

Field Road Academy

Respect
Reflection
Resilience
Responsibility

Part of The Lighthouse Multi Academy Trust



Behaviour Policy

Approved by:	D Newton (Head Teacher) S Baker – Chair of Local Academy Governing Board (awaiting ratification from Governing Body on 7 th Oct)
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1. Lighthouse Multi Academy Trust Written Behaviour Principles

Purpose

These Written Behaviour Principles provide the framework that underpins behaviour across all academies within our Trust. They reflect our shared vision that every child has the right to learn in a safe, calm, inclusive and ambitious environment where they are known, valued and supported to achieve their full potential.

Whilst each academy may develop procedures appropriate to its individual context, all behaviour policies will be consistent with these principles and our Trust values.

Our Vision

We believe that positive behaviour is taught, modelled, encouraged and celebrated. Every member of our Trust community has a responsibility to create an environment where children feel safe, respected, included and inspired to succeed.

Behaviour is understood as a form of communication. We seek to understand the reasons behind behaviour, teach children how to make positive choices and repair relationships when difficulties arise.

Our Trust Values

Our behaviour principles are rooted in our Trust values.

Kindness

We encourage every member of our community to act with kindness, empathy and compassion towards others. Children will be supported to understand how their actions affect those around them and to make positive choices that contribute to a caring school community.

Respect

We promote respect for ourselves, others, learning, property, diversity and the wider community. Every individual has the right to be treated with dignity and courtesy regardless of background, culture, religion, disability, gender or personal circumstance.

Be the Best

We encourage every child to strive to be the best version of themselves academically, socially and personally. Positive behaviour supports excellent learning and enables everyone to flourish.

Belief

We believe every child can succeed. High expectations, encouragement and supportive relationships enable children to develop confidence, resilience and self-belief.

Collaborate

We value teamwork, positive relationships and shared responsibility. Children learn to work together, solve problems respectfully and contribute positively to their academy and wider Trust community.

Ambitious

We maintain consistently high expectations for behaviour because we believe every child is capable of meeting them. We encourage children to aim high, persevere through challenges and develop independence.

Achieve

Positive behaviour creates the conditions for successful learning and personal development. We recognise and celebrate effort, progress, improvement and achievement in all its forms.

Optimistic

We foster hope, resilience and a growth mindset. Mistakes are viewed as opportunities to learn, improve and make better choices in the future.

Our Behaviour Principles

1. Every child has the right to feel safe.

All children and adults have the right to learn and work in an environment that is safe, calm, inclusive and free from bullying, discrimination, intimidation, harassment or violence.

2. High expectations will be consistently applied.

All academies will promote high standards of behaviour through clear routines, explicit teaching of expectations and consistent adult responses.

Children will know what is expected of them and understand why positive behaviour matters.

3. Positive behaviour will be taught, recognised and celebrated.

Good behaviour is not assumed—it is explicitly taught.

Staff will regularly recognise and celebrate positive behaviour, effort, kindness, perseverance, responsibility and contribution to the academy community.

4. Relationships are central to positive behaviour.

Strong, trusting relationships between staff, pupils and families are fundamental to successful behaviour support.

Adults will model the behaviour, language and attitudes expected from children.

5. Restorative practice will underpin behaviour management.

The Trust is committed to restorative approaches which help children:

- understand the impact of their behaviour
- accept responsibility for their actions
- repair harm where appropriate
- rebuild relationships
- learn strategies for making better choices in the future.

Where appropriate, restorative conversations will form part of behaviour responses alongside proportionate consequences.

Children will be encouraged to reflect using questions such as:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How have they been affected?
- What needs to happen now to make things right?
- How can we prevent this happening again?

6. Consequences will be fair, proportionate and educational.

Responses to behaviour will:

- be consistent
- be proportionate
- preserve children's dignity
- focus on learning rather than punishment
- seek to repair relationships
- encourage responsibility and accountability.

Sanctions alone do not teach behaviour; therefore, they will be accompanied by opportunities for reflection, learning and restoration.

7. Inclusion is fundamental.

Behaviour policies will support all children, including those with additional needs or disabilities.

Reasonable adjustments will be made where appropriate in accordance with the Equality Act 2010.

The Trust recognises that some behaviour may be influenced by additional educational needs, communication difficulties, adverse childhood experiences, trauma or medical needs. Responses will always seek to understand individual circumstances whilst maintaining high expectations for all.

8. Bullying, discrimination and prejudice will not be tolerated.

The Trust has a zero-tolerance approach to bullying, discriminatory language, harassment, racism, sexism, homophobia, transphobia and any form of prejudice.

Incidents will be investigated promptly, recorded appropriately and responded to fairly and consistently.

9. Children will be supported to develop self-regulation.

Behaviour policies will help children develop:

- emotional literacy
- resilience
- self-control
- problem-solving skills
- empathy
- conflict resolution
- independence
- responsibility for their own actions.

These skills are essential for lifelong success.

10. Physical intervention will only be used when necessary.

Restrictive physical intervention will only ever be used:

- as a last resort;
- when lawful, reasonable and proportionate;
- to prevent harm to a child or others, or serious damage to property; and
- in accordance with statutory guidance and Trust Positive Handling (Team Teach) policy.

11. Suspensions and permanent exclusions are measures of last resort.

The Trust believes children should remain engaged in education wherever possible.

Suspension or permanent exclusion will only be considered when all appropriate strategies have been explored or where the seriousness of an incident makes such action necessary in accordance with statutory guidance.

12. Partnership with families strengthens behaviour.

Parents and carers are vital partners in promoting positive behaviour.

Academies will work collaboratively with families to develop shared expectations, celebrate success and support children when difficulties arise.

Staff Responsibilities

All adults within the Trust will:

- model respectful and positive behaviour;
- establish warm, professional relationships with pupils;
- apply expectations consistently and fairly;
- promote inclusion and equality;
- use restorative approaches to repair relationships;
- celebrate success regularly;
- support children to regulate emotions and make positive choices; and
- maintain high expectations for every child.

Pupil Responsibilities

Children are encouraged to:

- be kind and respectful;
- be ready to learn;
- take responsibility for their choices;
- show honesty and integrity;
- work collaboratively;
- persevere through challenges;
- care for their academy environment; and
- repair relationships when mistakes occur.

Continuous Improvement

The Lighthouse Multi Academy Trust recognises that behaviour is a shared responsibility and that children learn best within positive, predictable and nurturing environments.

These Written Behaviour Principles provide the foundation for behaviour policies across all Trust academies, ensuring consistency whilst allowing individual academies to reflect their own community context.

Together, we will nurture children who are kind, respectful, ambitious and optimistic learners who believe in themselves, collaborate with others, strive to be their best and achieve their full potential.

1. Aims

This policy outlines a structured whole school approach to understanding and supporting pupil behaviour at Field Road Academy. This policy requires all staff to be responsible for the children in the academy, whilst ensuring safety and support for all pupils. It emphasises the need for a collaborative effort across the whole system among staff and encourages parental involvement to foster a supportive educational atmosphere.

Our Academy Values are our 4 R's. These are:

Respect

Respect is about listening to one another, valuing other people's opinions and ideas and looking after our academy and the property within it. Respect is mutual.

Reflection

We need to reflect on our actions when things go wrong in order to improve them next time. We need to reflect on our actions when things go right in order to repeat them.

Resilience

When things get difficult we need to build up the skill of keeping going. This will help both learning and dealing with challenging circumstances.

Responsibility

We all have a responsibility to fulfil our roles and duties in the academy and take ownership of our actions.

The three rules to underpin these are:

We are safe

We are considerate

We aspire to achieve our very best

In line with our 4 R's this policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment. The academy provides a safe space where children learn what good choices are and act upon when needed.
- Establish a site-wide approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and of behaviour and teach children to help get them to take responsibility, reflect on their actions and have strategies to act appropriately in the future.

- Provide a consistent approach to behaviour strategies that are applied and adapted to the need of individual pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between and during lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Some examples (this is not an exhaustive list) of misbehaviour include:

- Refusal to follow an instruction given by a member of staff
- Inappropriate noises/noise level
- Inappropriate use of language between peers, including hand gestures
- Distracting others from learning
- Lying (depending on the severity/seriousness of the lie)

Serious misbehaviour is defined as: significant risk to the health and safety of others.

