David Ross Education Trust

Broadening Horizons

Behaviour and Ethos Policy

2024 - 2025

Document Management Information

Applicable to:	All staff in all Academies and Central Support Services including individuals employed by the Trust, contractors and agency staff. All Members and Trustees.
Development and Consultation:	The policy has been developed in accordance with the DfE guidance on Tacking and Preventing Bullying and as part of the Trust strategy to prevent sexual harassment and abuse in schools.
Dissemination:	The policy will be available to staff, ie via the Trust's Policy Centre
Implementation:	The policy will be implemented in all academies
Training:	Staff will receive training in understanding the different types of bullying, especially sexual abuse and harassment, and in how to respond consistently to reports. Staff will be aware of the relevant statutory guidance, including Keeping Children Safe in Education.
Review Frequency:	Three Years; the policy will also be reviewed earlier if needed in the light of new evidence/legislation/guidance.
Policy Author:	Regional Director
Executive Policy Owner:	Deputy Chief Executive
Approval by:	Level 2: Education Committee
Approval Date:	August 2024
Next Review Due:	August 2025

Revision History

Document version	Description of Revision	Date Approved
V0.1	Reviewed to reflect the DFE's Behaviour in Schools and Suspension and Permanent Exclusion updated guidance. Directly linked to the DRET Safeguarding Policy which has been reviewed to reflect the recommendations following the Ofsted review into Sexual Abuse in Schools and the requirement for all schools to have a well-coordinated strategy to prevent sexual harassment.	19/07/22
	ARE THERE MORE UPDATES???	

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1. Introduction

1.1. The David Ross Education Trust will ensure that schools within the Trust are safe, calm and have productive environments, where staff and students feel supported and that their work is valued.

1.1. The David Ross Education Trust (the Trust) is committed to promoting the welfare of all children. This policy reflects its responsibilities in ensuring all members of the Trust create a safe environment in which children can learn. Academies should create an environment in which children and staff show respect for one another and where they know what language and behaviour are acceptable.

1.2. The David Ross Education Trust will ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos and values of the school. All stakeholders should treat one another with dignity and respect.

1.3. Equally, we appreciate how important it is for students to learn and take seriously their academic studies. This must be at the heart of what we do, and to create a climate where every child, especially our most vulnerable, achieve their full potential in their academic studies, schools must have effective discipline, consistent practices and high expectations for all.

1.4. The Trust complies with the Public Sector Equality Duty (PSED) within the Equality Act which requires all academies to eliminate unlawful discrimination, harassment, victimisation and to foster good relations between those who share a protected characteristic and those who do not.

2. Policy Scope

2.1. This policy applies to all academies within the Trust.

2.2. It is the responsibility of all individuals in the Trust to familiarise themselves with this policy and comply with its provisions.

3. Legal and Regulatory Framework

3.1. This Policy takes its legal framework from the following legislation and statutory guidance:

- Keeping Children Safe in Education 2022.
- The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities. (2014)
- The Equality Act 2010
- Exclusion from maintained schools, academies and pupil referral units: A guide for those with legal responsibility for exclusion. (2017)
- Behaviour and Discipline in Schools (2016).
- Use of Reasonable Force – advice for all school leaders, staff and governing bodies (2013).
- The Independent School Standard Regulations (2014).
- The Special Educational Needs and Disabilities Code of Practice 2014
- Behaviour in Schools: Advice for headteachers and school staff (July 2022)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England. (July 2022)
- Searching, Screening and Confiscation: Advice for schools. (2022)

3.2 This policy is related to the following Trust policies:

- The Safeguarding and Child Protection.
- Positive Handling.
- The SEND policy
- Equality, Diversity and Inclusion.
- Attendance.
- Anti-bullying.
- Special Educational Needs
- Supporting Pupils with Medical Needs
- Exclusion Policy.

4. Definition

4.1. **Trust** means all secondary academies within the David Ross Education Trust, as well as Head Office and central services operations.

