



CARE, SUPPORT, GUIDANCE AND BEHAVIOUR POLICY

INCLUDING EXCLUSION ARRANGEMENTS



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A consistent approach to behaviour management- aims of the policy

This policy sets out our approach to promote positive behaviour in the academy. The procedures and guidance in this document provide a consistent approach across the academy and enables pupils, parents and staff to understand our approaches to the management of behaviour in the academy. It is also recognised that for some pupils, variance on these procedures will be made to meet specific social, emotional, learning or other needs which require a personalised approach. Our policy is based on a restorative approach, positive reinforcement and the teaching of good behaviour.

A Relational Approach

All pupils will benefit from a relational approach to behaviour. We recognise some pupils struggle to know what appropriate behaviour for their age is and need behaviour support rather than behaviour management. By ensuring we build positive relationships with all our pupils we seek to establish an environment where all the academy community feel safe and cared for and pupils develop trust that adults will help them pick up the pieces if things go wrong.

The THRIVE Approach

To enable us to achieve an approach to behaviour support based on relational, regulatory and restorative practice our academy is proud to be a Thrive Academy. Based on neuroscience and attachment theory, the **Thrive** Approach offers a dynamic, developmental, trauma sensitive approach that helps adults interpret the behaviour and meet the emotional and social needs of pupils. In addition, Thrive trained staff are available to support across the academy. Staff development and Thrive training is used to support pupils to reflect on their inappropriate behaviour through empathetic conversation, addressing pupils’ negative self-referencing and helping them develop positive, coherent narratives about their lives. *See Appendix 1 (Thrive Approach)*

Expectations of the Academy Community

Senior Leadership Team (SLT)	<ul style="list-style-type: none"> To implement and monitor the Care, Support, Guidance and Behaviour policy Report to the Academy Advisory Body (AAB), as appropriate, the effectiveness of the policy Set high expectations through consistently modelling the academy values Strive to ensure all pupils work to the best of their ability Ensure the health, safety and welfare of all pupils Keep records of all reported serious incidents of misbehaviour and all forms of peer-on-peer abuse including bullying and racism
All Staff	<ul style="list-style-type: none"> To lead by example To be consistent in dealing with pupils, parents and adults in general To encourage the aims and values of the academy and local community, among the pupils To have high expectations of the pupils To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support. To encourage regular communication between home and academy To respect pupils and be consistent

Pupils	<p>To respect, support and care for each other, both in the academy and the wider community</p> <p>To listen to others and respect their opinions</p> <p>To attend the academy regularly, on time, ready to learn and take part in academy activities</p> <p>To take responsibility for their own actions and behaviours</p> <p>To follow the academy rules as instructed by all members of staff throughout the academy day</p> <p>To be respectful of others, regardless of differences; for example, race, gender, religion, disability, sexualisation and age</p>
Parents and Carers	<p>To be aware of, and support, the academy’s values and expectations</p> <p>To ensure that pupils attend regularly and on time for the academy day</p> <p>To take an active and supportive interest in their child’s work and progress</p> <p>To respect, model and support the aims and values of the academy</p>

Reward system in Delta primary academies

The primary academy behaviour policy is based on positive reinforcement. Pupil reward systems are linked to desired behaviours. These include:

An act of kindness Showing politeness or courtesy Following the academy rules	Special or sustained effort made in work Displaying positive learning behaviours Excellent or improved work	Good attendance and punctuality Teamwork Community work
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Specific verbal praise is the most powerful way in which pupils are given positive feedback which reinforces desired behaviours. Pupils can also earn reward points, house points or merits which are linked to rewards such as:

Certificates Stickers / stamps Principal or Head of Academy awards and certificates	Whole class prizes Individual prizes Student of the week Celebration assemblies	Privileges Presenting work to another adult in academy or a senior leader
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Sanctions and consequences

In the academy we use a restorative approach to resolving and repairing conflict and tackling challenging behaviour. All consequences have a learning outcome and aim to teach children that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help the children learn to make informed and positive decisions and to choose a better way. If a child does make poor choices, whether it is deliberate or unintentional, the academy consequence system is applied to ensure we maintain a safe and positive learning environment for the academy community. Sanctions are applied as appropriate to the situation or circumstance of the behaviour (or the age/need of the pupil).

The Consequence system ensures positive classroom behaviour is promoted and pupils have many opportunities to stop the undesired behaviour and are supported to make the right choice. (See appendix 2). Each classroom has a consequence system displayed, age appropriate, in a prominent place to enable SLT to support the teacher / support staff. At any point, in the case of



extreme behaviour that shows no sign of improvement, consequences may be escalated. We approach 'every session' as a new morning or afternoon session.

