# Clee Hill Community Academy
# Behaviour Policy

| | |
|---|---|
| Author | Ceri Little: Headteacher |
| Review cycle | Annually |
| Date approved | October 2024 |
| Approved by | Local Governing Board |
| Next review date | October 2025 |

## Purpose

*"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally."* Behaviour in schools 2024

The Shropshire Gateway Educational Trust's behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across its schools. Good behaviour and self-discipline lead to effective learning and helps prepare children and young people for life beyond the school gate. This policy outlines the high behavioural standards the Trust expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the:

- Shropshire Gateway Educational Trust's exclusions and suspensions policy
- Shropshire Gateway Educational Trust's behaviour policy
- Clee Hill Community Academy's Antibullying policy
- Clee Hill Community Academy's SEND Policy
- Clee Hill Community Academy's Safeguarding and Child protection policy,

all of which can be found on the Trust's website or School's websites. This policy has been written taking into account the Behaviour in schools guidance.

It is a primary aim of our school that every member of the school 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 school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, in line with the SGET rules, 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 school community in aiming to allow everyone to work together in an effective and considerate way.

## Aims and Objectives

At Clee Hill Community Academy, we are a 'Growth Mindset school' who believe in the importance of a strong, positive working relationships allowing everyone to achieve their potential.

a) the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
b) school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
c) measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
d) pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
e) all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
f) any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

## Home/ School Links

Our school believes that developing a close working relationship between home and school enables a more consistent approach towards behaviour. Some parents may wish for advice from staff regarding support with behaviour at home but also staff may seek advice from parents regarding strategies which have worked well for their child. The school also encourages parents to raise concerns at the earliest possible point in time, allowing the school the opportunity to resolve any issues before they escalate.

## Behaviour and Safeguarding

All staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE). KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. We take a whole-school approach to behaviour and safeguarding and this behaviour policy should be read alongside the school's Safeguarding Policy. Where circumstances arise that endanger the safety of a pupil or staff member, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

## At Clee Hill Community Academy, we encourage good behaviour by:

- Making clear our expectations. Regular focus on behaviour in assembly demonstrates clear expectations across the school from low level (opening doors for adults, saying please and thank you etc.) to higher levels (anti-bullying/ respect towards peers and staff)
- Helping pupils take responsibility for their own actions and behaviour both in the school and the local community. We talk about 'Clee Hill Community Academy' behaviour when pupils demonstrate exceptionally good behaviour towards others.
- Praising good behaviour both privately and publicly in celebration assemblies.
- 'Spotted Being Fantastics' – These are part of the school behaviour policy to encourage pupils to demonstrate good behaviour. Ten SBFs can be swapped for an 'Afternoon Tea' with the Headteacher

- Providing time and resources to support groups and individuals to help to overcome barriers to learning. Failure is seen as part of the process of learning and dealing with failure is a key focus in Growth Mindset Assemblies.
- Assisting children to recognising their feelings and to support children in developing strategies i.e. calming down/problem solving etc., and share these with relevant staff.
- Training staff, when relevant, in diffusing unacceptable behaviour e.g. Positive Handling Training . CPI
- Pupils are praised through positive comments, dojo points (interactively shared with parents), praise certificates, writing rockets and 'spotted being fantastics'. There is a celebration certificate assembly weekly.

## Teamwork makes the dream work

At Clee Hill Community Academy we value the opinion of others and encourage everyone to have a voice. The school has a school council which worked alongside the Senior Leadership team to make improvements to the school. With a Smart School Council model every child has a voice and makes decisions on a weekly basis. Pupil questionnaires are completed annually by KS2 pupils, then analysed and evaluated by the headteacher to continually look for ways in which the school can improve.

How we talk to children affects our relationship with them. Both adults and children are encouraged to consider their tone, volume and timing when speaking to others. Positive, constructive conversations ensure that children are aware of any wrong doings and are able to talk through ways in which this can be improved next time.

Children are encouraged to take responsibility for their behaviour and the care of others. Older pupils are encouraged to be 'ambassadors to the school' by supporting staff in the day to day running of the school. This may include being a playtime buddy, encouraging pupils to follow school rules, supporting assemblies, helping lunchtime supervisors etc.

