



Staffordshire University Academies Trust

Behaviour Policy

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Statement of intent

St Edwards CE Academy Cheddleton believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.

- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'

- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Behaviour Action Plan

2. Roles and responsibilities

The Local Academy Council will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.

- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the Local Academy Council on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

An identified leader will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the Local Academy Council, headteacher and the identified leader, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.

- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO – J.Talks
 - Headteacher – S.Machin
 - Subject leader – J.Carter
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism

- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

[SEAC's arrangements for managing initial incidents of negative behaviour – More detail on Appendix A]

This is an age appropriate response to negative behaviour. When children are new to the school in EYFS, a period of time will be given before negative dojos are given to ensure pupils are given enough time to respond to the behaviour curriculum. Pastoral initiatives will be made by the class teacher.

- Issuing a verbal reprimand and reminder of the expected behaviour, followed by a non-verbal reminder.
- Negative Dojo given.
- Removal of privileges – the duration of this is to be decided by the individual teacher.
- When a negative Dojo has been given, a restorative discussion takes place during the next break/dinner.
- Detention
- Where necessary, the pupil may be placed on a behaviour plan to support.
- If the pupil does reach the required number of Dojo points

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- Depending on the severity, pupils may be sent to a different classroom, Behaviour Lead or another member of SLT.
- The class lead investigates the incident and decides whether it constitutes unacceptable behaviour
- If the class lead deems the incident to be unacceptable behaviour, they will record the incident. The behaviour will also be recorded on the pupil's permanent record on Bromcom and the Behaviour Lead informed.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom by the Behaviour Lead – the class lead / Behaviour Lead will determine the period the pupil will be removed from the classroom, as well as any detention time
- The class lead will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.
- Where necessary, the pupil may be placed on a behaviour plan to support.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

[SEAC's arrangements for managing repeated incidents of negative behaviour. A model section has been included below.]

- The Principal will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget
- Where SEND is not identified, but the Principal determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

[SEAC's arrangements for managing arrangements for managing repeated incidents of negative behaviour.]

The Principal will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.

- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

SEAC's Behaviour curriculum (See Appendix 1)

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. This will be via Dojo points inline with the school's values (Honesty/Courage/Respect/Responsibility/Compassion/Perserverance/Wisdom). These behaviour points are further rewarded each half term with 'reward afternoons' for those children that achieve the set amount (See Appendix 1).

The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships (See Appendix 1)

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Restorative discussions take place with the member of staff and pupil where needed.

Preventative measures for pupils with SEND (See Appendix 1)

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies (See Appendix 1)

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the Behaviour Lead or member of SLT, and the pupil's parent will be contacted. Where appropriate, the Principal may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent. Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the Principal to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

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

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The Principal will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the Principal decides to withdraw this power from any teacher. The Principal may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Weekends during term, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 30 minutes will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

8. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

10. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

[The model list below was created using the DfE's '[Searching, Screening and Confiscation](#)' guidance. To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.]

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day in accordance with the Pupils' Personal Electronic Devices Policy. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The Principal will determine the proportionate length of time for confiscation.

No mobile phones will be permitted on the school premises – mobile phones will be left at home or with parents.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

11. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.

- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Principal will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

Pupils will be confident in asking for help if they’re struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

For younger pupils, parents will read the classroom rules agreement with their child and sign it on their behalf.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.

- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded inline with the school's values (Appendix 1)
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

12. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

13. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

14. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Principal and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.



SEAC Policy & Procedures

ST EDWARD'S CE ACADEMY CHEDDLETON (SEAC) BEHAVIOUR AND ATTITUDES POLICY

Ethos of the school

St Edward's Academy Cheddleton (SEAC) has the values promoted by Christ, as shown in the Bible, at its heart. Our Christian Distinctiveness is embodied in what you see, hear and feel through our academy ethos, culture, values and curriculum. We are an inclusive academy where all God's children, and adults, are treated with dignity and respected for difference, diversity and ways of living. We encourage all members of our community to grow and flourish within the context of our Christian belief and practice regardless of challenges, age, ethnicity, gender, identity, learning difficulty, nationality, religion, sexual orientation or disability.

