



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.

Behaviour curriculum

We recognise our pupils need to be taught to understand what behaviour is expected. We take proactive steps to ensure our pupils have repeated practices to support their success to follow academy systems and social norms. By taking a consistent approach we introduce and embed, age appropriate, key habits and routines, for example 'pupils are expected to line up quietly'. Additionally, consistent and clear language is used when acknowledging positive behaviour and addressing misbehaviour. Adjustments may be made to routines for pupils with additional needs, where appropriate and reasonable to ensure all pupils can meet behavioural expectations.

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.

Personal Development – 'One Life' Programme

Every pupil at King's Meadow Academy accesses our bespoke personal development programme called 'One Life.' 'One Life' provides the knowledge and skills for our pupils to respond to different challenges they encounter in their lives by developing their physical, social and mental health. Our motto is 'We only have one life so let's learn how to live it well!'

Emotional Literacy Support Assistant (ELSA)

To enable us to achieve an approach to behaviour support based on relational, regulatory and restorative practice, our academy is proud to have an ELSA. ELSAs are warm, kind and caring people who want to make children and young people feel happy in school. and to reach their potential socially, emotionally and academically. They understand the barriers to learning that some children and young people might have and can help them with this.

They can support the children and young person's emotional development and help them cope with life's challenges. ELSAs will also help children and young people to find solutions to problems they might have.

An ELSA is not there to fix problems but to help them find their own solutions and offer that important support to a child or young person. Our ELSA is Miss Hatfield, however, all the staff at King's Meadow Academy use the same approach to support pupils. We strongly believe that

relationships are key in helping children and young people to feel safe and nurtured. Further information about ELSA can be found at <https://www.elsa-support.co.uk>

Expectations of the Academy Community

Senior Leadership Team (SLT)	To implement and monitor the Care, Support, Guidance and Behaviour policy Report to the Academy Standards Committee (ASC), 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, including all forms of child- on child(formally peer-on- peer) abuse including sexualised behaviour, bullying and racism.
All Staff	To model the behaviours you wish to see 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 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 To set high expectations, clear boundaries and regularly agree classroom and behaviour expectations To use agreed rewards and, where necessary, sanctions consistently
Pupils	To respect, support and care for each other, both in the academy and the wider community To listen to others and respect their opinions To attend the academy regularly, on time, ready to learn and take part in academy activities To take responsibility for their own actions and behaviours To follow the academy rules as instructed by all members of staff throughout the academy day To be respectful of others, regardless of differences; for example, race, gender, religion, disability, sexualisation and age
Parents and Carers	To be aware of, and support, the academy's values and expectations To ensure that pupils attend regularly and on time for the academy day To take an active and supportive interest in their child's work and progress To respect, model and support the aims and values of the academy

Our Academy Rules

At King's Meadow Academy, we believe every child has a right to learn and that teachers have the right to teach. This will only happen if there is an ethos of good behaviour.

Children are expected to show a caring attitude towards other people and a respect for their surroundings. We believe that good behaviour is based on mutual respect between children and adults. Relationships between everyone at every level are vital. Our expectations are that people treat others the way they would like to be treated themselves. Staff regularly talk to children about making the right choices ('green' choices) and the wrong choices ('red' choices) as well as promoting British Values, to help support their social and emotional development.

We have high expectations of children's behaviour. We believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions.

We have three school rules that everyone must follow:

- **Be Safe**
- **Respect people and property**
- **Try your best**

Reward system at King's Meadow Academy

The primary academy behaviour policy is based on positive reinforcement. Pupil reward systems are linked to desired behaviours (also known as 'green' behaviours/choices). 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 rewards, house points or raffle tickets which are linked to rewards such as:

Certificates Stickers / stamps Head of School/Executive Headteacher awards and certificates	Whole class prizes Individual prizes Achiever of the week 'Above and beyond' rewards 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 behaviour 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 1). Each classroom has a behaviour 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.

Removal from class

Following the behaviour system, there may be times within the academy day that a pupil is asked to leave their classroom if their behaviour becomes challenging or unsafe, and low-level adult intervention has not been successful. The pupil may be asked to work in a partner class for the rest of the session and return after a reintegration discussion. Additionally, a pupil may be removed to support the regulation of their emotions, with an appropriate adult, before returning. On rare occasions, where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which significantly disrupts the learning of others, or more serious misconduct without the use of warnings, they can be removed from class to spend a limited time in an alternative area of the academy. The use of removal allows for the continuation of the pupil's education in a managed environment, with an appropriate adult and access to appropriate resources, allowing the pupil to regain calm in a safe space. Following the removal from class, where appropriate, the parents will be informed. A behaviour support plan and/or My Support Plan may be initiated, clearly detailing the rationale, including length of time, should this be a necessary strategy in the future.

Banned Items

The academy follows Government advice when confiscating items from pupils which is outlined in their document 'Screening, Searching and Confiscation', a copy of which is available online or from the academy on request. Within this document, there is a clear, but not exhaustive, list of prohibited items not allowed on academy premises, and their presence on school premises or if found on an individual pupil, will lead to the highest sanctions and consequences:

In general terms – any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil)
- as a safeguarding concern e.g. mobile phones

The Head of School/Executive Headteacher and authorised staff can also search (with the permission of the pupil) for any item banned by the school rules which has been identified as an item which may be searched for.

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 an ELSA may be put in place 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.

The academy will consider, in each individual case, whether any reasonable adjustments need to be made to the sanction in response to any special educational need or disability.

Suspension and Permanent Exclusions

Suspension or permanent Exclusion is seen as a last resort after all other attempts to modify behaviour have failed. Suspension or 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 School/Executive Headteacher may issue a suspension or permanent exclusion. If the Head of School/Executive Headteacher suspends or excludes a child, they will inform the parents immediately, giving reasons for the exclusion. Parents will be informed that they can appeal against the decision to the governance team. The Head of School/Executive Headteacher will follow the LA guidelines and would inform the LA, and the governance team. After a suspension, a reintegration meeting will take place with the pupil and parents, where a support plan or next steps 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 School/Executive Headteacher 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 the governance team receives a copy of the exclusion letter and an official exclusion form is sent to the LA. The governance team will be informed annually of the number and types of suspensions/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 School/Executive Headteacher will consider the appropriate disciplinary action against the pupil who made it.

Supporting Staff Wellbeing and Professional Development

A training calendar is in place to ensure all staff members are equipped to support the relational ELSA 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

Our academy has rigorous systems in place, including CPOMS software, which will ensure full and accurate records are maintained and analysed. All incidents relating to behaviour problems are recorded, including monitoring progress made in relation to behaviour targets, post suspension actions, incidents requiring the use of positive handling strategies, any child-on-child 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 child-on-child 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 suspended or excluded from the academy following appropriate investigations by the Head of School/Executive Headteacher. All racist incidents will be logged and reported to the ASC. 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 Child protection and Safeguarding 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 Child Protection and Safeguarding 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 challenged 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 School/Executive Headteacher.

Pupils Absconding

As an academy, it is our priority to keep pupils safe. All gates and fencing are checked daily by site staff. Registers are taken at the beginning of the morning and afternoon sessions. If a pupil is absent and is expected to be in the classroom, the following actions will take place.

1. A member of staff will check the toilets & key areas
2. If the pupil is not in the toilets or key areas, the Head of School/Executive Headteacher or other appropriate SLT member must be informed.
3. A search of the academy grounds will take place.
4. If this is unsuccessful, both parents and the police will be contacted and informed.

If a pupil makes the choice to abscond from the academy building but remains on the site, staff will follow the pupil to ensure their safety, and intervene using physical intervention if the child is putting themselves or others in danger.

Parents will be notified at this point, but police will not.

Where pupils abscond from the academy, staff will not take part in an active pursuit as this may pose a greater risk to the pupil and staff member. The police and parents will be immediately informed.

Managing pupil transition

At the start of each academic year, an induction of academy behaviour expectations and culture is delivered and repeated for all pupils at suitable points in the year. Additionally, the induction is shared with all pupils who join the academy mid-year.

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.

Pupils' 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 Child Protection & Safeguarding 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 system. 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, by the Head of School/Executive Headteacher 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 their 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 them 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 using the agreed proforma.

The role of the Head of School/Executive Headteacher 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 ASC.
- 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 ASC is to:

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

Monitoring and Review

The Head of School/Executive Headteacher will:

- Monitor the effectiveness of this policy on a regular basis
- Report to the ASC 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 on CPOMS, using the agreed pro forma. Following a physical intervention taking place, the parents/carers of the pupil involved will be informed.

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 Waterton 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.

Appendix 1 – Sanctions and Consequences

Sanctions and consequences are applied to ensure that we maintain a safe and positive learning environment for all children. Sanctions are applied as appropriate to the particular situation or circumstance of the behaviour (or the age/need of the child). Each classroom has a set of traffic lights displayed in a prominent place. All pupils start each day or session on green.

C1 (consequence 1) – polite reminder

If a child is making 'red' choices, they will be advised that they are not showing green behaviours. The child will still remain on green but they are given a 'polite' reminder of what is expected. Pupils will always be given the chance to make the right choice at every stage of the behaviour system.

C2 – second reminder

If the pupil continues to make the wrong behaviour choice, they will receive a second reminder. They will be advised that if the behaviour continues, they will move to the next stage of the behaviour chart which will result in a consequence.

C3 – move to another place in the classroom

If the pupil continues to make the wrong behaviour choice, despite having had polite reminders, they will move to another place in the classroom away from other pupils.

C4 – Partner Class

If the behaviour continues, the pupil will be sent to their partner class to complete their work for that session.

C5 – Internal Isolation

If the behaviour continues to escalate, the pupil will go to internal isolation to complete their work with a member of SLT or appropriate staff.

C6 – Suspension

If the behaviour continues to escalate, despite following the behaviour system and use of restorative practise, the pupil may be suspended.

At the discretion of a member of the Inclusion team or member of SLT, all or some of the stages detailed above may be bypassed, if the behaviour is sufficiently serious.