Pupil support systems

Where staff believe that children's behaviour is due to an unmet social or emotional need, they will seek advice from an appropriate senior colleague who will work with the class teacher to develop strategies to support the distressed behaviour shown by the child and a Thrive profile would be completed at that point if deemed appropriate.

Where there are persistent repetitions of disruption, class teachers will put a Behaviour Support Plan (BSP) in place which will identify clear expectations and set targets to enable the behaviour to be modified. Parents will be involved in this process and the academy will regularly review progress and impact with parents. In the event of a more serious incident e.g., assault on staff; damage to property, the leadership team will decide about appropriate action.

Where children continue to struggle to make the right behavioural choices or where a special educational need or disability has been identified, support may be sought from external agencies with a multi-disciplinary assessment carried out if necessary.

Fixed Term Suspensions and Permanent Exclusions

Suspension or Exclusion is seen as a last resort after all other attempts to modify behaviour have failed. Exclusion serves several purposes, including:

- To maintain high standards of behaviour in academy
- To ensure the safety and well-being of all staff and children.

Under exceptional circumstances, the Head of Academy may issue a fixed term suspension or permanent exclusion. If the Head of Academy suspends/excludes a child, they will inform the parents immediately, giving reasons for the suspension/exclusion. Parents will be informed that they can appeal against the decision to the AAB. The Head of Academy will follow the LA guidelines and would inform the LA, and the AAB. After a suspension a reintegration meeting will take place with the pupil and parents, where a support plan will be agreed. We would expect to see an eradication of the problem behaviour at the point of the child returning to academy. If not, the Head of Academy will consider permanently excluding the child. Permanent exclusion is very rare and is for violence and behaviour which puts children and /or staff at risk. The clerk to AAB receives a copy of the exclusion letter and an official exclusion form is sent to the LA. The AAB will be informed annually of the number and types of exclusions.

Malicious Allegations Against Staff

If an allegation is made and is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned needs services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head of Academy will consider the appropriate disciplinary action against the pupil who made it.

Supporting Staff Wellbeing and Professional Development

A training calendar is in place, including an induction package, to ensure all staff members are equipped to support the relational Thrive approach in the academy. Regular meetings are held to discuss behaviours and look at ways of supporting individual children and staff. Where appropriate, staff are given opportunities to reflect through supervision, coaching and mentoring. Systems are in place to ensure staff have their voice heard through a team around the child approach.

Parents / carers



Pupils are more secure and successful when the adults who support them work together with a common purpose. Our academy plan regular contact with families to build positive relationships. This includes welcoming parents/carers on to the premises and providing opportunities to come to the academy for a variety of formal and informal meetings and activities. Most children behave well most of the time. For this policy to be fully effective everyone who has care of our children has a responsibility to uphold good behaviour or carry out/support any solutions given. Parents will be contacted when behaviours are causing concern and will be involved with agreed behaviour plans. Parents/carers are encouraged to work closely with the academy who will provide support to parents where possible.

Record keeping

All academies have rigorous systems in place, including CPOMS software, which will ensure full and accurate records are maintained. All incidents relating to behaviour problems are recorded, including monitoring progress made in relation to behaviour targets, post exclusions actions, incidents requiring the use of positive handling strategies, any peer-on-peer abuse incidents including sexual misconduct, racist incidents, bullying and discriminatory behaviour of any kind and complaints.

Bullying

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is characterised by persistent and repeated incidents where one person targets another. Bullies are not always older or physically bigger than their victims, but this is often the case. In the academy, no form of bullying is ever to be tolerated, whether children to children, adults to children or adults to adults. We acknowledge that bullying may happen at any time, although staff may not be aware of it. We aim to make ourselves and children more aware of bullying by addressing the issue in assemblies and through the curriculum. Children are encouraged to confide in any member of staff, parents or friends. All incidents are treated seriously, and the appropriate actions taken for both victim and perpetrator. The role of parents is important in reducing any incidents of bullying and they should watch out for signs of distress such as repeated illness, damaged clothing etc. Parents should always encourage their children to tell a member of staff. The academy has a clear peer on peer abuse policy which should be read in conjunction with this policy.