- Repeated breaches of the academy rules
- Repeated incidents of misbehaviour mentioned above
- Fighting, swearing, verbal abuse, spitting (where aggressive)
- Deliberate breaking of equipment, destroying of books
- Lying (dependent on the severity of the lie)
- Graffiti of academy property
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

3. Bullying

As an academy we hope to prevent bullying from happening in the first instance but we can never guarantee this will not happen. As an academy, we will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive academy ethos.

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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Additional information of our academy's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy. This can be found on our website or a copy can be provided on request.

Anti-Bullying Strategy

At Field Road Academy, we are committed to creating a safe, respectful and inclusive environment where bullying is not tolerated in any form. Our anti-bullying strategy is built on prevention, early intervention, and support for all pupils.

1. Prevention

- Promote a positive school culture where kindness, respect and diversity are valued.
- Deliver regular assemblies, PSHE lessons and workshops to raise awareness about bullying, its impact and how to respond.
- Provide staff with ongoing training to recognise early signs of bullying and respond effectively.
- Encourage pupil voice through school council, peer mentors and worry boxes to ensure children feel heard.
- Ensure the curriculum and displays celebrate equality, respect and inclusion.

2. Identification

- Maintain clear definitions of bullying (including physical, verbal, social and online forms).
- Train staff to identify patterns of behaviour that may indicate bullying.
- Encourage pupils and parents to report concerns swiftly, using a clear and confidential reporting system.

3. Response

- Investigate all reports of bullying thoroughly, fairly and promptly.
- Record incidents in line with safeguarding and behaviour procedures.
- Apply proportionate and consistent sanctions for those who bully, alongside restorative approaches to help pupils understand the impact of their actions.
- Provide immediate and ongoing support to the victim, including safe spaces, trusted adults and pastoral care.

4. Support & Monitoring

- Offer guidance and support for both victims and perpetrators to promote positive behaviour change.
- Work with parents, carers and external agencies where appropriate.
- Monitor patterns of bullying across the academy to identify hotspots and respond proactively.
- Review the effectiveness of interventions and update practice as necessary.

5. Review

- The Senior Leadership Team will review the anti-bullying strategy annually.
- Pupil and parent feedback will be gathered regularly to ensure the approach remains effective and relevant.

Our message is clear: bullying of any kind is unacceptable. Together, we will promote a culture of respect, empathy and safety where every child can thrive.

4. Roles and responsibilities

4.1 The local academy governing board

The governing board is responsible for:

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

4.2 The Head Teacher

The Head Teacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the statement of behaviour principles (Trust appendix)
- Approving this policy
- Ensuring that the academy environment encourages and teaches positive behaviour
- Ensuring that staff understand and then teach strategies that effectively address behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour category on CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

4.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships inclusive of the behaviour curriculum
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the academy culture and how they can uphold academy rules and expectations
- Recording behaviour incidents promptly on CPOMS as well as putting a reward chart in place where appropriate
- Challenging pupils to meet the academy's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents where they are of a serious nature.

4.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the academy's behaviour policy and teach and model skills that reflect the 4 R's the 3 rules.
- Support their child in adhering to the academy's behaviour 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
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the academy directly, while continuing to work in partnership with the academy
- Take part in the life of the academy and its culture

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.

4.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying whilst in the academy
- They will strive to follow the 4 R's and 3 Rules and will be supported and guided by staff
- The academy's routines encourage pupils to be able to feel safe whilst on site, feel more relaxed and ready to learn each day
- The rewards they can earn for meeting the behaviour standards
- If a child does not meet the standards of the behaviour policy, strategies will be put into place in order for them to meet them.
- The pastoral support that is available to them to help them meet the behaviour standards
 - Pupils will be supported to develop an understanding of the academy's behaviour policy and wider culture.
 - Extra support and induction will be provided for pupils who are mid-phase arrivals.

5. Academy behaviour curriculum

Pupils will be supported in understanding and demonstrating the 4 R's throughout the academy.

