

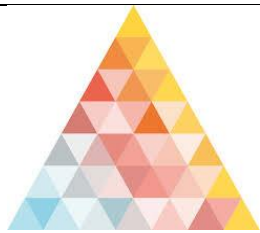


Behaviour Policy

Smawthorne Henry Moore Academy
Accomplish Multi-Academy Trust



VERSION CONTROL TABLE

Policy Name	Behaviour Policy	
Policy Owner	Accomplish MAT & Smawthorne Henry Moore Academy	
Version Reference	Version 2	
Approved by	LGB	
Effective Date	September 2026	
Review Date	August 2027	

KEY PERSONNEL

Name	Role	Contact Details
Mrs Dixon	Headteacher	headteacher@smawthorneprimary.org 01977 558395
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Miss Hunt	SENCo	sen@smawthorneprimary.org 01977 558395
Mrs Thorpe	Child Protection Lead	absence@smawthorneprimary.org 01977 558395
Mrs Boyd	Attendance Officer	absence@smawthorneprimary.org 01977 558395

ADDITIONAL INFORMATION

This policy statement applies to anyone working on behalf of Accomplish Multi Academy Trust, including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and pupils.

There is a statutory requirement to have this policy in place in multi-academy trusts.
This policy must be published on academy websites.

The use of the term 'parent' for the purposes of this policy refers to the child's birth parents and includes any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives.

AIMS

Good behaviour is the responsibility of all staff with the Headteacher having prime responsibility for promoting good learning behaviours throughout the academy as directed by the chief executive. This policy applies to all staff, volunteers, pupils, parents and carers.

Accomplish Multi Academy Trust's academies have at their heart a firm commitment to putting the needs of children first and foremost. Policies and practice promote a safe and inclusive environment conducive to learning, ensuring high achievement for all pupils, irrespective of their differing needs. This policy reflects the importance of the proactive and preventative work that academies undertake to ensure high standards of behaviour. This includes recognising the importance of academy culture, and how this is developed through this behaviour policy and the engagement of pupils.

At Accomplish Multi Academy Trust's academies there is a whole academy commitment to positive reinforcement. There are high expectations and the standard of behaviour exhibited by all children reflects these expectations and the overall success of the policy. Expectations, habits and routines are taught at the start of each year as part of our behaviour curriculum and revisited constantly throughout the year. Parents are expected to work in partnership with

the academy's policies and guidelines for behaviour in the interests of their own children and of the whole academy community.

There is a whole academy commitment to praise; all achievements – including exemplary behaviour, politeness, kindness, tolerance, care and understanding - are acknowledged.

It is the duty and responsibility of all adults in academy to model these qualities. Every effort is made to highlight the positive aspects of children's behaviour to raise self-esteem and foster pride in themselves. They are encouraged to be responsible, to set examples and to improve their behaviour. We provide them with opportunities to make choices and to positively influence outcomes to gain rewards and experience feelings of well-being, pride, and satisfaction. They will also be clear about the consequences of unacceptable behaviour and why the behaviour is inappropriate. Everyone in academy is treated with respect and valued as individuals who have rights, but who are also expected to accept responsibility for their own actions.

Children who experience difficulties are given support from staff and peers to be empowered to make their own choices.

While we have the same high expectations of all pupils, we may apply our policy differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it uncomfortable to maintain eye-contact with adults. We ensure that due care and consideration is taken when applying the behaviour policy with children who have SEND needs.

RATIONALE

Accomplish Multi Academy Trust takes responsibility for creating and maintaining high standards of behaviour in all its academies. The Trust Board have followed the DfE guidance Behaviour in Schools in creating this policy, paying particular regard to sections on creating and maintaining high standards of behaviour; developing a school behaviour policy; communicating the behaviour policy; a whole-school approach to behaviour; and the school behaviour curriculum.