Racism

In the academy our wish is to develop in every individual a sense of self-worth and respect for others. Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances. It may be dealt with in several ways depending on the seriousness of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may be punished, parents brought into academy, or in very serious incidents a child may be excluded from the academy following appropriate investigations by the Head of Academy. All racist incidents will be logged and reported to the AAB. We oppose all forms of racism by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. Children will be encouraged to respond to racism appropriately (see additional information in the peer-on-peer abuse policy)

Sexual violence and sexual abuse

Sexual violence and sexual harassment can occur between two children of any age and sex, or it can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. It can take many forms as listed in the peer-on-peer abuse policy and KCSIE.



Sexual violence and sexual harassment will not be tolerated or dismissed as 'banter'.

All unacceptable behaviours that fall within this category will be robustly challenge and dealt with in accordance with the academy's consequence system, in very serious incidents a child may be excluded from the academy following appropriate investigations by the Head of Academy.

Managing pupil transition

Prior to moving class, staff meet to discuss individual children and strategies used to de-escalate behaviours and re-engage children. Children's behaviour records are made available to the class teacher.

Pupil's conduct out of academy

The academy will investigate any reported incidents of bullying outside of the academy which include bullying and cyber bullying that involve our pupils or behaviour that could adversely affect the reputation of the academy (see additional information in the peer-on-peer abuse policy). Depending on the outcome, academy behaviour systems may be put in place where appropriate including discussion with the parents. These will be recorded on the academy incident recording forms which record outcomes and actions. Members of staff are not expected to deal with incidents outside of academy that might put themselves in danger, however all staff have a duty of care. Staff will have to use their judgement about whether to involve themselves in incidents outside of academy. It may be more appropriate to call outside agencies such as the police.

Monitoring and Review

The Care, Support, Guidance and Behaviour policy will be reviewed on an annual basis and behaviour issues will be monitored daily, via CPOMs, by the Head of Academy and through discussions with staff.

This document is freely available to the academy community and will be posted on the academy website with a hard copy available at the main office.

Positive Handling Policy

Rationale -This policy is based on the idea that physically restraining pupils will be as a last resort and occur rarely and only when there is no alternative in theirs and others' interests and safety.

Physical restraint should only be used where behaviours are such that they will have a direct impact on the safety of the pupil, of others, where there is a risk of damage to property or where there is serious disruption. The academy recognises the importance of placing its policy on physical restraint within the context of its whole-academy approach to behaviour. The academy's behaviour policy sets out the steps taken to positively promote and encourage good behaviour amongst pupils; is specific about what behaviour is expected of pupils and what is unacceptable and sets out the range of progressive sanctions and steps.

Aims & Objectives - Pupils are entitled to a safe and secure environment in which the highest value is placed on learning how to behave appropriately towards others. Staff are also entitled to a safe and secure environment and have a right to personal support and guidance about what is expected of them in a difficult situation. All staff may physically restrain pupils to protect the pupils or themselves without having received formal training according to LA documentation. However, the academy will seek external training for some staff and update that training as required.

Implementation - The academy has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property. In exceptional circumstances the carrying out of this responsibility may involve the use of reasonable force in

accordance with the academy's policy to physically control or restrain a pupil whose behaviour lies well beyond the usual boundaries of self-control. Physical restraint should at no time be used as a threat, a punishment to the pupil, or to force compliance with staff instructions when there is no risk of injury or serious harm to property.

Physical restraint will only be used in the following circumstances:

- The child is attempting to harm himself/herself or his/her actions may result in harm.
- There is a risk of physical injury to a member of staff or a member of the public.
- Damage to property is being caused.
- It is the judgement of the member of staff that there is a serious risk of any of the above happening unless immediate action is taken.

Restraint will therefore only be used as a last resort after all other agreed avenues to defuse and deescalate the situation have been pursued or where staff feel that immediate action is required. Once a member of staff has decided to intervene physically to prevent injury occurring to any person, or serious damage to property, then he/she should:

- Give clear instruction warning the pupil that unless he/she conforms then physical restraint will be applied.
- Calmly explain to the pupil that staff are unable to allow him/her to damage or hurt others, once they have calmed down and no longer posing a threat then the restraint will cease.
- Summon help from another member of staff, to assist and, where possible, one other to act as a witness.
- Other staff may need to swap in as needed.
- Use only the minimum force necessary to prevent injury or damage and apply for the minimum amount of time.
- Gradually relax the restraint as soon as it is judged safe to do so, to allow the child to regain self-control.
- Reassure the pupil, as they regain self-control.
- Both pupil and the adult should be given time to recover, acknowledging that emotional distress takes longer to subside than physical symptoms. Immediately following an incident, staff involved will be given the opportunity to take time out.

