

# Policy for the Management of Student Behaviour



<b>Approved by:</b>	Governing Board	<b>Date:</b> April 2024
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## 1. Introduction

At Baginton Fields Academy we believe that student behaviour is a form of communication of an unmet need. Students express behaviour in a particular way in order to communicate something and it is the staff's responsibility to try to understand that communication and negotiate a resolution with the student. The student themselves may not realise why they are behaving in a particular way but it is important for staff to build up a positive relationship with students to ensure the students want to behave well and continue that good relationship with staff.

We use the Thrive Approach at Baginton Fields Academy and in line with this we use the terms regulation and dysregulation to describe the presentation of positive, negative, distressed and challenging behaviours. (In this policy behaviour will therefore mean the presentation of dysregulation for the student.) One of the core principles is that the adult – student relationship is vital when developing the young person's social and emotional skills essential for life and learning. Students make sense of the world through their own experiences and the way the world is reflected back to the student by the adult. Therefore, it is really important when dealing with a student's behaviour that attention is paid to the environment, this includes the physical environment and the adult's reactions within that environment

**Commonly people may refer to displays of poor behaviour as attention seeking. At Baginton Fields Academy in alignment with the ethos of The Thrive Approach we prefer using the terminology "connection seeking" and see behaviour as discharge or distress in which staff will support the student to regulate their behaviour rather than sanction the behaviour.**

Staff need to communicate clearly and consistently what is acceptable and unacceptable behaviour, following societal norms, in order for our students to be able to play as full a role as possible in their local community.

Our policy recognises the importance of a whole academy approach towards managing behaviour, but all staff understand that adapted strategies will be implemented to support the individual.

We believe that:

**Fairness is not treating everyone the same but giving them what they need to behave in a socially acceptable manner and to succeed.**

## 2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-academy approach to maintaining high standards of behaviour that reflect the values of the academy
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To enable students to learn to behave in an appropriate way according to the norms of society and the local community.
- To describe a whole-academy approach to student behaviour that ensures consistency and defines roles and responsibilities.

- To follow The Thrive approach principles to demonstrate a relational approach to our students. In accordance with The Thrive approach we provide a secure base for students and use calming techniques to be a co-regulator when students show by their behaviour that they are distressed. Staff also aim to develop the student's capacity to reflect on their behaviour.
- To promote individual respect of the student and encourage them to make good choices, become self-aware and able to self-regulate. For students to show respect to other members of the academy community.
- To ensure the safety and well-being of all members of the learning community.
- To enable students to display positive behaviours and engage fully in all aspects of the curriculum and life at the academy.
- To restore relationships and change behaviours rather than punish the actions a student may have taken, in order that the students can develop skills of self-control, empathy and emotional management.

### 3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- Behaviour in schools: advice for headteachers and school staff 2024
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting Students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its Students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate Students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate Students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 4. Definitions

"The school has high expectations for students' behaviour and conduct and applies these expectations consistently and fairly. Staff make sure that students follow appropriate routines, whether low-level disruption is not tolerated and whether students' behaviour does not disrupt lessons or the day-to-day life of the school. (Education Inspection Framework, OFSTED 2022)

The list below is not exhaustive:

Deliberate low-level disruption (0-3 on CPOMS) for example defiance, non-completion of classwork, etc.

Deliberate medium-level disruption (4-6) for example swearing, disrupting other classes, absconding from the classroom, etc.

Deliberate high-level disruption (7-10) for example damage to property, throwing objects, any form of abuse towards a group who have a protected characteristic, fighting, etc.

## 5. Child on Child abuse

### Categories:

Abuse in intimate personal relationships, cyber-bullying, discriminatory bullying, engaging in sexual activity without consent, homophobia, initiation/hazing, ceremonies, physical, prejudice-based bullying, racial, sexual violence/harassment, sharing consensual (or non) images/videos, upskirting, verbal

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

For further information please see

<https://www.bagintonfields.coventry.sch.uk/about-us/baginton-fields-policies-procedures>

## 6. Roles and responsibilities

### 6.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 6.2 The headteacher

- The headteacher is responsible for:
- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the academy's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Ensuring this policy works alongside the safeguarding policy to offer students support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

### 6.3 Teachers and staff

Staff are expected to -

- Ensure students learn effectively and have high expectations of students in all aspects of their learning
- Provide engaging, structured and differentiated learning experiences
- Take time to recognise and record positive behaviours and attitudes, and to reward success
- Maintain good order thus safeguarding the health and safety of students on the school premises or on authorised academy activities elsewhere