Respect

Respect is about listening to one another, valuing other people's opinions and ideas and looking after our academy and the property within it. Respect is mutual.

Reflection

We need to reflect on our actions when things go wrong in order to improve them next time. We need to reflect on our actions when things go right in order to repeat them.

Resilience

When things get difficult we need to build up the skill of keeping going. This will help both learning and dealing with challenging circumstances.

Responsibility

We all have a responsibility to fulfil our roles and duties within the academy and take ownership of our actions.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the site
- Treat the academy buildings and property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the academy into disrepute, including when outside of the academy or online

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

Exceptions to these rules may be permitted e.g. medical reasons.

6. Responding to behaviour

6.1 Introduction

The policy uses a hierarchical staff system for managing behaviour, ensuring every adult in the academy is equipped to support our pupils effectively. This policy is underpinned by the teachers' standards, specifically:

Teaching Standard: Section 7 Manage behaviour effectively to ensure a good and safe learning environment

- a) *have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy*
- b) *have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly*
- c) *manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them maintain good relationships with pupils*
- d) *exercise appropriate authority, and act decisively when necessary.*

Teaching Standard Section 8 Fulfil wider professional responsibilities

- a) *make a positive contribution to the wider life and ethos of the school*
- b) *develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support*
- c) *deploy support staff effectively*
- d) *take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues*
- e) *communicate effectively with parents with regard to pupils' achievements and well-being.*

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and around the academy site. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the classroom rules and class charters
- Develop a positive relationship with pupils, which may include:
 - Being a role model – punctual, prepared and organised for each lesson
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Using positive reinforcement
 - Providing stimulating, challenging and enjoyable learning activities
 - 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 strategies for dealing with low-level disruption

6.2 Safeguarding

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

We will consider whether a pupil's misbehaviour 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.

The Academy's approach to responding to behaviour, when there is an immediate safeguarding concern because of the behaviour is set out in 6.4 below.

6.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the academy's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the academy's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal Praise
- Non-verbal signals – thumbs up e.t.c
- Written praise in books
- Stickers linked to the 4 R's
- Rufus reward stickers
- A visit to the DHT, AHT or HT
- Postcards sent home with messages to parents
- Weekly Head Teacher's Award, 4 R's Award and End of Year Awards
- Additional House Points i.e. Behaviour around school including canteen, at lunchtimes, corridors, cloakrooms playground (by any member of staff)
- Curriculum prizes i.e. Reading Book prizes
- Discussion with parents/carers at home time or phone calls home to parents/carers
- Special responsibilities/privileges i.e. House Captains, A Star Sheriffs and Class Monitors
- Attendance Awards i.e. certificates, letters home and house points
- 100% attendance certificate/ 98% + attendance certificate/improved attendance certificate
- Giving children additional responsibilities e.g. register duty
- Represent the academy as 'House Captain' or 'Vice House Captain'
- Represent the academy in inter school competitions

Some children, because of their medical or special educational needs may need rewards tailored to their individual interests or needs.

6.4 Responding to misbehaviour and serious misbehaviour

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 pupils know with certainty that misbehaviour will always be addressed.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, the class teacher is the first point of contact for managing the behaviour of children in the classroom setting. They are responsible for managing behavioural issues by positively engaging directly with the child, reminding them of the expectations of behaviour and supporting them in making the right choice. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Field Road Academy uses a hierarchical system to manage misbehaviour or serious misbehaviour.

Personal circumstances of the pupil 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.

Hierarchical system for managing misbehaviour or serious misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, the class teacher is the first point of contact for managing the behaviour of children in the classroom setting. They are responsible for managing behavioural issues by positively engaging directly with the child, reminding them of the expectations of behaviour and supporting them in making the right choice. The teacher is also responsible for deploying the teaching assistant to support with managing behaviour, such as suggesting a brain break/short walk.

In the event of a pupil disengaging with their learning and/or leaves the classroom where **there is not a safeguarding issue and staff can visually see the pupil at all times**, the following sequential process must be followed by all members of staff at Field Road Academy:

If misbehaviour occurs (this could be in the classroom, in corridor, on playground or in the canteen) there is a step by step system of response we expect staff members to take to attempt to improve the behaviour of those pupils. This system resets each day.

