



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

BEHAVIOUR POLICY

Primary setting





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Introduction

1. Educational excellence, character development and service to communities are the foundations for our approach to leading and managing learning and behaviour at the School. At the core of our mission is the belief that all pupils can make outstanding progress in their learning, their character development and in their development as good leaders. For this to happen, they must each have an excellent attitude to learning, incorporating regular attendance at School and outstanding behaviour.
2. We expect behaviour to be outstanding and for all pupils and adults to show their respect for each other and behave in a way that supports each other's learning.
3. We see outstanding behaviour as pupils behaving well because they know how to and because they want to, not because an adult tells them to.
4. Through actively promoting pupils' behaviour for learning, we develop pupils who are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their School.
5. Outstanding pupil behaviour will be achieved through a culture and ethos of high expectations, excellent modelling of good behaviour and effective systems that incentivise good conduct and deter poor behaviour.
6. To support the aspiration of outstanding behaviour, teaching in the School must be great: outstanding teaching motivates and inspires pupils. They will want to be at the School and want to engage in learning.
7. The School has zero tolerance of poor behaviour and bullying. The expectations of personal behaviour must be made explicit. The School rules and the consequences of breaking them must be clear to everyone.
8. All pupils must be leaders and role models in behaviour as part of their responsibility as a member of the School.
9. All pupils and staff must respect each other's rights and accept their own responsibilities.
10. This policy should be read in conjunction with the Trusts Anti-Bullying Policy and SEND Policy.

Aims

11. To ensure that pupils feel safe in School and the emotional well-being of pupils is not compromised.
12. To ensure that behaviour-related policies, procedures and structures are clear and used consistently by all staff.
13. To promote zero tolerance of vandalism, abuse and violence.
14. To ensure that all pupils make an exceptional contribution to a positive learning environment.
15. To encourage all pupils to have an excellent, enthusiastic attitude to learning, enabling lessons to proceed without interruption.
16. To ensure that where pupils have behavioural difficulties, these are identified early, and pupils are well supported to ensure excellent improvements over time.



17. To nurture pupils that are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management.
18. To ensure instances of Fixed Term Exclusion are rare and there are no permanent exclusions.
19. To facilitate highly effective collaboration with parents/carers and pupils to ensure that persistently disruptive behaviour is challenged and eradicated.
20. To support the mission, vision and values of the Trust and its establishments.

Who is responsible for this policy?

21. The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to Star Central, the Local Governing Body and the Principal of each primary school.
22. The Local Governing Body and Senior Leadership Team at each Trust primary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Strong school leadership

23. Star Academies, together with the Local Governing Body, will support the Principal and Senior Leaders of the School in securing outstanding behaviour.
24. The Principal will monitor incidents of unacceptable behaviour in School and report to Governors and Star Central on the standards of behaviour as part of the School's routine self-evaluation procedures.
25. The Principal and the Senior Leadership Team will support all staff in maintaining good discipline and will keep staff, parents/carers and Governors up to date with DfE guidance relating to behaviour in Schools.
26. Unacceptable behaviour will be dealt with promptly and effectively.
27. Incidents of unacceptable behaviour will be recorded on SIMS and used to update the half-termly Behaviour Risk Register (as part of the Pastoral Risk Register).

Code of conduct

28. The School sets out clear and explicit expectations of all stakeholders through Codes of Conduct based upon the four values of Star Academies: Service, Teamwork, Ambition and Respect.
29. The Staff Code of Conduct is made available to all staff and they are routinely taken through this, e.g. at the start of the year and during their induction period.
30. The Pupil Code of Conduct is modelled by adults and taught and retaught to pupils in all areas of school. It is displayed around school so that all pupils are clear about their responsibilities.
31. The critical role that parents play in ensuring their child can learn in school and at home is captured in the Home School Agreement.