- Create an atmosphere where students feel their communication will be listened to and they will be given as much choice and control in the school environment as possible
- Work as a team to agree a common approach to different behaviours in the classroom. This may involve contributing to, writing and agreeing Positive support plans (see Appendices 2 and 3) for individual students
- Provide a good role model for students by always meeting expected standards of behaviour e.g. listening to others, showing respect, following school rules, being willing to talk through problems
- Provide a clear structure within which the students can learn
- Recognise and reward good behaviour using praise and encouragement and any agreed reward schemes for the class or individuals, alongside the whole academy reward system e.g. Class Dojo
- View forming positive relationships with students as the first and most important step in behaviour management
- Agree classroom rules that are easily understood by the students in the class, communicated clearly to everyone and applied consistently
- Always consider student behaviours that challenge in conjunction with their positive behaviours and the contextual circumstances that surround the behaviours
- Use sanctions only as a form of appropriate, proportionate and positive intervention. Sanctions are used to resolve rather than escalate a situation whilst preserving the dignity of all involved
- Familiarise themselves with the Learning Passports, Care Plans and Positive support plans of any students with whom they are working
- Deal with inappropriate student behaviour consistently and in a manner agreed with the rest of the class team, following the Positive support plan if in place
- Record all incidents of inappropriate behaviour on the CPOMS system to enable these to be monitored regularly by members of SLT
- Work closely with parents and carers
- Understand for some students the function of their behaviour is cause and effect and therefore staff should respond
- Respect student dignity by using terminology that reflects the ethos of the academy and the cognitive understanding of the student appropriately showing understanding and empathy
- Follow the RSE, PSHECC and The Thrive Approach curriculum to explicitly teach the expectations of good behaviour, the importance of making good choices and the skills of problem-solving.

Underpinning the above is the **management of mood**. Staff need to recognise and be aware of their own mood, the mood of the individual student where there is a challenge and the mood of the rest of the class to ensure a calm environment and minimise disruption.

#### 6.4 Parents and carers

Parents / Carers are expected to

- Take an interest in what is communicated to them about academy activities and celebrate individual successes with their child.
- Communicate with class staff any information that may have an effect on student's well-being and behaviour e.g. lack of sleep, lack of breakfast, major family events.

- Reinforce with their child the positive messages about behaviour which are communicated to them by class staff and also any behavioural expectations that are shared.
- Contribute to academy meetings to discuss their child's behaviour.
- Respond to concerns raised by members of academy staff.

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

## 6.5 Students

Students will be made aware of the following through the daily curriculum:

- The expected standard of behaviour they should be displaying at the academy
- That they have a duty to follow the behaviour policy
- The academy's key rules and routines
- The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards/regulate their behaviour wherever appropriate.

Students will be supported to develop an understanding of the academy's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support will be provided for students who are mid-phase arrivals.

## 7. Academy behaviour curriculum

Through the curriculum students will be supported to understand the importance of

- Behaving in an orderly and self-controlled way. Where students struggle with this, they will be supported to accept strategies for co-regulation and self-regulation.
- Showing respect to all members of the academy community
- In class, making it possible for all students to learn
- Treating the academy buildings and academy property with respect

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

### 7.1 Mobile phones

Students are not allowed mobile phones in the academy.

Should a student require their phone while on transport to support them self-regulate their behaviour then the phone must be handed into the office on arrival.

If students refuse to hand over their phone a family member will be called to come and collect it.

## 8. Responding to behaviour

## 8.1 Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
  - Provide physiological, emotional and relational safety as described by the Thrive approach
  - Use the VRF and PACE approaches as a way of being
  - Maintain a balance of nurture and structure to support students to maintain good behaviour
- 
- Each class will display their classroom rules
  - Develop a positive relationship with students, which may include:
    - Greeting students in the morning/at the start of lessons
    - Establishing clear routines
    - 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

## 8.2 Safeguarding

The academy recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's level of disruption may be linked to them suffering, or being likely to suffer, significant harm.

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

Please refer to our child protection and safeguarding policy for more information

<https://www.bagintonfields.coventry.sch.uk/safeguarding/policies>

## 9. Rewards and Sanctions

- At Baginton Fields we believe that rewards should be tailored to the individual who is being rewarded.
- Staff need to get to know the student in order to discover what they find rewarding.
- Some students respond well to class reward systems which involve some competition with classmates and a publicly presented reward.
- All rewards should involve praise and displays of pleasure from staff and may also be accompanied by something tangible too.
- Rewards should be given for behaviour for learning as well as learning or behavioural outcomes.
- The academy also has systems of Praise Postcards (given by senior leadership), Star of the Week Certificates, Citizenship Awards, Headteacher's Awards and Good Behaviour Mentions and Texts, class Dojo points.