Vision

We will teach **wisdom**, model and expect **respect** for all. We will nurture **compassion**, **responsibility**, **courage** and **perseverance**, equipping our children for life in all its fullness as **honest** adults in our diverse and ever changing world. We aspire to work collaboratively with our academy, Multi-Academy Trust, local, national and global communities as by...

Learning and Caring Together '...they will flourish in the courts of our God' (Psalm 92:13)

Aims

SEAC's behaviour policy aims to contribute to the development and maintenance of good behaviour and a positive and inclusive ethos by upholding the principles of Christianity, British Values and equality for all. It ensures that all pupils develop socially, morally and culturally. It promotes the development of academic attainment, progress and the health and safety of the school community by aspiring for pupils to be the best that they can be: the person God created them to be. All members of the academy (including the LAC) are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. It acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). It should be read alongside the following documents;

Policies (available on academy website and/or academy office)

SUAT Behaviour Policy

SUAT & SEAC Safeguarding (incorporating Child Protection) Policy

SUAT & SEAC Child-on Child Abuse Po

SUAT & SEAC Anti-Bullying Policy

- **SUAT Relationships & Sex Education & Health Education Policy**

- [Keeping Children Safe In Education 2024](#)
- [DfE Behaviour in School guides for Headteachers and school staff – Update Feb 24](#)
- [‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England – August 2024](#)
- [New anti-bullying guidance for Church of England schools published – July 2024](#)
- [DfE’s guidance to schools in England entitled ‘Use of Reasonable Force’. **Under consultation**](#)

Implementation

As part of the Staffordshire University Academy Trust (SUAT), SEAC expects ALL children at ALL times to;

- Attend school
- Be punctual
- Work hard and always do their best
- Act sensibly
- Treat everyone and everything with respect
- Come prepared with correct equipment and materials

To enable us to achieve this, our academy expectations for behaviour are based on our school values **Respect, Compassion, Responsibility, Honesty, Wisdom, Courage, Perseverance (& Resilience)** and vision that our children grow and flourish to make a positive difference in the world. Our children and staff understand how and why we should demonstrate these values to maintain healthy relationships with others. Each of our values will be explored in greater detail to ensure that children understand their breadth, practical application and the Christian values that underpin them. These values are displayed prominently around the school. They are further reinforced during transition, in planned curriculum opportunities which explore different viewpoints and develop skills of acceptance and ‘disagreeing well’, and during restorative practice conversations collective responsibility for demonstrating these values at **ALL** times. Staff are passionate about positive reinforcement and reward as a strategy to motivate and enthuse children.

At St Edward’s, children receive Class Dojo points for demonstrating our academy **values in action**. The children collect Dojo points to achieve reward milestones that have been suggested, discussed and agreed by the children (School Council driven.) **Children receive a certificate and ‘reward afternoons’ take place during the last week of each half term.**

Autumn 1 - 50 Points = Extra playtime with LOTS of equipment

Autumn 2 - 100 Points = Toy time (Board games/Lego)

Spring 1 - 150 Points = Forestry fun

Spring 2 - 200 Points = Movie & popcorn/snacks

Summer 1 - 250 Points = Lucky dip prizes

Summer 2 - 300 Points = Afternoon Tea with Mrs Machin

We believe that children are learning to be responsible adults as they grow. At SEAC, we have high expectations for all and have a zero tolerance approach of 'low level' behaviour in lessons, when moving around school and during social times.

We apply a 'staged approach' to behaviour management with sanctions and support strategies applied in response to behaviours that fall short of our high expectations. These behaviour management strategies should be used consistently by **ALL staff** in school and in some instances may be authorised by the Principal for incidences outside of school.

SEAC Stages of Behaviour Management

Stage 1 (Response to Low Level Behaviour)

Step 1 - One verbal reminder

Step 2 – **One** non-verbal warning e.g hand signal

Step 3 - Loss of one Dojo point indicating the reasons why. *You have lost a dojo point for being;*

- **Dishonest** – not telling the truth if something has happened.
- **Disrespectful** – demonstrating rude behaviour, swearing, talking to others when the teacher (someone else) is talking, prejudicial behaviour or language.
- **Irresponsible** – not listening to instructions, causing disruption, repetitive shouting out, not taking turns, distracting others, damaging equipment.
- **Uncompassionate** – showing unkind behaviour towards others (verbal or physical).

