



# **SIR ROBERT PATTINSON ACADEMY**

## **BEHAVIOUR POLICY**

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|----------------------------|-----------------|
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### 1. Aims

#### 1.1 This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the Academy community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of students who are at a higher risk of exclusion, or students who are particularly vulnerable to the impacts of exclusion

#### 1.2 Basic Rights

Sir Robert Pattinson Academy believes that all members of its community (adults and students) have the right to be treated with respect and valued as individuals. Basic expectations (in the form of a simple code of conduct) of students are displayed in all teaching rooms and in other relevant areas. Students are frequently reminded of their responsibilities and behaviour expectations. The Academy is sensitive to the needs of all students including those with SEND in line with the Equality Act 2010 while ensuring standards of behaviour across our Academy remains high.

The aim of this document is to set out expectations of behaviour, how good behaviour will be encouraged, set out how inappropriate behaviour will be corrected and promote a consistent and shared approach for the whole Academy community.

The way that students and staff feel about themselves and the Academy environment affects the way they behave.

## 2. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Academy suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent Academy Standards\) Regulations 2014](#); paragraph 7 outlines a Academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the Academy to have a written behaviour policy and paragraph 10 requires the Academy to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

This policy should be read in conjunction with our:

- Suspension policy
- Screening, searching and confiscation policy
- Anti-bullying policy
- Allegation of abuse against staff policy
- Use of force to control or restrain policy
- Banned items policy

## 3. Definitions

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

- Repeated breaches of the Academy rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour 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

Any incidents of child-on-child abuse will be dealt with in conjunction with our safeguarding team where appropriate and with reference to our child abuse and safeguarding policy.

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - 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 student)

#### 4. Key Points

- Behaviour in and out of lessons is crucial in creating the best environment for learning.
- Students need to behave well in order to maximise their achievement and attainment at the Academy
- All staff model expected behaviour
- All staff are expected to be able to manage behaviour – have high expectations and follow procedures
- A reward system exists to encourage students to behave and have the right attitude

- A set of sanctions exist to correct unacceptable behaviour including where students do not follow the code of conduct and movement around the Academy site.
- Learning and teaching reflects the interests and needs of students – well planned and resourced lessons ensure engagement and enjoyment in learning

## 5. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

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

Details of our Academy's approach to preventing and addressing bullying are set out in our anti-bullying strategy <https://srpa.co.uk/wp-content/uploads/2021/09/Policy-Anti-bullying-September-2021.pdf>

## **6. Roles and Responsibilities**

### **6.1 The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

### **6.2 The Head Teacher**

The Head Teacher is responsible for reviewing and approving this behaviour policy.

The Head Teacher will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students. Operationally, this is delegated to Deputy Head Teacher, Mrs R Gilbert.

The Head Teacher will ensure that this behaviour policy works alongside the child protection and safeguarding policy to offer students both sanctions and support where necessary.

The Head Teacher will ensure that the data from the behaviour log is reviewed on a weekly basis, to make sure that no groups of students are being disproportionately impacted by this policy.

### **6.3 Students**

Student responsibility:

- › Wear the correct uniform and follow the expected dress code
- › Remove all outdoor clothing when entering the building (coats, hats, gloves etc) Students are expected to 'pack their bags' the night before and ensure they are equipped for their next day of learning.
- › Move sensibly and quietly around the site, remaining in your assigned seat and following staff instructions.
- › Students are expected to behave in a respectful, polite and courteous manner at all times
- › Eat at break and lunchtime in your zone, canteen or designated seating areas outside or in the main hall.
- › Do not use mobile phones on the Academy site.
- › When given books to take home, students are responsible for ensuring that they are returned to Academy on time and in good condition.
- › Students are expected respect the Academy environment and not litter or cause damage to the Academy site.

### **6.4 Staff**

Staff are responsible for:

- › Implementing the behaviour policy consistently and challenge any behaviour not in line with our policy.
- › Modelling positive behaviour including allowing time for students to respond.
- › Providing a personalised approach to the specific behavioural needs of particular students.
- › Complete duties calmly and purposefully.

