

Behaviour Policy

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V2	TM, KF, MG	May 2023	Generally aligned the policy to Aldridge Education. Expanded sanctions section, added further detail to searches – including further guidance and searches recording form and confirmed reporting process for this, added a section on strip searching which provides guidance. Added covert filming and recording to mobile phones, included restraint recording form and confirmed reporting process for this. Reviewed with Academy Principals Feb 24		
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Introduction

Aldridge Education (a Multi Academy Trust) is committed to providing an environment where everyone can feel safe, happy, accepted and included. It is important that an orderly framework should exist within which effective teaching and learning can take place. We recognise that positive behaviour is a pre-condition for effective learning and, therefore, promote behaviour improvement strategies as a means of improving learning and teaching.

We recognise and celebrate effort and success, so that all learners feel valued. We teach learners to take responsibility for their own actions and to accept the consequences of their choices. We adopt a zero-tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

The academy holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

This policy applies to all members of the Aldridge Education community, including support staff, teachers and leadership in all academies, local governors, volunteers, learners, visitors and staff directly employed within the Aldridge national team.

Legislation and guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units
- Use of reasonable force in schools
- Supporting learners with medical conditions at school
- KCSiE
- DfE non statutory guidance: Mobile Phones in Schools

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 an academy's duty to safeguard and promote the welfare of children; paragraph 9 requires the academy to have a written behaviour policy and paragraph 10 requires the academy to have an anti-bullying strategy.*

Aims

- to encourage good behaviour and respect for others within and outside of the academy
- to promote self-discipline and proper regard for authority among learners
- to state what is expected of learners
- to ensure parents and carers, learners, staff, visitors and volunteers understand what is expected of them
- to provide guidance on possible rewards and sanctions to ensure they applied consistently
- to ensure that staff are seen to be fair and consistent.
- To involve students, parent/carer(s), staff and governors in the creation and implementation of a consistent approach to behaviour management and improving behaviour.
- To recognise, reward and celebrate good behaviour.
- To marginalise poor behaviour by promoting good behaviour.
- To be seen as being fair and consistent in behaviour management by students, parent/carer(s) and staff.

Who was consulted?

Aldridge Education Trust worked with their academy senior leadership teams and staff to agree what constitutes good behaviour, and to develop this policy in consultation with parents, learners, and staff so that it ensures equality for all. All learners are consulted periodically on the rules, rewards, and sanctions.

Scope and publication

This policy is publicised to all parents, learners, and staff in writing at least once a year. The policy is also provided through the academy website and on request. This policy can be made available in large print or other accessible formats if required.

The academy rules (Academy Specific) can be found at **Appendix A** of this policy, and learners are made aware of them. They are also available on the academy website, and on request.

The tariff of Rewards and Sanctions (Academy Specific), can be found at **Appendix B** of this policy, and learners are made aware of them. They are also available on the academy website, and on request.

The behaviour alert system is in place for staff to seek support for learners who are not adhering to the core behaviour expectations of the classroom and/or academy. Bromcom is the system used to record all behaviour related events. Categorisation of these events will be in four distinct sections which have a graduated response depending on the severity of the behaviour incident. The process for this can be found in **Appendix F** of this policy.

Roles and Responsibilities

All adults are responsible for promoting good behaviour and managing behaviour around the academy.

Chief Executive Officer

The Chief Executive Officer will approve the behaviour policy and hold the Principal to account for its implementation.

The Principal

The Principal:

- is responsible for reviewing and approving this behaviour policy and implementing it in the academy.
- will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- will report termly on “behaviour” and “anti-bullying” and “incidents of racism” to the Trust.
- will ensure that there is a tariff system in place which identifies the behaviours that will warrant a sanction. This is to be communicated to all staff.

The Senior Leadership Team

The Senior Leadership Team:

- Will support staff in responding to behaviour incidents.
- Collate and analyse data collected on behaviour events positive and negative, search for patterns, implement support where needed and fix gaps that arise
- Will identify and implement a rewards system which is equitable in its approach and allows for all learners to be recognised
- Will identify learners within the 15% and 5% and ensure that all routines are differentiated and scaffolded to accommodate these learners needs. 80/15/5 is an inclusive practice approach that requires staff to modify and adapt routines, systems and processes for some of our learners so that they are able to have their individual needs met
- the significant **majority** of learners are willing and happy to engage in positive behaviour for learning: they

meet behaviour standards consistently and reliably (80%)

- a **minority** struggle to consistently meet behavioural expectations but, when supported and challenged (through consistent use of the behaviour system, among other things), they are able to meet the standard (15%)
- an even **smaller minority** may significantly struggle to meet the behavioural standards and, in some cases, conventional use of the behaviour system can exacerbate the issue. They might need something completely different to the rest of the school. (5%)
- Will monitor all bullying incidents half termly in order to identify patterns, both in relation to individual learners and across the academy as a whole and extending to considering detail related to both victims and perpetrators.

Academy Staff and Agency Staff

Staff are responsible for:

- engaging in training and professional development that supports them to understand and apply the behaviour policy
- implementing the behaviour policy consistently
- modelling positive behaviour
- providing a personalised approach to the specific behavioural needs of some learners
- using the behaviour alert system
- recording behaviour incidents (see Appendix C)
- Striving to ensure that no one becomes a victim of bullying and to report any suspected incidences of bullying behaviour. All members of the academy community will comply with this and maintain an inclusive, kind academy culture with positive attitudes towards all members of our community.

Parents

Parents are expected to:

- support their child in adhering to the academy rules (Academy Specific) and this policy
- inform the academy of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly.

Academy Rules

These link explicitly with our academy values:

The Academy seeks to develop a passion for learning and an enterprising spirit amongst its students and staff, and amongst members of the local community. In addition, it seeks to create, develop and maintain an education that focuses emphatically on providing opportunities for success for all, recognising and celebrating the achievements of everyone in all aspects of life at the Academy.

The academy specific rules and expectations can be found in **Appendix A**.

Conduct

Learners are expected to be polite and show consideration towards each other, academy staff and others.