## Sanctions

If children persist in disrupting their learning and that of others, through regular low-level disruption, staff should follow the traffic light system (see Appendix 1). These need to be age appropriate as Clee Hill Community Academy caters for pupils ages 2-11. Sanctions can be given by all paid staff including teaching assistants and dinner supervisors however this information will be shared and agreed with class teachers at the nearest possible opportunity. Staff must be firm but fair. Specific behaviour needs to be targeted, privately not publicly. Behaviour rather than the person needs to be addressed and there needs to be follow up.

The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The schools use a range of sanctions in response to incidents of poor behaviour. These sanctions include:

- verbal reprimand;
- requiring a written apology;
- missing break time;
- extra work or repeating unsatisfactory work until it meets the required standard;
- school-based community service or imposition of a task – such as picking up litter, weeding academy grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;
- internal exclusion;

- detention including during lunch time and after normal academy hours;
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring;
- removal from a class or groups;
- education off-site for a designated period;
- suspension or permanent exclusion.

Trust staff aim to work in cooperation with parents to understand the reasons behind their child’s behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the academy and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.

The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding students’ behaviour when necessary. When a high-level sanction is imposed e.g. for repeated unacceptable behaviour, suspension, exclusion etc. parents will be informed in writing.

The school encourage restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school’s safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.

Under no circumstances will illegal or inappropriate items be tolerated in the academy, and all pupils will respect and look after the academy premises and environment. See the Shropshire Gateway Educational Trust Behaviour Policy for more details. https://www.sget.org.uk/policies

Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

During the period of removal, the pupil will receive continual, supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply. Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Detentions can be issued by any member of teaching or support staff. Staff will only issue detentions outside of school hours when it is reasonable after having considered whether:

- the detention may put the pupil at increased risk or compromise their safety;
- the pupil has known caring responsibilities or religious requirements;
- the detention timing conflicts with a medical appointment;
- parents ought to be informed of the detention; and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil, disregarding any inconvenience for the parent.

Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the Trust's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

## Behaviour Logs

- If the school or parents have concerns about an ongoing behaviour issues, a log of behaviour for individuals may be used to record and monitor incidents.
- A behaviour log may also be used for pupils who require additional support in managing their behaviour with clear expectation and sanctions.
- Any pupils who require a behaviour log (where all episodes of unacceptable behaviour are recorded) will be shared with Headteacher to monitor patterns of behaviour. Lower level behaviour may also be recorded to monitor a build-up of incidents
- The Headteacher will always be informed of an incident that contains bullying, sexualised language/ behaviour, homophobic language/ behaviour and racist language/ behaviour (protected characterises).
- Serious incidents are recorded in the bound and numbered book (held in the Headteacher's office/ Health & safety cabinet)
- Behaviour logs are monitored at least termly by the headteacher. Any trends or behaviour patterns are addressed promptly.
- A report of monitoring of behaviour will be included in the Headteacher's report to the Governing Body.
- Lunchtime organisers will follow guidelines within the behaviour policy, notes will be made in a lunchtime book.
- Incidents of a serious nature will be reported immediately to a member of staff available at lunchtime (Headteacher/deputy/senior member of staff).

## Child on child abuse

Clee Hill Community Academy Anti bullying policy has clear guidance on how the school respond to all incidents of bullying, including child on child abuse.
http://chcacademy.co.uk/policies

## Vulnerable children/ SEND pupils

Clee Hill Community Academy is dedicated in helping to raise the educational standards and improving the life chances of looked after children, and in tackling the causes of social exclusion - through careful planning, monitoring and evaluation. At Clee Hill Community Academy we aim to be a place where they feel safe and can be themselves. (See LAC and PLAC for more details). The school recognises that some

pupils require a more sensitive and differentiated approach. This is embedded in the whole ethos of the school.

In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective school will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the respective school on the facts of the situation.

An Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the School's special educational needs policy/ SEN Information Report for more information.

The respective school will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

## Leadership and management

Clee Hill Community Academy has clear roles within its leadership and management to ensure that pupils remain safe. Designated safeguard leads and deputy designated safeguard leads have job descriptions which reflect their role. All safeguarding matters follow the school's safeguarding policy.

