



L.E.A.D. Academy Trust
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Warren Primary Academy
A L.E.A.D. Academy

Behaviour Policy

Review frequency: Annual

Policy/Procedure management log

Document name	Behaviour Policy
Date approved	December 2023
Date issued	March 2024
Date of review	March 2025
Approved by	Academy Governing Body As a statutory policy this needs to be reviewed annually and minuted at the AGB meeting.

Aims

At Warren Primary Academy, it is our aim to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the academy
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management for pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To encourage a shared responsibility between home and school.
- To enable pupils to develop respect for themselves, each other, all adults and their environment.
- To encourage pupils to cooperate with each other and all adults in school, demonstrating that more can be achieved if we work together.

At Warren Primary Academy, our underlying principles are:



Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Definitions

At Warren Primary Academy, misbehaviour is defined as:

- Disruption in lessons, in corridors during transition times, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Breach of the academy rules

When misbehaviour occurs, it should be dealt with consistently using the sanctions that schools have in place, and restorative work should be undertaken to ensure that misbehaviour does not escalate.

At Warren Primary Academy serious misbehaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Child on Child abuse
- Theft
- Vandalism
- Fighting
- Racist, sexist, homophobic or other discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco and/or cigarette papers
- Vapes and/or related items
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

If serious misbehaviour occurs, the academy will investigate the incident fully, and will treat each case individually using a balanced and proportionate approach.

At Warren Primary Academy bullying is defined as:

The repetitive, intentional harming either physically or emotionally, of a person or group. We use the STOP acronym (Several Times on Purpose).

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Sexist• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Roles and responsibilities

The AGB

The AGB is responsible for:

- Reviewing this behaviour policy in conjunction with the Head of School
- Monitoring the policy's effectiveness
- Holding the Head of School to account for its implementation

The Head of School

The Head of School is responsible for:

- Reviewing this policy in conjunction with the AGB and staff
- Giving due consideration to the academies statement of behaviour principles (appendix 1)
- Reviewing and approving this behaviour policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Academy Staff

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Impose relevant sanctions according to the nature of the incident
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the academy culture and how they can uphold academy rules and expectations
- Recording behaviour incidents promptly using the behaviour logging system
- Challenging pupils to meet the academy's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers, where possible, should:

- Get to know the behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the academy's behaviour policy
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the teacher/tutor promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the academy directly, whilst continuing to work in partnership with the academy
- Take part in the life of the academy and its culture

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

Pupils

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

- The expected standard of behaviour they should be displaying at Warren Primary Academy
- That they have a duty to follow the behaviour policy
- The Warren Primary Academy's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with explicit teaching on attitudes and dispositions for learning and will be supported to develop an understanding of the academy's behaviour policy and wider culture.

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

Behaviour curriculum

At Warren Primary Academy, strong behavior systems are pivotal to achieving what we expect to see in our classrooms. Our aim is for all lessons to be free from disruption. For behaviour in lessons, we expect:

- Teachers to know their pupils and their learning needs well
- Pupils to be happy and secure, and able to experience a sense of achievement every day
- The curriculum to be ambitious
- Teachers plan and deliver well planned lessons
- All staff to explicitly teach attitudes to learning
- Use of positive framing
- Recognition of achievement in all senses and reward
- A culture of high expectation
- That everyone is included, and all needs are met
- That the environment is well organised, inviting and stimulating
- Behaviour standards to be high, with any inappropriate behaviour being dealt with effectively
- Routines are simple and consistently used

It is, however, not just about behaviour in our classrooms. We expect positive behaviour at all points of the school day. For behaviour outside of lessons, we expect all learners to:

- Be proud to be part of their community and treat everyone with respect
- Be courteous and respectful
- Engage positively with everyone within the Warren Primary Academy community
- Walk calmly but purposefully around the school following the movement structures that have implemented, respecting other people's physical space
- Talk politely using developed language and not shout out
- Actively engage with staff and visitors- good morning and good afternoon is the standard response that should be expected

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

Mobile Phones

We are aware that some children may need to bring a mobile phone to school with them (especially if they travel to and from school independently).

If a child brings a mobile phone to school with them it must be turned off and placed inside the mobile phone box in Year 6. This box will then be sent to the office to be kept in a safe space which is inaccessible to children.

