.g. walking to and from school, the school will follow the suggestions below.
    - Raise awareness, as appropriate, among the whole school community of possible risks within the community, e.g. trouble spots
    - Alert colleagues in other schools whose pupils are bullying off the school premises
    - Make contact with the local police officers if necessary
    - Map safe routes to school in the event of a child being bullied on their journey to school
    - Offer children and parents/carers strategies to manage bullying off the school premises, e.g. guidance on how to keep safe on the internet and when using their mobile phones.

4.5 Working with Parents and Carers

Where the Academy has become aware of a bullying situation, parents/carers of the child who is being bullied and the child who is allegedly bullying, will be invited to the Academy to discuss their children's behaviour. The Academy will endeavour to involve parents/carers constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded on CPOMs.

4.6 Protective Strategies to Prevent Bullying

Our Academy believes that the whole school community should work together to stop bullying as part of our efforts to promote a positive and inclusive whole-school ethos. Our Academy endeavours to create a safe, healthy and stimulating environment for all children and the whole school community. Alongside the Academy's responsive strategies for dealing with incidents of bullying, the academy adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to prevent and reduce bullying. These interventions are implemented at an Academy, class and individual level. Our approaches include:

- Adopting positive behaviour management strategies
- Implementing whole-school Thrive sessions to support children's SEMH development
- Implementing a whole-school approach to the teaching of PSHE
- Ensuring that anti-bullying is actively promoted in assemblies and other formal occasions
- Providing opportunities to celebrate effective anti-bullying work
- Providing training on behaviour management and anti-bullying for all relevant staff
- Participating in the annual national Anti-Bullying Week and supporting learning on bullying through whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside, including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing
- Providing confidential communication systems, such as Worry Boxes
- Working with children to identify key individuals – Trusted Adults – with whom they can confide
- Providing social skills groups for vulnerable individuals and groups
- Providing a transition programme to support children moving across year groups and key stages.

4.7 Training

- There will be annual training for all staff addressing the prevention and handling of bullying.
- Governors will have an awareness of the Academy's Behaviour Policy and approach to bullying on an annual basis.

5. Roles and responsibilities

5.1 The Local Governing Committee

The governors are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. Governors will also monitor:

- suspensions;
- permanent exclusions;
- off-site directions;
- managed moves;
- outcomes for pupils with SEND, pupils with social workers and looked-after children.

5.2 The Headteacher

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

5.3 Staff

Staff are responsible for:

- Creating a safe and calm environment for pupils
- Implementing the behaviour policy consistently
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- 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 the impact of their own behaviour on the school culture and how they can uphold Academy rules and expectations
- Recording behaviour incidents promptly on CPOMS

The Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the Academy's behaviour policy and pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher 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 Academy staff directly, while continuing to work in partnership with the Academy
- Take part in the life of the Academy and its culture

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

6. Pupil code of conduct

Pupils are expected to:

- Uphold our school values of aspiration, confidence, determination, kindness and responsibility
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Adopt strategies that are suggested during restorative conversations to help support improved behaviour choices
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

6.1 Mobile phones

While on the Academy site, children are not permitted to use mobile phones or other smart technology (any devices with the ability to send or receive messages, or to record audio and/or video, such as smart watches) during the school day, including during break and lunchtimes. This supports the Academy in establishing calm, safe and supportive environments conducive to teaching, and keeping children safe in education.

Children are only permitted to bring mobile phones into the Academy with written permission from parents; this is only applicable to children in Years 5 & 6 and is at the discretion of the Headteacher.

Children's mobile phones must be switched off before entering the Academy site and must only be switched back on after children have left the site at the end of the Academy day. Upon arrival, children must hand mobile phones to class teachers, who will keep them in the classroom throughout the day.

Sanctions may be applied if children do not adhere to the rules regarding mobile phone use in the Academy.

7. Rewards and sanctions

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the classroom rules and classroom management strategies
- Develop a positive relationship with pupils with strategies which will include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - High lighting and promoting good behaviour
    - Concluding the day positively and starting the next day a fresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

7.2 Strategies that can be used to support positive behaviour for learning

Each child is different and each class has a different dynamic. Teachers and TAs should use their knowledge of their class and the individual children in their care to choose the most appropriate and effective strategies to meet their children's needs. Some Academy strategies include:

- **Using assumptive language**

Praising pupils for making positive behaviour choices before or as they begin a task. Verbalising the assumption that the children will make a positive choice, so they make the same assumption, i.e. "Thank you for walking down the corridor" or "Well done for lining up quietly and sensibly".