The Shropshire Gateway Educational Trust Behaviour Policy (section 3), shows the roles and responsibilities of leadership and management.

https://www.sget.org.uk/policies

At Clee Hill Community Academy, our leadership roles include:

- Designated safeguard lead/ headteacher – Ceri Little
- Deputy Designated safeguard lead – Donna Richardson, Marie Breakwell, Jess Evans
- Assistant head teacher – Donna Richardson
- Safeguarding governor – Mary Bland
- Chair of Governors – Mark Beale

## Staff induction, development and support

Clee Hill Community Academy includes reviewing the behaviour policy as part of all staff inductions alongside safeguarding and other key policies. Staff are supported with their routines, responses and relationships by their line mangers and support is in place to enable behaviour management to be proactive rather than reactive.

## Pupil transition

Clee Hill Community Academy works closely with local Secondary Schools and Early Year's Providers to ensure a successful transition process. Information sharing ensures that pupils with behavioural difficulties have a positive transition both entering and leaving the school. Children with Special Educational Needs or behavioural difficulties will be offered an additional transition process, which will be organised by the school SENDCO, Miss Sian Pugh and the link secondary SENDCO.

## Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances/drugs. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances/drugs into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

## Cyber Bullying and Sexual Exploitation.

It is the policy of this school that no child should be subjected to cyber bullying or that of sexual exploitation. It is forbidden for any child to bring onto the school premises mobile phones, tablets or other such devices. (See acceptable Use Policy). Mobile phones can be left in the school office and collected by pupils at the end of the day.

## Use of reasonable force

The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

This power extends to times when staff are lawfully in charge of pupils but are off the academy premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

All incidents where pupils need to be held to help them to calm down will be recorded, any Individual Behaviour Plan or Individual Provision Maps reviewed and parents will be informed as a matter of course. Clee Hill Community Academy follow the strategies of CPI training (crisis prevention) which focuses on de-escalation and conflict training. A personal handling plan (Appendix 3) or a safety and support plan may be put in place for any pupil who is at risk (Appendix 5).

## Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. This policy includes the conduct of pupils outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

## Behaviour Interventions

Clee Hill Community Academy monitors behaviour regularly as part of day-to-day practice. The Headteacher/ DSL and deputy DSLs aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour. Clee Hill Community Academy uses 'My Concerns' to monitor trends and patterns. This will be reviewed alongside other information sharing such as attendance, pupil/ parent questionnaires, exclusion data etc.

Interventions to prevent pupils persistently misbehaving include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour charts or longer-term behaviour plans;
- pupil support units and

• engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. Where the school has serious concerns about a pupil's behaviour, we consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

## Pupil support units

A pupil support unit is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this unit can be two-fold:

a) as a planned intervention for behavioural or pastoral reasons

b) as a final preventative measure to support pupils at risk of exclusion.

In both circumstances, the underlying ambition should be to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. Clee Hill Community Academy use the Shropshire Education Access Service for advice and support.

## Reintegration

The main aim for pupils removed from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension is to reintegrate back into class as soon as a pupil has met the expected standards of behaviour. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies.

## Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. Staff understand the importance of challenging all inappropriate language and behaviour between pupils.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour. It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

## Behaviour incidents online

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate

online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, they should follow the guidance below on suspected criminal behaviour. When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people

## Mobile phones

The school policy is that school is a mobile phone-free environment by prohibiting the use of mobile phones and other smart technology.

## Monitoring and review

The headteacher and staff of Clee Hill Community Academy monitor the effectiveness of this policy on an annual basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school 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.

This policy is made available to parents via the school website and referred in school newsletters/ school communication apps.

## Appendix 1: Traffic light System for behaviour

This is not intended as a behaviour system for pupils but more as a source of information for staff and parents. Senior leaders do not expect to see traffic light behaviour charts in classrooms and children do not need know that they are on 'green' or 'orange'. Instead they will be made aware that their behaviour is of concern (this will vary according to the child's age) from the pupil discussions with class teachers, senior leaders and headteachers.