Responding to Behaviour

Systems to manage Behaviour

Behaviour incidents and sanctions are logged and monitored through our Warren Primary Academy behaviour logging system which is accessible to all staff members on the Warren Primary Academy Dashboard. This behaviour log is used to track behaviour patterns and incidents to support strategic intervention and reporting.

Classroom Management

We expect all lessons to be calm and purposeful. Children will be highly engaged and have a thirst for learning. There will be true working partnership and collaboration. Our aim is for all lessons to be free from disruption.

Responding to good behaviour

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

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

Positive behaviour will be rewarded with (amongst other things):

- Verbal praise
- Communicating praise to parents verbally or via Class Dojo correspondence
- Certificates and weekly celebration assemblies

- Positions of responsibility, such as School Council, Playtime Leader or being entrusted with particular decisions or who school projects

Rewards at Warren Primary Academy

Conduct Behaviour Rewards

In EYFS and Year 1, conduct behaviours are rewarded with Conduct Counters which go on a personalised conduct behaviour chart. In EYFS, 10 counters earns a prize and in year 1 20 counters earns a prize.

In Year 2 and Key Stage 2, conduct behaviours will be rewarded and acknowledged with raffle tickets. There is no limit to the number of raffle tickets that a child can receive. Five raffle tickets are drawn at the end of the day on a Friday (one ticket drawn for each day of the week).

Raffle tickets and Conduct Counters can be awarded by all school staff and **cannot** be removed as a sanction.

Below is a list of suggested behaviours which would earn an individual conduct behaviour reward in all year groups:

- Opening doors for others.
- Being polite and using their manners.
- Showing responsibility for their environment e.g. picking up something from the floor which isn't theirs, looking after the classroom equipment etc.
- Offering to do a job which needs doing i.e. spotting the bookcase is untidy and sorting it.
- Helping others/being kind.
- Being ready to learn.
- Having a positive attitude for learning.
- Following instructions immediately.
- Sitting safely.
- Correct, smart uniform.
- Sharing.
- Teamwork.
- Showing respect.
- Demonstrating the tick behaviours.

Whole Class Reward

Each cohort will have a whole class system, which will reward the values, conduct and learning behaviour of the class as a whole collective unit. The children will earn Teamwork Treasure coins, which go into a treasure chest. These can be awarded by all staff and visitors.

Below is a list of suggested behaviours which would earn a whole class reward:

- Exemplary behaviour on a visit/trip/residential from all.
- Outstanding behaviour displayed when visitors come to Warren.
- Excellent learning behaviour and conduct demonstrated to supply teachers.
- Strong conduct and learning behaviours demonstrated when learning outside of the classroom e.g. P.E. outside, music in the hall, engagement in singing assembly etc.
- Everyone ready to learn when expected.
- A tidy classroom.
- Calm transitions around the school.
- Strong teamwork and collaboration across the class.
- Engagement and motivation in a lesson.

- Quick, calm and quiet lining up.
- Excellent conduct during lunchtime.

The class will decide and vote on a collective and suitable reward.

Some examples of rewards might be:

Picnic	Cake decorating
Extra playtime	Biscuit decorating
Non-uniform day	Mini disco
Baking	Craft activity

Sports match of choice Park trip (*would require a risk assessment and adult helpers).

Once they have achieved their goal of 100 they will receive the reward the following week, then the process repeats.

Yard Card

The yard card is awarded at the end of break-time to the class who have lined up the most sensibly, efficiently and quietly. When a class has received 10 yard cards they are entitled to a free playtime. The time of this is at the discretion of the class teacher to ensure that it has limited impact on the school day.

Golden Dustpan

Each week the site manager (supported by Year 6) will select the class who have made the most effort to organise and tidy their classroom. The class will receive five Teamwork Treasures when they receive the Golden Dustpan.

Celebration Assembly

Each Friday there is a celebration assembly. Class teachers will select two children per week who have demonstrated the school values or have produced outstanding work or made excellent progress that week.

Behaviour in EYFS

At Warren Academy staff in the Early Years Foundation Stage model support and provide opportunities for children to understand their behaviour and practise social skills. On a daily basis, children are supported to develop skills of working together and including others in their play, this is underpinned by the Personal, Social and Emotional Development (PSED) strand of the EYFS curriculum. We feel it is vital to ensure young children feel secure in our setting and this is established by:

- Consistent routines to ensure that children understand the structure of the day
- Supporting children to recognise and label their feelings
- Role modelling and highlighting expected behaviours
- Developing talking and listening skills
- Encouraging independence skills within children

The PSED strand of the EYFS curriculum is supported by the teaching of Jigsaw (Personal Social Health Education curriculum) which is a whole school teaching approach. Within this children are taught to

understand their identity and their feelings, their rights and responsibilities, how to be gentle and about making and breaking friends.

Frequency	Consequence
First time 'Chance 1'	Child is given the choice of the correct behaviour or the 'thinking chair'. Adult counts to 3 slowly to give the child time to choose to follow the 'good choice' behaviour. If child does not respond then they are given a chance.
Second time 'Chance 2'	This acts as a second warning
Third time 'Chance 3'	Thinking Chair- If 3 chances are reached then the child is asked to sit on the 'thinking chair' to reflect on behaviour. The time on the thinking chair is dependent on what the child has been asked to do. (e.g 3 minutes for disrupting a lesson/ 5 minutes for hurting another child)
Fourth time 'Chance 4'	If the above happens twice within a session (morning or afternoon) then the child loses 5 minutes of their playtime.

If behaviour is serious such as deliberately causing harm or injury to a friend or the environment then the child will be asked to sit immediately on the thinking chair and will lose a play time.

Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

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

The academy may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, at break or lunchtime
- Reflection time at break or lunchtime
- Loss of privileges
- Referring the pupil to a member of SLT
- Sending the pupil out of the class for paired class or isolation in a designated and supervised area
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom for an internal seclusion
- Suspension

- Permanent exclusion, in the most serious of circumstances

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

Sanctions at Warren Primary Academy

In addition to positive recognition, there must be a vehicle for dealing with disruptive behaviour when children choose not to follow the classroom rules.

At the beginning of every year, the class will make a list of tick and cross behaviours, which rewards and consequences are centred on. An example below:

✓	X
Contribute politely. Sit safely. Ready for learning. Active listening. Respect the environment and everyone in it. Use manners. Move calmly.	Calling out. Swinging on chairs. Unprepared for learning. Not listening. Disrespecting the environment and others. Rudeness to others. Noisy and careless movements.

At Warren, the following code is currently in operation:

Action is triggered when the child is seen doing something on the cross list. If a pupil chooses to break a rule these are the consequences:-

Frequency	Consequence
First time 'Chance 1'	This acts as a first warning.
Second time 'Chance 2'	This acts as a second warning
Third time 'Chance 3'	The child's name moved onto the light yellow warning card
Fourth time 'Chance 4'	The child's name is moved onto the dark yellow 'Reflection Time' card. The child will now have to spend their next break-time in the classroom reflecting on their behaviour and how to turn this around.
Fifth time 'Chance 5'	The child's name will be moved to the red 'Paired Class' card and will be sent to a paired class: Y6 paired with Y4 Y5 paired with Y2 Y3 paired with Y1 Further sanctioning of the child when they arrive at paired class should be avoided. This is time away to calm down so they will eventually be ready to return to their learning. Key Stage 1 children will go for 15 minutes.

	<p>Key Stage 2 children will go for a whole session.</p> <p>If there is only a short amount of time left, then they would go for the next session too.</p> <p>For those extreme situations and at the teacher's discretion, time out may start at the beginning of the next session.</p> <p>Parents to be informed at this point and this is logged in the behaviour log.</p>
<p>Seventh time 'Chance 7 - Isolation' (KS2 only)</p>	<p>The pupil is sent to a member of the SLT and will work in isolation for a full day i.e. if this starts in the afternoon their isolation period would continue the next day (unless the needs of the child mean they won't understand this- to be determined on a case by case basis by SLT).</p> <p>This will be recorded and parents will be notified accordingly. Absence on the day of an isolation means that the child will be in isolation on their next day in school.</p>

For Key Stage 2 the counting system will remain for the day, for example if a child receives a 'Chance 1', this will stand for the day.

For EYFS and Key Stage 1, the counting system will remain for the morning or afternoon session.

Every child is given a fresh start each day (unless they still need to do their detention or their isolation has not been completed, but all names are to be returned to the green 'Ready to Learn' card).

Any use of the sanction system will be recorded weekly by teachers during colleague meeting to ensure that any patterns in behaviour can be discovered and tracked.

Responding to Bullying

Procedures

- Pupils should report bullying incidents to a member of staff or someone who they can trust.
- In cases of bullying, the incidents will be recorded by staff on the Warren Primary Academy behaviour logging system and addressed initially by the class teacher, followed by the following individuals if an incident is not then resolved (Ellie Shaw-Assistant Head) and ultimately the Head of School and Executive Headteacher.
- In cases of bullying, parents of the pupils accused of bullying will be informed and will as necessary be asked to come in to a meeting to discuss the problem.
- Appropriate feedback will be given to parents reporting bullying in a timely manner.
- Warren Primary Academy accepts that any child could display bullying behaviour, and our approach is to help those doing so to change their behaviour.
- If necessary and appropriate, external agencies will be consulted to provide support.

Outcomes

- The child displaying bullying behaviour will be asked to genuinely apologise. Other consequences such as (a) an apology letter or (b) a written contract may be required.
- Warren Primary Academy will aim to sort out differences and encourage the pupils to reconcile.
- In serious cases, suspension or even exclusion will be considered.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place but the incident/incidents themselves will be considered closed. The academy strongly believes that all children can be bullied or bully and as such, once an issue has been addressed, all parties should be allowed to move on from the issue at hand.

Prevention

We will use various methods for helping children to prevent bullying. This will include:

- Having a listening and caring ethos
- Encouraging discussion and avoiding premature assumptions
- Adopting a problem solving approach
- Exploring issues through the curriculum by PSHE, assemblies and Anti-bullying week.
- Supporting the bully and the victim in modifying behaviour
- Providing information through notice boards and posters
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.
- Encouraging parents to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory.

The anti-bullying policy works alongside the behaviour policy. This is discussed with pupils so they are informed of the procedures.

Reasonable Force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (template in appendix 2)
- Reported to parents

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

Physical Intervention

It is recognised by us that there may be occasions when a pupil's behaviour necessitates physical intervention. The DfE clarifies schools responsibilities under the guidance 'The use of Reasonable Force' July 2013, stating that teachers and other staff (who have been authorised by the head teacher) who have lawful control or charge of pupils, have the power to use reasonable force in situations where:

- Action is necessary in self – defence or because of imminent risk of injury.
- There is a developing risk of injury, or significant damage to property.
- A pupil is behaving in a way that is in a way compromising good order and discipline.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.

By law, school staff are able to use force and lawful use of this power will provide a defence to any related criminal prosecution or other legal action. However, our school will seek to keep the use of 'reasonable force' to an absolute minimum – our staff must not use force except as a last resort where there is a danger of someone being hurt.

Any form of corporal punishment in the school is illegal, and this ban is absolute.

Our school principles are:

Everyone attending or working in this school has a right to:

- Be treated with respect and dignity
- Learn and work in a safe environment
- Be protected from harm, violence, assault and acts of verbal abuse

Within this school the following must guide practice:

The use of Positive Handling must NOT be used with intent to:

- Punish
- Cause or threaten hurt
- Oppress, threaten, intimidate or bully
- Secure compliance with staff instruction

Within the continuum of Positive Handling, physical control SHOULD ONLY be used;

- With minimum and reasonable force
- Rarely and exceptionally
- As a last resort where all other courses of action have failed

- With the minimum degree of intrusion required to resolve the situation
- If any use of physical control is justifiable, reasonable and informed by risk assessment
- If preventative techniques have been exhausted
- If all involved pupils and staff will be provided with opportunities for debriefing as soon as possible following an incident.

Identifying Areas of Concern

Cases of physical intervention should be rare. There may be some pupils which the school identifies as 'of concern'. The school will work to identify these pupils and draw up suitable guidance for staff based around discussions with parents/staff/other professionals.

The school will then train those staff who work closely with the pupils to ensure they understand the triggers and best approaches to support the child.

Staff training

Only members of staff trained by the Local Authority in Positive Handling techniques will be allowed to use physical intervention. A list will be made available to all staff of those with training. Each member of trained staff will also have to attend an annual refresher course.

The school will keep records of all occasions where intervention has been used (Appendix 1) and parents/carers will be informed of an incident involving their child and given an opportunity to discuss it.

Dealing with incidents

The school will have named staff trained in Positive Handling. Where staff have concerns they will send for the support of a named member of staff to manage the situation.

Should a situation develop unexpectedly staff must apply their professional judgement and only intervene if not doing so places a person at risk.

Staff must:

- Remain calm
- Use non-threatening verbal and body language
- Try to manage the situation without resorting to force
- Give a clear oral warning that force may have to be used
- Inform the pupil that they will stop using force as soon as possible.

Post incident review

Being involved in such incidents may be upsetting for pupils and/or staff.

A review must take place between a member of SLT and the staff concerned to:

- Identify any triggers
- Consider whether the use of force was managed appropriately
- Consider whether the use of force could have been avoided
- Identify what we can learn from the incident.

It may be that whole school or specific pupil lessons are learned – these must be identified and acted upon.

A record of the event must be kept. A copy must be kept by the Headteacher with a copy on the pupil file (see appendix). A copy must also be sent the same day to safeguarding@leadacademytrust.co.uk .

A member of SLT must ring parents to discuss the incident. The school will then carry out a risk assessment around the child's behaviour and a Positive Handling Plan will be put into place with the agreement of parents.

Any parental complaints must be managed through the school complaints process.

The following outside agencies are available to support parents/carers/pupils who are experiencing difficulty

- Education Welfare Officer (EWO)
- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service
- Parent Partnership

The Inclusion Lead and the Head of School will advise teachers and parents on which service would be most appropriate and how to contact them.

Other Sanctions

Searching, Screening and Confiscation

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

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

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

Off-site Misbehaviour

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

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

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

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

Online Misbehaviour

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

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

Suspected Criminal Behaviour

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

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

If a decision is made to report the matter to the police, the Head of School will make the report.

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

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

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

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

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

The academy's response will be:

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

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

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

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

Malicious Allegations

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

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

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

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

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

Sanctions will be decided and applied on a case by case basis if there is a behaviour concern outside of school. The sanction will be decided on by the Senior Leadership team and in conjunction with the child's parents/carers and appropriate outside bodies, this may also include a Designated Safeguarding Lead if the nature of the behaviour is of a safeguarding concern.

Serious Sanctions

Removal from Classrooms

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

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head of School.

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

Parents will be informed on the same day that their child is removed from the classroom.

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

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

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

Suspension and Permanent Exclusions

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

The decision to suspend or exclude will be made by the Head of School and Executive Headteacher and only as a last resort.

Please refer to our suspensions and exclusions policy for more information.

Responding to Misbehaviour from Pupils with SEND

Recognising the Impact of SEND on Behaviour

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

Children with SEND may be supported through specific behaviour targets taken from their Individual Provision Map. These targets will have been discussed and agreed in conjunction with the pupil, the parent and the class teacher. Children will be aware of their target and whether this is linked to supporting them to regulate their behaviour in the classroom.

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

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

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

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

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

An example of preventative and pre-emptive techniques are:

- Short, planned movement breaks
- Adjustment of seating plans to support any additional needs
- Training of appropriate staff in understanding conditions such as autism
- Use of separation spaces (sensory room and The Burrow) where pupils can regulate their emotions if needed

Adapting Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the academy will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?

- Whether the pupil is likely to behave aggressively due to their SEND?

If the answer to any of these questions is yes, the academy will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering Whether a Pupil Displaying Challenging Behaviour may have Unidentified SEND

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

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

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

Pupils with an Education, Health and Care (EHC) Plan

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

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

(Nottingham City Local Authority- 0115 876 2965)

Supporting pupils following a sanction

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

Pupils experiencing emotional and behavioural difficulties

Our behaviour policy is designed to be used throughout the school and should be appropriate and effective for the great majority of children. There will, however, be some children who experience particular difficulties with behaviour from time to time so we recognise that for those children, it may be appropriate to have in place systems and strategies which enable both the child and the teacher to deal with their behaviour more effectively.

Support includes: understanding and coping with feelings, developing high self-esteem, promoting positive interactions with others, anger management and much more. By working on these areas over a period of time, children can learn strategies to enforce positive behaviour and boost concentration within the classroom.

Individual Behaviour Programmes

It may be appropriate to devise a programme which is negotiated between the child, their teacher and their parents where possible. This will involve clear and achievable targets for behaviour. It should have dates by which targets should be met. Targets and success can be recorded in a daily record. Help with devising appropriate programmes is available from the SENDCOs.

Educational Psychology Service

Children who are experiencing severe or chronic difficulties can be referred to the Educational Psychologist through the school SENDCO. It is important to establish and maintain contact with parents and carers throughout when dealing with children experiencing difficulty with their behaviour. When home and school both convey the same message and are seen to work together, progress and continued success are often the result.

Individual Educational Plan (IEP), Provision Map and Pastoral Support Programme (PSP)

When a pupil is experiencing difficulties with behaviour and normal classroom sanctions have not worked, it will be necessary to consult the Headteacher and inform the SENDCO. Following consultation with the appropriate staff an Individual Education Plan (IEP)/Provision Map may be drawn up, or, if the pupil is at risk of exclusion, a Pastoral Support Programme (PSP). The principle purpose of the PSP is to clarify what needs to be done in the immediate short term to help the pupil and start to enable the pupil to make progress.

A Common Assessment Framework (CAF) may also be considered if it is felt that there are other issues affecting the pupil's behaviour which could be better addressed through a multi-agency action plan.

Safeguarding

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

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

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

Pupil Transition

Inducting Incoming Pupils

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

Preparing Outgoing Pupils for Transition

To ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to ensure that all information and strategies used to support a pupil are passed on.

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

Training

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

- The proper use of restraint
- The needs of the pupils at the academy
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

Monitoring and Evaluating Academy Behaviour

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- 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 academy behaviour culture

The data will be analysed every term by Ellie Shaw-Behaviour Lead

The data will be analysed from a variety of perspectives including:

- At academy level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
- By distinct pupil group characteristics, e.g. prior attainment, phase of schooling, disadvantage

The academy will use the results of this analysis to make sure it is meeting its duties under the Public Sector Equality Duty.

Monitoring this Policy

This behaviour policy will be reviewed by the Head of School and AGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the AGB.

Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusion and suspensions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Equality Policy
- Anti-Bullying Policy



Warren Primary Academy LEAD ACADEMY BULLYING ALLEGATION FORM

Date of Incident:	Time of Incident:
Report Completed by:	

NAMES OF CHILDREN INVOLVED	CLASS

BRIEF SUMMARY OF THE BULLYING ALLEGATION AND THE TYPE OF BULLYING INCLUDING ONLINE OR HOMOPHOBIC. INCLUDE THE TIME PERIOD FOR THE BULLYING

REASON FOR REFERRAL TO SLT (e.g. one of a number of recent incidents, referral via parent)

Referral to Inclusion Lead:
Referral to Head of School:
Referral to Head:

Amie Bennett
Kellie Salam
Ross Middleton

BRIEF SUMMARY OF RESULTING ACTION TAKEN BY SLT

DETAILS OF ACTION TO BE TAKEN

Notified parents/carers

Individual discussion with pupils involved

Group discussion with pupils involved

Notified class teacher

Medical treatment

Specific support from staff

Follow up date set

Any additional information:

Warren Primary Academy LEAD ACADEMY

BULLYING ALLEGATION /INCIDENT REVIEW DOCUMENTATION

SCHOOL VOICE
What action has been taken to resolve the problem and how effective has it been?

PUPIL VOICE
How well did we deal with the problem? How do you feel now?

PARENT VOICE
How satisfied are you with the way in which the situation has been dealt with?

FOLLOW UP RECORD			
Date	Action Taken By	Brief Description of Action	Outcome

Was this an incident of bullying or an isolated incident that needed to be addressed?

Have there been any previous incidents between these pupils?

Further Action to be taken:

Any other comments:

Signed:

Date:



Physical restraint form

Section A

Name of child		Class	
Date		Year group	
Place		Time	

Name/s of staff
Name/s of witnesses

Reason for Intervention								
Immediate danger to personal injury to self		Immediate danger to injury to another person						
Disruption to others		Fighting		Assault		Verbal threats	Accidental	
To avoid damage to property		To prevent/interrupt absconding				Off site	Within grounds	

Description of Incident

De-escalation Techniques Used				
Verbal Advice/Support		Humour		Directed Time out
Reassurance		Time out offered		
Calm Talking		Distraction		
Neutral tone/body language		Step Away		Other (specify)