- Class Dojo is used as a whole academy rewards system which allows parents to award points at home too. Class Dojo encourages positive learning behaviours and therefore supports the positive ethos of academy.
- Using Class Dojo sets consistent expectations across all classrooms.
- We recognise that consequences and sanctions that are used to address behaviours of concern can lead to further distress and fuels a negative cycle of events. Therefore Sanctions / consequences are designed to support students to be accountable for their actions and to develop skills to change their behaviour. Reprimands and sanctions are used sparingly at Baginton Fields Academy, when used they are used fairly, and it is checked that they are understood by the student.
- When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent further.
- Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that incidents of poor behaviour will always be addressed.
- De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.
- All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.
- When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

Suitable reprimands may include:

- a private verbal reprimand
- a loss of a privilege or breaktime
- a meaningful task that is restorative (e.g. picking up pencils thrown on the floor in anger)
- Referring the student to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract

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

***When an incident has occurred, we understand that this will cause a rupture in relationships, and staff then seek to repair this rupture.***

The following sanctions are not permissible. Corporal punishment including hitting, slapping, rough handling, throwing missiles, pinching, restraining the liberty of students by the use of furniture, straps, rooms and the use of physical actions that could constitute battery. Threatening a student with corporal punishment. The deprivation of food and drink normally available to the student. The wearing of distinctive and/or inappropriate clothing as a punishment. The identification of individual students as scapegoats for the actions of others nor the whole group being punished for the misconduct of an individual. Ridicule or the deliberate use of cynicism.

## **10.Managing persistent behaviour that challenges:**

Staff who have more than occasional difficulties in managing a student's challenging behaviours have a duty to share such difficulties with colleagues in their class team.

In a supportive role, staff have a duty to offer advice and consultancy and agree a joint strategy for managing such difficulties in a constructive manner. They may wish to ask the advice of other colleagues in the academy too.

It is good practice that lesson plans include opportunities to reinforce appropriate behaviour and to rehearse those skills and attitudes that are sought from students.

Please see the attached flow diagram for an explanation of the steps to follow if a member of staff feels a student is presenting challenging behaviour. A Positive Support Plan should be written on the agreed proforma (see attached) for all students that present behaviour that challenges.

Any incidents of challenging behaviour are to be reported on the CPOMS system alongside any particularly noteworthy good behaviour / rewards.

The Positive support plan needs to be referenced in risk assessments for students going off site and further control measures may need to be considered for these risky situations.

When a student continues to pose significant challenging behaviours despite the use of intervention strategies then the headteacher will arrange a Multi-Disciplinary Team Meeting. This will involve the headteacher inviting professionals as appropriate to conduct a holistic evaluation of the difficulties. It is intended that this meeting will agree critical interventions with the student's behaviour.

The headteacher will retain the power to exclude a student on a temporary or permanent basis should the behaviour of the student pose serious threats to the health and safety of the student and /or others and be unresolved by the agreed strategies and interventions. Arrangements for exclusion will be in accordance with the national and local instruments of school governance.

## **11.Restorative Practices**

For those students that are able, and once the situation has completely calmed, they should be encouraged to engage with a member of staff to talk about the incident, what led up to the incident, any consequences and what could be done differently if the circumstances arise again. The effects of their behaviour on others should be mentioned and the student should be encouraged to 'make amends' with peers or members of staff in order to repair and rebuild relationships that may have been affected by the incident. The The Thrive approach, Lending Your Thinking Brain approach can be used as a tool to help students reflect on incidents after they have finished.

## **12.Staff Support**

Being aware of one's own emotions is very important when dealing with challenging behaviour. It is expected, that if you feel you are unable to cope in the situation, you indicate this to your colleagues and withdraw from the situation. This is particularly important if you begin to feel angry. Managing challenging behaviour when you feel angry will escalate the situation. You need to withdraw from the situation, give yourself space and time and seek support.

Staff may feel OK whilst dealing with a situation, but after it is finished, and they think about what has happened, it is also accepted that staff may feel they need space, time and someone to talk to, to return their equilibrium.

## **13.Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Whenever students present behaviours that result in staff physically intervening full reference **must** be made to the **Policy for Care and Control**. For details regarding **Physical Intervention Training** refer to the Policy for Care and Control.

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

**14. Confiscation, searches, screening - This section references DfE guidelines, at Baginton Fields Academy such incidents would be exceptional. However, in the unlikely event of a search being necessary we have included the below.**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **14.1 Confiscation**

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

#### **14.2 Searching a student.**

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

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

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

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead / AHT to try and determine why the student is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the academy rules.

An authorised member of staff may search a student's outer clothing, pockets, possessions.

Outer clothing includes:

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

### **14.3 Searching Students' possessions**

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

- Bags

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

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

#### **14.4 Informing the designated safeguarding lead (DSL)**

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

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

All searches for prohibited items including incidents where no items were found, will be recorded in the academy's safeguarding system.

#### **14.6 Informing parents**

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

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the academy has taken, including any sanctions that have been applied to their child

#### **14.7 Support after a search**

Irrespective of whether any items are found as the result of any search, the academy will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **15 Inappropriate Online Behaviour**

The academy can issue behaviour sanctions to students for inappropriate online behaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The student is identifiable as a member of the academy

Sanctions will only be given out on academy premises or elsewhere when the student is under the lawful control of a staff member.

### **16 Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or Deputy Headteacher will make the report.

The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **16.1 Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The academy's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information

### **16.2 Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## **17 Serious sanctions**

### **17.1 Removal from classrooms**

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

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the main curriculum.

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

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regulate in a safe space

Students who have been removed from the classroom are supervised by a member of class staff at all times and will be removed for the minimum amount of time possible.

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

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

The academy will use Positive support plans to manage the behaviour of students who are frequently removed from class and will review these on a regular basis.

### **17.2 Suspension and permanent exclusions**

The academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school time sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

<https://www.bagintonfields.coventry.sch.uk/about-us/baginton-fields-policies-procedures>

## **18 Persistent demonstration of behaviour that challenges**

The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other professional bodies for additional support as required:

Children's Services

Occupational Health

Speech & language

CAMHS

Children's Learning Disability Team

If the academy has a concern about the persistent behaviour of a student and the challenge they present to the academy we will make contact with the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHC plan.

## **19. Student transition**

### **19.1 Inducting incoming students**

The academy will support incoming students to understand the behaviour standards by talking to the class about rules/expectations and the wider academy culture.

### **19.2 Preparing outgoing students for transition**

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

To ensure behaviour is continually monitored and the right support is in place, information related to student's behaviour issues may be transferred to relevant staff at the start of the term or year.

## **20. Training**

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

- The needs of the students at the academy
- How SEND and mental health needs impact behaviour
- Team teach training

Behaviour management will also form part of continuing professional development.

## **21. Monitoring and Evaluation**

Positive support plans are regularly monitored by members of SLT. If there are persistent concerns about a student's behaviour the attached flowchart will be followed and advice from outside agencies / professionals will be sought.

All behaviour incidents recorded on CPOMS should be 'assigned to' or 'alerted' to a member of the senior leadership team (SLT). All entries will be read by the SLT member and may be put forward for discussion at the weekly SLT meeting. Every half term a report of the behaviour incidents recorded on CPOMS will be compiled and presented to a SLT meeting so that trends can be identified, discussed and actions agreed. Further advice and monitoring of our practices will be sought from other professionals as necessary.

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

### **21.1 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and full governing board annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the full GB.



## **22. Links with other policies**

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Care & Control
- Safe Touch

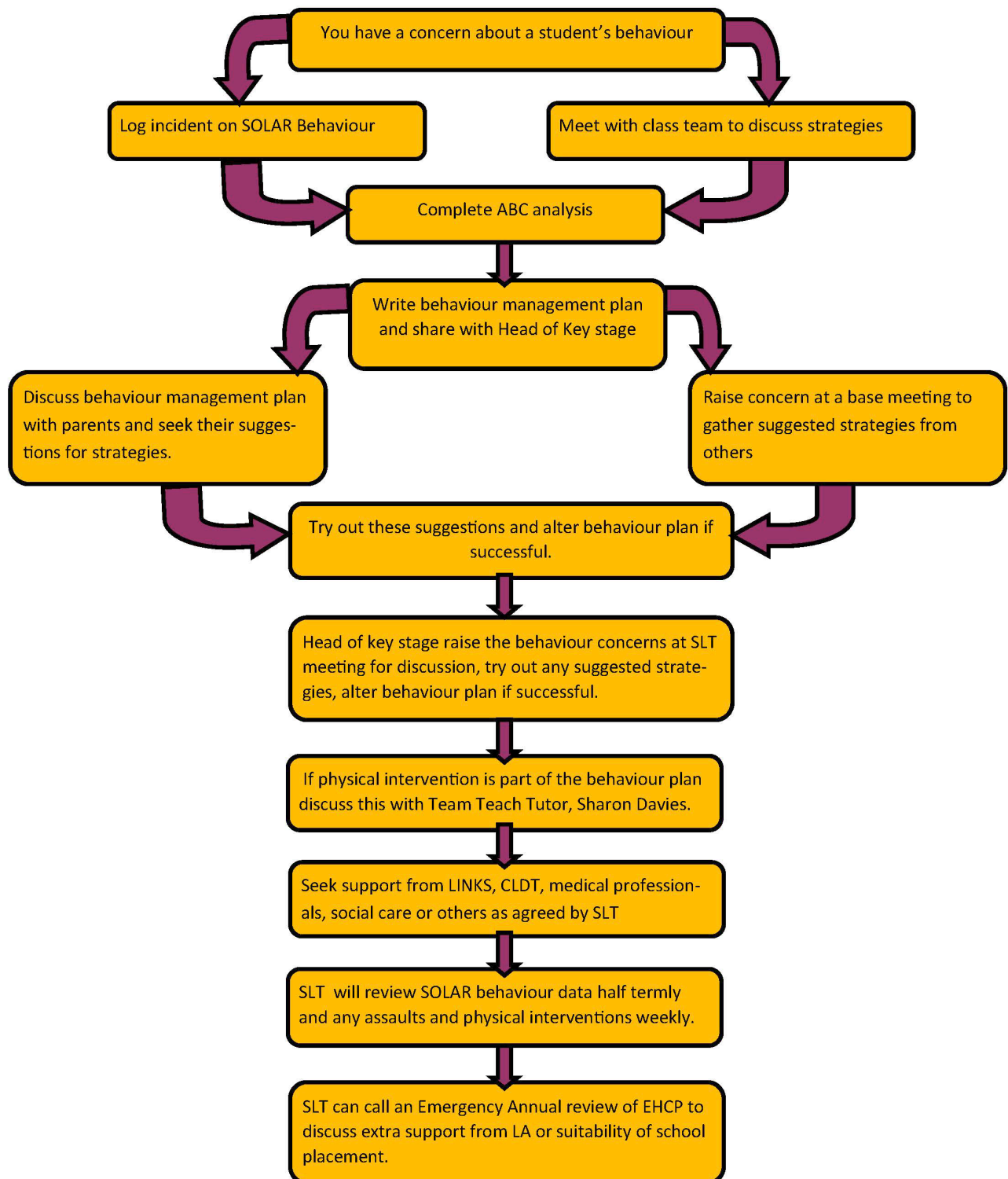
## **23. Link with The Thrive approach practice**

- Developing a Relational policy by The Thrive approach

## **24. Link with Class Dojo guidelines**

## Behaviour that Challenges

**Purpose:** to describe the teacher's role and involvement of the class team when dealing with behaviour that challenges.



## **Appendix 1: written statement of behaviour principles**

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All Students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the academy and Students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board each time the policy is reviewed

## Appendix 2

## POSITIVE SUPPORT PLAN

<b>Student:</b>	<b>Year Group:</b>	<b>Written by:</b>	<b>Date:</b>
<b>De-escalation Stage 1</b>			
<u>Topography</u> <i>(student actions)</i>		<u>Strategies</u>	
-		-	
-		-	
-		-	
-		-	
<b>De-escalation Stage 2</b>			
<u>Topography</u> <i>(student actions)</i>		<u>Strategies</u>	
-		-	
-		-	
-		-	
-		-	
<b>De-escalation Stage 3</b>			
<u>Topography</u> <i>(student actions)</i>		<u>Strategies</u>	
-		-	
-		-	
-		-	
-		-	
<b>Post Incident Learning/Mental Health Support</b> <i>(Strategies for mending/strengthening relationships after incidents i.e. intensive interaction when all parties are ready, spoken review/highlighting better ways next time)</i>			
-			
<b>Signed by Class Staff:</b>		<b>Signed by Parents:</b>	
<b>Review Date:</b>			

## POSITIVE SUPPORT PLAN

<b>Student:</b>	<b>Date:</b>
<b>Written By:</b>	<b>Review Date:</b>
<b>Specific Concern</b> ( <i>i.e. Safe Entrance into Academy</i> )	
<b>History Relating to Concern</b> ( <i>Specific factors that make the plan necessary, for example risks related to students personal safety, risk to others</i> )	

Strategic Steps to Follow to Manage Concern	Staffing Levels
Emergency Plan in Event of Strategy Breakdown	Staffing Levels
<b>Post Incident Learning/ Mental Health Support</b> <i>(Strategies for building/strengthening relationships)</i> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Signed by Class Staff:</b>	<b>Signed by Parents:</b>