Setting expectations of behaviour

32. For a behaviour system to be successful there needs to be consistency in the approach throughout the School and clear expectations upheld by all adults working in School.
33. The School sets out clear and explicit expectations of all stakeholders. For staff, this is set out in the Code of Conduct for staff, which is made available to all staff and is provided within the Staff Handbook issued each year.
34. The critical role that parents/carers play in ensuring their child can learn in school and at home is captured in the Home School Agreement.
35. Expectations of pupil behaviour in School are based on the School STAR values and Class Golden Rules and will be shared with pupils using this language.
36. The STAR Values are:
 - Service – Being a responsible citizen our community;
 - Teamwork – Working together for excellence;
 - Ambition – Aspiring to be our best;
 - Respect – Treating others as we wish to be treated.
37. The Class Golden Rules are:
 - We are gentle;
 - We listen;
 - We work hard;
 - We look after things;
 - We are honest;
 - We are kind and helpful.
38. The STAR Values and Class Golden Rules are prominently displayed around School and are in every classroom.
39. When dealing with incidents of poor behaviour, reference will be made to the STAR Values and Class Golden Rules. Similarly, when pupils are rewarded, the Class Teacher will make clear which of the rules and values they are rewarding to help all pupils to understand what outstanding behaviour looks like in School.
40. In addition, the expectation of pupil behaviour at an individual level is captured in the Pupil Code of Conduct, which is shared with pupils and parents. The Code of Conduct explicitly states how pupils are expected to behave in and around School and beyond the school gates.
41. The School also has a detailed Rewards and Sanctions procedure which outlines the specific arrangements for recognising and rewarding pupils who demonstrate positive behaviours and for addressing challenging behaviour and imposing sanctions.
42. The critical role that parents/carers have in ensuring their child can learn in School and develop personal responsibility for their own behaviour is captured in the Parents' Handbook, which every parents/carers receives as part of the induction programme when their child is admitted into the School.
43. All staff with responsibility for pupils have the statutory authority to address pupils' unacceptable behaviour and will follow the guidance contained in the School's policy and procedures in order to ensure a consistency of approach throughout the School.



44. When dealing with pupils, the School believes in the importance of offering choices from a number of restricted options. This helps to de-escalate tense situations and ensures that pupils do not feel that they have lost control over their actions.
45. The School believes in “certainty” rather than “severity” when dealing with instances of challenging behaviour.
46. Disruptive or inappropriate behaviour has a cause and the long term focus is to help all pupils to have high self-esteem and behave in an appropriate way in each situation.

Behaviour strategies and teaching of good behaviour (including anti-bullying)

47. As a School, it is part of our core mission to encourage pupils to grow as individuals. An important element of this is personal growth, and pupils are encouraged at all times to reflect on the core, STAR values and how their behaviour reflects these values. Over time, they are given opportunities to develop aspects of their personality in order to develop each of the values as they increase in maturity.
48. Strategies are put in place to tackle low level disruption in class. These include: sharing with pupils why it is important to behave well, based on the STAR values and Class Golden Rules; how to regulate their own behaviour and to “lengthen the fuse” when things are not going well; making good choices about who to sit with and where to sit.
49. Where incidents occur pupils will be given time to calm down before being given an opportunity to reflect on what happened, before speaking with an adult to discuss any incident.
50. Pupils will always be expected to, and provided with an opportunity to, set right what has gone wrong if this involved upsetting someone else or damaging somebody’s property.
51. Pupils will, through an extensive programme of PHSE (Personal, Social, Health and Economic education) (SEAL) be taught that no one has the right to hurt anybody else by hitting or kicking them, calling names, spreading rumours about them or anything else (including the use of social media) that is intended to cause upset or harm. Through this programme of study, pupils will be clear what is meant by the term bullying, that it is not tolerated at the School, and how to access support if it is encountered. They will also learn in more detail about the behaviours that characterise the various STAR values, and how to grow and develop these.
52. Pupils will be made aware that any repetition or pattern of unkind behaviour will be treated as bullying. Bullying is not tolerated. Incidents will be dealt with in line with the Trusts Anti-Bullying Policy. Incidents will always be investigated fully and, where there is indisputable evidence that bullying has occurred, sanctions will be agreed alongside a support strategy for all pupils involved. Parents/carers will always be notified and involved.