Stage 1: Verbal Positive Reminder (Teacher/TA/Lunchtime supervisors):

An initial verbal reminder of the behaviour that is expected will be given to the child by the member of staff who has witnessed the misbehaviour. This will be said in a positive way to help the child know the behaviour expected e.g. *Earlier, you were sitting completing your work. Please complete your work in that way now.* Examples of when this would be used include a child chatting when they should not be, shouting out and other low level distracted behaviour. Staff can follow Restorative Practice statements where appropriate. E.g. *When you are constantly shouting out it makes me feel _____, next time I want you to _____.* *Do you think you can do that for me?*

Stage 2: Direct Request (Teacher/TA/Lunchtime supervisors):

If misbehaviour persists, a direct request will be made again by the same member of staff e.g. *'I need you to continue to complete your maths work please'.*

Stage 3: Reset time (Lunchtime supervisors if lunchtime):

If similar behaviour persists, reset time will be given. This will be supported by a TA to help the child to reset. The TA will be deployed by the teacher to support the child with strategies that will lead to the successful reintegration of the child in the classroom environment. Teacher/Teaching assistant judgement is to be used to determine when this has not been successful. Strategies may include a short walk, carry out a class job, a fidget toy time for a set amount of time or any appropriate activity that is suitable for the child to help them reset. This may also include the use of a Rufus Reset if available.

The intention is that the reset time will enable the children to regulate and continue their lesson. However if the behaviour still persists, the next stage will be initiated.

Stage 4: Teacher Led Reflection Time (Class Teacher/SLT/Behaviour Manager if lunchtime)

Where all of the above steps have not led to an improvement in behaviour, the class teacher (if in class or in morning break time) will lead reflection time as soon as reasonably possible. Ideally, this would be in the same day before a fresh day starts.

During this time, teachers will use restorative conversations (**if the child is calm enough to participate in a restorative conversation**) to help the child understand the impact of the behaviours. The key questions discussed will be:

*What happened?
Who did it affect?
How are you feeling?
How can we make it right?
What can we do next time?*

Where the child is not yet ready to participate in a restorative conversation, the reflection time will be tailored to assist the child in regulating their behaviour. During this time, the teaching assistant will support with the teaching of the rest of the class to maintain a stable and focused learning environment. The behaviour manager will also support with this stage where appropriate, particularly if the family is currently being supported by any external agencies and make parents/carers aware where appropriate. Teacher judgement is to be used to determine when this has not been successful and proceed to Stage 5.

Emotion Coaching will take place during this reflection if needed. Restorative mats containing widgets will be used where appropriate for pupils with any additional needs. During any reflection time, behaviour reflection forms will be completed and scanned in on to CPOMS as an attachment in order to log any patterns of behaviour.

Lunchtime Reflection Time (Behaviour Manager or SLT)

If the misbehaviour occurs during lunchtime, steps 1-3 will be carried out by lunchtime staff.

Where teacher led reflection is needed (**Stage 4**), either the Behaviour Manager will facilitate this or a member of the SLT if this sanction is given by a lunch time supervisor. Lunch time reflections and time to complete any work missed may also be given as a sanction from the class teacher.

Parents/carers will be informed by the person who led the reflection time when a child has reached **Stage 4**. Contact can be made by the Class Teacher, Phase Leader, SLT or the Behaviour Manager dependant on the circumstances.

N.B In the event of **serious misbehaviour (including persistent misbehaviour)**, miss stages 1-3 and move straight to Stage 4.

Stage 5 Year Group Partner Intervention (Teachers)

If the reflection time has not been successful, the teacher will speak with their year group partner to support. This could include the child completing their work in the other teacher's room or the other teacher speaking with the child.

If the year group partner is teaching and is required to leave their classroom to support, the teaching assistant who works alongside that teacher will support with the teaching of the rest of the class to maintain a stable and focused learning environment.

