



Staffordshire University Academy Trust		SEAC Adapted Policy Document				
Approved by:	SEAC LAC	Issue Date:	September 2023	Review Date:	September 2024	
Policy Owner:	J.Carter Behaviour Lead					
Audience:	LAC	<input checked="" type="checkbox"/>	Trustees	<input type="checkbox"/>	General Public	<input type="checkbox"/>
	Staff	<input checked="" type="checkbox"/>	Parents	<input checked="" type="checkbox"/>	Pupils	<input checked="" type="checkbox"/>

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. 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

SEAC Personal, Social, Health Education (PSHE) & Relationship & Sex Education (RSE) Policy

Equality Policies

- [Keeping Children Safe In Education 2023](#)
- [DfE Behaviour in School guides for Headteachers and school staff](#)
- ['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 – May 2023'](#)
- [Valuing All God's Children: Guidance for Church of England Schools on challenging homophobic, biphobic and transphobic bullying](#)
- [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.**

50 Points = Extra playtime with LOTS of equipment

100 Points = Toy time (Board games/Lego)

150 Points = Forestry fun

200 Points = Movie & popcorn/snacks

250 Points = Lucky dip prizes

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 4** – If Dojos are lost within a lesson/session, this will result in a 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.

Step 5 – If further Dojos are lost throughout the same week, parents will be advised that, if behaviour does not improve the following week, that they will be asked to attend a restorative conversation with their child.

If 10 Dojos are lost for 2 consecutive weeks, stage 2 will be initiated. Stage 2 may also be initiated prior to this, if parents, staff and the child agree that this would be a supportive strategy.

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.
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/Graduated-response-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.

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. 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 on 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

Following significant incidents such as deliberately hurting others, verbal abuse or destruction of property, children will meet with their class teacher, and behaviour lead, to establish the facts surrounding the incident. (Complete Behaviour Investigation Record & Risk Assessment - Appendix B.) Restorative conversations with other children and staff will take place and appropriate sanctions agreed by all involved. All parents will be informed of incidents at the earliest opportunity, and most certainly before children leave at the end of the day. All significant incidents are logged on our Management and Safeguarding systems, as appropriate. Investigations will be based upon the Christian practice of Reconciliation (making up), Forgiveness (Saying Sorry) and transformation (making positive change).

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.

Suspensions

In extreme circumstances (e.g. violence, either physical or verbal, towards children and adults that violates human rights, significant risk to self / others and / or significant damage to property) the Principal, in line with DfE, County and Trust policy and procedures, may decide, due to the duty of care and the need to safeguard others, to escalate through the stages more quickly and suspend or exclude a child. The length of this will depend upon the severity of the behaviour or risk.

At all times, the ['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 – May 2023'](#) will be followed, ensuring that all contributing factors have been considered and alternative educational provision sought.

In instances when the consequence of a suspension or exclusion has been agreed by the Principal:

- The Behaviour Lead will notify parents immediately of the intent to suspend. Reasons for the suspension/exclusion must be given along with the length of the suspension and expectations following suspension.
- A letter will be provided to consolidate the information given during the communication with parents (face to face / telephone call) and to provide the parent with links to sources of impartial advice.
- For the first five days of a suspension, class based curriculum work will be set by the class teacher.
- Completed work is to be uploaded to Dojo by the parent at the end of each day and feedback given by the class teacher on a daily basis.
- For a suspension of more than five days, the governing body will arrange a suitable full time educational placement.
- During all periods of suspension, academy daily contact with parents and the child will be made.
- A reintegration 'team around the child' face to face meeting will be completed on the morning of the child's first day back at school. The child is expected to be present for all or part of this meeting. Following this meeting, appropriate measures will be implemented to ensure successful reintegration (contact with parents, behaviour plans, pastoral interventions, external support).
- The Behaviour Investigation Report and the letter will be placed upon a child's record.
- The Chair of our LAC and Local Authority will be informed immediately for all suspensions. The child's social worker will be informed if there is involvement from social services and the Virtual school will be informed for all children who are Looked After by the Local Authority.
- The Principal will notify parents immediately of the intent to permanently exclude and will request a face to face meeting to discuss this. Reasons for the exclusion will be made clear and parents will be given the opportunity to ask questions and seek further clarity.
- Parents have the right to make representations about the suspension or permanent exclusion to the governing board. This can be face to face or via Teams.