- **Phrasing instructions positively**

Telling the children what you would like them to do rather than what not to do, i.e. "Work quietly on your tables" rather than "Don't talk".

- **Ignoring low level disruptive behaviour**

Ignore pupils making poor behaviour choices and praise and give positive attention to children making good choices, i.e. if some children are talking, praise the children actively listening.

- **Introducing an element of competition**

Challenge children to meet behaviour expectations, i.e. "Which table will be ready with their white boards and pens first? Who is showing me their best listening?"

- **Using public praise but giving private warnings**

If a child is making a good behaviour choice, praise them in front of their peers. If a child needs to be given a warning about their behaviour, do this quietly at their side.

- **Moving around the room**

If a child is not making a positive behaviour choice, move to stand by their side and continue teaching, rather than teaching from the front of the classroom all the time.

- **Using visual prompts**

Use pictorial prompt cards to give non-verbal cues about behaviour expectations rather so that reminders do not need to disrupt the flow of teaching.

- **Rewarding children making positive choices**

Choose children making positive behaviour choices to share their ideas, do jobs within the classroom, line up first, etc. Make it verbally explicit why they are being chosen, i.e. “I am choosing Ahmed to give out the pens because he was showing active listening.”

- **Changing the volume of your voice**

It can be tempting to raise your voice if children are not listening. Drop your voice in volume and depth so that children must be quiet to hear you.

- **Giving the children a movement break**

If children are finding it difficult to listen or they are fidgeting, give them a movement break. There are some useful activities on the Go Noodle website.

- **Changing where a child is sat**

Move a child who is not making positive choices so that they are sat next to a positive role model, or so that they are sat closer to you.

- **Asking children to spot positive behaviour in others**

If a child is not making a positive behaviour choice, ask them to spot children that are behaving in a positive way. Explain that you will be asking who they have spotted in five minutes.

7.3 Classroom Management Signals

To support our children when working with different members of staff, we have adopted three Classroom Management Signals which are used consistently across the Academy.

- Zero noise: the adult places one hand up to gain the attention of the whole class, or group. Classteacher will count down, 3,2,1. Then say hands free, eyes on me, listening.
- Active listening: the adult places a hand behind their ear. Therein, children are reminded to stop, look at the speaker and demonstrate Active Listening.
- 1, 2, 3 Move: the adult lists three short, simple instructions. Children follow these when they hear each number.

Cold-calling is used across the Academy to ensure all classrooms are inclusive, children are actively thinking throughout lessons and as an opportunity for Assessment for Learning. It is the expectation that all children will be ready to share their ideas after discussion with peers, through Think-Pair-Share and Tell-

Your-Partner techniques. Children should usually only raise their hand if a teacher asks for anything further that children would like to share, or if they have a question themselves.

7.4 Promoting Positive Behaviour

To reinforce these positive attitudes teachers will use:

- Verbal praise
- Dojos, which can be used to purchase items in the Discovery Shop
- Stickers
- Phone calls home to parents
- Additional responsibilities or privileges

7.5 Sanctions as a Consequence for Negative Behaviour

If children demonstrate negative behaviour, there will be consequences for their actions.

7.5.1 Responding to Misbehaviour

When a child'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 expectations, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

If a child is demonstrating dysregulated behaviour, this will always be addressed in the first instance. Children will be supported to feel safe, keep others safe and to then regulate their emotions. If behaviour choices before or during the child's dysregulation need addressing, this will follow when they are calm and able to access a restorative conversation. This is outlined in the Discovery CARES (dysregulation) & SHARES (restoration) approach.