4.2. **Executive Leadership Team** means the Chief Executive Officer ("CEO") and the direct line management reports of the CEO (the "Directors").

4.3. **Internal isolation** is a term used to describe a child having a part or full day removed from lessons and isolated from their peers as a consequence.

4.4. **Suspension** is the term used for what was formerly known as a fixed term exclusion.

4.5. **Reasonable force** is the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. 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 student needs to be restrained to prevent violence or injury

4.6. **Bullying** is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

4.7. **Permanent Exclusion** is the term used when a pupil is permanently removed from roll through a permanent exclusion process.

4.8. **Online bullying** occurs via text messages, social media or gaming, and can include the use of images and video.

4.9. Child on child abuse: This can take many forms including but not limited to abuse within intimate partner relationships, bullying, sexual violence and sexual harassment, physical abuse, sexting and initiation type violence and rituals. Sexual harassment means unwanted conduct of a sexual nature that can occur online and offline and both inside and outside the academy. Child on child sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

4.10. SEND: A pupil has special educational needs if he or she has a learning difficulty, or disability that require additional support, that is, different from or additional to pupils of the same age. A pupil has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of pupils of the same age.
- Has a disability which prevents or hinders the pupil from making use of educational facilities of a kind generally provided for pupils of the same age.
- Is under compulsory school age and falls within the definition in the first two bullet points, or would do so if special educational provision was not made for the pupil.

4.11. **Reasonable adjustments:** The duty to make reasonable adjustments for pupils with SEND is anticipatory. It requires thought in advance as to what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage and include the provision of auxiliary aids and services.

4.12. **Education and Health Care plan (EHCP)** outlines any special education needs a pupil has, and the provision a local authority must put in place to help them. These were introduced in 2014 and gradually replaced Statements of SEN. Most children and young people should have transitioned from a statement to an EHCP

5. Reporting and Consequences of Non-Compliance

5.1. Academy Principals should inform the appropriate Director of Education of all matters relating to serious breaches of this policy, including any major incident to be addressed under this code of conduct promptly including any potential permanent exclusion. This should be addressed prior to action being taken insofar as is reasonably practicable.

6. Roles and responsibilities

6.1. The principal

6.1.1. The Principal is responsible for ensuring all adults at the academy comply with the provision in this policy.

6.1.2. The Principal will routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

6.1.3. The Principal will ensure that all staff understand the behavioural expectations and the importance of maintaining them. This includes the induction of new staff to ensure they understand the rules and routines and how best to support pupils to participate in creating the culture within the school.

6.2. The staff

6.2.1. All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All colleagues will provide mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour and punctuality expected from pupils.

6.2.2. All staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships.

6.2.3. All staff will communicate the schools expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

6.3. The parents

6.3.1. Parents and carers have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage pupils' progress at home

6.3.2. Parents will work with the academy to encourage positive behaviours from their children.

6.3.3. Inform the academy of any external and internal factors that may affect their child's learning or behaviour.

6.4. The pupils

6.4.1. Pupils have a role in shaping and promoting the Behaviour and Ethos Policy. The academy should ensure pupils feel safe in reporting incidents of bullying or intimidation.

6.4.2. Pupils will follow academy expectations and consequences.

6.4.3. Pupils will strive to be the best they can be, taking care of themselves and others.

7. Record keeping

7.1. The Trust will retain records evidencing compliance with this policy, as set out in the Trust's Data Retention Policy.

7.2. Schools will keep records of both positive and negative behaviours of every child as they build up a picture of the support required for each child to succeed.

7.3. Academies will use child centric reporting and analysis regarding all forms of child on child abuse, including harassment and bullying. Incidents will be recorded. Records will delineate between different types of bullying (for example, homophobic, transphobic, racist etc.) Records of sexual harassment, including online, will be routinely analysed to identify patterns and intervene early to prevent abuse.