- Recording behaviour incidents.
- Key staff responsibilities are shown below:

| Role                         | Responsibilities   |
|------------------------------|--|
| <b>Ready to Learn Tutors</b> | Check uniform equipment every day. Planners checked weekly.<br>Be the first point of contact for parents<br>Consistently apply and adhere to the Academy behaviour policy and systems  |
| <b>Subject Staff</b>         | Meet and greet students at the door.<br>Be visible during changeover and promote positive corridor conduct. Consistently apply and adhere to the Academy behaviour policy and systems<br>Establish and maintain good relationships with students; exercise appropriate authority and act decisively when necessary Ensure seating plans promote positive behaviour   |
| <b>Heads of Department</b>   | Meet and greet students in your faculty area.<br>Be visible during changeover and promote positive corridor conduct.<br>Support the faculty to deal with any behavioural issues<br>Monitor behaviour incidents that take place within the department and follow up as appropriate<br>Communicate specific behaviour concerns to House Team Leaders and pastoral support workers to develop coordinated support strategies<br>Communicate behaviour concerns and staff training needs via SLT link<br>Harness parental support by contacting parents when issues arise  |
| <b>House Teams</b>           | Set high standards and expectations during tutor time.<br>Implement behaviour support strategies for individual students and develop proactive strategies that promote positive behaviour within their House<br>Facilitate restorative conversations<br>Prepare and participate in exclusion reintegration meetings<br>Provide appropriate documentation to support the Head Teacher / Behaviour Lead in making decisions on exclusion<br>Monitor incidents of all natures including bullying, racist and homophobic incidents<br>Counsel, support and mentor vulnerable students<br>Investigate behaviour incidents<br>Set targets with students to support their Behaviour for Learning<br>Communicate with home following behaviour incidents<br>Manage rewards to recognise student efforts and achievements |
| <b>SLT</b>                   | Support middle leaders in ensuring positive behaviour is consistent<br>Support staff with serious incidents through call out system<br>Carry out reintegration meetings following fixed term exclusion Ensure staff are provided with continuing professional development to support positive behaviour<br>Monitor incidents   |

|                 |  |
|-----------------|--|
| <b>Trustees</b> | Monitor rewards and behaviour trends<br>Attend meetings for students who are issued final warnings for behaviour |
|-----------------|--|

The senior leadership team will be a highly visible presence around the Academy, during lessons, social times and start/finish times as well as supporting staff in responding to behaviour incidents.

## **6.5 Parents**

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or house team promptly

## 7. Student Code of Conduct

|             | DO   | DON'T  |
|-------------|--|--|
| Respect     | <ul style="list-style-type: none"> <li>• Show respect for each other regardless of race, culture, gender, sexuality or religion</li> <li>• Show respect for adults including following instructions when asked</li> <li>• Show respect for property belonging to others and to the Academy</li> <li>• Show respect for student's right to learn</li> <li>• Be polite to others</li> <li>• Ask permission from a member of staff before leaving a classroom, note is needed in planner</li> </ul> | <ul style="list-style-type: none"> <li>• In any way verbally or physically mistreat anybody else</li> <li>• Show disrespect towards adults</li> <li>• Engage in bullying and/or teasing</li> </ul> |
| Environment | <ul style="list-style-type: none"> <li>• Look after all Academy property and treat their surroundings with respect</li> <li>• Use Academy ICT facilities sensibly and safely</li> </ul>  | <ul style="list-style-type: none"> <li>• Eat or drink during lessons including the chewing of gum</li> <li>• Drop litter/food anywhere in the Academy</li> </ul>                                   |
| Aspiration  | <ul style="list-style-type: none"> <li>• Seek support from teachers when it is required</li> <li>• Be fully equipped for lessons</li> </ul>  | <ul style="list-style-type: none"> <li>• Forget their planner so that all homework can be completed in a timely manner</li> </ul>  |
| Reflection  | <ul style="list-style-type: none"> <li>• Reflect on behaviour choices, making appropriate changes</li> </ul>   | <ul style="list-style-type: none"> <li>• Repeat actions; learn from previous experiences.</li> </ul>   |

|            |  |  |
|------------|--|--|
| Engagement | <ul style="list-style-type: none"> <li>• Be punctual to the Academy and to lessons</li> <li>• Work to the best of their ability during lessons</li> <li>• Participate fully in Academy life</li> <li>• Attend the Academy ready to learn with the correct equipment; bring in notes explaining any absences</li> <li>• Hand in all work on time, including homework</li> </ul> | <ul style="list-style-type: none"> <li>• Disrupt the learning of others</li> <li>• Be late to the Academy and lack punctuality when on Academy premises</li> <li>• Leave classes without permission</li> <li>• Fail to hand in homework on time</li> </ul>   |
| Community  | <ul style="list-style-type: none"> <li>• Wear the full Academy uniform in line with the uniform policy</li> </ul>  | <ul style="list-style-type: none"> <li>• Damage other people's property, including that belonging to the Academy</li> <li>• Engage in any other activity in or out of the Academy which could bring the Academy in to disrepute e.g. smoking/anti-social behaviour whilst in Academy uniform.</li> <li>• Steal Academy property or that of other students</li> <li>• Access other students' files and documents on the Academy ICT network premises</li> <li>• Use mobile phones, ipads, airpods or other electrical items in the academy</li> </ul> |

## 8. Rewards and Sanctions

Taking disciplinary action and providing appropriate support are not mutually exclusive. The House team will often adopt both at the same time.

Teachers can sanction students who's conduct falls below the standard we could reasonably expect from them. The Academy will apply this policy where required and having fully investigated so that the sanction can be fair, reasonable and proportionate. All sanctions applied are visible on the Go for Academy's App.

When considering the behaviour of any student with SEND, the Academy will carefully consider whether the student understood the rule or instruction, and whether they were unable to act differently on account of their SEND.

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

### 8.1 List of rewards and sanctions

#### Sanctions

Where required, the following sanctions will be applied:

- Verbal warnings

- Low level disruption
- Class teacher detention/Head of Department detention
- Head of Department after Academy Friday detention
- After School Detention (Behaviour or Punctuality)
- Departmental reports
- Social isolation for lunch time
- Last resort call out which may result in removal from the classroom
- Isolation from the Academy day
- House reports/A2L Booster/A2L Booster+
- SLT reports
- Isolation (including while investigating an incident or allegation)
- Use of external support agencies including Alternative provision
- Internal suspension
- Suspension
- BSP (Booster Support Plan)
- Permanent exclusion
- Confiscation: In the event of a confiscation of an item not permitted within our behaviour or uniform policy, the item will be returned at 3.15pm the same day, unless there have been repeat confiscations where it will be returned on Friday (unless collected by a parent)
- In the event of an act which contravenes a law such as the Sexual Offences Act 2003 or Equality Act 2010 or with the use or possession of a banned item, the Academy will refer to all appropriate agencies such as Police, Early Help, Children's Social Care or Channel. (This list is not exhaustive and our referrals will depend on the nature/severity of the incident).

We welcome parental support with this matter to minimise disruption to the Academy with managing students' property.

In the event of a confiscation, in respect of our banned items policy, the item may be turned over to the local police.

In accordance with section 69 of Behaviour in Schools July 2022, parental consent is not required for detentions but we will always look to work with families and ask for your support.

We may use the isolation room in response to serious or persistent breaches of this policy. Students may be sent to the isolation room during lessons if they are disruptive, and they will be set independent work to complete.

Any length of sanction in isolation includes a 4.15pm, same day finish for each day the student is in isolation. In line with the Dfe policy – Behaviour in Schools July 2022, the parent/carer is expected to make arrangements for the young person to get home at 4.15pm. In the event that the student is vulnerable, Mr Turner will remain at the Academy to await your collection/collection arrangements until the site closes for the day. Should a student be issued with an After School Detention, this finishes at 4.15, the arrangements for collection are as above. An internal suspension finishes at 4.30 for each day of suspension.

Students who do not attend a given detention, or a social isolation, they will be issued with an After School Detention. The isolation room is managed by Mr C Turner, Senior Pastoral Leader.

Below are examples of unacceptable behaviour that will warrant a sanction. This is not an exhaustive list.

|  |   |  |
|--|---|--|
| <p><b>Lateness</b><br/>Arriving late for the start of the Academy day or late to lessons during the Academy day.</p>   | <p><b>Disruption</b><br/>Talking or chatting<br/>Not listening; Refusing to work / producing an inadequate work<br/>Shouting out;<br/>Inappropriate language;<br/>Using a mobile phone<br/>Chewing, eating or drinking<br/>Making noises, tapping, and throwing things,<br/>wandering around the room</p> | <p><b>Forgetting or failing to complete homework;</b></p>  |
| <p><b>Non-compliance</b><br/>Talking over a teacher;<br/>Answering back<br/>Not following instructions;<br/>Being rude;<br/>Arguing with a teacher; Not wearing correct uniform;<br/>Walking out of lesson</p> | <p><b>Damage to Property</b><br/>Deliberate misuse or damage to the property of another student or a member of staff;<br/>Deliberate damage to Academy buildings, fittings or equipment; Vandalism.</p>   | <p><b>Uniform / Jewellery</b> Failure to wear the correct uniform.<br/>Wearing jewellery other than that permitted as set out in the Student Planner/Uniform Expectations.</p> |
| <p><b>Litter</b><br/>Dropping litter within the building or anywhere on the Academy site.</p>  | <p><b>Swearing</b><br/>Using unacceptable language particularly when directed at another student or staff member.</p>   | <p><b>Bullying</b><br/>Cyber / online bullying;<br/>Physical bullying;<br/>Verbal bullying<br/>Threatening behaviour</p>   |
| <p><b>Racist or Prejudice incident</b><br/>Using racially offensive language or gestures, particularly towards a student or staff member.</p>  | <p><b>Theft</b><br/>Taking an item without permission from the owner.</p>   | <p><b>Smoking</b><br/>Smoking or carrying materials on the Academy site, whilst in Academy uniform, travelling to or from Academy/on visit</p>                                 |

|   |   |   |
|---|---|---|
| <p><b>Drinking</b><br/>Drinking or carrying alcohol on the Academy site, whilst in Academy uniform, travelling to or from Academy or on an Academy visit or activity.</p> | <p><b>Drugs</b><br/>Possessing, using, distributing, supplying or dealing in any illegal drugs on site, whilst in uniform, travelling to or from Academy/ on a visit. Any involvement in illegal drugs</p>  | <p><b>Offensive Weapons</b><br/>Carrying any offensive weapon on the Academy site, whilst in Academy uniform, travelling to or from Academy or on an Academy visit or activity.</p>       |
| <p><b>Verbal Assault</b><br/>Any outburst of aggressive, violent or threatening language directed at a student or staff member.</p>                                       | <p><b>Physical Assault</b><br/>Any physical, aggressive or violent attack against another student or staff member;<br/>Fighting between students;</p>   | <p><b>Any other extreme behaviours including inciting others to extreme behaviours.</b></p>   |
| <p><b>Lateness</b><br/>Arriving late for the start of the Academy day or late to lessons during the Academy day.</p>  | <p><b>Disruption</b><br/>Talking or chatting<br/>Not listening;<br/>Refusing to work / producing an inadequate work<br/>Shouting out;<br/>Inappropriate language;<br/>Using a mobile phone<br/>Chewing, eating or drinking<br/>Making noises, tapping, and throwing things,<br/>wandering around the room</p> | <p><b>Lack of Equipment</b><br/>All student should have basic equipment as follows: A strong sensible bag<br/>Pen, pencil and a ruler,<br/>Forgetting or failing to complete homework</p> |
| <p><b>Sexual Violence &amp; Sexual Harassment</b><br/>Could occur online, offline, both physically and verbally and is never acceptable.</p>                              |   |   |

### Praise And Reward Systems

Praising students, rewarding achievement and a structured system of reward, raises self-esteem. It encourages students to attain high standards by raising expectations, recognising achievements and increasing confidence and self-belief.

Praising students is something teachers do all the time in lessons. Verbally acknowledging students' efforts, achievements, attitude and behaviour is an integral part of every successful lesson or interaction between staff and students in all aspects of Academy life.

Examples of rewards include:

- House points
- Exceptional Effort
- Star of the lesson
- Star of the term
- Invitations to reward events

## **8.2 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.

Students 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 on our website.

Any sanctions will be in line with our sanctions escalator.

### 8.3 Off-site behaviour

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

- › Taking part in any Academy-organised or Academy-related activity (e.g. Academy trips or events)
- › Travelling to or from Academy, including on school or public transport
- › Wearing our uniform

Sanctions may also be applied where a student has misbehaved off-site, if the misbehaviour:

- › Could have repercussions for the orderly running of the Academy
- › Poses a threat to another student or member of the public
- › Could adversely affect the reputation of the Academy

In line with paragraph 95 of the statutory behaviour guidance 2022 'The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.'

### 8.4 Malicious allegations

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

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the Academy will discipline the student 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, where relevant) will consider whether the student 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 needs of staff and students 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 students.

## 9. Behaviour management

### 9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- › Create and maintain a stimulating environment that encourages students to be engaged
- › Display the code of conduct
- › Develop a positive relationship with students, which will include:
  - Greeting students in the morning/at the start of lessons (GUSTO)
  - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour including through the issuing of rewards
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## 9.2 Removal from classrooms

Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal such as risking the health and safety of the classroom.

## 9.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property

Incidents of physical restraint must:

- › **Always be used as a last resort**
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents

## 9.4 Confiscation

**Any prohibited items found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to Academy discipline. These items may be returned to students after discussion with senior leaders and parents, if appropriate. Please refer to our policy on searching, screening and confiscation for further details (available on our website)

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

## 9.5 Student support

The Academy recognises its legal duty under the Equality Act 2010 and the Children and Families Act 2014 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student and will deploy best endeavors to meet the needs of those with SEND.

The Academy's special educational needs co-ordinator will evaluate a student 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. For a student in care or with a social worker, collaboration with the virtual Academy will be ongoing.

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

The Academy will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

## **9.6 Safeguarding**

The Academy recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student'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.

## **9.7 Reasonable Force**

Authorised staff may use reasonable force when conducting a search for items covered under our Banned Items policy and Search, Screening and Confiscation policy in the Academy.

## **10. Student Transition**

To ensure a smooth transition in the Academy, a full transition programme is offered. This allows all stakeholders to be clear on the expectations and support in place for all students.

## **11. Training**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

Key staff also receive enhanced training in restraint, positive handling as well as the National professional Qualification in Leading Behaviour and Culture.

## **12. Monitoring Arrangements**

This behaviour policy will be reviewed by the Head Teacher and the full board of trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log.