Classroom management

53. Strong classroom management is the key to promoting good behaviour in lessons. We expect all classrooms to have:
 - a positive tone and inspiring teaching;
 - the STAR Values displayed;
 - the Class Golden Rules displayed;
 - the Pupil Code of Conduct displayed;



- work that is set at an appropriate level for each child;
 - an attractive, tidy and well-cared for environment;
 - a well-planned environment where pupils can move easily, can find resources and where respect for property is fostered;
 - a Reflection Area for pupils to use for a “time out”;
 - strategic seating arrangements for when pupils are working on the carpet or at a table.
54. The School operates a behaviour management system where graduated rewards (e.g. praise, merits) and sanctions (e.g. warnings, missing social time) are used to manage behaviour within the classroom (see Rewards and Sanctions procedure).

Managing behaviour through rewards

Praise

55. The simplest and most effective reward that our pupils can have is praise. In order for praise to be most effective it needs to be:
- specific and linked to an achievement or action of merit;
 - sincere and genuinely expressed with appropriate language and tone;
 - personalised through the use of the pupil’s name;
 - consistently used in all lessons as a part of our teaching;
 - discreet and private at times when appropriate.
56. Within the established positive learning environment, pupils should expect to receive regular praise from the adults in School for notably good behaviour in line with the Class Golden Rules, effort and work and the development of the STAR Values.
57. Strategies used include:
- verbal praise and encouragement;
 - non-verbal praise - e.g. thumbs up;
 - acknowledgement of good work;
 - sending pupils to a Senior Leader to share work;
 - displaying pupils’ work as exemplars of good work.
58. Praise can also be addressed to parents/carers through a telephone call or a letter sent home.

Merit system

59. A simple merit based system is used to re-enforce desirable behaviour.

Celebrating attendance and punctuality

60. Certificates will be awarded for excellent levels of attendance and punctuality.
61. Any pupil achieving 100% attendance in a term will be rewarded with a ‘Good News’ postcard, sent home, as well as a certificate.
62. Any pupil achieving a 100% attendance in a whole academic year will be rewarded with a personalised letter from the Principal, as well as a certificate.



Managing behaviour through sanctions

63. A single course of action will not be appropriate for all pupils all the time. It should be remembered that pupils at the School range from early years to 11 years and therefore sanctions should be age and developmentally appropriate.
64. Sanctions issued will be proportionate to the severity and frequency of unacceptable behaviour.
65. The School will use its discretion when imposing sanctions, as not all may be appropriate or effective for every pupil.
66. Restorative justice approaches will underpin the behaviour policy. When behaviour problems or disputes arise, all pupils involved will be given an opportunity to explain their case without interruption. They will be encouraged to reflect on their behaviour and acknowledge the negative impact of what they have done. Where appropriate, pupils will be given the opportunity to make reparation.
67. The following is a range of disciplinary measures which the School reserves the right to use. These will be implemented consistently, openly and fairly:
 - verbal reprimand;
 - think sheet;
 - setting extra work or repeating unsatisfactory work;
 - loss of privileges, for example, having the privilege of representing the School in sports events withdrawn;
 - missing social time at break;
 - School based community service, or the imposition of a task such as weeding school grounds, tidying the classroom, helping to clear up the dining hall or removing graffiti;
 - being placed on conduct or attendance report for monitoring and improvement;
 - instigating a Pupil Behaviour Support Plan.
68. For more extreme behaviour, the School may use internal isolation within a Reflection Area or invoke a fixed or permanent exclusion.
69. The School also has the power to discipline a pupil for conduct outside of the School premises. This includes:
 - misbehaviour when the pupil is:
 - taking part in any School organised or School related activity;
 - travelling to or from School;
 - wearing the School uniform;
 - in some other way identifiable as a pupil at the School.
 - misbehaviour at any time, whether the above conditions apply or not, when behaviours:
 - could have repercussions for the orderly running of the School
 - poses a threat to another pupil or member of the public
 - could adversely affect the reputation of the School.

Verbal reprimand

70. The simplest form of sanction is the verbal reprimand. As with the 'correct' use of praise, the verbal reprimand should:
 - initially use positive reinforcement (praise) of others who are on task to challenge those who are not;



- be clearly linked to learning e.g., '(name), work quietly please, I want you to do well in your work' ;
- criticise the behaviour rather than the pupil;
- be discreet and not intended or perceived as making an example of a pupil;
- not describe the behaviour, but direct the remedial action required; e.g. Instead of 'You are chewing, (name)', it is more effective to say 'Empty your mouth, (name). Thank you.'
- be delivered in a reasonable tone and at an appropriate volume;
- be followed up by discreet praise once the remedial action has been taken by the pupil.