Step 3B – Rough play – any rough play at break or dinner time will result in missing the remaining time of the session followed by a restorative discussion with the class teacher. In addition, there will be two negative dojos given and a pre-prepared message home informing parents.

- **Step 4** – If Dojos are lost within a lesson/session, this will result in a pastoral conversation during playtime, lunchtime. Restorative conversations will be with the class teacher (class lead) to discuss and agree how to show our values in action moving forwards. Mediation

and relationship building strategies (**reflect, repair and rebuild**) will be used, in line with our Christian ethos and commitment to reflection, forgiveness and restorative practice.

Children will also complete work, if a child's learning attitude has been identified as an issue during the lesson. If more Dojos are lost within the lesson/session or day, this will result in another restorative conversation during playtime, lunchtime and parents will be notified with a generic message via Class Dojo.

Repeated, low level behaviour will be managed and monitored over half termly periods of time by the class teacher. During this time, working closely with parents, pastoral initiatives will be made by the class teacher, trialling a range of rewards and sanctions/consequences together. Parents and children must be aware that meeting the expectations for the reward afternoon are doubtful unless improvements are seen.

If the child does not achieve the required number of Dojos they will miss out on the End of Term reward afternoon. In addition to this, the child will go on a behaviour plan (Stage 2 Behaviour Support). The child will still be able to achieve the next 'Reward Afternoon' but they will still be required to achieve the expected number of Dojos as detailed above.

Stage 2 (Behaviour Support)

Maximum 4 weeks

1. The Key Stage Lead will observe and talk to the child. This will be arranged by the class teacher and agreed with parents.
2. The Key Stage Lead will establish if policy and procedures are being implemented consistently within the class. Review and track the Dojo log; When were they lost? Were messages sent home in line with expectations?
3. If appropriate, the child will be managed at Stage 2 of the Behaviour Policy and a 'Behaviour Plan' (Appendix A) will be implemented, with the intention of success and a prompt return to stage 1. Clear rewards and sanctions MUST be agreed and implemented consistently by all staff.
4. After 2 weeks, an initial face to face review meeting, with parents, the child and the class teacher will be arranged to discuss consistent and effective implementation, outcomes and next steps. We expect that most children will return to stage 1 following the consistent and effective implementation of adaptations within the child's behaviour plan.
5. If a child has not made the expected progress to return to stage 1, the behaviour plan will be adapted in consultation with the child and parents and implemented for a further 2 weeks, with the intention of success and return to stage 1.

Stage 3 – Behaviour Lead Support / Pastoral Intervention

Maximum 4 weeks

1. The Behaviour Lead / Inclusion Team will observe and talk to the child. This will be arranged by the class teacher and agreed with parents.
2. The team will establish if policy and procedures are being implemented consistently, in line with the child's behaviour plan.
3. If appropriate, the child will be managed at Stage 3 of the Behaviour Policy where needs and support are considered and explored (e.g. SEND needs /Early Help)

- 'Expert' staff will support teachers and parents in formulating and agreeing an updated behaviour plan, considering the 'SEMH' section of the Graduated Response toolkit reward and sanction adaptations. (<https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduatedresponse-toolkit/Graduated-response.aspx> and [Environmental \(Checklist\) adaptations](#)).
- Possible Internal interventions will be considered e.g. Drawing and Talking therapy, Sand therapy, Mental Health First Aid support, ELSA.
- After 4 weeks, a further face to face review meeting, with parents, the child, class teacher behaviour lead or Inclusion Team will be arranged to discuss consistent and effective implementation, outcomes and next steps.
- If a child has not made the expected progress to return to stage 1, the behaviour plan will be adapted and external, expert advice may be sought.

Stage 4 – External Support

- The Inclusion Team will observe and talk to the child. This will be arranged by the class teacher and agreed with parents.
- The team will establish if policy and procedures are being implemented consistently, in line with the child's behaviour plan.
- If appropriate, the child will be managed at Stage 4 of the Behaviour Policy where needs and support are discussed with professional partners such as Staffordshire Moorlands Hub and/or '[SEMH Specialist Services](#)' section of the Graduated Response toolkit. Parental permission will be sought prior to referrals being made.
- A Team Around the Child meeting will be held to discuss and agree partner recommendations and strategies. Any reports that are obtained from referrals, will be shared with parents and appropriate actions and targets discussed and implemented via an intervention plan/ Pupil Passport. Pupil Voice will continue to be valued and seen within intervention strategies and support.
- IF appropriate, having discussed needs with external partners, permission may be sought to place a child on the SEN Register.