Stage 6 Phase Leader Team Intervention (Phase Leaders):

If stages 1- 5 have been unsuccessful in supporting the child to regulate their behaviour, a teacher should discuss the child's behaviour with a phase leader. They may suggest more structured interventions or sanctions, discussing the wider implications of the child's behaviour. The phase leaders at Field Road Academy are F Harris and S Harris. If a phase leader is teaching and is required to leave their classroom to support, the teaching assistant who works alongside the phase leader will support with the teaching of the rest of the class to maintain a stable and focused learning environment.

If a restorative conversation is possible, the phase leader will lead the restorative conversation at this stage.

The phase leader involved and the class teacher will inform parents and carers that the child has reached Stage 6 and the reasons for this and discuss next steps.

There may be some pupils who require further support with their behaviour. These pupils would be identified and given an **Individual Behaviour Plan (appendix 1)** with specific targets identified. Class teacher, parents/carers, pupil and phase leader will be involved in implementing the plan.

Stage 7 Behaviour Manager:

If behavior persists after all previous stages have been attempted, including a conversation and time spent with the phase leader; the behaviour manager will be contacted. The behaviour manager will attempt to engage with and reintegrate the pupil back into the classroom where possible. This may include a short amount of time working in a quiet area, a restorative conversation with the child, a nurture session (please note this list is not exhaustive).

Stage 8 Deputy Head Teacher/Assistant Head Teacher Involvement and immediate parental Involvement

If all previous stages fail to help the child to regulate their behaviour, the Deputy Head Teacher/Assistant Head Teacher will then be contacted to engage with the child, and possibly arrange a meeting with the parents/carers. At this stage, parents/carers will be contacted to physically come onto the academy site to discuss the pupil's behaviour and its impact or this might involve a phone call home if parents/carers are unable to come into the academy to support a reset for their child.

Stage 9 Head Teacher Involvement:

The Head Teacher will be asked to support with the situation. This level of involvement typically indicates a serious issue. Parents/carers will be informed and a meeting will be held with the parents/carers.

Stage 10 – Internal Suspension / Reflection Time

The Head Teacher will consider an internal suspension where time is spent with a staff member where the Behaviour Contract (**Appendix 2**) will be discussed which will reflect the strategies that can assist an improvement in their behaviour. These will be linked to the Academy Values whereupon all key stakeholders agree to these strategies.

If the internal suspension is not successful and there is a refusal to engage, then a fixed term suspension will be explored.

Where a fixed term suspension is enforced, this will be done in line with our Suspension & Permanent Exclusion Policy.

When the child returns to the academy, the Head Teacher, child and parents will undertake a re-integration meeting where expectations will be discussed and what strategies will be implemented moving forward.

Parents will be made aware that a further incident could result in further suspensions, permanent exclusion in the most serious of circumstances or a managed move considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future and understand the impact of their behaviour.

Further support

Where a class teacher becomes concerned that the behaviour of the pupil is persistent, further support will be put in place by the behaviour manager/a member of the senior leadership team. The stages are as follows:

- Restorative conversations have taken place as well as reset times.
- A parental meeting has been held with class teacher/phase leader and parents to discuss the concerns and find out any contextual information.
- The class teacher will fill out an ABC form (**appendix 3**) for a 1 week period to identify triggers and solutions.
- After this has been completed, a parental meeting will be held to discuss potential triggers and discuss solutions. The behaviour manager/a member of the senior leadership team will create an ABC proforma (**appendix 4**) following information from the initial ABC form and their observations. This will then be monitored over a 2 week period.
- During the 2 week period, a series of behaviour observations (**appendix 5**) will take place via the behaviour manager/a member of the senior leadership team in order to further identify support. This will then be analysed.
- A parental meeting at the end of the observation period will take place with the behaviour manager/a member of the senior leadership team alongside the class teacher and the parent to discuss findings and any further support that may be needed.
- If strategies are successful, the pupil will continue to be monitored.
- If strategies are unsuccessful, external agency support will be gained in order to unpick behaviours and look in to a possible unmet need.

Please refer to **Section 9** below as to when we may not use this system if a child has SEND needs.

Protocol for managing behaviour when there is an immediate safeguarding concern.