If children are exhibiting actions defined as misbehaviour (see section 3), the following steps will be taken:

- Children will be given a verbal warning in the first instance. This should be given quietly on a one-to-one basis.
- If misbehaviour continues, they will be given a 'two-minute consequence' if they are in Key Stage 1 or a 'five-minute consequence' if they are in Key Stage 2. They will miss this amount of time from their next playtime with the member of staff who has issued the consequence.
- If the misbehaviour continues, the child may be given a 'five-minute consequence' if they are in Key Stage 1 or a 'ten-minute consequence' if they are in Key Stage 2. They will miss this amount of time from their next playtime with the member of staff who has issued the consequence.
- If negative behaviour persists after this, they will receive a 'playtime or lunchtime consequence', which will be their entire playtime. This will be spent with a member of SLT. They will also take part in a restorative conversation to reflect on their behaviour choices, the impact of these and strategies to use in the future to make positive behaviour choices. This may also entail taking part in activities to support children's positive behaviour.
- SLT will record 'playtime or lunchtime consequences' on CPOMs as a 'Behaviour Related Log'. The child's teacher should also inform the child's parent or carer of the incident.
- If children are demonstrating dysregulated behaviour, regulation will be the priority before addressing misbehaviour.
- Teachers in the Foundation Stage and Key Stage 1 may choose to give children demonstrating misbehaviour immediate 'thinking time' of between one and ten minutes. The length of the 'thinking time' will be dependent on the nature of the misbehaviour and the age and stage of development of

the child. The child will sit in an allocated quiet space and discuss their behaviour choices after the thinking time is complete. This may involve the Senior Leadership Team.

7.5.2 Responding to Serious Misbehaviour

If a child is exhibiting actions defined as serious misbehaviour, one of the following sanctions will be put in place:

- A 'playtime or lunchtime consequence' as detailed above
- A report card that will be shared with a member of SLT after each lesson
- Removing or separating a child from other individuals or groups of children
- Loss of privileges
- Removing or excluding the child from certain whole school, year group or class activities ● Internal Seclusion
- Fixed-term Suspension
- Permanent Exclusion will be a serious consideration for anyone who contravenes the Behaviour Policy. This may include:
    - physical assault on a pupil or adult
    - possession of weapons (e.g. knives) in the Academy or on the Academy grounds ○ manipulation and/or distribution of photos / images (staff or student)

This is not an exhaustive list.

The sanction given will reflect the nature and circumstances of the incident. The Academy will take account of the nature of the child's disability, vulnerability or SEN and the extent to which they understand and are in control of what they are doing.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any child where the Academy believes an alternative arrangement would be more effective for that particular child, based on their knowledge of that pupil's personal circumstances. Some children, for example, will be considered for one-to-one or small group Thrive sessions with a dedicated Thrive Practitioner. These sessions will support children's SEMH and may, for some children, aim to support them in making positive behaviour choices. The Academy will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

7.5.3 Supporting Children following a Sanction

Following a sanction, all children will be helped to understand how to improve their behaviour and meet the behaviour expectations of the Academy.

Support may include:

• a targeted restorative discussion with the child, following the Discovery SHARES procedure, including: the child explaining what happened and why, the impact of their actions, how they can rectify the situation, strategies to use moving forward and what will happen if behaviour fails to improve. This may also include supporting children to apologise to the relevant person, if appropriate;

• a phone call with parents;

• inquiries into the child's conduct with staff involved in teaching, supporting or supervising the child in school;

• inquiries into circumstances outside of school, including at home, conducted by the Designated Safeguarding Lead or a Deputy; or

• considering whether the child needs support with their wellbeing and mental health through Thrive support or outside agencies.

7.6 Pupils with additional needs or vulnerabilities

- The Academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- A Behaviour Risk Assessment will be completed for these children and they will be shared with their parents or carers.
- It may be necessary to devise a 'special contract' or behaviour support plan, tailor-made for these children, which includes achievable targets and rewards.
- The Academy's special educational needs co-ordinator will 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.

However, on occasions suspension or permanent exclusion may need to be considered. However, before any suspension or permanent exclusion is issued, consideration will be given to:

- whether the behaviour may be linked to an unmet SEND need;
- whether reasonable adjustments have been implemented;
- whether additional support or external agency involvement is required;
- whether an EHCP review should be requested;
- whether the exclusion could result in discrimination under the Equality Act 2010.

7.7 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, or on the bus on the way to or from school. Sanctions may also be applied where a child has misbehaved off-site, at any time, if the misbehaviour:

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

7.8 Reasonable Force

All members of school staff have a legal power to use 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

Force may be used either to control or restrain. This can range from guiding a child to safety by the arm, through to more extreme circumstances such as restraining a child to prevent violence or injury. Key members of school staff have received positive handling training to support them in the use of reasonable force, if necessary.

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 on CPOMS and reported to parents.

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

Procedures
In the event of physical restraint having been used it is important to consider the strategies, which are deemed acceptable, and the recording procedures that should be in place.

Action Steps
- Tell the pupil who is misbehaving to stop and state possible consequences of failure to do so
- Summon another adult
- Continue to communicate with the pupil throughout the incident
- Make it clear that restraint will be removed as soon as it ceases to be necessary ● Appropriate follow-up action should be taken, which may include:
  - Providing medical support
  - Providing respite for those involved

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling behaviour.

Recording
Staff should report all incidents of restraint in accordance with School Policy and report these to the Head Teacher.

Details should include:
- Name of pupil(s)
- Staff member(s) involved
- Factors necessitating physical intervention
- The strategies which were employed prior to using physical intervention
- How physical intervention was affected
- Outcome of restraint
- Any other action taken in the management of the incident

Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded.

8. Suspensions 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.

- The academy follows Government guidance on Suspensions and Permanent Exclusions. We aim to operate within the principles of fairness and natural justice whilst acknowledging the needs of our whole school community.

- Parents/carers have the right to make representation to the Local Governing Committee about Exclusions and the Governors will consider all such representations.

- Permanent Exclusion would always be considered in response to serious breaches of this Behaviour Policy and if allowing the child to remain in the Academy would seriously harm the education or welfare of others in the school.

- Permanent Exclusion will be a serious consideration for anyone who contravenes the Behaviour Policy. This may include:
    - physical assault on a pupil or adult
    - possession of weapons (e.g. knives) in the Academy or on the Academy grounds
    - manipulation and/or distribution of photos / images (staff or student)

This is not an exhaustive list.

Off-site direction

In appropriate circumstances, the Academy may direct a pupil to attend alternative provision off-site to improve behaviour. Such placements will:

- have clear objectives;
- have review arrangements in place;
- involve parents/carers;
- be monitored by the Academy;
- be used as part of a planned intervention rather than a punishment.

Managed Moves

A managed move may be considered as a voluntary and supported transfer to another school as part of a planned intervention to improve outcomes for a pupil.

Managed moves will:

- only occur with the informed agreement of parents/carers and the receiving school;
- not be used as an informal exclusion;
- be properly planned, monitored and reviewed;
- follow the requirements of the School Admissions Code and DfE guidance.

Following any suspension, the Academy will take reasonable steps to facilitate a successful reintegration meeting with parents/carers and the pupil. The purpose of the meeting will be to:

- identify barriers to successful behaviour;
- agree support strategies;
- review any SEND or safeguarding considerations;
- reduce the risk of future suspensions.

9. Separation for Safeguarding Purposes

In exceptional circumstances, the Academy may temporarily prevent a pupil from attending the school site where this is necessary to safeguard other children or staff, for example while investigating an allegation of serious harm.

This is not a suspension or permanent exclusion and must not be used as a disciplinary sanction.

The Headteacher will:

- inform parents/carers of the reasons for the separation;
- notify the Governing Committee without delay;
- ensure the arrangement is kept under regular review;
- ensure appropriate education is arranged where required;
- ensure reintegration arrangements are planned as soon as it is safe to do so.

Separation will only be used where no reasonable alternative arrangement exists.

10. Searches and Confiscation

The Headteacher 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. In such instances, the guidance set out in the DFE document *Searches, Screening and Confiscation: Advice for schools* will be followed.

11. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Training

- Staff are provided with training about managing behaviour as part of their induction.
- Key members of staff will receive annual training on positive handling.
- Behaviour management also forms part of continuing professional development for all staff who support children during the school day.
- All staff can discuss behaviour management with any member of SLT and they can seek advice and support in managing the behaviour of individuals and groups.

13. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents
- Bullying
- Prevent
- Racism and homophobia
- Attendance, permanent exclusions and suspensions

- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Senior Leadership Team and reported to governors termly.

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

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

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

This behaviour policy will be reviewed by the Headteacher and Local Governing Committee every year. At each review, the policy will be approved by the Headteacher.