This policy has recently been updated to reflect the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every pupil. All Accomplish Headteachers take responsibility for implementing measures to secure high standards of behaviour. They should ensure the academy's approach to behaviour meets at least the following national minimum expectation:

- the academy has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly, to help create a calm and safe environment; academy leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy and agreed routines; measures are in place and both general and targeted interventions are used to improve pupils' behaviour.
- support is provided to all pupils to help them meet behaviour standards; disruption is not tolerated, and pupil behaviour does not normally disrupt teaching and learning or academy routines;
- all members of the academy community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, and everyone is treated respectfully; and
 - any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

LEGISLATION

This policy is based on advice, contained in the following documents from the Department for Education (DfE):

[Behaviour in schools](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Keeping children safe in education - GOV.UK](#)

[Searching, screening and confiscation at school](#)

[Equality Act 2010: advice for schools](#)

[Use of reasonable force and other restrictive interventions guidance](#)

[Mobile phones in schools - GOV.UK](#)

[Supporting pupils with medical conditions at school](#)

[Political impartiality in schools - GOV.UK](#)

It is also based on the [SEND code of practice: 0 to 25 years - GOV.UK](#)

In addition, this policy is based on [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

ASSOCIATED POLICIES

Accomplish MAT Safeguarding Policy

Accomplish MAT SEND Policy

Accomplish MAT Suspensions and Exclusions Policy

Accomplish MAT Anti Bullying Policy

Accomplish MAT Equality and Diversity Policy

ROLES AND RESPONSIBILITIES

The **Trust Board** is responsible for reviewing and approving the Behaviour Policy and monitoring its impact and contribution to achieving the trust's aims and objectives.

The **Chief Executive (CEO)** is responsible for establishing, in consultation with the Headteachers, staff and parents the Behaviour Policy and for keeping it under review. The CEO will ensure that the policy is non-discriminatory, that expectations are clear, and that the policy is circulated to, and understood, by staff, pupils and parents.

Headteachers

The Headteacher ensures that the policy is fully embedded and adhered to in the academy for which they are responsible. They hold responsibility for monitoring the efficacy of the policy, considering the views of all stakeholders and reporting these, where appropriate, to the CEO.

The Headteacher is responsible for the implementation of the Behaviour Policy and the day-to-day management of it, including associated systems and processes. The Headteacher ensures that accurate accounts of all reported serious incidents of misbehaviour including are recorded and retained e.g. bullying, racism, sexual harassment, homophobic behaviour etc.

The Headteacher supports staff by implementing the policy, by setting standards of behaviour, and by supporting staff in the effective use of the policy. Headteachers monitor how staff apply the policy to ensure rewards and sanctions are applied consistently, reporting to the local governing board on the implementation and efficacy of the policy, as required.

Headteachers must also ensure that staff benefit from timely and appropriate training and professional development to allow them to understand this policy, follow all practices and procedures within it and, ultimately, assist leaders in creating an outstanding academy culture and climate for learning.

It is the responsibility of the Headteacher to ensure the health, safety and welfare of pupils and other academy users is paramount in all decision making. For repeated or very serious acts of poor behaviour, the Headteacher holds responsibility for making the decision to suspend or ultimately permanently exclude a pupil.

Academy Leaders

It is the responsibility of **academy leaders** to support the Headteacher in the promotion and implementation of the Behaviour Policy, ensuring that the culture of the academy promotes positive behaviour and that staff reward pupils for good behaviour and deal effectively with instances of poor behaviour.

Local Governing Board

The local **governing board** is responsible for monitoring the implementation and impact of the Behaviour Policy, escalating concerns to the Headteacher when they arise. The Chair of the Local Governing Board is responsible, alongside the clerk, for convening pupil behaviour committees when required.

Academy staff, including teachers, support staff and volunteers, are responsible for the application of the policy, ensuring its processes and procedures are followed, and consistently and fairly applied. They have a responsibility, with the support of the Headteacher for creating a high-quality learning environment. Staff have a key role in modelling positive behaviours, recording behaviour incidents accurately and in advising the Headteacher on the effectiveness of the policy and procedures.

Academy staff are expected to engage in training and CPD organised by leaders to support them to carry out their roles to the best of their ability.

Staff at all levels of the organisation should seek to create effective relationships with pupils and their families – including timely communication, home-academy liaison, and liaison with other agencies where appropriate. The trust has a corporate responsibility for promoting good behaviour and expects staff at all levels to adopt responsibility as their own in order to safeguard pupils' welfare.

Parents

Parents support the academy by ensuring that their child is ready to learn. The role of parents is crucial in helping academies develop and maintain good behaviour. To support our academies, parents should understand this policy and where possible, take part in the life of the academy and its culture.

Parents have an important role in supporting the academy's policy and reinforcing it at home. Accomplish MAT academies will build and maintain positive relationships with parents, for example by making parents aware of when their children are exceeding, meeting, or missing behavioural expectations. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Parents support by making sure that their child:

- arrives on time prepared to learn.
- brings appropriate equipment such as PE kit, reading books, any other necessary equipment.
- is aware of the need to be polite, courteous, respectful to everyone on the academy site and that they should comply with reasonable requests or instructions made by staff on the first time of asking.
- always wears the academy uniform correctly.