A 6 weekly cycle of Assess, Plan, Do, Review cycle will be implemented with high hopes for success (emotionally, socially and academically) in response to high quality intervention and support. This will involve meeting with parents fortnightly.

If escalation is necessary and agreed at stage 4, we may seek further advice through the [Educational Psychology service](#) (Parents permission will be sought).

Behaviour Monitoring

Children that move between stages will be recorded on our whole school behaviour tracker and on BROMCOM. This enables us to monitor the progress of the child's improving behaviour over time. The tracker will be monitored by the Behaviour Lead with next steps advised accordingly. Behaviour stages are discussed with parents and recorded of children's My Year of Learning Reports (MYOL's).

Supporting Vulnerable Children

We are an inclusive academy and all staff are expected to be passionate about children accessing a full time, mainstream education, whenever possible. Behaviour Leads/Inclusion Leads and Senior Leaders will agree adaptations to the staged approach, in response to individual needs, striving for the very best education and care for all children. Reduced timetables would only be implemented as an inclusive strategy and in agreement with Staffordshire County Council.

If a child has received external support at stage 4, it may be agreed by all stakeholders, that a permanent personalised behaviour support plan should remain in place to support a child's inclusion and success at returning to Stage 1 of the Behaviour Policy.

Response to isolated, significant incidents

We have a zero tolerance approach and response to aggressive behaviour, violent behaviour, verbal abuse or destruction of property. Following significant incidents, children will be asked to leave the area and go to a designated area to take time out, calm and reflect. Parents will be notified OFFICE at the earliest opportunity and may be expected to come into school to discuss the incident and next steps with their child's class teacher, supervising staff and behaviour lead. At this point, the discussion will be brief as investigations and debrief will not have taken place. Parents of victims of significant incidents will also be notified at the earliest opportunity OFFICE and invited into school to discuss the incident and next steps with their child's class teacher, supervising staff and behaviour lead.

Supervising staff will speak with all involved and establish the facts surrounding the incident. (Complete Behaviour Investigation Record & Risk Assessment). The voice and feelings of victims will be heard and influence appropriate and proportionate sanctions.

Victims and witnesses will receive immediate support through reflective conversations. These will determine if further actions are needed. Including notifying other parents e.g. whole class

Parents and the child will be expected to attend a meeting the following day to discuss the investigation and next steps with their child's class teacher and behaviour lead.

Victims parents will be updated regularly throughout investigations, outcomes and with regard to agreed consequences. Restorative conversations with other children and staff will take place, based upon the Christian practice of Reconciliation (making up), Forgiveness (Saying Sorry) and transformation (making positive change).

All significant incidents are logged on our Management and Safeguarding systems, as appropriate.

Sexualised Behaviour

Sometimes, children display behaviour that may appear to be 'sexualised.' In most cases, the behaviour is part of normal child development. However, the school takes all reported incidents seriously and investigates all potential incidents of Sexualised Behaviour very thoroughly. Each incident is considered using the Brook Traffic Light Tool. All incidents are categorised as Green, Amber or Red and are recorded and monitored. Parents are always informed and appropriate safeguarding procedures followed. The Safeguarding Team will meet to discuss the behaviours and advice from the Education Safeguarding Advice Service (ESAS) may be sought. Please refer to SEAC's Safeguarding policy for more information.

Managing pupil transition

- Parents and children will be fully involved in transition arrangements, with the intent of a safe and settled change. Children that are new to the school, including those in EYFS, will be given time to adjust and understand the school’s behaviour curriculum. The class lead will support the children through pastoral initiatives whilst communicating effectively with parents.
- We encourage and welcome receiving schools to see effective support and strategies in action at SEAC, prior to transition.
- Information will be shared, in the best interests of the child, and in line with Safeguarding Policies and Procedures.,
- Transition and Team Around the Child meetings will be arranged between the Behaviour Leads/Inclusion Leads SENCOs at SEAC and receiving schools, as appropriate.
- Relevant documentation will be shared with receiving schools.