Searching, Screening and Confiscation

At SEAC, all staff are aware of the [DfE document Searching, Screening and Confiscation: Advice for schools](#). The Principal and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have one of these prohibited items, knives and weapons, alcohol, illegal drugs, tobacco and cigarette papers, fireworks, pornographic images, stolen items or 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, or damage to property of any person (including the pupil).

The member of staff should ensure that pupils understands the reason for the search and how it will be conducted. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the SEAC's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the behaviour lead, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised at all times. Staff should assess whether it is appropriate to use reasonable force to conduct the search.

All searches should be completed away from other pupils. The search must 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 school trip.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must also be another member of staff present as a witness to the search. Please refer to 'Searching, Screening or Confiscation': Advice For Schools for exceptions to this rule.

A member of staff may only search a pupil's outer clothing, pockets, possessions or trays.

Any search by a member of staff should be recorded in the school's safeguarding reporting system, including whether or not an item is found.

A Physical Intervention Record (Appendix C) must be completed following any searching, screening and confiscation. This document will be stored on the Pupil Record.

Physical Intervention

At SEAC, all staff are aware of the [DFE's guidance to schools in England entitled 'Use of Reasonable Force'](#). Physical restraint is viewed as a last resort and staff will exhaust other strategies before intervening. All staff have received 'physical intervention' training and this will be implemented where necessary to prevent injury to self or others. Examples of where physical intervention might be used are;

- Separating two children who are fighting
- Preventing injuring to self and others.
- Stopping a child from leaving the premises (if this causes harm).

In instances where physical restraint has occurred,

- An internal team around the child meeting will be held on the same day (as soon after the incident as possible). This will include a member of SLT.
- All staff involved will complete a physical intervention record and a behaviour investigation record.
- All details will be recorded on BROMCOM and supporting documents uploaded.
- Parents will be informed.
- The CEO at Staffordshire University Academy will be informed.

All of this should be completed with 24 hours of the intervention.

Any complaints in relation to physical restraint must be thoroughly, speedily and appropriately investigated. First response & LADO (0800 1313126)/ ESAS ([01785 895836](#)) can be contacted for any advice or support during this process.

A Physical Intervention Record (Appendix C) must be completed following any physical intervention. This document will be stored on the Pupil Record.

Outside school and the wider community

Pupils at the school agree to represent the school in a positive manner by demonstrating our school values when out in the wider community. Information, from members of the public, about inappropriate behaviour by pupils at the school, is taken very seriously and will be investigated in line with our Behaviour and Complaints Policies.

Managing pupil transition

- Parents and children will be fully involved in transition arrangements, with the intent of a safe and settled change.

- 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 A

Behaviour Plan
(Please ensure that this plan is personalised)

I need support understanding that...			
I agree that I will...			
Rewards			
How will my parents support me?			
How will my teacher support me? Follow a restorative approach to any incidents.			
How will the Child Champion support me? Use activities - resilience			
How will the dinner time supervisor support me?			

I will not get my rewards if I do not follow this plan. I may also lose golden time, playtime and / or dinner times.

Signed:

APPENDIX B



Behaviour Investigation Record



Date of Investigation:

Time of Investigation:

Perpetrator(s):

Other:|

Witnesses:

Discussion Points	Action/Follow up Including name of adults responsible for action

Remember to use initials / class names only for victims and witnesses. Once completed and actioned please email to the Behaviour Lead. Remember to add to BROMCOM if necessary.

APPENDIX C

**Staffordshire University Academies Trust
Personalised for St. Edward's CE Academy Cheddleton**

PHYSICAL INTERVENTION RECORD

1. GENERAL DETAILS

CLASS:	TERM:	NUMBER:	DATE:
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NAME(S) OF PUPILS INVOLVED: _____

LOCATION:	TIME:
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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: _____