Warnings and missed social time

71. Pupils whose behaviour does not respond to informal reprimands will receive clear warnings, setting out the behaviour which is causing concern and giving the pupil time to reflect and improve their own behaviour.
72. Should this fail to improve the behaviour causing concern and a pupil continues to misbehave, they will receive a short period of 'time-out' which may be carried out at break or lunchtime.
73. Pupils who continue to display unacceptable behaviour will move to the report card system.

Report card system

74. When general concerns about the progress or attitude of a pupil have been raised or a pupil has exceeded a trigger for negative behaviours, they will be placed on monitoring reports.
75. Pupils on report cards may be considered for a Pupil Behaviour Support Plan.
76. A Pupil Behaviour Support Plan may involve multi-agency support to meet the specific needs of a pupil as identified through the Schools' Behaviour Risk Register.

Reflection and isolation

77. For serious incidents of unacceptable behaviour, or for persistently disrupting the learning environment for others, the School may decide that a pupil should be removed from their class for part of the day (first incident) or a full day (repeat incidents).
78. Internal isolation from the School community takes place within the Reflection area and is the preferred alternative to Fixed Term Exclusion.
79. Agreement for any referral to the Reflection area can only be sanctioned by the Principal. At the end of each half-term, the Principal will notify Star Central of the total number of internal isolation sanctions issued.
80. The child will be supervised at all times by a member of staff and appropriate, challenging work will be set for the duration of the day. The child may be excluded from social interaction e.g. break time etc, but will be provided with comfort breaks and the opportunity to be outside for part of break time.
81. Parents/carers will be expected to attend School for a meeting with a Senior Leader to agree a reintegration plan before they are allowed back into lessons. At this point, the child will normally be placed on a Senior Leadership Team Report and a Pupil Behaviour Support Plan will be devised (if not already in place).
82. Should the pupil fail to comply with expectations in the Reflection Area, they may have additional time added to the sanction or, in extreme cases, they may receive a Fixed Term Exclusion.



Additional support

83. The School is mindful that how a child behaves can be a sign of underlying abuse. Staff are trained to look out for changes in behaviour which could include: a child who is withdrawn and unable to make friends; a child who is unable to concentrate in class; a child who may become disruptive and/or aggressive in class.
84. In such cases any emotional/behavioural difficulties will be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult. We may take the decision to refer to an outside agency for additional emotional support where this is needed.
85. Any action will be taken in line with the Trusts Safeguarding (Child Protection) Policy.

Personalised approach to pupils with additional needs and/or SEND

86. Star Academies recognises that at certain stages in a child or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:
 - Social, Emotional, and Mental Health Needs (**SEMH**) and/or;
 - Adverse Childhood Experiences (**ACE**).
 - Special Educational Needs (**SEN**) and Disabilities (**SEND**)
87. Staff are trained to support pupils with SEMH, SEND or suffer from ACE. If a pupil displays behaviours which suggest an undiagnosed need, then the graduated response as outlined in the SEND Policy should be followed. This includes:
 - an assessment to establish a clear analysis of the pupil's needs
 - a plan setting out how the pupil will be supported using a Personal Support Plan (PSP)
 - the required actions to provide the support
 - regular reviews to assess the effectiveness of the provision and identify any recent changes
88. Social, emotional and mental health (SEMH) needs are a type of special educational need in which children or young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.
89. Adverse childhood experiences (ACE) can be defined as events which occur in a child's life which can be traumatic and leave lasting effects on development and learning e.g. delayed development leading to difficulties following instructions.
90. Teachers within the school will be aware of the content of a Personal Support Plan (PSP) for any pupil whose special needs might be manifested in challenging behaviour and as such will be mindful of this when considering the use of behaviour sanctions and make reasonable adjustments where necessary.
91. Consideration is made as to whether misbehaviour indicates that a child is suffering from, or is likely to suffer significant harm, or is the result of an unmet educational need or other needs. In these instances, the school will consider a multi-agency assessment where necessary.
92. Pupils who have been identified as having additional needs including SEMH and/or ACE characteristics will still be subject to the same procedures laid out within this policy.