8. The use of reasonable force

8.1. Please refer to the Trust's policy on positive handling of pupils.

8.2. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

8.3. 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. There are circumstances when it is appropriate for academy staff to use reasonable force to safeguard children and young people. Staff will use their professional judgement when making decisions on whether or not to use reasonable force to control or restrain a child depending on individual circumstances. Staff will consider the additional risks presented by incidents involving children with SEN or disabilities or with medical conditions, and consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

9. Banned Items

9.1. The following items are banned from all academy sites:

- Chewing gum
- Fizzy drinks
- Knives and blades
- Weapons
- Alcohol
- Illegal drugs and their associated paraphernalia
- Legal highs
- Equipment relating to the taking of illegal drugs
- E-cigarettes
- Tobacco
- Cigarette lighters
- Cigarette papers
- Fireworks
- Stolen items
- Pornographic images

- Items that the staff member might suspect has been or is likely to be used to commit an offence or cause personal injury/damage to property
- Aerosols
- Any other item that the academy deems will pose a threat to the safety of any member of the school community or is considered highly appropriate.

10. Searching, screening and confiscation

10.1. Academy staff can search pupils without their consent for any items, which are banned by academy rules. Please see the search/screening policy for further information.

10.2. School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

10.3. The principal will oversee the academy's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the DSL (or deputy).

11. Conduct Beyond the Academy

11.1. We have an expectation that all children in our academies will uphold the values of Trust when they are engaged in the life of the community and will be positive role models. Academy staff have the power to discipline students for misbehaving outside of the academy premises and can discipline students at any time when:

- Taking part in any Academy-organised or Academy-related activity
- Travelling to or from Academy
- Whilst wearing the Academy uniform
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

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

12. Rewards for Pupils

12.1. Rewards provide public recognition of pupil's achievement and progress, and help to raise pupils' motivation and expectations.

12.2. Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

12.3. Academies will outline the specific approaches within the appendix.

13. Sanctions for Pupils

13.1. Sanctions should be used to help pupils make appropriate choices about their behaviour. Where they choose to breach the behaviour policy, pupils have a right to expect fair sanctions, applied consistently.

13.2. Sanctions used will either be used a deterrence, protection or encourage improvement:

- **deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **improvement:** to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support

13.3. The most appropriate sanction is one designed to put matters right and to encourage better behaviour in future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate pupils.

13.4. Where pupils make inappropriate choices about their behaviour and formal sanctions are necessary, the responsible adult who observes the behaviour should initially deal with the matter. In the case of serious misbehaviour, the pupil may be referred to more senior colleagues.

13.5. Academies will outline the specific approaches within the appendix.

14. Suspensions

14.1. Academies will commit to considering the following before suspending:

- Parents have been included in the decision-making process – (parents may not always agree but sharing your reasons for making the decision you have made is a courtesy which parents should be able to expect).
- Any safeguarding concerns which mean that academies may need to consider alternatives to exclusion, e.g. the academy cannot be confident that someone will be at home to support/supervise the pupil during the day.
- Does the pupil have any SEN needs which need to be met to ensure that they are able to engage fully with academy life? This may not eradicate the consequence but may involve work from SENDCo alongside to ensure that support is in place.
- Occasionally schools may need to negotiate the day of the suspension with parents to ensure that supervision is appropriate and that parents are able to actively support the academy in the consequence. This is particularly the case for younger pupils. Schools can isolate the child in the meantime if required. This does not undermine the consequence but ensures that relationships with families are maintained.

14.2. If a pupil is suspended, it means that they must be supervised at home for the period of time determined by the Head teacher/Principal. Only the Head teacher/Principal has the power to suspend a child (or deputy in absence) and this decision must be made following a full investigation.

14.3. In the case of a suspension, Principals will follow the updated Exclusions and suspensions guidance and the DRET Exclusions and Suspensions Policy.

15 Permanent exclusion

15.1 This is a last resort for any academy but there are occasions where this may be in the best interests of the pupil and/or for the wider academy body. The Trust supports its Head teachers and Principals in making such decisions, and to protect all staff we share the burden of such decision-making at Trust level. Any academy considering permanent exclusion should immediately contact another Head teacher or a member of central team for advice on next steps.