If a child is given permission by school to bring in a mobile device, parents will ensure that their child:

- switches off any mobile devices (including phones) at the academy gate and hands devices into their class teacher or appropriate member of staff.

Parents have a responsibility to inform the academy of any changes in circumstances that may affect their child's behaviour, by discussing any behavioural concerns with a key member of staff promptly and by attending review/reintegration meetings as required. Staff will share a 'handle with care' handover where a child may require some additional support for their day.

ACADEMY BEHAVIOUR STRATEGY

Our School Rules:

To help everyone be successful we have 3 rules for everyone that are easy to follow and easy to remember.

- Be Ready
- Be Respectful

- Be Safe

How will everyone behave:

To create a positive climate for learning in our school we expect everyone including staff, parents, children and visitors to behave:

- Calmly
- Positively
- Consistently

How we will talk about behaviour:

To make sure that everyone, including our youngest learners, understand our high expectations for behaviour we use the language of 'Traffic Lights' to talk about their behaviour.

- Green – your behaviour is meeting our high expectations – *'lovely smart green sitting!'*
- Amber – you are slipping below the Remind of the expectation – *'I am looking for smart green walking'*
Positive redirection – *'To be in green you need to... well done you are back in green'*
- Red – your behaviour is not meeting our high expectations (a visit to Triage, period in Internal Isolation, appropriate consequence)

All staff, every day:

1. Meet and greet at the door, being warm and welcoming.
2. Refer to 'Ready, Respectful, Safe'
3. Model positive behaviours and build relationships with all children.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition board throughout every lesson to celebrate effort.
6. Be calm when interacting with all children at all times.
7. Give 'take up time' (time for the child to process your words) when going through the traffic light steps.
8. Always use positive language to prevent and keep children in green before using sanctions.
9. Will always follow up and see through to a conclusion any issues, engage in reflective dialogue with learners.
10. Never ignore or walk past learners who are behaving badly.
11. Never walk past learners who are behaving well without recognising it.
12. Consistently use positive day notes and calls to celebrate good behaviour.

STAFF RESPONSIBILITIES

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather, where ever possible, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence in the phase they lead to positively encourage appropriate conduct
- Be available when not engaged with children, to support behaviour throughout the day by walking the corridors and visiting classrooms to assist with promoting positive learning behaviours and assisting with redirecting poor behaviour choices.
- Involve Senior Leaders where behaviour is repeatedly poor or escalating
- Support staff in returning learners to learning by sitting in on restorative meetings and supporting staff in restorative conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls to recognise excellent behaviour
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that all staff are supported to resolve and take ownership of poor behaviour that they address

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather, where ever possible, they are to stand alongside colleagues to support, guide, model, coach and show a unified consistency to the learners. When behaviours disrupt learning or a child is not responsive to the Remind, Caution and Consequence process, senior leaders will take a lead on next steps but will always involve appropriate staff.

Senior leaders will:

- Meet and warmly welcome learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Support lesson time by removing pupils for repeatedly disrupting learning time or for behaviour that is escalating
- Maintain a focus on good behaviour through the lunchtime period by setting clear expectations and consistently addressing instances of poor behaviour
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

All Staff will:

- Consistently use positive language and praise to recognise good behaviour and effort.
- Consistently use praise, such as positive day notes and house points to celebrate good behaviour and children being 'Ready, Respectful and Safe'.
- Consistently celebrate the success of the class team through our House Point system, which is a collective reward experience.

APPROACHES TO IMPLEMENT THE POLICY

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. We will reward

academic effort and success with individual House Points, which will collectively be celebrated in House teams. We will also send Positive Day Notes and celebrate success during our Celebration Assembly each week.

Practical steps in managing and modifying poor behaviour (Our Steps: Appendix)

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary for additional consequences, every minute a learner is out of a lesson is one where they are not learning. Our behaviour steps will always be gone through with care and consideration, taking individual needs into account where necessary.

- We will praise and remind children of the behaviour we want to see.
- Children will be given take up time between steps.
- Each time we must start the steps again.
- Where senior leaders determine there has been a serious breach of the rules escalations through the steps may lead to a more serious consequence.

Learners are held responsible for their behaviour. Staff will aim to deal with behaviour without delegating in the first instance, unless there is disruption to learning or a more serious incident. Staff will use the steps in behaviour for dealing with poor conduct.