Learners are required to assist the academy with tackling bullying and to follow the academy's Anti-bullying Strategy. Learners, whether in or out of academy, are expected to follow and demonstrate the Aldridge Norms and to adhere to the following statements:

- We never give up
- We will use kind hands and words
- We will try our best
- We will follow our hopes and dreams
- We will tell the truth
- We look after our world
- We will look after our community
- We are honest
- We will listen
- We are kind
- We will make the world a better place
- We will be a good friend
- We aim high
- We will be the best we can be
- We will work hard

Learners are required to observe the following basic rules in the classroom:

- Engage with the learning tasks as set by the teacher
- be considerate of others in the classroom and ensure that learning is not disrupted
- listen to others when they are talking
- put their hand up to speak unless directed otherwise by the teacher
- take pride in their work through effort with presentation, using resources respectfully and trying their best.

Behaviour management

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 learners to be engaged and actively participate in the learning.
- promote good behaviour in the classroom
- develop a positive relationship with learners, which may include:
 - greeting learners in the morning/at the start of lessons
 - communicating expectations of behaviour in ways other than verbally highlighting and promoting good behaviour
 - concluding the day positively and starting the next day afresh
 - having a plan for dealing with low-level disruption
 - using positive reinforcement.
 -

Our Behaviour Curriculum:

The management of behaviour is based on the language of:

- CHOICES
- CHANCES
- CONSEQUENCES

We believe that children who feel safe, respected and supported can learn more effectively and that all children deserve the opportunity to learn without disruption (Right Respecting Schools Award). Setting high expectations, praise and rewarding are key to improving and sustaining high standards of behaviour.

The implementation of rewards and sanctions will be fair and proportionate, with flexibility for individuals (who require specific support plans for behaviour). We will ensure that all behaviour

strategies and systems will be clear and transparent for parents and children. Regular communication with parents and carers is essential in improving and ensuring good behaviour. We value the views of children and parents, and every effort will be made to see their perspectives. In our definition of behaviour, we include the behaviours for learning which we expect children to demonstrate, e.g., staying on task, trying their best in all activities, undertaking homework, working both independently and collaboratively when required). Behaviour of groups and individuals is reviewed regularly to identify patterns and trends, so that action can be taken to prevent issues and support pupils.

All movement in and around school should be purposeful. All staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards). Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions). Children observed behaving appropriately, politely and considerately, e.g., holding doors, lining up quietly etc, should be thanked and praised with positive narration.

Low-level disruption

Low-level disruption and the use of offensive language, despite being different to bullying and not necessarily specifically targeted to an individual or group, can have a significant impact on some. If left unchallenged or dismissed as banter or horseplay it can become established and accepted behaviour and may influence the extent to which anyone affected by this may also feel able to report experiences of targeted bullying behaviour. Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

Learner support

The academy recognises its legal duty under the Equality Act 2010 to prevent learners 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 learner.

The academy understands that disruptive behaviour can be an indication of unmet needs. The academy's Special Educational Needs Coordinator will evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where a learner is at risk of behaviour related sanctions or there are concerns regarding behaviours exhibited, potential suspension or exclusion, the Principal, working with the Special Educational Needs Coordinator, will work with other members of staff to ensure the academy is doing all that is possible to support a learner's needs including contact with external agencies.

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

When acute needs are identified in a learner, 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.

Learner support systems

We have the following learner support systems in place at this academy:

- Breakfast Club
- Reasonable adjustments
- Team Teach strategies

Rewards and sanctions

We expect our learners to be ready for school and learning at all times and we encourage behaviours that demonstrate and align with the Aldridge Attributes namely, problem solving, creativity, determination, risk taking, passion and teamwork.

Behaviour is a choice, and the school provides students with the guidance they need to learn how to make positive choices. Setting and maintaining high expectations is something we believe must be taught and re-taught, consistently and fairly, and which must be revisited each and every lesson, encouraging students to learn the behaviours expected of them and develop good habits for learning.

A 'Good to be Green' system is used to promote positive behaviour and it is displayed in each class with children's names on cards.

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code. The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to always promote a positive message regarding behaviour management- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says -'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day this is recorded as a successful achievement for the child.

If, during the day, in lessons, or at break times, a child must be warned of inappropriate behaviour, or has broken a school rule, then a Yellow Warning Cards will be displayed over the top of the Green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is already on a Yellow Warning Card, and they must be told again of inappropriate behaviour, then there are consequences. A yellow card would equate, for example, to 5 minutes off playtime.

Sometimes, just the threat of moving a child onto a Red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child's Yellow Warning Card will be moved to the back of the pocket and the Red Consequence Card will be displayed, which would then have a consequence of loss of playtime of lunchtime. A child who has received three red cards in a half term would be a cause for concern, and parents would be notified. This will be logged on CPOMS and actions taken by class teacher/SLT.

Equally, pupils will often display behaviours where they go out of their way to be friendly, welcoming or helpful. Pupils also can be rewarded for very good behaviour by being awarded a 'Good to be Gold Award' and above and beyond this the weekly 'Principal Award'. The children awarded gold cards will also be added into the weekly book draw to win a book of their choice. There are a wide range of school initiatives and programmes which reward appropriate/ good behaviour, these include class rewards, activity sessions and special reward days.

The system allows for the following:

- A consistent approach that can be used by all adults working in school.
- Whole class and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- Teaching of specific behaviours and routines.

Card Colour	What behaviour looks like	Our Response
GOLD 	Exceptional achievement (work, play, behaviour) Being kind and considerate Being very polite and well mannered	Explain the reason for the move to the rest of the class. Be congratulated by their class. Visit another class, Key Stage Leader or Principal with their work or to explain their good behaviour. May receive a sticker. Children wearing stickers will be congratulated by other members of staff in and around school.
GREEN 	Children making the right choices, following our school rules.	CHOICES. Everyone begins the day on Green - new day, new start! Children are praised for making the right choices. If an undesirable low-level behaviour is identified with a child. Give the child a 'Stop and Think' card to make the right choice to 'Stay on the Green' (improve this behaviour).
WARNING 	Unkind words /hands or feet (low level inappropriate language). Not listening / disrupting. Not on task /not trying best. Not showing good sitting - fidgeting, disrupting others. Not showing good turn taking shouting out, snatching.	CHANCES: following on from being given a choice (warning) if the behaviour does not improve the child will be given a chance – this chance will be stated by the adult – indicating what the consequences will be. Children who move into ORANGE will: - Must explain the reason for their move to ensure they know what was wrong with their choice of behaviour, when appropriate. - Have a CHANCE to acknowledge their behaviour and make positives steps (restorative approaches) to put this right. Move back to GREEN. - Use the school rules positively.
CONSEQUENCE 	Physical violence. Racism and other form of oppressive behaviour. Extreme insults/name calling and offensive comments. Swearing	CONSEQUENCES: - Take 'time out' (age appropriate) to calm down and reflect on their actions – this may be in partner year group class. - Miss playtime / lunchtime (age appropriate) - Be sent to Key Stage Lead or Principal (to explain) - Behaviour logged on CPOMS. - Class Teacher speak to the parent with the child, for the child to explain the behaviour, where appropriate - Parents invited in, as appropriate.

In the use of consequences, pupils learn from experience to expect fair and consistently applied sanctions which are proportionate. Consequences are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances (including reasonable adaptations for identified pupils).

If, in exceptional circumstances, a child needs to be removed from class, the Principal should be sent for. If unavailable, one of the Assistant Principal's or most senior staff member available should be called.

Our 'Restraint and Physical Contact Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded on CPOMS are parents are formally informed of any positive handling.

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 school 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. For more information on this please refer to the Restraint and Physical Contact Policy.

The Purpose of Consequences:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCO and support agencies.
- We try to avoid exclusions (fixed term or permanent) unless it is necessary because behaviour is dangerous or incidents are repeated, despite warnings and intervention.

When consequences are applied, children should be helped to understand why what they have done is not acceptable. Children should be familiar with our procedures and know what will happen next if they refuse the consequence or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable consequence given the behaviour displayed. Depending on the nature of the offence this may include immediate, permanent exclusion (please see exclusions policy).

Rewards

We believe that rewards can be more effective than punishment in motivating learners. Positive behaviour management may be defined as the strategies the academy employs to promote a well ordered, purposeful academy community. These strategies underpin the Behaviour Policy. It is the academy policy to recognise, acknowledge and reward individual achievements by learners.

We will reward children who are exhibiting behaviour that links closely to our academy values. The following are examples of areas considered to be worthy of individual recognition:

- Consistently improved standards of work – (Determination)
- Behaving with integrity – (Responsibility)
- Showing kindness to others or being helpful, above expectations – (Empathy)
- Good or outstanding pieces of work – (Aspiration)
- Service to the academy or local community – (Make a difference)
- Outstanding effort or achievement in extra-curricular activities.

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationships between teachers and learners. We may reward learners in the following ways:

- verbal praise by staff
- approving signs/acknowledgments
- team points
- sent to another teacher or Principal to show off their work/good deed
- Principal award stickers
- certificate (Celebration Assembly)
- gold star/stamp
- postcards of praise
- on the spot rewards
- star of the week
- rewards day

Sanctions

The academy understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual learner needs in determining the appropriate use of such sanctions, including the learner's age, any special educational needs or disability and any religious requirements affecting the learner.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The academy has a range of disciplinary sanctions that may be implemented as appropriate, and these are set out in full at **Appendix B** (Academy Specific) of this policy.

Sanctions may include:

- verbal warning
- all incidents are followed up with a restorative conversation centred on the impact of that behaviour on themselves (their learning) and/or on others (people or property); with a view to the child being supported in how to put things right
- recording the incident in an appropriate way (See **Appendix C**, Academy Specific)
- incidents reported to parents:- text, email, phone call
- meeting with parents
- making up for learning time lost
- repair any damage caused (repair relationship, repair property and repair learning)
- Removal from class - sent to another class or time with an adult in the Rainbow or Sunshine Room
- Internal suspension- this allows learners to continue on site with their education but isolated from their peers and prevents external suspension. This may be on-site or at a partner school
- Fixed term suspension – this will provide time to consider further support needed which will consider the options available to the school, in order to support the learner to reintegrate successfully (At this stage a PSP will be considered which may lead to a discussion about a modified timetable, the possibility of a managed move if appropriate and/or a referral for a pre-exclusion placement at an alternative provision)
- Permanent exclusion this may be considered for a serious breach of the behaviour policy (this includes items on the tariff system), or persistent refusal to adhere to the behaviour policy

In all cases of misconduct, including those outside of the academy, the Principal will consider whether the police or the local authority's anti-social behaviour coordinator should be notified of the disciplinary action taken. The police will always be informed where the learner's behaviour is criminal or poses a serious threat to the school community or a member of the public.

Any learner that brings the school into disrepute is at risk of permanent exclusion, this includes but is not limited to: fighting, bringing, carrying and or supplying prohibited items, persistent disruption to learning, use of social media to inflame or cause upset to the school community

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the academy's child protection procedures will be followed.

Searching learners

The Department provides [Searching Screening and Confiscation Advice](#) for academies. This has been updated to include current government guidance following Child Q strip search.

Academy staff can search learners and their possessions with their consent for any item.

The Principal and staff members authorised by the Principal have a statutory power to search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a prohibited item.

Reasonable grounds could include:

- Hearing the learner or other learners talking about an item
- Being told directly of an item
- Seeing an item
- Noticing a learner behaving in a way that causes you to suspect that they're concealing an item
- Viewing CCTV footage

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, vapes and cigarette papers
- fireworks
- Pornographic, offensive, discriminatory or otherwise illegal images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the learner)
- any item banned by the academy rules which has been identified in the rules as an item which may be searched for.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a learner or their possessions will be carried out by a staff member of the same gender which the learner identifies as; and there must be a witness (also a staff member) and, if possible, they should be the same gender which the learner identifies as. Staff should always seek the informed cooperation and consent of the learner before any search takes place.

There is a limited exception to this rule. The Principal or an authorised staff member can carry out a search of a learner of the opposite sex and /or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. The member of staff witnessing the search must also be the same sex as the learner being searched if this is reasonably practicable. When an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff, and make sure that a record is kept.

Searches without consent can only be carried out on the academy premises or, if elsewhere, where the member of staff has lawful control or charge of a learner, for example on academy trips in England or in training settings. Where possible, staff should avoid stating that a learner can be sanctioned for refusing to consent to a search, as this may imply that the learner did not freely consent. However, before issuing any sanctions, staff must ensure that;

- The learner understands your instructions and what a search will involve;
- The learner has not had a previous negative experience of being searched;
- If a learner still refuses to cooperate, staff should;
 - Consider sanctioning them in line with the behaviour policy
 - Decide whether a search is needed urgently and seek advice from the Principal or DSL. During this time, the learner should be supervised somewhere away from other learners
 - Assess whether it's necessary to use reasonable force to conduct the search. Consider whether this would prevent the learner from harming themselves or others, damaging property or causing disorder. **Note:** you can only use reasonable force to search for **prohibited items**, not other items banned at school

Staff may confiscate, retain, or dispose of a learner's property as a disciplinary penalty where it is reasonable to do so. For example, alcohol, fireworks, tobacco, vapes or cigarette papers may be disposed of. These items will not be returned to the learner.

If a search or confiscation takes place, details are to be recorded on Appendix D and uploaded onto CPOMS

Strip Searching

A strip search involves the removal of more than the outer clothing. Strip searches will only be necessary in very exceptional circumstances. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. Before calling police into school, staff should assess and balance the risk of a potential strip search on the learner's mental and physical wellbeing and the risk of not recovering the suspected item. School staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary and will always ensure that other appropriate, less invasive approaches have been exhausted before calling police into school. Equally, we expect the police to consider all other less invasive approaches before determining a need to undertake a strip search. Police will only be called in to school as a last resort and with the permission of the principal and DSL.

It is never the decision of the school for a strip search to be undertaken. This can only be determined by the police. School staff have a duty of care to learners and will advocate for learner wellbeing at all times. Aldridge Education expects police officers to assess and balance the risk of a potential strip search on the learner's mental and physical wellbeing and the risk of not recovering the suspected item. Unless there is an immediate risk of harm or it is not reasonably possible school staff will inform a parent of the learner in advance of the potential search, even if the parent is not acting as the appropriate adult. It is expected that such circumstances will be extremely rare and that police will generally be able to take steps to remove any immediate risk of harm to learner or others. This will allow them to wait for a parent to arrive before conducting the search. Parents will always be informed of any strip search that has taken place. Aldridge Education expects the police officers attending to behave in a proportionate manner and to seek to de-escalate any situation. Therefore, leaders expect that the police will only carry out a search if they think it is necessary to remove an item related to a criminal offence **and** reasonably consider the learner might have concealed such an item.

If a search or confiscation takes place on school premises, the Trust's CEO must be informed, and details are to be recorded as detailed in **Appendix D** and uploaded onto CPOMS. Records will be monitored for any emerging trends.

Learners will be given appropriate support after any strip search, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but it will always also be accompanied by a safeguarding process handled by the school which gives attention to the learner's wellbeing and involves relevant staff.

Use of handheld metal detectors and screen arches

Handheld metal detectors (or meal detecting wands) are portable devices that are used to scan individuals and their belongings for concealed metal objects or weapons. Screen arches (walk through metal detectors) are static arches which are designed to detect metal objects or weapons when they are walked through.

Principals may make the decision to implement the use of these security measures on an adhoc or temporary basis if there are concerns about the safety of learners and staff. Clear communication will be sent home to parents and carers if the decision is made for this to happen.

Phones and other electronic devices

Mobile phones can only be used according to the rules in place at the academy. This includes any item associated with a phone, such as air pods and earphones and any type of smart technology, such as a smart watch. Where these are seen or heard in contravention to the rules, they will be confiscated and returned to the learner at the end of the day from the school office.

As a school we are aware of the concerns regarding the impact that mobile phones can have on student's mental health and well-being. Recent research highlights the various risks to young people brought about by the extensive use of mobile devices. The school would therefore like to protect students from these risks, helping to ensure that they remain focused and engaged with their schoolwork, as well as developing effective relationships with their peers and with school staff. The school therefore will continue with its stance of prohibiting the use of mobile phones and all similar communication technology.

Issue	Action/Sanction
Mobile device visible in school.	The device will be confiscated. The device will be returned at the end of the school day. Refusal will result in a further sanction for the student. Compliance will result in no further sanction.
Mobile device or being used by a student on school site, including the beginning of the school day: Earphones/buds visible E.g. a student wearing these, indicates that they are connected to a device and are being used.	The device will be confiscated. The device will be returned at the end of the school day. Refusal will result in a further sanction for the student. Compliance will result in no further sanction.
Mobile device being used at the end of the school day on the school site	Students will be instructed to put the device in their bag and a warning will be issued.
Repeated offences	Parents and carers will be invited into school to discuss a ban of the student carrying a mobile device for the remainder of the term. The device will be confiscated. The device will be returned at the end of the school day. Refusal will result in a further sanction for the student. Compliance will result in no further sanction.
Student is thought to have used or has been seen using the device to contact another student or someone external from the building.	The device will be confiscated. The device will be returned at the end of the school day. Refusal will result in a further sanction for the student. Compliance will result in no further sanction.

Mobile phones must not be used to record (voice or video) any member of the school community either covertly or knowingly whilst in school or on a school trip / event. Any such behaviour will be considered a contravention of the school rules and appropriate sanctions will be imposed.

There is **no need to have parental consent** to search through a young person's mobile phone.

When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so. This needs to be done in the presence of another member of staff and details about what was examined or deleted to be recorded on CPOMS.

If an electronic device that is prohibited by the academy rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible. Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they will decide, in consultation with the Principal, whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of academy discipline.

All actions relating to the confiscation of a mobile phone will be recorded on CPOMS.

Use of reasonable force

In some circumstances and as a last resort, all staff may use reasonable force to restrain a learner to prevent them:

- causing disorder
- hurting themselves or others
- damaging property.

The Principal and staff members authorised by the Principal can use such force as is reasonable when searching a learner without consent for prohibited items only. This same approach does not apply where items are on the list of those banned under the academy rules but which are not defined as prohibited items.

Incidents of physical restraint 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 and reported to parents.

All staff will receive basic training in the principles of safe restraint and any staff not yet trained should seek support from others who are trained. **All records of restraint must be recorded on Appendix E, completed, reviewed and signed off by a senior member of staff within 24hrs of the restraint and uploaded onto CPOMS**

Learner witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained in line with the Retention of Records Policy.

In September 2025, the current guidance on the **Use of Reasonable Force is due to change** with stronger duties on governors, school leaders and staff to take a more student-focused, inclusive response. Our academy will adhere to any additional expectations on practice, reporting and recording and if necessary, will revise our behaviour policy once the new guidance has been released.

Beyond the academy gate

This policy applies to all learners when they are in academy, and in some circumstances, at the discretion of the Principal, when they are out of academy during and outside school hours and term time.

Our policy covers any inappropriate behaviour when learners:

(This is not an exhaustive list):

- are taking part in any academy organised or academy related activity
- are travelling to or from academy
- are wearing academy uniform
- are in some way identifiable as a learner within our academy
- behaviour could have repercussions for the orderly running of the academy
- pose a threat to or affects the welfare of another learner or member of the public
- could adversely affect the reputation of the academy or the Trust.

The academy is committed to ensuring our learners act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including taxis) to and from academy, educational visits or learning opportunities in other academies
- good behaviour on the way to and from academy

- positive behaviour, which does not threaten the health, safety or welfare of our learners, staff, volunteers or members of the public
- reassurance to members of the public about academy care and control over learners in order to protect the reputation of the academy
- protection for individual staff and learners from harmful conduct by learners of the academy when not on the academy site.

The same behaviour expectations for learners on the academy premises apply to off-site behaviour.

Zero-tolerance approach to sexual harassment and sexual violence

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

We recognise that even if there are no reported cases of child-on-child abuse, it may still be taking place but is just not being reported. We have a zero-tolerance approach to abuse, and it will never be tolerated.

Learners are encouraged to report abuse or anything that makes them uncomfortable, no matter how 'small' they feel it might be. Academy staff will be provided with education on sexual harassment and violence in order that they recognise potential incidents and respond appropriately.

The academy's response will be:

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

Sanctions for sexual harassment and violence are set out in the Sanctions Tariff at Appendix B.

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

- responding to a report
- carrying out risk assessments, where appropriate, to help determine whether to:
 - manage the incident internally
 - refer to early help
 - refer to children's social care
 - Report to the police.

The academy follows the following statutory guidance: Keeping Children Safe in Education, Sexual Violence and Sexual Harassment Between Children in Academies and Colleges and the Child Protection and Safeguarding policy - please refer to these for more information.

Learner transition

To ensure a smooth transition to the next year, learners behaviour records are shared 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 learner 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 learners transferring to other schools.

Suspensions and Permanent Exclusions

Suspensions or permanent exclusions are possible sanctions for a breach of this policy. The academy will follow government guidance on suspensions and exclusions. The academy aims to operate within the principles of fairness and natural justice.

Please refer to the academy's Suspension and Exclusions Policy for further details on exclusions, including the academy's approach, procedures, and reviews.

Malicious allegations against staff

Where a learner makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

Staff training

Behaviour management and the behaviour policy is a topic covered in September (start of year) training and in staff induction. This is supplemented through the year as needed.

Our staff are provided with training on managing behaviour and where needed including proper use of restraint.

Behaviour management will form part of continuing professional development.

Bullying

Statement

It is recognised that all schools/academies are likely to encounter problems with bullying at some time. Sudell Primary School regards bullying as particularly serious and firm action will always be taken against it. The aims of this policy are to:

- Maintain and promote a positive and inclusive culture among all pupils and staff and setting out positive action to help prevent incidences of bullying from occurring.
- Deter bullying behaviour by detecting it when it occurs and responding appropriately on a case-by-case basis which may lead to disciplinary sanctions and if necessary, permanent exclusion.
- Produce a consistent response by the academy to any bullying incidents that may take place.
- Comply with the academy's duties under equality legislation.
- Account for new developments of technology

Bullying behaviour is always unacceptable and will not be tolerated at this academy because:

- It is harmful to the person who is bullied as well as to those who engage in bullying behaviour and those who support them and can in some cases lead to lasting psychological damage, including suicide.
- It interferes with a pupil's right to enjoy their learning and leisure time.
- It is contrary to the academy's aims and values.

Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. The hurtful behaviour may be repeated over a period of time and, if allowed to continue in the social context of a school/academy, can become an established and accepted form of behaviour, thus making it extremely difficult for victims to defend themselves.

It can take various forms:

- Physical – for example fighting, damaging or hiding someone's clothes or belongings.
- Psychological – for example, excluding someone from a group, activity or place; aggressive name-calling
- Cyberbullying (for example via social media, gaming, phone calls, text messages, photographs or emails)
- Discriminatory and prejudiced behaviour either direct or indirect
- Use of derogatory language

Bullying may also be:

- racist, or relating to someone's religion or culture
- sexual (i.e. talking to or touching someone in a sexually inappropriate way) - harmful sexual behaviour includes sexual harassment (including through sexualised language), online sexual abuse and sexual violence
- sexist – related to a person's gender or gender reassignment
- homophobic, biphobic or transphobic (HBT)
- related to someone's disability, special educational needs, learning difficulties, intellectual ability, health or appearance
- related to pregnancy or maternity
- related to someone's home circumstances.
- related to low level disruption which, despite being different to bullying, if left unchallenged or dismissed as banter or horseplay can become accepted and established behaviour and may influence the extent to which experiences of targeted bullying is reported

Responsibilities

It is everyone's responsibility to ensure that no one becomes a victim of bullying and to report any suspected incidences of bullying behaviour. We expect all members of the academy community to comply with this and maintain an inclusive, kind academy culture with positive attitudes towards all members of our community. Discriminatory words and behaviour should always be treated as unacceptable. We are supportive of all members of the academy community regardless of any disabilities and background. Furthermore, we expect all who work and learn in our academy to celebrate and value differences between all members of society.

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. We encourage learners to report any form of unkind behaviour and all learners should be reassured that all reported incidents will be handled in accordance with the processes described in the policy.

Safeguarding and child-on-child abuse

Children and young people may be harmful to one another in a number of ways which would be classified as child-on-child abuse. In most instances, the conduct of learners towards each other will be covered by the academy's behaviour policy. However, some allegations might be of such a serious nature that they become safeguarding concerns.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is *'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'*. Where this is the case, Sudell Primary School will report their concerns to the local authority children's social care. Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the learner who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Staff vigilance

Members of staff are vigilant at all times but particularly before and after lessons, in the queue for the canteen and in the canteen itself, in the queue for academy transport and on academy transport. Staff are expected to promote an anti-bullying culture and prevent bullying in various ways including:

- anticipating problems and providing support
- celebrating achievement and positive attitudes
- disciplining fairly, consistently and reasonably, taking into account any disability or special educational need of the pupil and the needs of vulnerable learners
- making opportunities to listen to pupils and find out if there are any areas of the school where they feel less safe, responding to any concerns swiftly
- acting as advocates of learners
- discussing behaviour and concerns in meetings.

Anti-bullying education

Sudell Primary School ensures that a variety of measures are taken throughout the year to educate learners about bullying and this policy. Learners are taught that bullying will not be tolerated at the academy and how to promote positive attitudes as well as how to share problems and raise concerns.

Measures include:

- annual anti-bullying awareness week/friendship week
- anti-bullying posters placed around the academy
- Personal, Social and Health education (PSHE)
- Corram Education Sessions – Life Education
- anti-bullying messages in assemblies and in tutor groups.
- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Whole school assemblies.
- Pupil surveys.
- Improved supervision in potential problem areas.
- Buddy Schemes.
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.
- Children/Parental information sessions around anti bullying

Reporting

Learners and parents can report incidents of bullying through the following methods:-

- Speaking to student council rep from their class
- Leaving a message in the Worry Monster at the front of the school
- Phone call into school
- Email school parental email address
- Letter into school
- Verbal dialogue with school staff

In the event of an instance of bullying being observed or reported, the member of academy staff must:

Respond quickly and sensitively and ascertain the facts from the victim whilst offering support, reassurance and advice.

Report the allegation to the teacher, tutor, head of year, other member of staff, of the victim and the purported bully without delay by adding the incident onto CPOMS (for the victim) and Bromcom (for the alleged perpetrator.)

All incidences of bullying must be treated as serious and the above steps followed, however minor.

Appropriate records must be produced and maintained following assessment and investigation of bullying incidents.

Pastoral staff to agree on whether a personalised strategy is required for the victim and/or perpetrator and if so, recording this in writing or updating any existing plan. Parents are to be informed of decisions on any interventions or sanctions for their child. The SLT Lead for Behaviour is to be informed of the incident and any strategies that are going to be implemented.

Partnership with parents/carers

Parents/carers are encouraged to work with the academy to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the academy, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the academy to ensure that learners can return home safely.

Multi-agencies and external advice

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support learners, they include:

- increased communication between home and academy
- development of individual education plans and focused work
- implementation of a learner profile
- social stories
- sensory activities
- additional reward time through a now and next approach
- PSP (Pastoral support programme)
- support from the SENDCo (Special Educational Needs Coordinator), identified teaching assistants, teachers
- support from external agencies
- small group work or 1:1 support in self-esteem, emotional literacy

Monitoring, evaluation and review

The Principal and other appropriate members of staff will evaluate the impact of this policy by collecting and analysing data by year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term
- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour
- instances of bullying and action take

Individual academy recording/reporting of “Behaviour” and “Anti-bullying” data will form part of the termly principal report to the Trust.

Prior to any review of the policy, feedback will be sought from the academy council, learners, staff and parents on the effectiveness of the policy.

The policy will be reviewed every year by the Trust. This effectiveness of this policy will be reviewed at least once a year by the Local Governing Committee at which point they will also moderate the policy to ensure it reflects the academy behaviour system and that Appendix 1 -3 have been populated and updated where required.

Links to other policies and procedures

This Policy is linked to the following policies:

- Child Protection and Safeguarding
- Suspension and Exclusions Policy
- Equality Objectives

Appendix A: The Academy Values and Rules (Academy specific)

We aim to provide an entrepreneurial education which develops:

- creativity
- determination
- passion
- problem-solving
- risk-taking
- teamwork

And to:

- develop children as whole and rounded human beings
- ensure children make excellent progress across the curriculum
- celebrate every child as a unique individual
- provide a safe and positive environment
- develop strong moral values in all of our pupils
- teach our pupils to be independent and interdependent learners
- develop children's social conscience

The positive behaviour that we expect of all children is explained and demonstrated in an age-appropriate way through, but not exclusively by the following:

- Assembly
- PSHE sessions
- Circle times
- Individual or small group basis
- All adult child interactions

Our rules are:

- We have kind words, hands and feet.
- We listen to each other.
- We share and take turns.
- We always try our best.

All staff and children are aware of these rules as they are displayed clearly in every classroom and communal areas.

Throughout the school and whilst representing the school in the community, children have clear expectations of their behaviour. Children are taught these expectations when they begin school and at other transition times. Children are reminded as appropriate using words and actions to support all learners.

Appendix B: Tariff of rewards and sanctions (Academy specific)

PRAISE AND REWARDS (DELIVERED BY ALL STAFF)

- All members of the school community have a responsibility for developing and sustaining a supportive ethos, fostering positive relationships, promoting respect and encouraging self confidence in our young people.
- We seek to foster the climate and conditions which implicitly promote, reinforce, consolidate and reward positive aspects of behaviour.
- We strive to provide an environment which will ensure a positive, successful and proactive ethos which in turn will raise standards of excellence for both students and staff. The most important aspect of effective praise and consequence, in motivating students to learn and achieve well, is to foster and maintain outstanding relationships with all students.
- The simplest and most effective reward that our students can have is praise.
- Praise is given consistently as a routine part of each lesson to reward those students who show consistently high levels of effort, full compliance with classroom expectations and school rules and who achieves or exceeds expected progress.
- Outside of lessons recognition is given for: service to the school and community; teamwork and representation of the school; ambition displayed by positive attitude and conduct; excellent levels of attendance and punctuality; and respect, demonstrated through courtesy and consideration to others.
- This positive approach to behaviour management means staff will take every opportunity to praise positive student contributions in all areas of school life and we aspire to reward pupils' work and behaviour on a ratio of 4:1 against any consequence.

In order for praise to be most effective it needs to be:

- specific and linked to an achievement or action of merit.
- sincere and genuinely expressed with appropriate language and tone.
- personalised using the student's name.
- consistently used in all lessons as a part of our teaching.
- discreet and private at times when appropriate.

The school employs a range of rewards and incentives, which are given out daily, weekly, half-termly, termly and yearly. Students voice is used by the school to ensure that rewards are in line with student preference to make the incentives desirable. These specific arrangements are used for recognising and rewarding students who demonstrate positive behaviours and for celebrating success.

Below are some examples of the rewards employed by the school:

- Positive praise for every lesson where you show full compliance issuing Team Points
- Principal's Awards.
- On the spot rewards.
- Additional praise points for outstanding effort or work.
- Star's of the week from each class – I Teacher Choice, I Children's Choice
- 100% attendance certificates and badges.
- Rewards trips
- End of Year Awards
- Golden Time
- Reward treats/visits
- Awards for outstanding effort and attitude

BEHAVIOUR MANAGEMENT

Behaviour is a choice and the school provides students with the guidance they need to learn how to

make positive choices. Setting and maintaining high expectations is something we believe must be taught and retaught, consistently and fairly, and which must be revisited each and every lesson, encouraging students to learn the behaviours expected of them and develop good habits for learning.

- Establishing, and then constantly reinforcing, firm and clear expectations mean that students need to make fewer choices around their conduct, ensuring the positive behaviours and expectations we consistently reinforce, soon become routine.
- However, there are occasions when school staff do need to challenge behaviours which are not conducive to learning. To effectively challenge and improve student behaviour, we actively promote non-confrontational behaviour management.

As with the 'correct' use of praise, the use of verbal reprimand should:

- be clearly linked to learning and conduct.
- criticise the behaviour rather than the pupil.
- be discreet and not intended or perceived as making an example of a pupil.
- should not describe the behaviour, but direct the remedial action required.
- delivered in a reasonable tone and at an appropriate volume.
- be followed up by discreet praise once the remedial action has been taken by the pupil.

In order to achieve the behaviours and attitudes we expect, we will:

- Practise these to establish clear and consistent routines;
- Explicitly teach these at whole school level, through assemblies and in every classroom, every lesson. This includes explicit instruction through whole school drills and practices;
- Model positive behaviours as the norm (social behaviours or learning behaviours);
- See the opportunity to reset as a normal part of school life that reinforces our commitment to our standards.
- Behaviour conversations should always stem around choices and opportunities to rectify and correct behaviour.

Teachers also have the right to use a variety of strategies to correct classroom behaviours. These will be implemented consistently, openly and fairly; they should also be used in conjunction with praise and reward:

- verbal reprimand.
- setting extra work or repeating unsatisfactory work.
- loss of privileges, for example, having the privilege of representing the school in sports events withdrawn.
- missing social time at break.
- being placed on conduct or attendance report/contract for monitoring and improving behaviour.

SANCTIONS USED WITHIN SCHOOL

The following is a range of places whereby disciplinary measures can be employed by the school:

- when taking part in any school organised or school related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a student at the school.
- misbehaviour at any time, whether the above conditions apply or not when behaviour:
 - a) could have repercussions for the orderly running of the school
 - b) poses a threat to another student or member of the public
 - c) could adversely affect the reputation of the school.

Reasonable adjustments will be made for students with identified Special Educational Needs, especially those which impact on behaviour such as;

- ADHD (Attention Deficit

- Hyperactivity Disorder),
- Attachment Disorders, SEMH (Social, Emotional, and Mental Health Needs)
- Autistic Spectrum Condition.

We ensure guidance strategies, provided within any support plans for students with any of the above needs, are incorporated into lesson planning and behaviour management.

In addition, the circumstances of individual students and their safety in relation to child protection and safeguarding will always be considered when applying any sanction.

Bromcom will be for recording behaviour, all behaviours will have a mandatory categorisation where staff tick CPOMS/safeguarding or not safeguarding.

There will be two agreed categories of behaviour. Any positive or low-level behaviour will be recorded on Dojo. However, for orange and red behaviours Sudell will follow the Trust coding as set out below.

Orange – moderate level behaviours. The following list of 8 behaviour categories are mandated, amendments to the list are owned by the Trust.

Behaviour event	Description	Mandatory classifications (drop down option where staff have to select something) one extra tick	Possible Sanctions
Direct swearing_at_adult		Non-specific, racial, gender, disability, sexuality. Not safeguarding CPOMS	Call home to parents, missed break time/Lunchtime Sent to a senior member of staff
Direct_swearing_at_student		Non-specific, racial, gender, disability, sexuality. Not safeguarding CPOMS	Call home to parents, missed break time/Lunchtime Sent to a senior member of staff
Fighting_minor	Fighting - peer on peer not resulting in serious injury.	Not safeguarding CPOMS	Call home to parents, missed break time/Lunchtime Sent to a senior member of staff
Confrontational behaviour	Confrontational behaviour defiant / challenging / aggressive / hostile	Not safeguarding CPOMS	Missed playtime/Lunchtime/call home to parents, suspension considered
Bringing in items banned in school rules	Bringing in items banned in school rules. This has got to align with the school behaviour policy	Not safeguarding CPOMS	Call home to parents, items confiscated, suspension considered

Setting off fire alarm		Not safeguarding CPOMS	Call home to parents, missed break time/Lunchtime Sent to a senior member of staff
Truancy		Not safeguarding CPOMS	Call home to parents, home visit conducted by the FLO
Smoking/vaping		Not safeguarding CPOMS	Call home to parents to be invited into school for a meeting – possible suspension

Red – serious high-level behaviours. The following list of 13 behaviour categories are mandated, amendments to the list are owned by the Trust.

Where a suspension is agreed, students can only receive a suspension for behaviours from the red category. The categories school must use are as follows:

Behaviour event	Description	Mandatory classifications (drop down option where staff have to select something) one extra tick	
Physical_assault_student		Non-specific, racial, gender, disability, sexuality. Not safeguarding CPOMS	Call home to parents to be invited into school for a meeting
Physical_assault_adult		Non-specific, racial, gender, disability, sexuality. Not safeguarding CPOMS	Call home to parents to be invited into school for a meeting
Verbal_abuse_or_threatening_behaviour_student		Non-specific, racial, gender, disability, sexuality. Not safeguarding CPOMS	Call home to parents, missed break time/Lunchtime Sent to a senior member of staff
Verbal_abuse_or_threatening_behaviour_adult		Non-specific, racial, gender, disability, sexuality. Not safeguarding CPOMS	Call home to parents, missed break time/Lunchtime Sent to a senior member of staff
Prohibited_items	Prohibited items as per DFE guidance	Not safeguarding CPOMS	Call home to parents, missed break time/Lunchtime Sent to a senior member of staff
Fighting	Fighting - peer on peer resulting in serious injury.	Planned Not safeguarding CPOMS	Call home to parents, missed break time/Lunchtime Sent to a senior member of staff
Bullying		Non-specific, racial, gender, disability, sexuality. Not safeguarding CPOMS	Call home to parents, missed break time/Lunchtime Sent to a senior member of staff
Sexual_misconduct		Not safeguarding CPOMS	Call home to parents, missed break time/Lunchtime Sent to a senior member of staff
Drugs_or_alcohol	Smoking/Under the influence/intent to distribute	Not safeguarding CPOMS	Call home to parents to be invited into school for a meeting

Major_damage	Major damage - high cost repair	Not safeguarding CPOMS	Call home to parents to be invited into school for a meeting
Persistent_disruptive		Not safeguarding CPOMS	Call home to parents, missed break time/Lunchtime Sent to a senior member of staff
Theft		Personal school	Call home to parents to be invited into school for a meeting
Persistent_Truancy		Not safeguarding CPOMS	Visit and meeting with parents and FLO/Principal

All E-safety and Social media/online technology incidents will continue to be monitored and reported through lightspeed.

Appendix C: (Academy specific) / academy-wide reporting / recording / monitoring systems explained

Recording Behaviour Incidents

- All behaviour incidents, particularly those that result in a reward or sanction, must be recorded on the students CPOMS log.
- CPOMS is regularly monitored and reviewed by the senior leadership team to identify patterns and trends, and to provide early intervention to avoid escalation of negative behaviours.

Appendix D: Searching and Confiscation log

Name of learner	
Year group	
Gender that they identify as	
State whether it was a search or confiscation	
Date of search/confiscation	
Time of search/confiscation	
Location of search/ confiscation	
Name of staff conducting the search/confiscation	
Name of witness to the search or confiscation	
Were both staff members of the same gender as the learner identifies?	
Were any other staff or learners present? If yes, record names	
What prohibited item was being searched for or confiscated?	- knives and weapons (name type of weapon) - alcohol - illegal drugs (name it) - stolen items - tobacco, vapes and cigarette papers - fireworks - pornographic images - any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the learner) - an item banned by the school rules which has been identified in the rules as an item which may be searched for.
What was the level of risk	High Medium Low
What item(s) if any, were found	
What item(s), if any, were confiscated	
What follow-up action was taken as a result of the search or confiscation?	I.e., sanction, referral, report to the police
Have parents been informed of the search/confiscation?	
Date this form was uploaded onto CPOMS	
Person uploading this form onto CPOMS	

Appendix E: Restraint Recording Form

Name of Learner restrained			
Date of Incident		Time of Incident	
Location of Physical Intervention			

Member of Staff Account of Events

Describe the events leading up to the challenging behaviour

--

Describe de-escalation techniques used to prevent the need for physical intervention

--

Explain the reasons for physical intervention at that point

--

Describe the physical intervention, including how long it was used for

--

Outcome of Intervention

--

Staff Involved in intervention and role

--

Were there any witnesses to the intervention – please state name and role

--

Learner offered medical attention by whom? Please state name and role.

Please ensure that the accident book is completed where medical treatment has been provided and other First Aid procedures are followed as per the First Aid Policy

Date of medical attention		Time of medical attention	

Injury or damage caused

Did a member of staff suffer an injury? Please state Yes or No

--

If yes, please provide details including name of member of staff

--

Did the named learner suffer an injury? Please state Yes or No

--

If yes please provide details

--

Did another learner suffer an injury? Yes or No

--

If yes please provide details, including name

--

Was there damage to property? Please state Yes or No

--

If Yes, please provide details

--

Other people notified

Designated Safeguarding Lead

Has the DSL been notified? Please state Yes or No

Date DSL notified		Time DSL notified	

Any Subsequent actions identified? Please provide details

--

SLT Lead / Principal

Has the SLT Lead / Principal been notified? Please state Yes or No

Date SLT Lead / Principal notified		Time SLT Lead / Principal notified	

Any Subsequent actions identified? Please provide details

--

Police

Was the Police notified as directed by either the DSL or Principal? (if appropriate) Please state Yes or No

Date Police notified		Time Police notified	

Please give details of police notification, including names and actions taken

--

Social Worker

Was the Social Worker notified? (if appropriate) Please state Yes / No or N/A

Date Social Worker notified		Time Social Worker notified	

Please give details of Social Worker notification, including name of social worker and person who notified them and actions taken

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Parent / Carer

Was the Parent / Carer been notified? (If appropriate) Please state Yes or No

Date Parent / Carer notified		Time Parent / Carer notified	

Please give details of parent notification, including name of parent and person who notified then and actions identified

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LADO

Was the Lado notified? (If appropriate) Please state Yes or No

Date Lado notified		Time Lado notified	

Please give details of Lado notification, including name of Lado and person who notified them and actions identified

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If any other person was notified, please detail who, the time and date they were notified, who notified them and any subsequent actions identified as a result.

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Record of Situational debrief with Learner

Explore the learner perspective and feelings (ABC)

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Summarise Feelings and Behaviour

--

Connect Behaviour to Feelings (giving positive example)

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Alternative Behaviour Discussed / how we could avoid this in the future

--

Plan developed and reinforced

--

Name of Staff member completing Form

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Date form completed		Signature of member of staff	
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PLEASE PASS TO DSL or other appropriate member of SLT (not involved in the incident) TO COMPLETE THE SECTION BELOW

DSL / Member of SLT Comments

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Name and role of DSL /Member of staff signing off form

Date form signed off by DSL / Member of SLT		Signature of DSL / Member of SLT	

This form **MUST be reviewed and **MUST** be signed off by the DSL or other appropriate member of SLT within 24 hours, any referral made to the Local Authority must also be made with the same 24 hour period.**

Once completed and signed off this form must be uploaded to CPOMs