Roles and Responsibilities

The role of the class teacher is to:

- Act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property
- Log incidents on CPOMs

The role of the Head of Academy is to:

- Ensure that reports of incidents are logged on CPOMs and parents informed as appropriate. (If other professionals are involved with the child e.g., social worker, these will be informed also.)
- Ensure Positive Handling training is kept up to date.
- Arrange for reports monitoring and evaluating the use of restraint to be prepared on a regular basis for the AAB.
- Monitor the use of restraint, including consideration of:
 - The attempts at defusing situations
 - Correct post-restraint procedures have been carried out
 - The need for individual behaviour plans/positive handling plans
 - The need for training for staff

The role of the AAB is to:

- Ensure that the policy is administered fairly and consistently
- Review this policy every two years

Monitoring and Review

The Head of Academy will:

- Monitor the effectiveness of this policy on a regular basis
- Report to the AAB on the effectiveness of the policy
- If necessary, make recommendations for further improvements

Recording/ reporting incidents

All serious incidents, which result in a physical intervention taking place, will be recorded in the bound and numbered book. It is also recorded on CPOMS. Following a physical intervention taking place, the parents/carers of the pupil involved will be informed by telephone.

Post-Incident support

It is essential that following a physical intervention that both the pupil and member[s] of staff involved are provided with support. Immediately after the incident, both parties will be given time to calm down, as it is not possible to debrief effectively until adrenalin levels subside. The incident will be discussed and the opportunity to review how this could [if possible] have been handled differently will be considered. This will enable staff to develop their skills and knowledge and enable work to be carried out with the pupil about developing strategies that will support them in finding more appropriate ways of managing their behaviour. A further meeting will be facilitated, if necessary, between the member[s] of staff and the pupil to enable them to rebuild relationships.

Complaints

Following Delta Academies Trust complaints procedures- should a complaint arise following an intervention this will be activated and the procedures followed. However, if concerns arise when the investigation of the incident is taking place regarding misconduct by a member of staff, then the safeguarding policy and procedures will be followed.

This policy follows the non-statutory guidance published by the DFE entitled 'The use of reasonable force' July 2013



What is Thrive?

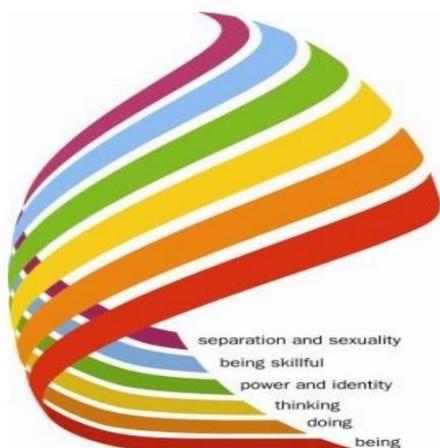
It is a systematic approach to the early identification of emotional developmental needs in children so that differentiated provision can be put into place quickly by the adults working closely with the child.

The Thrive Approach helps adults prepare children and young people for life's emotional ups and downs. The Thrive approach can be used with all ages of children from birth to 17 years.

Who leads this intervention and how can I find out how well it is working?

A whole school assessment screener is completed by each class teacher in the Autumn term, and this is used to inform the class personal, social and health education (PSHE) lessons. If a child is identified as needing additional support, following consent from the child's parent/carer, an individual action plan is then generated. This details strategies and activities to support your child's development, both at school and, if relevant, at home.

The Thrive Developmental Strands



How often would my child receive this support and how long does it run for?

Thrive intervention is based on a 10/12 weeks assess, plan, do, review cycle, regardless of the length of term and focuses on the developmental needs highlighted in the assessment. This also depends on the individual needs of a child. Thrive strategies are incorporated into your child's everyday learning. Additional 1:1 or small group sessions are also run weekly, the frequency and duration dependent on needs.

How can we help?