The reminder

A reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the learner. The member of staff will make the learner aware of how to get back into green. The learner has a choice to do the right thing and will be given take up time.

'I am looking for smart green walking'

The Redirection

A precise instruction, delivered privately to learners of what they need to do to get back on track, followed up by positive recognition that they have done so. Staff will refer to the 'ripple effect' to contextually explain the wider impact of behaviour choices on their peers and wider school community.

'To be in green you need to...well done you are back in green'.

The Caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

The Reflection Time

Learners should only have reflection time outside classrooms or if more appropriate, in a space in the classroom, if they need to cool down and/or to defuse a situation. This should be for no more than 3 minutes before the staff member RE-ENGAGES THEM (**appendix**).

- The learner is given time in the allocated classroom space or outside the classroom to calm and think.
- The staff member then is able to speak to the learner away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again, they are reminded of their previous good conduct/attitude/learning.

- Learner is given a final opportunity to reengage with the learning / follow instructions

Triage:

If the step above is unsuccessful, or if a learner refuses to go take their reflection time, then the learner will be asked to leave the room. If appropriate, a member of senior staff will escort the learner to triage (The Ark), a calming space set aside within school. In this space, the learner will be supported by an experienced leader to calm and be ready to return to class. Where possible this will be within 20 minutes. The leader will not seek to resolve the behaviour issue that has led to the learner being in Triage. They are there to calm the learner ready to have that conversation with the original member of staff. The parent/carer will be contacted to explain that Triage has taken place before the end of the day. The use of Triage and the call will be recorded on CPOMs.

Restorative conversation:

It is important for all staff and learners that a restorative conversation takes place to repair damage to trust between staff and learners after triage has been needed. Staff will take responsibility for leading restorative conversations and middle leaders will support this where requested. Our restorative meetings are structured in 6 steps and will include reference to the 'ripple effect' to support understanding of the wider impact.

- What has happened?
- What was each party thinking?
- Who feels harmed and why?
- What has each party thought since?
- What behaviours will each of us show next time?
- What has been the ripple effect of the behaviour?
- Staff will reaffirm your commitment to building a trusting relationship.

It is important that learners and staff agree a suitable consequence that is fair and makes reparations for whatever misdemeanour has happened. This consequence should take place as soon as possible so that everyone can get back on track and back into green quickly. Where possible this consequence should be on the same day, so that everyone starts every day with a clean sheet. We recognise that some consequences will need to be implemented the following day.

Formal Report:

Learners who persistently breach '**Ready, Respectful, Safe**' may have their behaviour monitored by teachers to show progress towards agreed targets. At SHMA we make sure that this is done discretely and privately. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Middle leaders and staff members will meet with the parent and child to agree the 'Ready Respectful Safe' behaviour expectations and remit of the Formal Report. Staff members will communicate the daily outcome of Formal Report with parents.

Middle leaders will support this process by reviewing each Formal Report with learners and staff at the end of each week and staff will feed back to parents. Formal Report will be for a minimum of 2 weeks, after which it will be reviewed weekly. Once the learner has been successful for 2 weeks, Formal Report will end.

Serious Breaches:

A Serious Breach is an incident that may lead to a fixed term suspension. Alternatives to suspension, where appropriate, will be explored and whilst it is the headteachers decision to suspend, this decision will be made by a

panel that includes a member of the LGB. Alternatives include community service and payback (doing something appropriate to repair relationships and trust), internal isolation for a length agreed by the panel that is suitable for both the age of the child and the nature of the serious breach. Internal isolation will be completing their learning in an alternative space to their classroom environment, which may be in a supervised space or in another classroom for a period of time.

The parent will be informed by a leader that their child will be having internal isolation as an alternative to suspension, or that the headteacher has made the decision that their child is being suspended.

Any internal isolation will be followed by a restorative conversation with the Behaviour Support Leader and class teacher. Any suspension will be followed up by a reintegration meeting held with the parent and the Headteacher, or alternative Senior Leader if the Headteacher is unavailable.

Any suspensions or internal isolations will be reviewed by the Senior Leadership Team each week and mitigations will be sought to prevent further need for these measures.

BEHAVIOUR AT SOCIAL TIME

We expect that all pupils feel safe and happy during periods where they are not being taught. Pupils should feel safe to express themselves and engage in play with their peers without experiencing negativity.