15.2 In cases of very serious incidents where a permanent exclusion is a possible outcome, this should be declared immediately - advice should be sought for how to educate the child whilst any investigation is underway

15.3 The Head teacher should, as far as possible, avoid permanently excluding any pupil with an EHC Plan or a looked after child.

16 Lawful sanctions

16.1 Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction for that pupil.

16.2 Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school

16.3 In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

17 Responding to the behaviour of pupils with Special Educational Needs and/or Disability

17.1 Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

17.2 School should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation

17.3 Schools should be mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

17.4 Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and school's guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

17.5 The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

18 Specific behaviours

18.1 **Child on child sexual violence and sexual harassment**

18.1.1 All stakeholders should refer to the Trust's Safeguarding and Child Protection Policy.

18.1.2 Child on child sexual violence and sexual harassment will not be tolerated at the Trust. All reports will be taken seriously including those allegedly occurring at the academy, off site, online and irrespective of when the incident occurred. All members of the Trust understand that it can take time for a child to come forward to talk about these harms and that they must be sensitive to the trust placed in them when a child chooses to disclose. Children who are victims of sexual violence and sexual harassment may find the experience stressful and distressing. It is very likely to adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same academy. Staff will be trained to understand that some children are more susceptible to sexual violence and sexual harassment than others including girls and pupils with SEND. However, all reports

of sexual violence or sexual harassment should be taken seriously and the victims will be reassured that they are being taken seriously, that they will be supported and kept safe.

18.1.3 Staff will be trained to understand that this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

18.1.4 Where a report of rape, assault by penetration or sexual assault is made, the DSL (or deputy) will refer this to the police. Where a report has been made to the Police, the DSL (or deputy) will agree what information can be disclosed to the alleged perpetrator and their parents.

18.1.5 All reports concerning sexual violence and sexual harassment will be recorded confidentially in the academy's secure safeguarding software. The DSL (or deputy) will be responsible for leading the investigation. Records will include the arrangements to support the victim, the review and amendment of risk assessments throughout the investigation and outcome arrangements, the support required for the alleged perpetrator as well as the records of any interaction with the safeguarding partnership and the children's parents or carers.

19 Online bullying

19.1 All stakeholders should refer to The DRET Anti-bullying Policy

19.2 Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the school.

19.3 If the bullying could be criminal or poses a serious threat to a member of the public, the police will always be informed. Academy staff will discipline pupils for bullying that occurs outside school, by imposing disciplinary sanction and implementing that sanction on academy premises or when the pupil is under the lawful control of school staff, for instance on an educational visit.

19.4 Where online bullying has been reported to academy staff, the electronic device, such as a mobile phone, will be seized by a member of staff who has been formally authorised to do so by the Principal. If an electronic device has been seized and a member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, such as intimate images or nudes, the device will be given up to the police as soon as it is reasonably practicable without staff accessing any of the illegal material. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, will not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they must report this to the Principal or member of the leadership team to agree whether it is appropriate to delete or retain the material as evidence of a breach of academy discipline. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

Appendix 1 - Primary Academy Specific

Edward Heneage Primary Academy

Ladder of Rewards

Pupils respond well to immediate praise from teachers, and this can be reinforced when parents are notified. This could be for praising classwork, homework, gestures of kindness or an exceptional attitude to learning.

Rewards	
1	Verbal Praise for positive behaviours linked to school rules - Positive point
2	Exemplary work - Positive point
3	Public commendation in assembly - Positive point
4	Read at home - Positive point
5	Full uniform - Positive point
6	PE Kit - Positive Point
7	Green all day – automatic Positive Point
8	Scholar - slip to enter scholar raffle for book vending machine
9	100 Positive points – Bronze certificate
10	200 Positive points – Silver certificate
11	300 Positive points – Gold certificate
12	400 Positive points - Platinum certificate

How we record positive behaviour at Edward Heneage Primary Academy

Any positive behaviour will be logged onto Bromcom providing the teacher, parent and pupil with a on-going update.

