Behaviour Policy

Expanse Learning Wigan School

2023/24

Author:	Richard King	Version	3	Review Date:	August 2024

1. Scope

This policy applies to all staff at Expanse Learning Wigan School (Hereafter referred to as the School).

2. Aim

The behaviour policy has been devised with a focus on our belief that the most important aspect in children feeling valued, safe and secure at school is the sense of connection and trust with a member (or more than one member) of staff and mutual, respectful relationships with their peers. For most of our children and young people, we believe this can be achieved by purposeful acknowledgement of the child, fostering in them the belief that staff care about them as a person and care about how they are feeling and what they are doing. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children and young people (considering individual needs) whilst ensuring students understand that the staff member is in control. Equally, staff must be approachable, kind and supportive as to encourage children and young people to actively want to demonstrate the behaviours and attitudes we value.

This policy is developed to ensure guidance for staff (and information for parents and governors) in order to promote safe, kind and respectful behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

Key aims
- To provide guidance for staff, parents, governors and other stakeholders on how we keep children and young people safe and help to build positive relationships.
- To provide a framework for our collective beliefs around human behaviour as it relates to children and young people.
- To provide an inclusive model for our understanding of behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.
- To allow our staff and students to develop healthy and respectful relationships within the school environment and reduce barriers to learning, interaction and communication.

3. Key Beliefs

At the School we believe that:
- Children and young people want to behave well, and positive behaviours reflects positive emotional wellbeing
- Positive relationships foster positive behaviours and attitudes
- Behaviour is a means of communication – we must ensure that all students are supported to communicate their needs safely and appropriately
- With the right support and intervention, children and young people can learn to improve their behaviour and take ownership of their own actions
- Both effort and achievement should be celebrated
- Mistakes are part of the learning process and we recognize that all of our children and young people are at different stages of the developmental process
- Some of our children have learning difficulties which impact on how they learn to behave and no child or young person should be disadvantaged because of individual need
- All adults can learn strategies to support young people to improve their behaviour and will utilise these at all opportunities

Adults can support the children and young people in our school through:
- The quality of our relationships with each other and them
- The quality of our provision
- A well-informed understanding of their needs
- The support we put in place:
    - Observation, evidence gathering and analysis – so that our interventions are well informed and planned
    - Working in close partnership with parents and carers
    - Investing time to allow children to practise and make mistakes
    - Clarity in expectations for student behaviour from all staff
    - Consistent application of our Merit and Demerit systems
    - Observing the Principles of Nurture

The school is currently working towards the 'National Nurturing Schools Award' The school is actively embedding and implementing the six principles of Nurture to support and underpin the activities and approaches as described in this policy.

The **Six Principles** of Nurture are defined as follows:
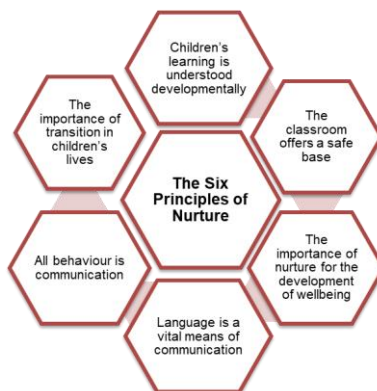
The support consists of:
- o Consistent application of the Six Principle of Nurture
- o Accessible modes of communication
- o Clear and realistic expectations
- o Rules
- o Routines
- o Rewards and consequences
- o Reparation wherever possible and appropriate
- o Descriptive praise
- o Fair and predictable responses to both negative and positive behaviour
- o Restorative practice
- o Student-centred support – individual needs are considered

Key Beliefs Explained

We believe that our children and young people want to behave well and want to have healthy, respectful relationships with their peers and staff. We believe that our children and young people are happy when they behave well and when such behaviour is reciprocated. We believe that our children and young people develop their positive mindsets when their appropriate behaviour and their efforts are recognised and acknowledged by adults and their peers. We believe that children and young people are able to display appropriate behaviours and attitudes when their needs are well met in school, at home and in the community.

4. The Reward System

A reward system must be of value to the students, parents and staff. It is a system which provides a vehicle to measure and monitor progress and success via a broad range of opportunities and allow for progression and challenge.

The system offers unconditional positive regard, granting students the opportunity to celebrate and achieve rewards within independent timeframes, allowing for recognition of effort regardless of previous actions. The focus of our system is to encourage and normalize healthy, respectful behaviours and attitudes rather than focus on exceptional achievements, although these will also be recognised and celebrated.

Our rewards are designed to reflect all aspects of school life, following a Merit-based system in which students receive recognition for displaying the behaviours and attitudes that we value as a school to the best of their ability. The achievement of merits is celebrated through a variety of rewards throughout the year, encouraging students to demonstrate these behaviours and attitudes over both short and longer timeframes. We understand that students may present with additional needs that can impact on the actions they may take, and our system takes this into account; students will not miss out on opportunities to gain merits due to occasional incidents or lapses in expected conduct, nor be penalised for actions that are beyond their control.

Additionally, the school will recognise and account for primary and secondary SEND needs, 'baseline behaviours' and each individual students starting points when allocating merits or de-merits so as not to discriminate and unfairly disadvantage individuals.

The school will use all available means to publish and promote achievement by all members of the school.

The purpose of the reward system is:
- To be inclusive for all.
- To recognise and celebrate a student's effort in displaying the behaviours and attitudes we value.
- To allow students to recognise their own behaviours and attitudes.
- To recognise and celebrate a student's work, commitment and levels of achievement.
- To promote the positive recognition of success amongst all members of the school community through public celebration and contact with parents and carers.
- To celebrate progress made by the student.
- To encourage progress in all aspects of school life.
- To reward students frequently for a variety of achievements.

All staff should be actively engaged in carrying out this policy.

The Merit system:
- Each day, students will receive one of the following: A Merit, a Nil, or a de-merit.
- Merits will be received when students display appropriate behaviours and attitudes throughout the day, to the best of their ability.
- It is our school ethos to assume and expect that students are able to receive a merit each day.
- Merits will be counted each half term and the totals used to recognise and reward achievement. Students will be able to use their merits on a choice of reward items or roll them over to save for bigger rewards.
- Students will also have the opportunity to be invited to end of term trips should their Merit total meet or exceed the total required.
- Nils will be received when a student's behaviour and/or attitude falls below expected standards. Although it is assumed that students are able to earn a Merit each day, staff understand that there will be times when students will fall below the expected standards.
- If a student receives a nil, there will be no loss or gain to their merit total. They will also have the opportunity to reflect on this informally with their Form tutor or a member of staff that they feel comfortable with.
- De-merits will be received should a student's behaviours and/or attitudes fall significantly below the expected standards through actions that are within their control, including, but not limited to, wilful damage to school property; significant disruption to the learning of other students; physical or verbal abuse to staff or other students; the use of derogatory language that contravenes the Protected Characteristics with the Equality Act 2010
- A De-merit will reduce the students total of merits earned by 1 merit and will always be followed by contact with parents/carers and a reflection with the Pastoral team. Additional measures may be taken in cases where the incident is very serious (see sections discriminating language and Fixed Term Exclusions).
- Should a student receive 3 de-merits within a period of 1 Term, Parents/carers will be required to attend a behaviour review meeting with members of SLT and the students' Form teacher
- Students' merit totals will never fall below zero; we believe that a students' efforts should always be rewarded and as such, a merit will always add to a student's total, not be used to reduce a deficit.

Alongside the merit system, rewards will also involve all or some of the following:
- Teacher response to all positive work and contributions in the classroom from students, offering praise and encouragement.
- The display of student work from the class and homework, making full use of classroom boards and corridor displays. Whenever displayed, work may include a comment/grade.
- Positive statements recorded on data bridge within the weekly write up.
- Marked work should include praise and advice on how to improve work (WWW & EBI).
- When a student is awarded praise, a postcard can be sent home. This will comply with school policy on what triggers a postcard.
- Students' may receive a 'Star of the week' award for high achievement.

- Pastoral recognition will be awarded by the manager and her team for additional achievements and contributions to school and community.
- The maintenance of high achievement and excellent effort will also be acknowledged at the termly Celebration of Achievement.
- SLT commendations will be awarded for exceptional behaviours and achievements.
- Opportunities to be a part of the School Council
- Opportunities to become a Student Ambassador

5. Behaviour and Communication

How children behave gives us important information about how they are feeling. Staff understand that all behaviour is a form of communication and will work to develop positive relationships that allow staff to recognise each child and young persons' needs and wants.

Supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately. Children with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

Children and young people can learn to improve their behaviour. Children and young people at the school can find learning difficult: learning new behaviour is a task, just like learning to read or write. As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.

Most of our children and young people learn in small, incremental steps over a very long period of time.
Mistakes are part of the learning process. We don't make a judgement about it – instead we support our children and young people to get it right.

All adults can learn strategies to support children and young people to improve their behaviour. Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning.

At the school we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way. This can be very difficult especially if a child is aggressive or targeting others in a very focused way. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond (Lead professionals, Teacher Mentors, Educational Psychologists, CAHMS, etc).

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development - our commitment to coaching and mentoring, reflective practice and peer support improves performance and professional competence.

Adults can support children and young people by:
The quality of our relationships with our children and young people. These relationships are crucial. Each adult is a significant adult for our children and young people. To develop successful, enabling relationships we need to:
- Actively build trust and rapport – they have to be earned: they're not given
- We should have high expectations for all children and young people and when we demonstrate our belief in them, it supports them to succeed.
- We treat children and young people with dignity and respect at all times e.g., by saying 'thank you'; by communicating carefully and clearly in a way that is accessible to them and their current level of need
- Adults should listen respectfully to the child or young person, and make a judgement about how/when to respond
- Consider what might be behind the behaviour; why the child or young person is behaving in this way.
- There will always be a reason: the behaviour is a symptom of something that we need to identify
- See things through e.g., consequences in place as a response to particular behaviours, both desirable and undesirable
- Keep our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly and honestly about why this has happened

- Identify the strengths in the child or young person – identify these with the child and build on it. If a child is not able to do this, advocate for the child within the team or professional group
- Apologise if you make a mistake – you are modelling this for the child or young person, and this will support you to build trust and respect
- Name and manage your own emotional reactions to children and young people's behaviour i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person
- It is important to resolve difficult feelings about children's behaviour – it is unhelpful history. Focus instead on getting it right in the future
- Quietly but firmly hold appropriate boundaries for the children and young people
- Seek support from wider professional networks to problem-solve challenging behaviour
- We are always respectful to children; we do not talk about them over their heads or in front of other children
- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them
- The quality of our provision:
  - If we are able to meet each child at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop. To do this we need to:
    - Accurately assess the child or young person's needs
    - Plan to meet the child or young person's range of needs specific to the plans drawn up by their professional group e.g. equipment, staffing, sensory needs
    - Support the child to develop high levels of resilience and have high expectations for every child
    - Support children and young people to develop high self- esteem, so that they believe that they can succeed
    - Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the child to do.
    - Know what motivates each child or young person
    - Personalized learning to ensure that we meet each child or young person at his/her point of development
    - Where appropriate, include the children and young people in the target- setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)
    - Give the child or young person feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress
    - Praise the children and young people for their specific achievements, i.e. descriptive praise and do this often
    - Actively teach the children and young people behaviour for learning
    - Ensure as a staff group we utilise the appropriate information available on a child, specifically but not limited to; Pen Portraits, Student Individual Risk Assessments (SIRA's), Care Plans, EHCP's, Behaviour Plans etc.

The support we put in place –
By this we mean all the things we do to support our children and young people to manage their own behaviour successfully. Rules support positive behaviour.

They should be:
- Few in number
- Where developmentally appropriate, agreed with children and young people
- Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going do
- Regularly referred to by all staff with children and young people
- Appropriate to the activity and developmental range
- Routines support our children and young people by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our children and young people. Routines also support behaviour for learning.
- The language of choice

- This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.
- We use specific descriptive praise when we see them making a good choice – we can never do too much of this.
- We link consequences to the choices they make, to help them make the best choice.
- Developed collaboratively with students (Please see Appendix 4)

This communication:
- Increases children and young people's sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence
- Rewards and Consequences
- Descriptive praise
- Symbolic rewards
- Communication with parents and carers to inform them of the behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities (e.g. sensory room, bike, IPAD, choosing time)
- They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

6. Consequences

a) We believe that consequences should always have a purpose rather than be a punishment, for example:

Behaviour	Consequence
Child or young person disrupts activity or behaves in a way that makes other children feel unsafe	Child or young person has a break Child or young person is supported by an adult to consider their behaviour Child or young person apologises to the group, for his/her specific actions and carries on with the activity.

b) It is important for our children and young people to clearly link a specific behaviour with its consequence.
c) The consequence needs to be a natural consequence, which makes sense to a child or young person.
d) With regards to the reward system, a Nil or a De-merit will be a consequence that can then be reflected upon with the child or young person. It is important for students to understand that a Nil or De-merit is not a punishment but a consequence.
e) It is also important for adults to review what has happened. Was there anything that could have been done differently to support this child or young person to manage?

7. Reparation means repairing relationships, or 'making good' in some way

We believe that children and young people should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the child or young person's mind on the punishment, rather than what they did. This frequently leads to children and young people feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the other person(s) involved/affected. Even children with complex difficulties can be supported to repair: we can't make assumptions about what children feel. Unresolved difficulties can make children and young people very anxious and this can cause behaviour to escalate or become habitual.

Restorative practice:
We support children and young people to engage in both formal and informal restorative practice via the use of scripted questions and voluntary participation in restorative communication circles. Formal restorative conversations will be facilitated by the pastoral team. Staff have received Restorative Practice training allowing for a whole-school approach.

8. Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote. We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning and builds positive, trusting relationships.

9. Children and young people with exceptional behavioural needs

The majority of children and young people at the school will respond positively when staff work within these guidelines but some of our children and young people need additional support to learn to manage their behaviour.

We do this by:
- Working in line with this Policy
- Creating support plans and pen-portraits of each child and young person
- Holding bi-weekly case-conferences to identify student needs and effectiveness of interventions
- Putting in additional support, tailored to the specific needs of each child or young person
- Multi-agency review
- Observations in a range of contexts, including home visits
- Medical investigations to ensure that the student is not in pain or unwell
- Making the routines/strategies more detailed
- Drawing up a Risk Assessment and action Plan detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parent and other staff
- Drawing on additional resources from beyond the school, e.g. CAHMS, LA support, Care Team and medical specialists
- Creating bespoke timetables

Parental and family support to implement changes in strategies. Some children need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a student's learning day, we always plan jointly with the parents and carers and the Multi Agency Support Team, the Local Authority and external agencies.

10. Bullying (including Cyber-bullying)
- We do not tolerate bullying
- Bullying should never be ignored
- All instances of bullying MUST be recorded appropriately on Databridge, including all follow-up action, the Pastoral Manager and Headteacher MUST be informed of any instances. Recording of any such instances is a statutory requirement.
- Parents and carers should be informed by staff via telephone or in face-to-face contact
- Every instance needs to be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions,
- Further guidance is available in the school's Anti-Bullying Policy which is available on request from the school.

There is no legal definition of bullying:

However, it's usually defined as behaviour that is:
- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:
- physical assault
- teasing

- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

11. Student's working from home.

If interacting with other students or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, students. Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Facebook/Microsoft Teams, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other students or peer-on-peer abuse that is disclosed to the school during this time.

12. Discriminatory language/incidents

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- They MUST be recorded appropriately, including all follow-up action, the Pastoral Manager and Headteacher MUST be informed of any instances and all instances MUST be recorded on Databridge. Recording of any such instances is a statutory requirement.
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other.
- All staff have a response script on the back of their badges that supports them in dealing with discriminatory language or incidents. This response script is the staff members first action following any incident and must be used in all cases.

13. Training

Training for staff will be made available and will be the responsibility of the Headteacher. No member of staff will be expected to undertake the use of reasonable force without appropriate training. The school offers training in IOCM accredited Team Teach techniques. Team Teach states that 95% of the strategies employ verbal or non-verbal de-escalation and only 5% is in the use of physical techniques.

14. Positive Handling

Positive handling is a holistic approach to a range of risk reduction strategies which include non-verbal, verbal and where 'reasonable and absolutely necessary', physical interventions. Positive handling understands the importance of using de-escalation strategies where possible and being aware of levels of behaviour and the need for an appropriate staff response in order to maximise the opportunity to calm the incident through non-verbal and verbal strategies where possible.

Positive handling will be supported by documentation, which supports the students aims to provide security, safety acceptance for recovery, repair and reflection for all concerned. Every effort will be made to resolve conflicts positively and without harm to students or staff, property, buildings or the environment. Where unacceptable behaviour provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident.

15. Restraint / Reasonable Force / Physical Intervention

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury either to him/herself, a member of staff, another child or young person, or property. Restraint:
- Should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised training, and this is up-to-date
- Should only be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect
- If used, it must be recorded in the school's incident recording system
- An Individual Risk Assessment and Action Plan will need to be carried out – this might apply when an individual child or young person/child needs physical interventions, using strategies as a part of an on-going behaviour management plan.
- Staff need to be able to establish the possible consequences of using a particular method or methods of physical intervention when difficult behaviour occurs.

- Update the child or young person's Behaviour Plan including any physical interventions which have been successful and share with relevant colleagues
- If restraint is used, parents/carers MUST be contacted before the child arrives home, this is a statutory responsibility
- Any instances of Restraint, Reasonable Force or Physical Intervention MUST be recorded appropriately, including all follow-up action, the Pastoral Manager and Headteacher MUST be informed of any instances and all instances MUST be recorded on Databridge. A written record MUST also be made of any instances in the 'Bound and Numbered Book' which is located in the main office, stored, and controlled by the DSL. Only named people in this book are authorised to make a record of any such instances. Recording of any such instances is a statutory requirement.

Types of escorting and physical restraint techniques include:
- Caring C hold
- Caring C steer and guide
- Friendly Hold
- Single Elbow
- Figure of Four
- Double Elbow
- Single Elbow to chair
- Single Elbow to knees
- Seated swap
- Half Shield

16. Restricting Liberties

At the school, children and young people must never be:
- Locked in a room alone, without support and supervision (Seclusion)
- Deprived of food/drink
- Denied access to a toilet

In exceptional circumstances a student may be secluded in a safe space to reduce overall risk to him/ herself or others. There must always be at least two adults present and a senior member of staff must be notified immediately. If a student is secluded the incident must be fully recorded, and it must be shared with parents/carers, notified to the Local Authority and Safeguarding and Social Care, or a consultation call with the MASH team (Multi-Agency Safeguarding Hub).

A multi-agency planning, and strategy meeting must be arranged at the earliest opportunity following an incident of seclusion. The child's risk assessment must be updated to reflect the exceptional use of seclusion. Any incidents of seclusion must also be shared with appropriate members of the governing body. Corporal punishment is illegal and is never used at the school.

Contingent touch may be used appropriately e.g., pat on shoulder in a public place, in the appropriate context. Holding may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature e.g., the child or young person is led away by hand/arm/around shoulder.

17. Searching for prohibited items

If the school has reasonable grounds to suspect that a student may be in possession of a prohibited item then the school, the Headteacher and employees authorised by them have a statutory power to search students and their possession without consent. In the event of this happening the school will follow the Searching, screening and confiscation policy (ELWS-POL-OPR-014) that explains in more detail the school's power to seize and confiscate certain items. All searches will be recorded in DatabridgeMIS and any items that are found from the list below will also be recorded as a major behaviour incident.

Prohibited items are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- E-cigs

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that the school employee 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)
- Headteachers and authorised employees can also search for any item banned by the school rules which have been identified in the rules as an item which may be searched for.

18. Fixed-term Exclusions

We do not believe that exclusions are the most effective way to support students with SEND, and we will always try to adapt and personalise provision for all of our students in order to ensure that they are able to access education. In exceptional circumstances it may be necessary to exclude a student for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:
- Incidents where the safety of the student, other students or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude students are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person. Exclusions can also be managed internally, and a child or young person may be removed from class for a fixed period of time.

19. Permanent exclusions

It is extremely rare for us to permanently exclude a student at the school. In the event that the school is not able to meet the needs of an individual student, we will always aim to work with the child and young person's family and the Local Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Students.
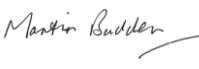
20. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed. It will be approved by the governing board

Impact of non-compliance

Staff:	Disciplinary action, prosecution
Student:	Suspension, Temporary Exclusion, Permanent Exclusion, Action Plan, Support Plan
Legislation/organisational:	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
Compliance lead:	Headteacher/Director of Schools
Policy Reference:	ELWS-OPER-POL-0005
Version:	3
Agreed policy location:	Employee Intranet, Company Website and National Online Safety
Review Schedule:	12 months
Does the policy require Governor approval?	Yes

Approval

Prepared by	Approved by	Counter Signatory	Governor Approval
Richard King	**Scott Roberts (Assoc. CIPD)**	**Tony Brown**	**Martin Budden**
25/08/2023	25/08/2023	25/08/2023	25/08/2023
Director of Schools, Pre 16 Education	**Head of Shared Services**	**CEO**	**Governor (Chair)**

Version Control

Version	Date	Revision	Review Date
1	21/10/2022	First Issue	20/10/2023
2	06/12/2022	Policy reviewed in line with latest guidance including the Weapon crime and youth violence protocol for education.	05/12/2023
3	25/08/2023	Policy Reviewed	31/08/2024
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Appendix 1 – Examples of Primary Action

Physical Restraint	Alternative school-based programme
Apology	School detention (after school)
Loss of privileges	Student/Parent contract
Restorative approach	Community Service (Volunteer work as a form of restitution)
Teacher meeting with student	Behaviour contract agreed
Mentoring	Referral to Behaviour Support Services
In-class time-out	School Leaders detention (Friday after school or over weekend)
Seat change	Behaviour referral to School Leader
Reinforcement of appropriate behaviours	Referral to Alternative Placement Panel
Teacher detention (Break)	Restricted activity
Contact parent	Modified school day
Individual Behaviour Plan set	Transfer to another class
Written reflection about incident	Managed move to another school
Daily report (teacher)	Internal Suspension 1⁄2 day (1 sessions)
Teacher detention (lunch time)	Internal Suspension 1 day (2 sessions)
Behaviour referral to SMT	Internal Suspension 2 days (4 sessions)
Daily report to SMT	Internal Suspension 3 days (6 session)
Teacher meeting with student and/or parent	Parent or guardian accompany student to school or
Referral to school counsellor	classes
Peer mediation	

Appendix 2 – Behaviours

As a general rule, all MINOR behaviours should be dealt with by the class teacher. It is also an expectation that class teachers have a role to play in dealing with MAJOR incidents. When responding to a MAJOR incident a class teacher can either intervene with the student(s) involved and inform a member of SLT about their actions or refer the incident on to a member of SLT for further action. The threshold between MINOR Incidents and MAJOR Incidents are difficult to quantify and rely on the judgement of those adults involved. However, the seriousness is generally due to intensity of the incident or whether the same MINOR behaviour is being repeated over a period of time. The following is designed to assist in this process. If in doubt, speak to a member of SLT.

Behaviour	MINOR	Thresholds for Minors becoming MAJOR (Can be 1st time offence)
Cheating	Looking at other individual's answers. Asking others for help or answers during a test	Providing, receiving, or viewing answers to test items and/or having books, notes out during a test without permission.
Defiance	Refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, unruliness, or noncompliance.	Refusal to report to the office, allow search, or attend detention/internal suspension.
Disrespect toward others/others equipment	Inappropriate comments. Walking away when being spoken to. Using/misusing others equipment. Using others equipment without permission.	Cursing or making physical gestures to others. Verbal abuse. Causing damage to the property and/or equipment of others.
Disruptive behaviour	Behaviour that interferes with instruction, learning, and a safe and orderly environment such as refusing to remain in seat and/or making rude noises.	Minor behaviours that are continuous for more than 10 minutes and cause significant disruption to school/classroom.
Inappropriate contact	Play fighting, rough play, pushing, scratching, and pinching.	Fighting, striking, punching, pulling hair, biting. Note: Can also be classed as physical aggression (major) if actions are carried out with the intent of hurting another student.
Leaving class without permission	Leaving class without permission for up to 5 minutes before returning	Leaving class without permission for over 5 minutes. Leaving class without returning would be a higher-level offence
Lying	Lying over minor issues	Lying over issues that may have major consequences
Misuse of school equipment	Knocking over equipment, using equipment without permission. Using computer without permission. Accessing music /games sites without permission. Breaking pencils, etc.	Throwing equipment (can also mover to deliberate damage and/or disruptive behaviour MAJOR). Accessing pornographic sites or using own software without permission.
Possession of electronic equipment/prohibited items	Possession or using mobile electronic equipment or any other prohibited item outlined in the School Code of Conduct.	3 times or more
Refusal to attempt/complete work	When instructed	Throughout the lesson
Teasing/hurtful comments	Making comments without thinking or understanding the meaning	Premeditated comments leading to bullying
Dress-code Infraction	Wearing clothes, hair, jewellery in contravention of the school dress code	Repeated violations of the school dress code over a period of time.
Unsafe behaviour	Climbing, running in corridors, swinging on chairs. Being in an area that is out of bounds.	Throwing objects, waving/swinging objects, pushing over furniture, jumping on tables – Putting themselves and/or others at risk by being in an area that is out of bounds.

Appendix 3 – The following are examples of Major behavioural types and definitions each behavioural incident will be taken on an individual basis and be categorised as deemed appropriate by the Pastoral team

Alcohol, tobacco and other drugs incident

Alcoholic substances; tobacco or tobacco products, such as electronic cigarettes; inhalants or other intoxicants substances; controlled and/or dangerous substances, including prescription drugs and substances represented as controlled drugs, and drug paraphernalia such as pipes.

Possession The student has on his/her person, or within the student's personal property, or has under the student's actual or constructive control, any of the substances listed in this offense.

Consumption/Use The student has consumed, ingested, assimilated, inhaled, or injected any of the substances listed in this offense.

Distribution/Sale A student has disseminated or transferred any of the substances listed in this offense with or without compensation.

Possession with Intent to Distribute The student has in his/her possession, as previously defined, any of the substances listed in this offense in a quantity or packaging to indicate intent to distribute or transfer to others.

Arson/fire

Attempting to, aiding in, or setting any fire on school property. This includes unauthorized possession of a flammable liquid or materials with the intent to set fire, including matches/lighters

Bullying

An intentional act which may be written, verbal, electronic or physical, that is aimed at demeaning another individual, is intended to cause physical and/or emotional harm and is repeated over time. Such acts can be carried out by individuals or groups and targeted at individuals or groups.

Deliberate cruelty to animals

Is witnessed causing harm or distress to animals.

Deliberate damage to property

Damage, destruction, or defacement of property belonging to the school or others.

Inappropriate sexual contact (themselves or others)

Attempts at, and/or the actual touching, groping, grabbing of others in their private areas or making physical contact of a perceived sexual nature. Also includes any instance of a student putting their hands inside of their pants or rubbing their private parts on any other object or person with the intent of sexual stimulation.

Inciting/participating in school disturbance

Causing a disruption to the atmosphere of order and discipline in the school or otherwise preventing orderly conduct.

Indecent/offensive behaviour,

Exposure, urinating/defecating in public, obscene gestures and actions.

Leaving school without permission

Absconding

Leaving the school compound without permission.

Physical aggression toward adults and/or students

Exhibiting one of the following (or similar) behaviours, with the intent to cause harm to another person.

Hitting – using a hand or arm with a closed or open fist to hit (make forceful physical contact) with another person.

Kicking – using the foot or leg to kick or hit another person

Head-butting – using the head or face to hit (make forceful physical contact) with another person

Scratching – using the nails of the feet or hands to break the skin of another person.

Pinching – using the fingers to squeeze another person's skin hard enough to cause pain

Biting – using the teeth or gums to make contact with another person's body or clothing

Pushing – using any part of the body to forcefully contact another person's body with the intent to cause injury

Throwing objects – throwing an object that with the intent to hurt or frighten another person.

Hair Pulling – using any part of the body to grip and pull on another person's hair.

Spitting – any instance of saliva leaving the mouth of a student (excluding while the student is talking or yelling) with the intent of directing it at another student or adult.

Possession of dangerous implements/weapons

Any implement, or substance used as a weapon to inflict bodily harm, including any object or implement capable of causing harm or used in such a way as to cause harm to another. This includes, but is not limited to, guns, replica guns, knives, batons, laser pointers, and any propellants such as tear gas acid or pepper spray product.

Possession/use of stolen property

Being in possession or using the property of another person or institution without permission or knowledge of the owner.

Prejudicial behaviour

Behaviour of a verbal, written, or symbolic nature, committed against a person or property, which is motivated by the offender's prejudice, a negative opinion or attitude toward a group of persons based on their race, religion, disability, size, sexual orientation, or ethnicity/national origin.

Threatening behaviour/threats (against adults and/or students)

Any language (verbal or nonverbal) directed at someone in a threatening or harmful manner. This would include a threat with raised fist/weapon and/or a threat with close proximity 'in your face'. If it is meant to be intimidating/bullying, score under Bullying

Selling goods

Selling of goods on the school premises, unless given explicit permission by the principal to do so

Stealing

Taking or obtaining the property of another person or school without permission

Appendix 4 -Our School Values