In order to maintain consistency for the pupils a complimentary behaviour management system operates during break and lunch times. This provides lunchtime staff with a clear system for supporting pupils to behave well and a clear escalation route to senior leaders where necessary. Leaders will maintain a visible presence throughout the lunchtime period, providing timely support and addressing behaviour effectively to ensure a calm and positive transition into afternoon learning.

REASONABLE ADJUSTMENTS

All Accomplish Multi Academy Trust academies will consider, in line with the requirements of the [Equality Act 2010](#), making reasonable adjustments for pupils with special educational needs and disabilities where it is deemed appropriate. A reasonable adjustment is not the same as lowering expectations; it means that some pupils need additional support to ensure that they meet the high expectations required of all pupils.

The academy's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academy should ensure a whole-academy approach that meets the needs of all pupils, including pupils with SEN or a disability. Everyone can feel they belong in the academy community, and high expectations are maintained for all pupils. Good behaviour starts with a calm, orderly environment which will benefit pupils with SEND, enabling them to learn and to feel confident asking for help and support. There is always a need to manage pupils' behaviour effectively, whether, or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

However, the academy also has additional duties (for example, with regards to safety) not just to the individual pupil, but also to the other pupils and to staff. These are imperatives and sometimes mean that the Headteacher might need to consider appropriate actions even despite a pupil's individual needs. Where appropriate, the academy should anticipate likely triggers of misbehaviour and put in place support to prevent these. Accomplish academies should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion- this is a question of judgement for the academy on the facts of the situation. Staff should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is lawful to sanction the pupil in line with the requirements outlined in the Equality Act 2010, as documented above. It is also important for the academy to try and understand the underlying causes of behaviour and whether additional support is needed.

SEARCHING AND CONFISCATION

The academy's general power to use sanctions, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where

reasonable to do so. "Property" is defined within this policy as "any goods in the pupil's possession, over which the pupil appears to have control".

The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result of disciplinary action.

Please refer to the DfE guidance [Searching, screening and confiscation: Advice for headteachers, academy staff and governing bodies](#) for further information.

Academy staff can search a pupil for any item if the pupil agrees. For example, a teacher may ask a pupil to turn out their pockets or ask if they can look in their bag. If a pupil refuses to cooperate with such a search, the teacher will then ask for a senior leader to support. If they have reasonable grounds for suspecting the pupil is in possession of a "prohibited item", the Headteacher and members of academy staff authorised by the Headteacher can search the pupil without their agreement.

The teacher conducting the search must be of the same sex as the pupil being searched and there must be another member of staff present as a witness. The limited exception to this rule is that a staff member can search a pupil of the opposite sex and without a witness present only if the person carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not conducted immediately, and in the time available, it is not reasonably practicable to summon another member of staff.

The list of **prohibited items** is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, e-cigarettes or vapes;
- fireworks, lighters, matches;
- pornographic images;
- any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence; or cause personal injury to, or damage to property of any person (including the pupil).

CONFISCATION OF MOBILE PHONES OR OTHER SMART TECHNOLOGY

All Accomplish academies adhere to the DfE statutory guidance on the use of mobile phones in schools. Our academies prohibits the use of mobile phones and other smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

Access to a mobile phone will be by exception only and will require permission by the Headteacher e.g. a diabetic pupil using a phone to monitor their medical condition.

If a situation arises where a pupil has a **mobile phone or smart device** confiscated, parents will be asked to collect the mobile phone or smart device from the school office at the end of the day.

In addition, electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, cyber bullying, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

When an incident involves nudes or semi-nudes, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the academy's response. Handling such reports or concerns can be especially complicated and the academy will follow the principles as set out in Keeping Children Safe in Education. The UK Council for Internet Safety also provides the following guidance to support academy staff and designated safeguarding leads: [Sharing nudes and semi-nudes: advice for education settings working with children and young people- GOV.UK](#)

RESTRICTIVE INTERVENTIONS AND USE OF REASONABLE FORCE

Please refer to the DfE guidance 'Restrictive interventions, including use or reasonable force'. Academy leaders understand their statutory responsibilities in relation to this guidance.

For clarity, this policy will use the following definitions in line with DfE guidance:

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.

Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

If hand holding is being used by an adult as a method of control to move children, this can become a restrictive intervention. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for extra security if it is required

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

As noted within the definitions, these terms are not necessarily mutually exclusive categories. For example, depending on the circumstances, if two members of staff briefly use physical contact to separate two pupils who are fighting, all three definitions could be relevant.