In cases where a pupil's behaviour is linked to a safeguarding issue and they or others are at risk of harm:

1. **Immediate Action:** The class teacher must first ensure the safety of all pupils and inform the academy's designated safeguarding lead (DSL) or a deputy designated safeguarding leads trained with team teach de-escalation strategies. Diane Newton (Head Teacher) is the DSL. Deputy Designated Safeguarding Leads are Lindsey Phillips (Deputy Head Teacher), Chloe Jukes (Assistant Head Teacher/SENDCo) and Dawn Howitt (Behaviour Manager) who are all trained in Team Teach De-escalation strategies.
2. **DSL Assessment:** The DSL or DDSL will assess the situation to determine the necessary interventions, which may include providing on-site support, contacting external agencies and contacting parents/carers.
3. **Continuous Monitoring:** The pupil will be continuously monitored by the DSL in collaboration with relevant staff to ensure their well-being and safety, adjusting strategies with dynamic risk assessments as necessary based on the pupil's response and further developments.

6.5 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

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/carers (see appendix 3 for a behaviour log)

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

6.6 Searching, screening and confiscation

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

Confiscation

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

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

Searching a pupil

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, 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 pupil 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 pupil; **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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Head Teacher, designated safeguarding lead (or deputy) or family liaison co-ordinator who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a 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 pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil 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 pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head Teacher (DSL) or deputy designated safeguarding lead to try to determine why the pupil is refusing to comply.

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

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the academy rules.

An authorised member of staff can search a pupil's possessions when the pupil 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.

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 pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the academy's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into the academy, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

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 first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The academy will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come to the academy to act as the pupil's appropriate adult.

If the academy can't get in touch with the parents/carers, or they aren't able to come to the academy to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The academy will keep records of strip searches that have been conducted on the premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Head Teacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

6.1 Mobile phones and other electronic devices brought on site by pupils

Those pupils who walk home alone are allowed to bring a mobile phone on site following a parent/carer completing a permission form. It must be turned off outside the entrance gates and handed to a member of staff immediately upon arrival and signed in. This includes handing it in at the start of breakfast club. Pupils' phones will be available for collection from class teachers at 3:10pm and they must not turn their phone on until they have left the premises. It will be considered serious misbehaviour for a pupil to turn on and/or use their phone on the premises.

Field Road Academy accepts no liability for loss or damage of mobile phones on the academy premises.

Smart watches are strictly prohibited.

6.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy. This means misbehaviour when the pupil is:

- Taking part in any academy-organised or academy-related activity (e.g. organised trips)
- Travelling to or from the academy
- Wearing the academy uniform
- In any other way identifiable as a pupil of Field Road Academy

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on the premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on an organised trip).

6.8 Online misbehaviour

The academy can issue behaviour sanctions to pupils for online misbehaviour when:

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

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

6.9 Suspected criminal behaviour

If a pupil 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 Head Teacher /member of the senior leadership team or Deputy Designated safeguarding lead 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.

6.10 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.

Pupils 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 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 families first/family support
 - Refer to children's social care
 - Report to the police

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

6.11 Malicious allegations

Where a pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil 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 pupil 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 pupils 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 pupils.

7. Serious sanctions

7.1 Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils 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 pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom will be supervised either by another class teacher if the pupil is sent to another class to regain calm or by a teaching assistant, a phase leader, behaviour manager or senior leadership team. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Senior Leadership Team.

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

Parents/carers will be informed on the same day that their child has been removed from the classroom.

The academy will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Daily Report Sheet/Reward chart
- Use of teaching assistants for smaller group learning where appropriate
- Long term behaviour contracts
- Behaviour observations/ABC forms completed
- Pupil support units/Alternative Provisions
- Multi-agency assessment and support e.g. referral to BRICS/Reflexions etc.

Staff will record all incidents of removal from the classroom on CPOMs, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

7.2 Suspension and permanent exclusion

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 on-site sanctions and interventions.

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

Please refer to our exclusions policy for more information.

8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the academy's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies

As part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples such as:

- Short planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Sensory boxes/items within class
- Specific seating arrangements in class
- Use of separation spaces (e.g. sensory zone, nurture rooms, reset room) where pupils can regulate their emotions
- Adjusting uniform requirements for a pupil with sensory needs
- Sensory time away from the class and/or designated safe spaces where pupils can regulate their emotions

- Specific training for staff in understanding conditions e.g. autism

8.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the academy will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the academy to sanction the pupil for the behaviour.

The academy will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The academy's special educational needs co-ordinator (SENDCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that pupil. We will work with parents/carers to create the plan and review it on a regular basis.

8.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other bodies.

If the academy has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the academy may request an emergency review of the EHC plan.

The Walsall Local Authority SEND EHC team details can be found on this webpage:

<https://send.walsall.gov.uk/help-learning/education-health-and-care-ehc>

9. Supporting pupils following a sanction

Following a sanction, the academy will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the academy.

This could include measures such as:

- Reintegration meetings
- Regular contact with the Behaviour Manager or member of the SLT
- A behaviour plan with personalised goals

10. Pupil transition

10.1 Inducting incoming pupils

The academy will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture.

10.2 Preparing outgoing pupils for transition

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

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

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training and then on-going training through continual professional development. The Senior Leadership Team maintains a record of training completed.

Senior Leadership Team and other designated members of staff are trained through Team Teach for advanced de-escalation and restraint.

12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the academy behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed at least annually by the senior leadership team or the behaviour manager. The data will be analysed from a variety of perspectives.

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

12.2 Monitoring this policy

This behaviour policy will be reviewed by the Head Teacher and full governing board at least 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 Head Teacher.

The written statement of behaviour principles will be reviewed and approved by the full governing board annually. This statement is written by the Lighthouse Multi Academy Trust and added on as an appendix.

13. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [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 and academy's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools and academies to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools and academies the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools and academies must publish their behaviour policy online

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- SEND Policy
- Anti-bullying Policy
- Physical restraint policy

Appendix 1: Individual Behaviour Plan – Name_____

Target 1:_____

Target 2:_____

	Breakfast Club	Lesson 1	Break	Lesson 2	Lunch	Lesson 3	Lesson 4	Checked by
Mon								
Tue								
Wed								
Thu								
Fri								

Appendix 2

To Parent/Carer and Pupil,

This contract will be in place to help support _____ to achieve their aspirations, be safe around school and follow our 4Rs.

In conjunction with this contract, we expect pupils will adhere to the school's Behaviour policy (please see attached).

Should this contract not be successful, we will follow procedure, and will continue with stage 9 of the school's hierarchical system for managing misbehaviour or serious misbehaviour.

By signing this contract all parties agree to the stipulations in the document and will following accordingly.

The following contract will be reviewed by the pupil, parent/carers, and Head Teacher on the following date:

Signature of Pupil

Date

Signed Name of Parent/Carer

Date

	What am I going to do?	How are we going to achieve this?	How do I know I have achieved this?
Respect			
Reflection			
Resilience			
Responsibility			

I agree to the plan above to help me achieve my aspirations, be safe around school and follow our 4Rs.

Pupil signature

Date

Appendix 3

Field Road Academy Significant Incidents of Behaviour Recording Form

CHILD'S NAME: _____

TEACHER: _____

Start Date: _____

End Date: _____

<u>DATE AND TIME</u>	<u>ANTECEDENTS</u> i.e. What happened before?	<u>BACKGROUND</u> i.e. Where did it happen?	<u>BEHAVIOUR</u> What did the pupil do?	<u>CONSEQUENCES</u> i.e. How was the behaviour addressed/responded to?

Appendix 4

Behaviour Profiling: Pupil Name Period of Observation *****

Previous Information / Profiling Outcomes
Positive Observations in previous periods of observation
•
Positive Observations during this period of observation
•
Triggers identified in previous periods of observation
Triggers identified during this period of observation
•
Negative Behaviours observed in previous periods of observation
Negative Behaviours observed during this period of observation
•
Adjustments already made and in place
Additional Adjustments to be made

Appendix 5

Behaviour Observations – Child Name

Pupil: Child A

Example Lesson:

Date:

Teacher : Y5 Class Teacher

Timed Observation

[illegible]

Teacher action		Pupil Action	
Teacher interaction - Verbal		On task	
Teacher interaction – Non Verbal		Off Task	
Teacher Interaction - None		Total	

Place Piecharts here