Monitoring and review

Managing and monitoring behaviour is the responsibility of all staff at SEAC. Children also support each other in behaving in line with our academy values.

In addition to support outlined within this policy, the Behaviour Lead reviews behaviour management as part of Pupil Progress discussions and reports on the effectiveness of this policy to SLT, the Local Academy Link Governor for behaviour and the full Local Academy Council via the termly Principal’s Report.

This policy will be reviewed by the Behaviour Lead and Local Academy Council on an annual basis, or sooner in response to Trust and DfE guidance. Necessary changes are communicated to all members of staff, parents and children.

APPENDIX C

Staffordshire University Academies Trust Personalised for St. Edward’s CE Academy Cheddleton			
PHYSICAL INTERVENTION RECORD			
1. GENERAL DETAILS			
CLASS:	TERM:	NUMBER:	DATE:

NAME(S) OF PUPILS INVOLVED: _____

LOCATION:

TIME:

WITNESSED BY: Adults:

Pupils:

NAME OF STAFF WRITING THIS REPORT

REPORTED TO BEHAVIOUR LEAD (Date/Time)

FORM RETURNED: (Date/Time)

REPORTED TO PRINCIPAL: (Date/Time)

FORM RETURNED: (Date/time)

2. DESCRIPTION OF THE INCIDENT (WHAT HAPPENED?)

<i>Who was involved? Focus of incident</i>	<i>Nature of incident</i>	<i>Effects</i>
Pupil to pupil	Verbal abuse/outburst	Disruption
Pupil to adult	Threatened violence	Distress to self (pupil)
Self harm	Risk of injury	Distress to others
Damage to property/equipment	Physical abuse/attack	Injury

Antecedents (What lead up to the incident):

Behaviour:

Action taken to manage/de-escalate the behaviour prior to use of physical intervention:

Description of the physical intervention used:

- Was this a planned (IBP (delete as appropriate)
- Duration of physical intervention:
- Was anyone injured? YES/NO If YES, give details of injury and any medical support

given:

3. CONSEQUENCES

Incident reported to Principal /Deputy/Behaviour Lead

Parents Contacted – Phone/Letter/person Time: By Whom:

In School/Class Sanctions:

Detention Date: _____

Outside Agencies Involved YES/NO. If YES, who? _____

Accident/Incident form/book Health and safety form/book

Other recording (specify) Other notification

Signed: (Member of staff) (Member(s) of

Staff) Date

4. FURTHER ACTIONS

Informing Parents:

Have parents been informed? YES/NO

By who: _____

Signed _____ (Member of Staff) Date: _____

Please ensure that a copy of all communication with parents is attached to this document.

**Post Incident Support:
Staff**

Staff 'Debrief' Requested YES/NO

Provided by _____ Date _____

Follow Up Session Requested YES/NO

Details _____

Pupil

Post Incident Support given by _____ Date _____

Signed _____ (Member of Staff)

Date _____

Signed (optional) _____ (Pupil)

PLANNING AND FURTHER ACTIONS

Do any of the following need review and possible change? Please highlight appropriate ones.

- Pupil individual programme
- Teaching targets/curriculum offered
- Teaching groups
- Aspects of physical environment
- Defusing and calming strategies
- Staffing
- Home/ School Communication

What steps have/will be taken to address identified areas?

Was any further, related action suggested by parents? YES/NO

Specify:

Was any further, related action taken by Principal / Behaviour Lead YES/NO

Specify:

Signed: _____ (Behaviour Lead)

Date: _____

Signed: _____ (Principal)

Date: _____

Behaviour incident form

Name of pupil		Year group	
Date		Time	
Location of observation		Name of staff member	
Before the incident: what led to the behaviour?			

During the incident: what did the pupil do?
After the incident: what were the consequences of this behaviour?
Additional comments

Behaviour management observations review form

Name of pupil		Year group	
Name of key worker		Date	
Do there appear to be any patterns triggering the pupil's behaviour?			
Are our existing management systems effective?			
What achievable targets could we implement for the pupil to work towards?			
What are the pupil's strengths?			
What strategies could we implement to help the pupil achieve their targets?			
Additional comments			