Managed move

93. A managed move will be considered for a pupil at risk of exclusion, where appropriate.
94. A managed move involves the transfer of a pupil who may be at risk of an exclusion to another school. This is voluntary and can only be triggered if there is agreement from both schools and the parent /carer. This is usually arranged via the fair access protocol.

Exclusions

95. All exclusions will be made in line with Government Guidance and the School will have due regard for the implications of the following when making these decisions:
 - DfE – Exclusion from maintained schools, academies and pupil referral units;
 - DfE – Behaviour and Discipline in Schools;
 - The Disability and Discrimination Act;
 - Equality Act 2010;
 - Keeping Children Safe in Education;
 - Code of Practice for Special Educational Needs;
 - The Children's Act (with particular reference to children in the Care of the Local Authority).
96. The decision to exclude will be:
 - Lawful;
 - Rational;
 - Reasonable;
 - Fair; and
 - Proportionate
97. The Principal will exclude from school only on disciplinary grounds. In their absence, a Vice Principal or Assistant Principal will carry out this function.
98. It is unlawful to exclude on non-disciplinary grounds such as:
 - Academic attainment/ability;
 - Actions of a parent/carers;
 - Failure of a pupil/parent/carers to meet specific conditions, such as, non-attendance at a reintegration meeting following an exclusion.
99. A full and detailed investigation will be undertaken prior to a decision to exclude. A record of all written statements (anonymised), including physical evidence, where appropriate will be retained for disclosure in the event that it is required.
100. In deciding whether to exclude, the Principal will consider contributing factors resulting in poor behaviour. For example, bereavement, mental health issues, special educational needs or bullying.
101. In accordance with the DfE Guidance, where a pupil is at risk of exclusion, the School will explore early intervention to address the underlying causes of pupil behaviour. This will include:
 - An assessment of whether appropriate support is in place to support any special educational needs or disability that a pupil may have;
 - The use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour.



102. Prior to a decision to exclude a pupil, the Principal will seek advice and guidance from the Trust's Admissions and Exclusions Team. In addition, the decision to permanently exclude requires approval from the Chief Executive of the Trust.

Fixed period exclusion

103. A fixed period exclusion is for a specific period of time. A pupil may be excluded for one or more fixed periods, up to a maximum of 45 school days in one academic year. A fixed period exclusion does not have to be for a continuous period.

104. The law does not allow for extending a fixed period exclusion or converting into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further fixed period exclusion or a permanent exclusion.

105. A fixed period exclusion can be issued for children whose behaviour is disruptive during lunch - time. Such an exclusion is counted as a half day exclusion.

106. The behaviour of a pupil outside the school premises can be considered grounds for an exclusion.

107. The following will be informed about the decision:

- Local Authority in which the child resides and Local Authority in which the school is located if different in accordance with the locally agreed protocol;
- Local Governing Body immediately where a meeting is required or each term where a meeting is not required; and
- Trust's Admissions and Exclusions Team (on a half termly basis).

Permanent exclusion

108. Permanent exclusion is a sanction of last resort and will be used sparingly. Prior to a decision to permanently exclude a pupil, the Principal will seek advice and guidance from the Trust's Admissions and Exclusions Team. **The decision to permanently exclude requires approval from the Chief Executive of the Trust.**

109. A decision to permanently exclude should **only** be taken:

'In response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school'.

110. The following will immediately be informed about the decision:

- Local Authority in which the child resides and Local Authority in which the school is located if different;
- Local Governing Body; and
- Trust's Admissions and Exclusions Team.

Education for excluded pupils

111. For fixed period exclusions of more than 5 school days, the School will arrange suitable full-time education from the sixth day of the exclusion.

112. For permanent exclusions, the home local authority will arrange suitable full-time education from the sixth day of the exclusion.



Procedures for excluding a pupil

113. The School will notify parents/carers immediately by telephone or face to face, if possible, of the decision to exclude. The decision will be communicated in writing without delay.