Seclusion- a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving- should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

Moving a pupil from the classroom for misbehaviour is distinct from seclusion and where if a pupil is encouraged to use a "time out" or "sensory break", this does not constitute seclusion. This remains a positive, non-disciplinary strategy for self-regulation and does not trigger the same mandatory reporting requirements as seclusion.

Reasonable force; All members of school staff have a legal power to use force in certain circumstance: to safeguard pupils and to prevent or stop a pupil from:

- remove disruptive children from the classroom where they have refused to follow an instruction to leave the area.
- prevent a pupil behaving in a way that disrupts an academy event or an academy trip or visit.
- prevent a pupil leaving the classroom or academy site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground and restrain a pupil at risk of harming themselves through physical outbursts.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. 'Reasonable' in these circumstances means 'using no more force than is needed' to maintain good order and conduct at the academy or among pupils. The Headteacher and authorised academy staff may use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items (listed above)

Force may not be used to search for other items banned under the academy rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEN and disabilities, mental health or medical conditions

All members of academy staff have a legal power to use reasonable force. This power applies to any member of staff at the academy.

Any occasions when reasonable force is used will be recorded on CPOMS and our bound book.

The academy will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

Physical intervention should not be used as a punishment – it is always unlawful to use force as a punishment. Any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible

Academy leaders are guided by the advice provided by Wakefield County Council; children's dignity and rights are always respected.

Statement on Physical Contact and Interventions

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age).
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc)

BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is deliberately hurtful and repeated, often over a period of time.

Each academy has a local policy for preventing and addressing bullying. Anti-bullying policies are available on academy websites.

Bullying and prejudice-based incidents are treated as a serious matter by Accomplish MAT. We appreciate that child-on-child bullying can significantly impact on the wellbeing of pupils, their sense of belonging and safety as well as their learning and development.

All our academies are committed to reporting, recording and investigating bullying and prejudice-based incidents and act to eliminate all discrimination, prejudice, harassment and victimisation against pupils.

We want to provide our pupils with a safe, secure and happy environment in which to learn. We expect high standards of behaviour and do our best to encourage our pupils to develop into responsible and valued members of our academy who can build and sustain good relations with others.

Accomplish MAT academies:

- Raise awareness of bullying through our PSHE curriculum as well as our assembly programme.
- Implement clear procedures for dealing with incidents of bullying, discrimination, prejudice, harassment and victimisation.
- Define preventative strategies which tackle discriminatory and derogatory behaviour and use of language against any of the protected characteristics including but not exclusively: racist, homophobic, about disability or difference and transphobic.
- Support pupils who have been involved in bullying, be that a victim and/or perpetrator.
- Recognise the importance of working collaboratively in partnership with parents/carers.
- Recognises the importance of working strategically in partnership with the local authority and other external agencies.

CHILD ON CHILD ABUSE

Following any report of child-on-child sexual violence or sexual harassment offline or online, the academy will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE), with a focus on Part 5. Accomplish Multi Academy Trust is clear that sexual violence and sexual harassment are never acceptable and will not be tolerated. Staff will challenge all inappropriate behaviour between pupils and will not pass off any sexual violence or sexual harassment as acceptable or as 'banter' as this can lead to the normalisation of an unsafe environment for pupils.

Responding assertively to sexually inappropriate behaviour, which includes harmful sexual behaviour, is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Pupils whose behaviour falls below the behaviour expected of them will be sanctioned. Disciplinary action will be taken whilst other investigations by the police and or children's social care are ongoing.

The academy will never normalise sexually abusive language or behaviour by treating it as an inevitable fact of life or an expected part of growing up and will strenuously advocate high standards of conduct between pupils and staff. If a report of sexual abuse or harassment is shown to be deliberately invented or malicious, the academy will consider whether any disciplinary action is appropriate against the individual who made it.

All incidents of child-on-child abuse are reported to the academy's Designated Safeguarding Lead, who will work with the Behaviour Lead to respond to the report. All incidents will be recorded on CPOMS.

BEHAVIOUR INCIDENTS ONLINE

We expect the same standards of behaviour online as apply offline, namely that everyone should be treated with kindness, respect and dignity.

As mobile phone use is prohibited on site the vast majority of online behaviour incidents amongst children at the academy occur outside the academy school day and off-site. Parents are responsible for this behaviour.

However, often incidents that occur online will affect the academy's culture and, in these circumstances, we reserve the right to apply the full range of consequences as detailed in this policy when online misbehaviour online;

- Poses a threat or causes harm to another child
- Could have repercussions for the orderly running of the academy
- When the child is identifiable as a member of the academy
- If the behaviour could adversely affect the reputation of the academy

Misbehaviour online which includes bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour. We would also refer incidents to the Designated Safeguarding Lead when an incident raises a safeguarding concern and follows principles set out in KCSIE. In cases where an academy suspects a child of criminal behaviour online, they should follow the guidance in paragraphs below.

SUSPECTED CRIMINAL BEHAVIOUR

In cases when a member of staff suspects criminal behaviour, the academy will make an initial assessment of whether an incident should be reported to the police, only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented and recorded on CPOMS and the academy will make every effort to preserve any relevant evidence.

Once a decision is made to report the incident to police, the academy will ensure any further action they take does not interfere with any police action taken. However, will retain the right to continue investigations and enforce consequences as so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make a referral to Local Authority Children's Services. As set out in KCSIE, in most cases that the Designated Safeguarding Lead would take the lead on this.

MALICIOUS ALLEGATIONS

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will meet with staff, parents and pupils involved to consider appropriate sanctions. Making false allegations is very serious and may lead to a pupil being suspended or permanently excluded from the academy.

BEHAVIOUR BEYOND THE ACADEMY GATE

When there is a case of poor pupil behaviour beyond the academy gate (travelling to or from academy, taking part in any academy organised or academy related activity, wearing academy uniform or in some way identifiable as a pupil at the academy), the academy may enforce its right to apply a consequence to a pupil in academy. Examples of this may include:

- continued bullying of a pupil outside of academy
- use of cyber bullying outside of academy
- inappropriate behaviour taking place close to the start/end of day when pupils are in academy uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the academy
- behaviour that could adversely affect the reputation of the academy

For health and safety reasons, very high standards of behaviour are expected on academy residential and day trips/experiences. The academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the academy site.

SUSPENSIONS AND PERMANENT EXCLUSION

This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the academy.

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, orderly, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in academy sanctions and interventions. Headteachers will use their own professional judgement based on individual circumstances when considering whether to exclude a pupil.

The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' commencing on page 14 of the DfE guidance noted above. All decisions to suspend are serious and only taken where the breach of the academy rules is serious.

The following are examples of behaviours which may lead to suspension or permanent exclusion:

- Breaches of health and safety rules
- Bringing the academy or Trust into disrepute
- Verbal abuse of staff, other adults or pupils
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the Behaviour Policy
- Wilful damage to property
- Homophobic/racist/sexist bullying
- Serious and/or persistent bullying
- Physical assault against a pupil or an adult
- Verbal abuse or threatening behaviour against a pupil or an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Persistent defiance or disruption

Other serious breaches of the Trust's rules:

A decision to permanently exclude a pupil can only be made in response to (1) serious or (2) persistent breaches of an academy's behaviour policy and if allowing the pupil to remain in academy would seriously harm the education or welfare of the pupil or of others in the academy.

Headteachers will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

These offences might include:

- serious actual or threatened physical assault against other pupils or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon
- making a malicious serious false allegation against a member of staff
- potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm
- use or threat of use of an offensive weapon or prohibited item
- abuse against sexual orientation and gender identity
- abuse relating to disability
- inappropriate use of social media or online technology (including the recording/covert recording of staff or pupils)
- deliberate activation of the fire alarm without good intent
- repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network
- repeated verbal/physical abuse of staff.

Please refer to the Accomplish MAT Suspensions and Exclusion Policy for more information about these procedures as well as strategic support for pupils who are at risk of repeat periods of suspension or permanent exclusion.

PUPILS WITH A SOCIAL WORKER, INCLUDING LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

For pupils with a social worker, education is an important protective factor, providing a safe space for pupils to access support, be visible to professionals and realise their potential. Where pupils are not in the academy, they miss the protection and opportunities it can provide and become more vulnerable to harm. However, the Headteacher should balance this important reality with the need to ensure calm and safe environments for all pupils and staff, so should attempt to devise strategies that take both aspects into account. Where a pupil has a social worker, e.g. because they are the subject of a Child in Need plan or a Child Protection plan, and they are at risk of suspension or permanent exclusion, the Headteacher must inform their social worker, the designated safeguarding lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations. Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the designated teacher (DT) should contact the local authority's virtual school head (VSH) as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support needs to be put in place to help the academy address the factors affecting the pupil's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the academy should also engage with a pupil's social worker, foster carers, or children's home workers. All looked-after children should have a Personal Education plan (PEP) which is part of the pupil's care plan or detention placement plan. This should be reviewed every term and any concerns about the pupil's behaviour should be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of exclusion being necessary. For previously looked-after children who are on the path to being suspended or permanently excluded, the academy should engage with the pupil's parents and the academy's DT. The academy may also seek the advice of the VSH on strategies to support the pupil.

If the Headteacher suspends or permanently excludes a pupil they must, without delay, and no later than three days after their decision, also notify the social worker, if a pupil has one, and the VSH, if the pupil is a LAC, of the period of the suspension or permanent exclusion and the reason(s) for it. The information must also be provided in writing to

the local authority. Both the social worker and VSH should, as far as possible, attend the pupil behaviour committee meeting if there is one, to share information.

Social workers and VSHs must be allowed to join an SBC meeting or IRP via the use of remote access, regardless of the format chosen, as long as the panel are satisfied, they will be able to participate effectively, they can hear and be heard throughout the meeting, and their remote participation will not prevent the meeting being fair and transparent.

SEPERATION OF PUPILS FOR SAFEGUARDING PURPOSES

Separation of pupils for safeguarding purposes distinguishes a safeguarding-based temporary removal from the academy site from a disciplinary action. In these cases, the academy can temporarily forbid a pupil from attending its premises. This power should only be used in rare circumstances and only when separation cannot practicably be achieved while keeping one or more pupils on the school premises.

The academy will record the use of separation for safeguarding purposes and its impact to the CEO of the Trust

A reintegration meeting will take place after separation of pupils for safeguarding purposes before a pupil returns to the academy. Where appropriate individual pupil safety plans will be created with the aim of identifying any potential risks, outline measures to mitigate risks and support pupils' safety and wellbeing.

PREVENTING REOCCURANCE OF UNACCEPTABLE BEHAVIOUR

The academy will adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. The academy will try to achieve this by helping pupils understand behavioural expectations and norms and by providing support for pupils who struggle to meet these norms. Some pupils will need more support than others and this will be provided as proactively as is reasonably practicable within the academy's resources and, in all cases, as soon as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. The academy has a clear tracking system in place and regular meetings to discuss pupils. This ensures relevant members of staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose misbehaviour is out of character and a sudden change from previous patterns of behaviour.

Initial interventions to address underlying factors leading to misbehaviour may also include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The 'graduated response' will be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. If the academy has serious concern about a pupil's behaviour, the academy will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

Appendix: Our Steps, one page guide



	
Our Rules:	
• Be Ready • Be Respectful • Be Safe	
Our Approach:	
• Be Calm • Be Positive • Be Consistent	
Our Steps:	
Step	Action
Step 1. Remind and redirect	• A reminder of the expectations ‘Ready, Respectful, Safe’, delivered privately wherever possible, along with a clear instruction of how to get back on track and a positive recognition when they do so.
Step 2. Caution	• A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
Step 3. Consequence (Time out/reflection)	• Child has time out with a timer, for up to 5 minutes. • This can be in a space in the classroom away from peers or just outside the classroom in the reflection space. • This is an opportunity to get back on track and be ‘ready’ to learn.

Following the time out

Child is ready to learn and returns to class	Welcomed back and quiet praise for making a good choice.
Child returns to class but behaviour continues (Behaviour has limited impact on learning of others)	Child loses 5/10 minutes of break time to make up lost learning time.

If the child comes back to class and the behaviour continues and *impacts on learning of others*, a member of the SLT/Pastoral team will be called and the pupil will be removed from class to work in an SLT designated space. Parents will be contacted to inform them of this.

In the unlikely event that a child refuses to take the time out, explain that if they do not complete the time out they will have to remain inside for 10 minutes at break or lunch. After a short period of take up time, if the child continues to refuse a member of the SLT/Pastoral team member will be called and the pupil will be removed from class to work in an SLT designated space. Parents will be contacted to inform them of this.

Behaviour is disruptive to others	- SLT/Pastoral team member is called for takes child to Triage or designated area - Child misses break before returning to class. - SLT member judges child unable to return to own class: 1. Child is calm and works in another classroom or 2. Child remains unsettled/dysregulated: remains in Ark with learning. - Parents are always informed
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The key aim in managing behaviour is that learning continues for the class. We aim to empower children through the language of choice.