Edward Heneage Primary Academy House Point System

House points are given for all positive behaviours demonstrated such as exceptional learning behaviours, acts of kindness or helpfulness and completing home reading. All members of staff can give house points.

Green All Day – positive message of encouragement to parent/carer on Mcas

100 points – inform parent/carer Bronze certificate

200 points - inform parent/carer Silver certificate

300 points - inform parent/carer Gold certificate

400 points - inform parent/carer Platinum certificate

For every 50 points earned there is a class reward chosen from the following menu: 10 minutes extra play, class board games, ice lolly, hot chocolate, class story time

At the end of each half term, children who have consistently met behaviour expectations and upheld our academy values and ethos, will be invited to our half termly Behaviour Celebration.

Edward Heneage Primary Academy Reading reward System

15 reads for EYFS & KS1; 20 reads for KS2 per half term - ROAR party and reading book awarded

Edward Heneage Primary Academy

Ladder of Sanctions for Pupils

In our primary academies, certain behaviours are classified into certain stages with an appropriate step of response. The following grid will be displayed in each classroom with a coloured behaviour ladder on the wall.

Stage	Pupil Behaviour	Sanction
Warning	Low level disruptive behaviour which may include: not listening to instructions, calling out, not following group work rules, interrupting and making rude noises	Teacher reminds the child of the classroom values, expectations and rules Behaviour visuals implemented
Amber	Continued low level disruptive behaviour	Pupils receives a warning about the rule they are not following, using our scripted language and directed how they can get back to green behaviours They may be moved within the classroom and this will be framed in a positive way as a strategy to help and support
Red **Stage 3**	Continuing Stage 2 behaviour OR Disrespectful behaviour which may include: speaking in a disrespectful way to another child or adult, answering back, walking away from an adult when they are speaking OR Hurtful or dangerous behaviour which many include: hitting or kicking another child, racist or homophobic name calling, swearing, spitting, fighting, stealing, threatening, sexualised behaviours	Persistent disruption - Pupil may require time out within the classroom, and they use playtime to catch up on work (this is supervised). In KS2 the child would fill out a reflection sheet and in KS1 the form is supported by a member of staff as a record of the discussion with the child Disrespectful behaviour – Pupil may require time out within the classroom, and they use playtime to catch up on work (this is supervised) In KS2 the child would fill out a reflection sheet and in KS1 the form is supported by a member of staff as a record of the discussion with the child The incident is recorded on the MIS system and class teacher informs parents The pupil has time out of the classroom with an appropriate colleague and a reflection sheet is completed at playtime There should be a meeting with the parents at the end of the day and the incident is recorded on the MIS system
Stage 4	Repeated Stage 3 behaviour OR Child on child abuse, Homophobic or racist bullying Dangerous and/or violent behaviours which have intent to cause harm	Suspensions: Fixed Term/Permanent Follow DRET suspension and exclusion guidance Recorded on Bromcom LA informed

How Edward Heneage Primary Academy prevents repeat behaviours

EHPA SLT meet weekly to scrutinize the behaviour data and plan appropriate interventions and provisions to meet the pupils' emerging needs and ensure these behaviours are not repeated. We implement support from several outside agencies, depending on what incidences have occurred and which agency is best placed to offer the required support. Initially, for example, we may implement a THRIVE profile assessment and implement a programme of support in school with one of our THRIVE practitioners. We also implement support from a wide range of other agencies such as: Compass Go; Specialist Advisory Service, Educational Psychology, Navigo, Young Carers, Cudox and the Police.

In addition, we also adopt a range of initial intervention strategies and/or provisions to support pupils to manage their behaviour, with a view to avoid behaviour escalations and reduce the likelihood of fixed term or permanent suspensions. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. We implement a range of behaviour visuals and use scripted language to ensure understanding and consistency across the school. We also may implement in class strategies such as regulation breaks or behaviour targets, which identify key behaviours we wish to address quickly. Furthermore, we also provide a wide range of areas for our pupils to access during unstructured times, such as The Quiet Room and THRIVE lunch, to promote regulation and enable them to access an environment which will support positive behaviours.