With the support of Thrive, we work with parents to help children and young people to:

- ❖ Feel good about themselves
- ❖ Become more resilient and resourceful
- ❖ Form trusting, rewarding relationships
- ❖ Be creative
- ❖ Be thoughtful and self-aware
- ❖ Be compassionate and empathetic
- ❖ Be able to overcome difficulties and setbacks

Appendix 2- reward and consequence system

Possible Rewards	
Rainbow	Pupils who demonstrate exceptional learning and behaviour can move to the class 'Rainbow' resulting in a message home via Class Dojo.
Whole Class Rewards	Classes discuss and choose a whole class reward together e.g. the trim trail, bike time, additional play, watching a short film, time to play online. When the class earn 10 whole class 'tokens' they can celebrate by enjoying their treat. Children who have had their names moved to orange or red will have to miss some of the treat.
Green	All pupils start the day on 'Green'. This represents expected 'Good' behaviour. Pupils are rewarded for good behaviour and work. Rewards are linked to the school rules, good attendance and punctuality and displaying positive learning behaviours (see appendix 3). These rewards can be given as House Points or Class Dojo points. During Celebration Assembly selected pupils' work and positive learning behaviours are celebrated. Other rewards can include positive verbal feedback or stickers.
Possible consequences	
Warning Rule reminder	A warning can be given for low level behaviours such as swinging on chair, shouting out, talking when not appropriate, and distracting others. State what is happening and give rule reminder
Yellow	C1 The pupils' name will be recorded at this point. Remind pupil why they are now on a C1 and ask to choose to correct their behaviour
	C2 Move to C2 section of 'Yellow'
Orange	C3 Remind the pupil it is their choice to break the school rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour. Ask the pupil to take 5 minutes out to think about their behaviour.
	C4 At this point the pupil must leave the classroom and go to partner class for the rest of the session. Pupils going to a partner class should take work with them and it should be completed quietly in the partner classroom and not disrupt the learning of this class- if they do, they may be issued with a C5. C4s must be recorded on SIMS.
Red	C5 Given for unacceptable behaviours such as walking out of class, refusing to follow a reasonable instruction, swearing, hurting another child, threatening behaviour, destructive and/or unsafe behaviour. The pupil may be issued with a break time/ lunchtime detention. They may be unable to attend after school clubs. Progression to a C5 may result in exclusion; this will be issued for extreme behaviours such as physical violence against another pupil or adult, including threatening behaviours or actions listed in the peer-on-peer abuse policy. Health and safety issues such as frequent non-compliance, refusal to follow behaviour policy. C5s must be recorded on SIMS.

<p>Ongoing Unacceptable Behaviour</p>	<p>For pupils demonstrating ongoing unacceptable behaviour the following will take place:</p> <p>X1 red card – Teacher will speak to/ask to meet parent to discuss the red card</p> <p>X3 red cards – Member of the leadership team to meet parent/carer and discuss behaviours and how school/home can support pupils (Miss Allatt, Mrs Davy, Mr Gallucci, Mrs Clayton)</p> <p>X4 red cards – Parents meet Principal (Mrs Gavin) to review support and discuss expectations for future behaviour and next steps</p> <p>Further red cards within the half term will result in a fixed term exclusion.</p>
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<p>A Fresh Start</p>	<p>All pupils' names will be returned to 'Green' at the beginning of the day and after lunch</p>
<p>Turn it Around</p>	<p>Pupils can earn the right to move back to 'Green' by demonstrating good behaviour (however all red cards remain and will be recorded)</p>

Appendix 3 - Learning Behaviours

Each half term we focus on one outstanding learning behaviour. Children learn about the behaviour and are taught strategies to enable them to apply this.

Lower Fields 6 Focussed Learning Behaviours

Resilience (Autumn 1)	
<ul style="list-style-type: none"> • get lost in learning – I can be on task and get completely absorbed in my learning • managing distractions – I can shut out distractions when I’m learning • persevering – I can stick with my learning, even when I find it hard 	
Curiosity (Autumn 2)	
<ul style="list-style-type: none"> • wondering – I wonder why..... • questioning – think of excellent questions to find out more • investigating – use a range of strategies to find things out for yourself 	
Creativity (Spring 1)	
<ul style="list-style-type: none"> • being resourceful – use what is available in different ways to further my learning and outcomes • making connections –use good ideas from others and what you already know • taking risks - give it a go, try things out and see what happens, don’t be afraid of failure 	
Cooperation & Teamwork (Spring 2)	
<ul style="list-style-type: none"> • be self-reliant – recognise when to work independently and collaboratively • be a team player – work well as part of a team, listen to other ideas • empathise – see things from the viewpoint of other people 	
Independence (Summer 1)	
<ul style="list-style-type: none"> • try it yourself – attempt to do the task on your own • try again – if it didn’t work the first time try something different • get unstuck – if you still can’t do it use a resource to help you or ask someone 	
Reflectiveness (Summer 2)	
<ul style="list-style-type: none"> • evaluate – review what you’ve done and identify how it could be better • take advice – invite feedback and deal positively with praise, setback and criticism • next steps – set realistic goals and criteria for success 	