### Green: Class Teacher

Our aim is to enable all children to learn to the best of their ability and not allow low level disruption to prevent this. According to the 'Below the Radar' report published by OFSTED, low level disruption may include:

- Swinging on a chair
- Repeatedly tapping pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the 'flow' of the lesson

If there are ongoing concerns they should phone parents or seek advice from the senior member of staff supporting their year group. Any pupils who show ongoing behaviour issues/ behaviour patterns will be shared with Headteacher.

Sanctions may include:

- Verbal or visual warning
- Moving to a table away from the other children in the class
- Distraction/ diffusion techniques may be used: ie praise and reward the children who are displaying the behaviour required, rather than focussing on the bad behaviour exhibited
- Time out: followed by an opportunity to talk through behaviour and consider future changes
- Part of playtime/lunchtime to be missed or child removed to partner class.
- Parents may be informed of concerns through class dojo/ verbally/ phone call/ parents' meeting etc.

Members of staff requiring training or development for behaviour management will be supported by Senior Staff to improve their practice as part of performance management.

### Orange: Class teacher/ Senior Leader

Intervention from a senior leader or headteacher. Any pupils who show ongoing behaviour issues/ behaviour patterns will be shared with Headteacher (My Concerns).

Sanctions may include:

- A repeat of sanctions from the 'green' section but brought to the attention of the headteacher
- Time spent outside of class with a senior leader/ Headteacher
- Child's parents telephoned/ a letter sent home
- Regular meetings with pupil/ class teacher to review behaviour

### Red: Headteacher

For children causing a repeated concern or a serious incident, senior Leaders/ headteacher will help plan a behaviour strategy, consider triggers for behaviour, support with meetings with parents or help plan a

support structure. This will be for children who are a serious concern, where exclusions are being considered or repeated incidents.

In our view, a 'serious incident' is defined as one of the following:

- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to co-operate with a member of staff
- Running away/ leaving the school site
- Rudeness or insolence to a member of staff
- Deliberate damage to property
- Sexual harassment
- Bullying

Sanctions may include:

- A behaviour report system may be put in place at this stage (see appendix 2)
- Meeting with parents/carers
- Formal recording of behaviour for a Temporary exclusion
- Referral for external behavioural support
- Permanent exclusion

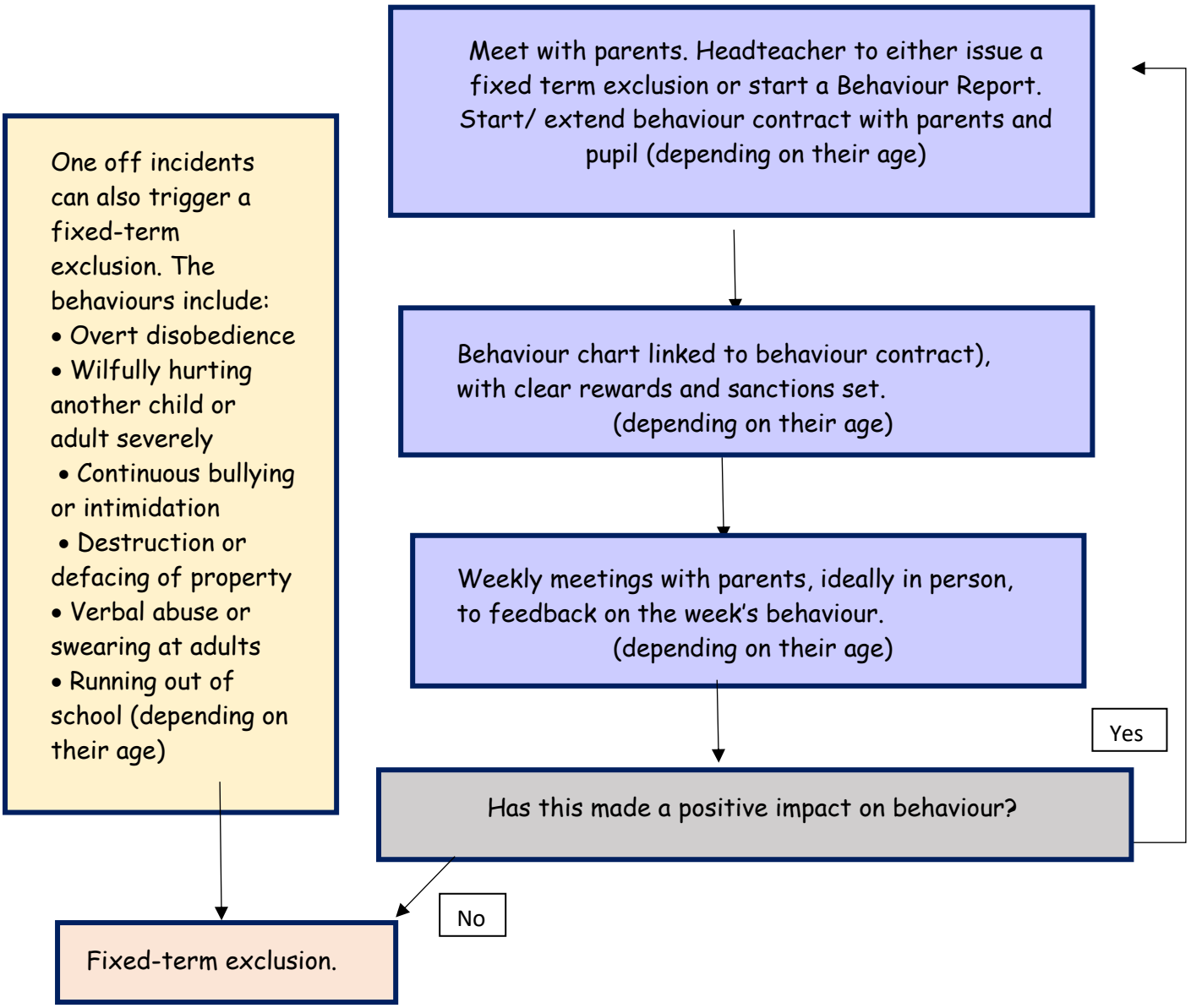
**Removal from a situation and use of Positive Handling**

Some pupils may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff. They should ensure they do not model aggressive behaviour. Rather such behaviour should be discouraged in a calm and well-measured style. The basic school rules and generic behaviour system should reduce the possibility of major issues occurring.

Very occasionally there are children in school who have serious behavioural issues or emotional distress that results in them being removed from a dangerous or potentially dangerous situation. The first step should always be for staff to try to defuse the situation, however, if this isn't possible then the child may need to be removed. Where possible the member of staff doing this should be a senior member of staff with Team Teach/MAPPA / CPI training. If there is a danger to other pupils it may not be possible to arrange this and staff have a responsibility to intervene if any child may be put at risk.
Removal should always be a last resort and any physical intervention should be proportional and appropriate. Following any incident this will need to be recorded in the bound and numbered book of Serious Incident Forms and parents informed.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
If a child requires regular physical intervention then a Personal Handling Plan (see Appendix 4) should be written with the parent and child. This allows for full consideration to be given to individual circumstances and to plan ahead as far as possible to minimise risks. It should be shared with all relevant staff and available for anyone covering the class.

**Appendix 2 Behaviour Report system**

If there are repeated concerns about a child's behaviour then a Behaviour Report System should be recorded and this needs to be placed in the year group folder for behaviour forms, so that they can be monitored and reported to governors.




**Exclusions**

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

When considering exclusion the Headteacher and Governing Body will use

'Exclusion from maintained schools, Academies and pupil referral units in England' document and complete an exclusions form provided by Shropshire county Council

https://www.gov.uk/government/publications/school-exclusion

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion.

When the head teacher excludes a child they must, without delay, notify parents of the period of the exclusion and the reasons for it. They must also, without delay, provide parents with the following information in writing:

• the reasons for the exclusion;
• the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
• parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
• how any representations should be made; and
• where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting,

At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Permanent exclusion will be considered in the following cases:

· in response to persistent breaches of the school's behaviour policy.

· allowing the child to remain in school would seriously harm the education and welfare of the pupil, other children and staff.

· a one off extremely serious incident, such as assaulting a member of staff.

**The role of the governing body**

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. 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 LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

**Personal Handling Plan (Appendix 3)**

| Name | Date of birth | Date: |
|---|---|---|
| Setting: Clee Hill Community Academy | | |
| Triggers/behaviour/situations likely to result in physical intervention<br>*What is the behaviour like? When does it occur? Where do it occur?* | | |

| Strategies to be used where possible before intervention *(tick strategies which may be appropriate)* | | | | | |
|---|---|---|---|---|---|
| Chill out time | | Distraction | | State alternative/ consequences | |
| Give space | | Reassure/ success reminder | | Other staff intervene | |
| Talk calmly | | Give a count | | Planned ignoring | |
| Verbal advice/ support | | Negotiation | | Humour | |
| Praise partial compliance | | Repeat request | | Remove stimulus | |

| Other strategies | | |
|---|---|---|
| Preferred handling strategies to be used | | |
| Friendly hold/ arm around the shoulder | | |
| Single wrap | Arms crossed | |
| Single wrap (sitting) | Either stood behind or next to | |
| Double wrap (sitted) | Sandwiched between and arms crossed over | |
| Double wrap (stood/ walking) | Sandwiched between and arms crossed over | |
| Full wrap (floor)<br>Limited time of 2 2 minutes before releasing if safe, calm talking during wrap. | Arms crossed and leg/body used to prevent kicking. | |
| Debrief process following an incident: | | |
| Signature<br>Parent<br>Child (where appropriate<br>Teacher<br>Headteacher | | |

**Appendix 4 – SGET behaviour policy rules**

| Rights | Responsibilities |
|---|---|
| To feel safe both in and out of the classroom | Have regard for your own safety and that of others and care for school equipment/ resources/ environment |
| To learn, free from the disruption of others | Be prepared to engage in class and be involved with learning |
| Be valued and have good work recognised and rewarded | Accept and learn from any sanctions that you receive |
| To receive help and support where requested | Follow staff instructions and seek help when needed |
| To be listened to and respected | Respect yourself, other people and their belongings |
| To be treated fairly | Be self-disciplined and follow the school rules set out below |
| To be treated as an individual | Inform a member of staff when this policy has been breached by yourself or another pupil |

**Appendix 5**

# Shropshire Gateway Educational Trust – safety and support plan

Name of child

Signature ……

Date

Name of staff helping me to develop my plan

Signature……

My circle of support (The people who are important to me, my friends and the people who help and support me)

……

……

……

Primary Preventive Interventions (Getting the right fit between my needs and my support)

What strengths, gifts and qualities do I bring? *(Getting to know me)*

……

……

……

What is important to me? What works for me? *(What matters most to me right now and in the immediate future: What makes for a good day; what keeps me safe and well; what keeps me active; engaged and stimulated)*

……

……

……

What does good care and support look like for me? *(Identify the 'best fit' in terms of the care and support I need to minimise the impact of Precipitating Factors; considering any previous traumatic events, so that the support provided is trauma - sensitive)*

……

……

……

……

Precipitating Factors/ Triggers/ Background Factors (*Internal and external factors which trigger or accelerate my risk or crisis behaviour)*

My Precipitating factors/ Triggers *(My flash points, trigger, and common conflicts that cause my behaviour to escalate)*

……

……

……

……

……

……

……

……

| Secondary Preventive Interventions *(what helps me to manage my triggers; what decelerates and de-escalates my risk or crisis behaviour)* | |
|---|---|
| Anxiety Level<br>*(My known observable behaviours)* | Supportive Approaches<br>*(My calming and support strategies)* |
| Defensive Levels<br>*(My known observable behaviours)* | Directive Approaches<br>*(My calming and support strategies)* |

Risk or Crisis Behaviour

(Crisis behaviour which is likely to cause harm to self or other)

Risk Behaviour Level

My risk behaviours are:

……

……

……

The level of risk to myself and/or others is:

……

……

……

My preferred strategies to minimise harm are:

……

……

……

Any necessary restrictive interventions staff may need to include:

……

……

……

To minimise trauma and distress  when using restrictive intervention, staff should:

……

……

……