114. The exclusion letter will note the following:

- If exclusion is fixed or permanent;
- If fixed period, duration of the exclusion;
- Reasons for the exclusion;
- Right to make representation to the Local Governing Body and how the pupil may be involved with this;
- Contact details for making representations to the Local Governing Body and where there is a legal requirement for the Local Governing Body to meet, that parents/carers have a right to attend the meeting, to be represented at the meeting and to bring a friend;
- Arrangements made by the school for the pupil's education for 1st 5 days of the exclusion including setting and marking of work with parents/carers having responsibility for ensuring work sent home is completed by pupil and returned to school.
- Where alternative provision is arranged, then information about this provision will be included in this letter or in a follow up correspondence but no later than 48 hours before the start of the provision;
- Dates the excluded pupil must not be present in a public place during school hours;
- Sources for free and impartial advice.

Local Governing Body

115. The Local Governing Body will review the following exclusions for reinstatement within 15 school days of receiving notification of the exclusion:

- Permanent exclusion;
- Fixed period exclusion resulting in bringing the total number of fixed period exclusions to more than 15 in a term;
- The exclusion will result in the pupil missing a public exam or national test.

116. Where parental representations are received for a child who is excluded for more than 5 school days but less than 15 days in a term, then the Local Governing Body will consider reinstatement within 50 school days, even though it may not affect the actual exclusion, as the child will already have served the exclusion. Where a decision to reinstate is made, the child's records can be amended.

117. Where parents/carers have a right to attend the meeting, arrangements will be made to ensure that at least 5 school days prior to the meeting, all the documents that the Principal will present at the Local Governing Body meeting are provided to all parties.

118. The meeting of the local governing body will be clerked by the Trust's Governance Team. In accordance with the policy of the Trust, staff governors will not sit on the LGB to consider the exclusion.

119. The clerk will inform parents/carers, Principal and Local Authority of the outcome of the meeting.



Independent Review Panel

120. For permanent exclusions, where the Local Governing Body decides not to reinstate the pupil, parents/carers will be advised of their right to request the independent review panel to review the decision.

121. The letter from the clerk will note the following information:

- Date by which the application for review must be made (15 school days from receiving notification of the decision not to reinstate)
- Where and to whom the application for a review including any written evidence must be submitted;
- The application should set out the grounds upon which a review is made and that, where appropriate, this should include a reference to how a pupil's SEN are considered relevant to the exclusion;
- That regardless of whether the excluded pupil has recognised SEN, parent/carers have a right to request the attendance of an SEN expert to advise the independent review panel;
- Details of the role of the SEN expert;
- Parents/carers can bring a friend or representative at the meeting;
- Sources for free and impartial advice

122. Following receipt of an application for review, the Trust's Admissions and Exclusions Team will arrange for the independent review panel to be constituted in accordance with the DfE Guidance. The meeting will take place within 15 school days of receipt of an application requesting a review. All parties will receive 5 school days' notice of the hearing and be sent all the necessary documents.

123. The independent review panel members will comprise of the following:

- Lay member to chair the panel;
- Current or former school governors; and
- Principal.

124. The role of the independent review panel is to review the Local Governing Body's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel will consider the interests and circumstances of the excluded pupil, including the circumstances of the exclusion, and have regard to the interests of others at the school.

125. The independent review panel can decide the following:

- Uphold the exclusion;
- Recommends that the Local Governing Body reconsiders the decision; or
- Quash the decision and direct that the Local Governing Body considers the exclusion again.

126. The clerk will immediately notify the decision of the panel to the local authority, parents/carers and the Local Governing Body.



Recording behaviour in school

127. When a pupil is awarded for good behaviour, this is entered onto their personal record by the Class Teacher via SIMS (where possible, the teacher will identify the behaviours being rewarded and recognised).
128. When a pupil is issued with a report card, moved to internal isolation, or is issued with a Fixed Term Exclusion, this is entered onto their personal record by the Class Teacher or Senior Leader via SIMS.