Naturally, some pupils will need more support than others and this is provided as proactively as possible, usually as a result of staff raising concerns and/or SLT identifying developing needs within the behaviour data scrutiny. It will sometimes be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities and this may lead to the pupils being added to the SEND register, as they are requiring 'additional to and different from' provisions. SLT and pastoral staff meet weekly to scrutinise incident data and record from Safeguard and Bromcom. This enables staff awareness of any pupil persistently not meeting our behaviour expectations, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Edward Heneage Primary Academy intervention list

- frequent and open engagement with parents, including home visits if deemed necessary
- providing mentoring and coaching vis reflective and restorative conversations
- short-term behaviour report cards or safety plans
- implementing an agreed intervention programme
- referrals to outside agencies to address specific individual challenges such as, poor anger management, a lack of resilience and difficulties with peer relationships and social skills

What Edward Heneage Primary Academy does when we have specific/serious concerns regarding behaviour

Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working together to safeguard children). If we consider this to be necessary, a parent meeting is held and all the necessary information is provided, so that parents can then make an informed choice.

Initial intervention to address underlying factors leading to misbehaviour includes an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' is used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If limited progress is being made, then a graduation of support will be undertaken and outside agency support will be sought, to provide a more specialist approach. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan may be required.

What off site direction/ alternative provision we use at Edward Heneage Primary Academy

To help us support our children and aim to prevent both fixed term and permanent suspensions, we may use the following settings as alternative provisions: My Space, Broadening Horizons, Phoenix Park Academy, Bounce Back AP, Nunny's Farm, The Trin.
These provisions come recommended by our Local Authority, as the best place to support that child's behaviour as well as any special educational needs and disabilities (SEND) or health needs. Our SENDCo or DDSL & Attendance Officer completes both an initial visit and on-going visits whilst the child is in attendance, to make sure the alternative provision offers a broad and balanced curriculum. The nature of the intervention is always discussed in collaboration with school, the LA, the child when appropriate and parents/carers and is then selected to meet the needs of the child. The placement will be reviewed by all parties at agreed on-going timescales and there is always an agreed date for reintegration back into our academy and this is kept under review.

Appendix 4: Searching, Screening and Confiscation

(Should always be witnessed by another member of staff)

Date	Pupil Name	Staff Name 1 & 2	Search Location

Searchable items:

- Knives/weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/cigarette papers
- Fireworks
- Pornographic images
- Any article used to commit an offence
- Any article used to cause personal injury/damage to property
- Any item identified in the school rules as a banned item that can be searched for.

RISK ASSESSMENT		
	YES	NO
Has the pupil given consent?		
Has the search been agreed by the Headteacher?		
Is there a member of staff as a witness to the search?		
Are the members of staff the same sex as the pupil?		
Have parents been informed?		

SEARCH EXPECTATIONS

- If 'No' to the above, a search can still take place if the member of staff has reasonable grounds that the pupil is in possession of a banned item and there is a risk of serious harm if the search is not conducted immediately and where it is not reasonably practical to summon another member of staff.
- Only outer clothing can be requested to be removed during a search e.g. coats/blazers/shoes
- 'Possessions' includes any item the pupil has or appears to have control of e.g. pockets/bags/desks/lockers
- Members of staff can confiscate, retain or dispose of the searchable items list, where reasonable to do so
- Any weapons, stolen items or controlled drugs should be delivered to the Police immediately.
- Pornographic images should be deleted/disposed of unless the Police confirms it constitutes a specific offence
- Any items that are evidence of an offence should be delivered to the Police immediately
- The member of staff may examine the data/files on an electronic device if they have good reason to do so (e.g. cause harm)
- Ensure parent/carer has been informed of search in a timely manner

NOTES OF SEARCH

OUTCOME

Staff Signature:	**Staff Signature:**