Behaviour risk register

129. A Behaviour Risk Register will underpin the management of behaviour and inform a range of interventions.
130. All pupils in the School will be categorised into one of four levels:
- Category 0 – Exemplary;
 - Category 1 – Intermittently disruptive;
 - Category 2 – Frequently disruptive;
 - Category 3 – Seriously disruptive;
 - Category 4 - Violent and abusive (including those at critical risk of exclusion).
131. The Principal will monitor behaviour logs on SIMS on a regular basis. From the regular scrutiny of behaviour incidents, the Principal, or nominated Senior Leader, will update the Behaviour Risk Register as necessary.
132. Pupils in Categories 2 and 3 will attend half-termly 'Pastoral Review Meetings' accompanied by their parents/carers, with a Senior Leader or a Class Teacher.

Playtime and lunchtime supervision

133. Behaviour during morning break is monitored by the staff on duty. The same expectations about behaviour will apply and the same rewards and sanctions will be applied as in classes.
134. Behaviour during lunchtime is the responsibility of the Welfare Assistants/Positive Play and Midday Supervisors. Welfare Assistants/Positive Play and Midday Supervisors will be expected to lead play activities and ensure that pupils are playing well together. Pupils will also be provided with opportunities to lead play through the role of Play Leaders.
135. The Principal will nominate a Senior Welfare Assistant/Positive Play and Midday Supervisor and provide training to ensure that there is consistency in the awarding of rewards and sanctions. A member of the Senior Leadership Team will be on duty on a daily basis to support the Senior Welfare Assistant and support in managing instances of more extreme behaviour. The Senior Welfare Assistant will liaise with the School Administration Office to record incidents of unacceptable behaviour which occurs at lunchtime.

Trips and visits

136. When taking part in educational visits, including those with a residential element, pupils will be expected to display the very highest standards of behaviour and good manners, with an emphasis on displaying the STAR values and Class Golden Rules, as representatives of the School.



137. As part of the preparation for the trip, explicit expectations will be made clear to both the pupils taking part, and their parents/carers.
138. As part of the formal risk assessment for the trip, the Principal will evaluate the Behaviour Risk Register and evaluate whether any recent behaviour constitutes an unreasonable risk to other pupils, or staff, and what steps will be taken to mitigate the identified risks.

Staff development and support

139. The Principal will ensure that staff are kept up to date with relevant DfE publications and guidance around managing behaviour.
140. The School will provide training for staff, including the Senior Welfare Assistant, around the specific needs of pupils on Pupil Behaviour Support Plans and with specific additional needs. This will form part of a package of intervention for any child on a Pupil Behaviour Support Plan.
141. It is the Principal's responsibility to support staff, particularly where there is a child with challenging behaviour in their class. This can be done by offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.

Liaison with parents/carers and other agencies

142. Working with parents/carers is an important part of supporting pupils with their behaviour. The School therefore makes sure that parents/carers are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low level nature.
143. Parents/carers are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The School acknowledges the importance of home-school partnerships. This is strongly promoted through the School's Home-School Agreement, which parents/carers must sign when their child takes up a place at the School.
144. The School works with a number of agencies which are available to support pupils and families with behaviour either at home or School, or both.

Use of reasonable force

145. 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 in the classroom.
146. The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
147. Full guidance can be found in the Trusts Use of Reasonable Force Policy.



Powers of search and confiscation

148. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

149. The School also holds the power to search without consent for "prohibited items" including:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

150. Weapons and knives and extreme or child pornography will be handed over to the Police, otherwise it is for the SLT to decide if and when to return a confiscated item.

151. Full guidance can be found in the Trusts Powers of Search Policy.

Allegations against staff

152. If anyone makes an allegation that any member of staff (including any volunteer or governor) may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children (including the promotion of extreme ideologies)

then the allegation will be dealt with in accordance with national guidance and agreements, as implemented by the Local Safeguarding Children Board/Safeguarding Partners (see Trusts Safeguarding (Child Protection) Policy for further information).

153. A thorough investigation will always take place following any allegation made against a member of staff in line with our Safeguarding (Child Protection) Policy and in order to exercise our duty of care to all those involved.

154. However, should a pupil be found to have made malicious allegations, they are likely to have breached the School Behaviour Policy.

155. In this instance, we will consider whether to apply an appropriate sanction, which could be up to and including temporary or permanent exclusion depending upon the circumstances.

156. In extreme cases, and where there are grounds for believing a criminal offence may have been committed, we may refer this to the Police and/or Local Authority Children's Services.



Use of CCTV

157. CCTV is in operation in School for purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction.