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# BEHAVIOUR MANAGEMENT AND DISCIPLINE POLICY

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RATIFIED BY THE TRUST BOARD IN:  
JANUARY 2019

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NEXT REVIEW DATE: SPRING 2019

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## BEHAVIOUR MANAGEMENT AND DISCIPLINE POLICY

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<b>Date to Trust Board:</b>	January 2019
<b>Date Ratified:</b>	January 2019
<b>Date to be Reviewed:</b>	Spring 2019
<b>Policy displayed on website:</b>	Yes

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## **Foreword**

Management of pupil behaviour is viewed as an opportunity for valuable social learning and as a means of maximising pupil achievement, engagement, success and happiness. With a significant element of The Raedwald Trust ethos given to effecting a positive change in behaviour; there is a clear process for behaviour management that both staff and pupils are to follow.

We work within a framework of equal opportunities, stability and security, so that our pupils, throughout The Raedwald Trust and where they work with other providers, are encouraged and challenged to develop academically, emotionally, personally and socially in preparation for the next stage in their education, as well as for their lives in their local communities.

We aim to ensure that our service is fully accessible to the socially disadvantaged and those who experience discrimination. In all areas of our activity we aim to reflect diversity as an employer and as a service provider and we acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special education needs and disabilities.

This policy complies with current legislation, particularly the Education and Inspections Act 2006 and Education Act 2011 and has been reviewed in consultation with staff.

The policy will continue to be reviewed each year.

The Behaviour Management and Discipline Policy will normally be referred to as the Behaviour Policy.

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## 1. Introduction and Expectations

### Introduction to the Behaviour Policy

We recognise that many of our pupils have experienced developmental trauma and as a result can exhibit challenging behaviours; our policy is underpinned by the principles enshrined in Article 39 of the UN Convention on the Rights of the Child to provide a safe environment which fosters the health, self-respect and dignity of the child.

Pupils work in small groups with targeted support to ensure their individual learning needs are met. This allows us to create a calm, purposeful, positive working atmosphere that can be less formal and more individually supportive than in larger schools. Renewed access to learning is achieved through building strong professional relationships, thereby encouraging our pupils to behave in appropriate and less challenging and stressful ways. To this end we promote a culture of analysis and understanding in which we all work together to find appropriate solutions.

A significant element of our work is to effect changes in pupils' behaviour by consistently and effectively modelling different strategies to deal with situations that might lead to conflict. In presenting pupils with alternative courses of action and modelling such approaches, they are empowered to make choices and understand more fully the consequences of chosen actions.

The Behaviour Policy is explained to pupils and parents/carers before they are admitted to academy settings. It is discussed regularly through such forums as registration, PSHE/Citizenship, pupil meetings, individual support and target setting.

Parents/carers have an important role to play in supporting and reinforcing the Behaviour Policy and working in partnership with The Raedwald Trust staff to encourage positive behaviour. Parents/carers receive information about their child's behaviour on a regular basis, and are kept fully involved through telephone calls, letters and certificates of achievement and review meetings.

The Behaviour Policy has been derived through consultation and agreement with staff and is subject to consultation with pupils and their parents/carers. The main points that we set out to offer and achieve are;

Provide an inclusive education:

- Working inclusively and avoiding exclusion whenever possible;
- Teaching about rights, rules and responsibilities;
- Modelling respectful relationships;
- Having the same high expectations of all, irrespective of needs; and

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- Matching behaviour management strategies to individual needs within the context of the behaviour management and discipline policy.

Meet individual needs:

- Conducting a full assessment of pupils' needs;
- Ensuring pupils are admitted only if the setting is well-placed to meet these identified needs;
- Using a range of baseline assessment schedules to further refine our understanding of pupils' needs during the induction process;
- Continuing to monitor student-pupil progress with further assessments and evaluations, including an assessment for learning approach in lessons;
- Hearing pupils' views, acknowledging and understanding them;
- Taking pupils' views into account when it is safe and appropriate to do so;
- Providing a range of flexible learning options with the aim of meeting individual needs while providing the same entitlement to a high quality education for all.

Ensure Equality of Opportunity:

- Ensuring that The Raedwald Trust operates as a non-discriminatory provision through the consistent application of a range of statutory policies;
- Understanding that equality of opportunity does not mean making an identical offer to all pupils, nor withholding the right to aspects of provision simply in response to pupils' preferences;
- Providing all pupils with access to high quality off-site provision to meet their vocational and career aspirations;
- Providing all pupils with access to high quality work experience opportunities that challenge and inspire them to better understand the world of work;
- Planning for and following through in order to provide all pupils with access to high quality, appropriate further education provision; and
- Being aware that there are times when equality is best achieved by making necessary and agreed adjustments to the provision available for our individual pupils.

Provide challenge and stimulation:

- Providing well-qualified and experienced staff with the skills and aptitudes to work in the challenging environment of each academy setting;
- Ensuring the provision of high quality and appropriate resources within the limits available through local funding arrangements;

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- Designing and adapting the learning environment to ensure it can be used as an effective and stimulating aid to learning;
  - Designing and delivering an appropriate, varied and challenging curriculum, but above all, one that is of the highest quality; and
  - Working in partnership with a range of alternative providers to deliver high quality vocational and alternative provision off-site.

Assist in overcoming previous difficulties:

- Working in close partnership with other agencies, including the Local Authority and mainstream schools;
- Approaching pupils and their families with empathy and understanding, acknowledging their past difficulties, but not making excuses for previous failures or lack of achievement;
- Providing a safe and secure environment in which to learn, face and overcome challenges and eventually to grow personally and academically;
- Developing a culture at an institutional level and with individuals that allows them to feel valued for their positive achievements;
- Supporting pupils to take responsibility for their actions and helping them to develop a greater sense of self-determination and ambition; and
- Providing a programme that will encourage the development of improved resilience and coping skills so pupils can face the challenges they will meet in the future with a greater chance of success.

Ensure success and development:

- Monitoring, measuring and reviewing as an integral part of the academy culture, so decisions are evidence-based;
- Providing a wide range of opportunities, so all pupils' needs can be met;
- Providing access to a range of appropriate qualifications, so pupils are prepared to take the next steps in their education;
- Providing a range of training, vocational and work-related opportunities, so pupils' learning is based in real-life experiences and opportunities; and

Ensure personal achievement:

- Recognising that individuals have different as well as similar needs;
- Providing a range of flexible learning programmes to meet individual needs;
- Raising self-esteem as a basis for continued progress and the acceptance of challenge;
- Praising progress and achievement, even when the steps taken are relatively small; and

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- Including parents/carers in their child's education and in celebrating their successes.

Encourage lasting positive change:

- Acknowledging that all the work of the staff and is focussed on the understanding that previous pupil behaviours and habits have been largely unsuccessful;
- Being determined to challenge young people and their families where this is appropriate so they accept the need for change;
- Making the experience of change as positive and life-affirming as possible;
- Recognising and celebrating positive change, even when the steps taken are relatively small; and
- Accepting that change is a positive process and that all members of the academy community, including staff, will be more effective and successful when they are able to effect agreed changes.

### Our Behaviour Policy

Is a joint document with our policy on the use of Physical Intervention and Restraint, a crucial document that supports and underpins the current Behaviour Policy and emphasises our belief that a high quality education can only be achieved in an atmosphere of mutual respect, safety and co-operation.

At each Academy setting:

- Our planned admissions and induction programmes involve all staff, parents/carers and pupils working in partnership with officers of the Local Authority. They lay a clear emphasis on our expectations and the rights and responsibilities placed on all members of the academy community;
- We believe that managing behaviour demands a consistent team approach, which demonstrates that staff, pupils and parents/carers share a common purpose, allied to mutually agreed values. These values underpin the academy's ethos and reflect our belief that pupils should develop a sense of mutual respect and have close consideration for all academy members, learn to accept responsibility for their actions and understand consequences; and
- Our policy emphasises the link between care and control. It will be fair and consistent and is built on a positive rather than a punitive approach.

### The Raedwald Trust Statement of Behaviour

We believe that:

- Good progress is most likely with regular attendance and punctuality;



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- Academy settings are centres of learning: staff expect to teach and provide inspirational learning opportunities,
  - Pupils are expected to learn to the best of their ability. This is the case for learning both within our classrooms and in the full range of alternative provision; and
  - A calm and disciplined learning environment based on mutual respect and positive relationships is the best place in which pupil progress can be achieved.

#### What we expect from everyone at The Raedwald Trust

- To believe all our pupils can do well;
- To believe young people can build positive achievement within a structured framework of behaviour management;
- To recognise behavioural norms and promote them in a positive way;
- To provide a consistent and clear view of what we mean by good behaviour;
- Teach appropriate behaviour through positive interventions; and
- To ensure that this is based on the promotion of self-esteem and self-discipline.

We expect everyone to:

- Attend regularly;
- Arrive at school and to lessons on time;
- Dress in accordance with the relevant dress code;
- Eat and drink in appropriate places;
- Ensure that mobile phones are on silent during lessons;
- Follow staff instructions;
- Listen to each other carefully and with respect;
- Do their best in work and behaviour;
- Take part in activities and get fully involved;
- Use appropriate language;
- Keep hands feet and personal comments to yourself;
- Become responsible for themselves, their group and the academy setting; and
- Consider other people and always treat others as they wish to be treated themselves;
- Do not intentionally damage property or resources.

#### Staff Code of Conduct

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It is essential that staff act appropriately in order to minimise the risk of accusation of improper conduct towards a young person.

Legislation that came into force on 1 September 1998 (Section 550a of the Education Act 1996), together with National Guidance (DfES Circular 10/98), established the responsibility of teachers and other authorised staff who have lawful control or charge of pupils with regard to the application of reasonable force in order to prevent children committing an offence, causing injury or damage, or engaging in behaviour prejudicial to the maintenance of good order and discipline.

We are aware of our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not, and that protected characteristics include: race, disability, sex, religion or belief, sexual orientation and gender reassignment.

Staff set an important example. Within The Raedwald Trust, they are the key role models for our pupils and their consistent modelling of the principles of effective and co-operative behaviour is a crucial influence. The key relationship within each setting is that between the pupil and the class teacher, supported in a range of important ways by the support staff assigned to each individual tutor group, or to a curriculum area.

Staff should:

- Intentionally minimise embarrassment and hostility;
- Develop and maintain respect;
- Maintain a judicious sense of humour;
- Use appropriate, agreed assertion in a consistent, fair and calm manner.

Through these mechanisms, staff will encourage an atmosphere of mutual trust. At ~~The~~the Raedwald Trust there will be shared responsibility for managing learner-pupil behaviour and all staff will work towards providing a safe, purposeful and caring environment.

It is recognised that when the individual needs of young people are met, incidents of challenging behaviour can usually be kept to a minimum. With this in mind, well-organised and well-planned lessons with clearly set and achievable tasks are the most effective means of encouraging positive behaviour. Pupils will be assessed regularly to ensure learning is targeted to their individual needs in the most effective way.

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The daily routines are designed to provide an established framework within which good order is encouraged, monitored and constantly re-evaluated. This framework consists of good time-keeping, good attendance, adherence to the timetable and calm influences. All have important roles to play in making our high expectations explicit.

The Behaviour Policy will be applied consistently within the agreed aims of the academy. All staff will follow the guidelines and work to the same values. In this way there will be mutual support for all staff throughout the academy, whatever their roles and responsibilities.

Our emphasis is to value achievement, celebrate success and to focus on the positive. We recognise that pupils may make inappropriate choices or mistakes in the process of learning. Whenever possible, we aim to give pupils a series of fresh starts. Appropriate behaviour, the meeting of targets and the making of positive choices will be recognised and rewarded.

INSET for all staff is ongoing and will encourage staff to develop their approach to managing behaviour. It takes a number of forms and can be formal or informal in nature. The range of professional development opportunities is available to all staff regardless of their role or their experience in managing challenging behaviours. It is recognised that a school/academy setting has the most impact on improving pupil behaviour when all staff share the same values and principles and work together in a coherent and coordinated way. Joint training provides a strong foundation for this approach within the academy Trust. This does not preclude the possibility of individual staff members being offered a personalised programme of support, supervision and/or training to help address individual needs and aspirations.

Pupil behaviour will be recorded whether it be positive or otherwise. Aspects of pupil behaviour will be discussed with them where appropriate. Parents/carers will be kept fully informed about their child's behaviour. Staff will ensure that positive work and behaviour are celebrated with parents whenever possible in order to establish relationships based on trust and mutual recognition of the pupil's achievements.

Before his/her admission to each academy setting, staff will carry out a review of the risk assessment for each individual pupil. All risk assessments will be reviewed regularly and amended as necessary. All staff will participate in risk assessment and will be kept fully informed of the changing priorities identified through the process.

#### Colleague Support

All staff members have a right to be supported by their colleagues. In practice this means that:

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- All staff will support and follow through decisions and actions made by other staff, providing they are in line with the behaviour policy;
  - In normal circumstances, staff will retain ownership of an incident. This means that follow-through and follow-up will involve the original staff whenever that is appropriate. It is assumed this will be in the vast majority of cases;
  - Staff will have opportunities to discuss difficulties within an open and non-judgemental framework. This could include informal and private conversations with colleagues, staff debriefing, formal mentoring/supervision, performance management and staff meetings;
  - Staff are expected to bring all issues concerning the management of pupil behaviour to relevant daily briefing sessions so that colleagues can be made aware of potential risks and difficulties faced.

It follows therefore that staff members have a responsibility to:

- Follow the principles of the Behaviour Policy;
- Support the decisions and actions of colleagues (including the Leadership Team);
- Respect the rights of other staff; and
- Be prepared to listen to non-judgemental feedback from colleagues, provided it is given in a respectful manner.

Leadership Team members have a responsibility to:

- Provide active support for colleagues;
- Provide leadership in the consistent application of the Behaviour Policy;
- Challenge colleagues to develop and refine their practice;
- Monitor the effectiveness of the policy and ensure it reflects and responds to changing needs.

## **2. Behaviour Management**

### Code of Conduct

There are a set of Core Expectations based on our values and underpinned by the rights and responsibilities, which apply to all staff and students/pupils. These rules are clear, positively phrased, inclusive, fair, reasonable and unambiguous.

The expectation on pupils is that they know the rules and they will follow them as part of their daily routine. When staff members deal with undesirable behaviour, reference should be made, as soon as possible, to the rule which has been broken. Pupils will be reminded of the rule in a range of ways that do not interfere with the learning of the lesson, with the clear expectation that they will modify their

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behaviour. If they do not make appropriate choices about meeting our expectations, then staff will take appropriate action and apply sanctions according to the Behaviour Policy.

### The Agreed Core Expectations

Pupils agree:

- To arrive at the centre and each session on time
- To treat all staff and other pupils with politeness and respect
- To engage in lesson activities and in social times positively
- To carry out staff instructions co-operatively
- To take responsibility for yourself and seek support when you need it
- To take responsibility for your care and hygiene
- To treat others with respect and in the spirit of friendship
- To do things in a way that does not put yourself or others in danger
- To take care of the facilities and resources
- To not bully or abuse other ~~students~~pupils

From these core expectations, the following points are in place to offer further clarification.

Do:

- Be kind to others;
- Encourage others to learn;
- Treat all people in the academy with respect and consideration;
- Look after the fabric of the building and the equipment we have;
- Accept responsibility for our own actions;
- Share our concerns with a member of staff; and
- Contribute towards a positive and happy community.

Do not:

- Behave in an abusive way, verbally or physically with any member of the academy community;
- Use bad language;
- Bring dangerous or illegal items into an academy setting;
- Abscond from the academy site without permission;
- Deliberately damage or take academy property; and
- Leave your place of learning without permission.

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The Core Expectations and additional points were devised in consultation with staff and pupils and are discussed regularly at admission and induction, in registration, student-pupil meetings, in PSHE/Citizenship lessons and at mentoring or target setting meetings. By expecting all members of the academy community to abide by these rules we give protection to the underlying rights and responsibilities of everyone in the relevant academy setting.

Staff may establish specific classroom rules in addition to the Core Expectations in order to protect rights in certain areas or situations such as science or PE lessons and the social spaces. Where they do so, the rules will first be discussed with the Head Teacher/Senior Staff and pupils will be consulted about their implementation.

An important part of the induction process for all new pupils is to be taught the Core Expectations in an explicit way that ensures they are understood and remembered.

In order to make it easier for pupils to understand how they can work positively towards following the Core Expectations they have been broken down into more concrete guidelines. Staff working individually with pupils will use these as the basis of their discussions.

### Steps to Improving Behaviour

All pupils are required to abide by the Core Expectations for ~~t~~The Raedwald Trust. These are:

- To arrive at the centre and each session on time
- To treat all staff with politeness and respect
- To engage in lesson activities and in social times positively
- To carry out staff instructions co-operatively
- To take responsibility for yourself and seek support when you need it
- To take responsibility for your care and hygiene
- To treat others with respect and in the spirit of friendship
- To do things in a way that does not put yourself or others in danger
- To take care of the facilities and resources
- To not bully or abuse other pupils

### Dealing with breaches of the Core Expectations

In order to signal to pupils that they are not following the core expectations staff will use a range of strategies. They should consider the degree of involvement needed to maintain good behaviour and work from the principle of using the least obtrusive intervention. Professional judgements will be

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made based on staff knowledge of the pupil and having regard to the context in which the behaviour is occurring.

The principle of praising positive behaviour, sometimes referred to as “catching them being good” should be the first and most frequent approach employed by staff. It is recognised that this is the most effective way to encourage and maintain positive attitudes and behaviours in young people. Staff should always aim to use a far higher proportion of praise to criticism in all their dealings with the academy pupils (90%:10% is desirable).

Reminders about behaviour will normally take the following course:

- Praising positive behaviour (aim to make this 90% of interactions);
- Tactical ignoring (provided the behaviour is not escalating or is not dangerous);
- Non-verbal cues;
- Simple, short descriptive reminders (of the positive behaviour being sought);
- Working alongside the pupil;
- Distraction and diversion;
- Verbal reminders (of the academy rule being breached);
- Offering simple choices (both of which are acceptable to the staff member);
- Asking direct or indirect questions;
- Repeating;
- Asking the pupil to take a minute (yes, one minute) to compose him/herself within the classroom;
- Offering, or allowing time in a different area of the classroom;
- Clarifying consequences; and
- Establishing consequences.

In summary: Staff begin all their interventions with pupils on the premise that they wish to do well and that staff can help them to succeed in meeting their targets. We therefore expect to put our emphasis on recognising, valuing, praising and rewarding positive work and behaviour. We work to the principle of “catching them being good” when that is appropriate.

Intervening in inappropriate behaviour is not an exact science. Staff have to exercise professional judgement in a range of complex situations. It is likely that more than one student-pupil will need support with his/her behaviour at any one time. In order to ensure that interventions are appropriate and proportionate, staff regularly give and receive feedback on their work in this area in daily

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debriefings, private discussions, supervision and performance management as well as during periodic reviews of the behaviour policy.

Teachers (including supply teachers) may properly make decisions about the removal of pupils from lessons or social areas within the academy setting, provided the learner-pupil is set appropriate work to do in a supervised area and is then able to return to his/her normal lessons. They may also make the following decisions:

- Withdrawal of privileges;
- Completion of an incident sheet;
- Parental/carer contact by phone or letter at the end of the day.

Support staff may make decisions to require a pupil to leave a classroom or social area for a “minute out” and the completion of an incident sheet. Where they are working in the capacity of a teacher in charge of a group, e.g. when teaching art or cookery, they may make the same decisions as a teacher.

#### The Consequences of Time Out

The purpose of a placement at the academy setting is primarily to promote learning and positive progress. Time Out processes may appear to run counter to this aim, especially for pupils who have long experience of trying to avoid work for whatever reasons and who are therefore likely to welcome or even court Time Out. Notwithstanding, Time Out can be a very effective tool in behaviour management and should not be dismissed because of this potential.

When Time Out in whatever form is offered or allowed to a student-pupil, it is essential that clear and consistent consequences be applied. These are devised to ensure that all the learning planned for that lesson will still be completed. In this context learning applies to the clearly set-out learning objectives in the lesson planning.

Staff should therefore:

- Make it clear when using Time Out that the agreed consequences will be applied;
- Make the amount of time taken by the pupil explicit and write it down in a visible place such as the board;
- When the lesson is over check explicitly how far the pupil has progressed in meeting the learning objectives;
- Arrange for the work not completed in time to be finished in the classroom before the pupil is allowed to move on to the next lesson or activity;

Where Time Out has been short and the pupil has completed his/her work, no further consequences need to be applied. The sanction has been successful and the student-pupil deserves praise for recovering;



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- The consequence of this is that the pupil is likely to miss snack or free time however lunch and refreshments will be accessible.
  - S/he may also miss the start of the next lesson and incur consequences for not completing learning objectives for another teacher. It is essential not to be swayed by these considerations, but to maintain a consistent position in accordance with the policy. Colleagues will need to be supportive.

Behaviours that stop pupils doing well and could result in suspension or a review of placement:

Most behaviour will be managed in the setting. However, a pupil will sometimes be required to leave academy premises in the interests of their own safety and wellbeing, or that of other members of the community and as such may be subject to a fixed term exclusion. In cases where s/he refuses to leave, an appropriate member of staff will contact parents/carers and if necessary the police. Other than in exceptional circumstances, this person will be the Head Teacher.

Behaviours that stop pupils doing well and that could result in a fixed-term exclusion or a review of the placement are:

- Verbal or physical abuse of staff;
- Bullying – physical, verbal, emotional;
- Sexual harassment of any kind;
- Prejudice on grounds of race, age, gender, sexuality, disability and others;
- Carrying an offensive weapon;
- Use or sale of alcohol or other illegal substances;
- Deliberate damage or theft of property;
- Smoking in or around the building; and
- Refusing to leave the premises when asked;
- Prejudiced related bullying or harassment of students-pupils and staff.

### Our Core Routines

Clearly established routines help greatly to establish the smooth running of the ~~school~~/academy setting. Through the consistent implementation of our core routines and the structure of a predictable day, we help pupils to navigate the complexities of their time at the setting. It is therefore incumbent on all staff to ensure that timetabled sessions are strictly adhered to and that the work planned for each session is completed by the pupils. In this way we support our pupils in meeting their personal targets in the areas of time keeping and attendance. Furthermore, we give a much-needed structure to the lives of young people who may experience significant anxiety due to the lack of structure and predictability.

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Teachers should establish strong routines within their classrooms. This may include entry to the room, seating plans, settling, cues for asking/answering questions, movement around the room, fair use of teacher/support staff time, clearing up, review and target-setting and exit from the classroom. Guidance on establishing classroom rules and routines forms part of the learning and teaching policy. Rules and routines, once established, must be kept in place. It is especially damaging for our pupils if these are under constant review or open to any negotiation.

Other routines will contribute to the smooth running of the day and support the positive management of pupil behaviour. Procedures exist for the management of the following:

- Arrival on the site;
- Breakfast;
- Tutorial and registration time;
- Target setting and review sessions;
- Supervision at breaks;
- Lunch time;
- Off-site activities; and
- Leaving the site.

The day-to-day management of ~~student-pupil~~ behaviour is based on a system of behaviour modification, which is an adaptation of assertive discipline approaches. Our philosophy is based on our belief in building on the positive achievement of pupils within a framework that:

- Provides clear, high expectations of positive behaviour;
- Promotes good attendance and punctuality and to lessons;
- Establishes a consistent and agreed view of what we mean by good behaviour and allows teachers to manage pupil behaviour effectively;
- Encourages and teaches positive attitudes to learning and behaviour in all our ~~learners~~pupils;
- Promotes kind and respectful behaviour towards all members of the academy community including freedom from bullying and harassment;
- Enables pupils to assess and manage risk appropriately in order to keep themselves safe;
- Introduces a system of recognition and rewards that promotes personal achievement and positive attitudes to learning;
- Identifies clear guidelines designed to prevent inappropriate behaviour, within a clear hierarchy of sanctions that are consistently applied within our individual approach to pupils' needs; and
- Allows for calm discussions with ~~students-pupils~~ and their parents/carers to establish the reasons underlying any poor behaviour. These discussions serve to increase understanding by

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all concerned, but should never be a forum for undermining the application of the behaviour policy.

Our system is weighted towards acknowledging specific appropriate behaviours (defined by individual targets). By investing time in rewarding and reinforcing good behaviour we will have a greater chance of effecting behavioural changes than if we were to focus on punitive measures.

This unambiguous approach is underpinned by the belief that our Code of Conduct is a shared goal and pupils are included in the process. There are appropriate opportunities for staff and pupils to work together to review the process and to modify rules and procedures. It should be clearly understood that this process is a collective one, normally undertaken at the start of each academic year, and that no changes can be made to academy policy or practice without the approval of the Head Teacher and the support of the Academy Trust Board. Individual pupils will work with their teachers and support staff to discuss individual progress, to review targets and to set new goals.

Pupils are expected to conform to the Core Rules. This is clarified at admission and induction. From the beginning of any placement, pupils will be set individual behaviour targets based on a process of needs analysis.

Pupils' attitudes to learning will be assessed using a suite of assessment methods at the start of each placement. The results will enable individual behaviour and personal/social development targets to be set. There will be a process to link these targets to the needs of the academy setting behaviour codes, so that they work as a coherent whole. Both academic and Social/Behavioural progression will be closely monitored. Where collected, the behaviour monitoring data will contribute to this process.

Pupils are encouraged to discuss the way they have behaved in the session and to contribute to decision-making about how they have achieved their targets, provided they do so appropriately. At the end of lessons they will also have personal opportunities to reflect on their own success in learning or where relevant, behaviour targets.

An important part of our efforts to help pupils manage their own behaviour will be to offer relevant opportunities for them to explore and record the feelings they experience during lesson and at social times. This important dialogue with pupils is offered to encourage reflection and personal growth. It is not an opportunity to re-negotiate the teacher's assessment. In many circumstances it will be better suited to mentoring sessions in order not to disrupt the normal pattern of the day.

The Teacher is responsible for utilising support staff in ways which will best support a pupil in meeting his/her targets and modifying unacceptable behaviours. The teacher, working with senior members of

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staff, is responsible for making decisions about the nature of the dialogue that needs to follow a review of the pupil's behaviour and for deciding what additional contacts should be made with the parents/carers.

In addition to these systems, a number of methods can be used to communicate and record behavioural outcomes;

- Certificates home to recognise and reward good work and behaviour. As examples, certificates will be awarded for excellent or improved attendance and for attaining high percentages (normally over 90%) on weekly behaviour monitoring;
- Letters home by the Head teacher/Campus Manager to recognise and reward significant improvements or note-worthy behaviour and work;
- Significant Event Record (SER) sheets used to record more serious infractions of the Code of Conduct and the consequences incurred. These can be discussed with pupils and parents and used to re-set individual targets. They are filed in individual records.

### Rewards and Privileges

A reward is positive feedback given to pupils. It serves to reinforce positive behaviour, encourage the pupil and motivate further positive behaviour. Staff will at all times, seek to encourage pupils.

Encouragement includes any action that conveys to the pupil that staff respect, trust and believe in him/her.

We work towards a greater use of intrinsic rewards, so that pupils value their achievements for their own sake. However, we recognise that pupils' life experiences and their recent history of mainstream schooling will mean that extrinsic rewards are more likely to be effective and acceptable to them, at least in the short-term.

Staff will strive to reward pupils frequently and consistently for working and behaving appropriately, based on the premise that increasing the number of rewards, even if they are relatively small, will be more effective than increasing the range of sanctions. The principle of 90% positive comments to no more than 10% negative comments (see above) will operate.

There are many rewards available and some are listed below:

- Approving look, smile or other non-verbal clue;
- Private praise;
- Public praise in lesson or during activity;

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- Stickers
  - Comments on work;
  - Display of work;
  - Time for learning games at end of lesson (at teacher's discretion);
  - Certificates home for achieving targets;
  - Certificate for good attendance;
  - Trips and excursions
  - Contact with parents/carers by phone or letter;
  - Mention to Head teacher/Campus Manager followed by letter home;
  - Opportunity to carry out special role/task; and

### Trips and Excursions

All pupils are offered the opportunity to take part in trips and excursion. The opportunity is related to displayed behaviour and the level of risk identified with individual students-pupils may prevent attendance on the grounds of health and safety.

Staff should be aware of individuals and their needs when using rewards. Some young people tend to value intrinsic rewards such as praise or recognition and others tend to value extrinsic rewards. We cannot compete with the rewards that some parents choose to give their children and, conversely, we must be sensitive to the difficulty faced by some families in providing all they would wish for their children.

Privileges are fundamental to the operation of our behaviour policy. They encourage pupils to believe that they are respected and valued, they help build good relationships, they build trust and they promote positive attitudes as well as rewarding appropriate, co-operative behaviour.

Privileges can include:

- Playing games at break-time;
- Playing games outside;
- Private use of some of the academy learning resources;
- Being able to participate in additional activities;
- Being able to join off-site activities.

Staff members are encouraged to help learners-pupils access these and other privileges. However, it should be made clear that these are privileges that need to be earned and their existence does not

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constitute a right. Privileges come with responsibilities and can normally only be granted when these responsibilities have been carried out appropriately. In this context, responsibility includes behaving in accordance with the Code of Conduct.

It follows, therefore, that for some pupils it will be appropriate to withdraw some of these privileges in response to inappropriate behaviours. Such decisions must only be made by a member of the senior staff team following a discussion with all staff involved at the daily debriefing.

### Sanctions

Sanctions are consequences which help to link the disruptive or inappropriate behaviour of the pupils to an outcome that is predictable, fair and proportionate and will encourage a sense of justice. We encourage our pupils to take ownership of their behaviour by supporting them in making appropriate choices. We can envisage numerous circumstances in which a learner-pupil who has behaved inappropriately then chooses, with staff support, to make a better choice, thus avoiding a sanction.

The imposition of a sanction will occur because the young person has made the wrong choice and has not followed advice from staff. The purpose of the sanction is to support the pupil in the process of making better choices.

When deciding sanctions staff should consider the following:

- Is the sanction a logical consequence of the behaviour?
- Are the pupil's rights maintained?
- Is the sanction fair and proportionate?
- Is the sanction consistent with legal considerations?
- Is the sanction consistent with the behaviour policy?

The key principles of effective sanctions are timeliness, certainty and consistency. This means that staff will follow up all their decisions and follow through with the implementation of all sanctions. They will not pass these responsibilities either to support staff or to senior colleagues.

Staff members have at their disposal a range of behaviour management techniques to correct negative or inappropriate behaviour. They will work to the principle of using the least intrusive intervention necessary to effect a positive change in behaviour, as listed in part two of this policy, dealing with breaches of the core rules.

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Where such positive techniques fail to bring about the desired changes in behaviour, then the repertoire available to staff will need to include these additional measures:

- Brief discussion of inappropriate behaviour;
- Review of seating plan;
- Verbal warning of intention to start an Incident Sheet;
- Pupil informed Incident Sheet has been started;
- Being kept back after class;
- Withdrawal of privileges;
- Removal of banned item (to be returned directly to parents, or, in the case of cigarettes, destroyed);
- Illegal substances removed and passed to the police in all cases.
- Reimbursement for damaged property;
- Rewards being withdrawn;
- Parental/carer contact by phone or letter;
- Use of isolation: Where reintegration back into class has not been successful, pupils will have the opportunity to work in isolation with support from staff member(s).

Please see relevant appendix for the flow chart of agreed behaviour approaches.

For more serious incidents or persistent offenders:

- Serious Incident Sheet completed;
- Immediate phone call home;
- Letter home;
- Removal of privileges;
- Pupil sent home if parents/carers can be contacted and exclusion started Parents/carers required to attend interview with Head teacher/Campus Manager;
- Fixed-term exclusion;
- Placement review to be undertaken.

In extreme cases, police intervention might be necessary. This action will be coordinated by the Head teacher/Campus Manager/Deputy and can only occur with his/her specific consent.

Wherever possible a sanction should take place as close as possible in time to the incident that occasioned it, in order to have the maximum impact on pupil behaviour. Sanctions should, as far as is

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practicable, be linked to the misbehaviour, so cleaning up a mess created or helping to mend damage are entirely appropriate sanctions.

When a pupil is persistently unable to meet his/her targets or when s/he is involved in persistent low-level disruption, then further discussion might result in higher-order sanctions being applied which reflect the on-going difficulty.

It would not, normally be our intention to withdraw learners-pupils from timetabled activities. However, in cases where the safety and well-being of students-pupils and colleagues may be jeopardised, then we will consider offering a more limited curriculum or a part-time placement.

### **3. Procedures for Serious Incidents**

#### Introduction

In most normal circumstances the processes detailed in the Behaviour Policy will, when applied consistently, support all academy staff in dealing with learners-pupils who are experiencing difficulties in meeting our expectations for behaviour. The following procedures provide a framework for addressing the following circumstances:

- Persistent and repeated poor behaviour;
- Aggression, both verbal and physical;
- The use of violence, including fighting;
- Persistent refusal to co-operate, amounting to defiance;
- Prejudice related abuse;
- Malicious vandalism;
- Bullying and Harassment.

#### Aims

The aims of these procedures for serious incidents are:

- To prevent the escalation of an incident;
- To avoid, as far as is practicable, the disruption of the work of the school/academy setting;
- To maintain the rights and dignity of all those involved, be they staff or learnerspupils;
- To minimise the imposition of sanctions;
- To contribute to restoring a calm, ordered and disciplined environment;
- To enable young people to learn from their mistakes and make a fresh start.



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## General Principles

A fundamental principle of effective behaviour management is that the adult in charge of the incident when it occurs will, in most circumstances, maintain responsibility for bringing the incident to a satisfactory conclusion. There will, however, be times, or situations, when it is judged more effective for colleagues to provide additional support.

Throughout The Raedwald Trust, we hold firmly to the belief that staff should be supported in all public situations where ~~learners~~pupils, or others, are failing to respond positively to direction or advice. It follows, therefore, that when a member of staff calls for assistance, using means available, that she/he should take the lead in deciding how to make use of additional support and in directing colleagues. This principle applies equally to teachers and support staff.

In some circumstances, and these are likely to be the exception, a staff member may feel that his/her continuing presence at the scene of a serious incident is serving to escalate matters further. It is then appropriate for a colleague to assume responsibility and to bring the event to a satisfactory conclusion. The decision to hand over control to a colleague should normally be made by the colleague in charge at the start of the incident. It may also be made by a member of the leadership team.

Discretion and a keen regard to the feelings and reputation of the colleague who is being replaced temporarily are of the most crucial importance. In no circumstances should ~~students~~pupils be encouraged to feel that there is any implied failure on the part of the adult who is handing over control. The effectiveness of the Behaviour Policy is dependent on all staff being equally valued by all members of the community. Any implied criticism of any colleague in the presence of pupils or their parents/carers undermines and diminishes the effectiveness of us all and is therefore unacceptable. It could lead to disciplinary procedures.

Daily de-briefing sessions and professional dialogues between Academy setting's staff and between staff and the Head Teacher/Campus Manager will provide a forum for considering the way in which serious incidents developed and were dealt with. These discussions will seek to identify any lessons which may present themselves and provide a basis for all members of the team to improve their practice. There is further guidance on these matters in the policy on physical intervention and restraint.

Whenever a staff member relinquishes responsibility for a situation the Head ~~T~~eacher/Campus Manager will conduct an investigation to ascertain the antecedents and any contributing factors; to assess the effectiveness of the decisions taken in reducing the severity of the incident and the chain of events before and after relinquishment; and to evaluate any expected and unexpected consequences

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of the decision. Following this investigation the Head Teacher will take whatever measures deemed necessary to help prevent such incidents in future, to support staff and provide development opportunities.

#### How to signal the different levels of support needed

All staff have a shared responsibility to managing behaviour.

The levels shown below highlight additional support arrangements:

For Level One Support, the teacher should send a member of the support staff to seek another member of staff. This can be another teaching assistant or another teacher. The teacher in charge will normally stipulate the type of support s/he is seeking. This sort of request indicates to other staff that the situation in the classroom is not very serious, but that it does require some intervention without delay.

For Level Two Support, the most appropriate adult in the room will seek assistance from other staff members outlining the need for immediate support. This signals a serious incident, which needs the support of all available staff immediately. Staff should act promptly to alert all other available staff and Senior Manager(s). All tasks should be left, except where colleagues are working directly with a pupil or a group. Normally a member of staff will remove pupils who are not directly involved to safety, while senior staff and/or other staff deal with the incident.

When it has been necessary to call for assistance with a phone:

- All staff who are not with pupils should leave their tasks and provide assistance;
- Appropriate staff or Head Teacher/Campus Manager or Deputy will normally take all pupils who are not involved into a different room and will maintain a calm and productive atmosphere until a colleague can take over responsibility for the group;
- The Head Teacher/Campus Manager or Deputy, will act as co-ordinator and will deploy colleagues as appropriate;
- Where possible, at least two adults should remain in the room with the incident;
- Other adults should remain in the vicinity in case of need;
- If a restraint is necessary, it should be carried out in the room in which the incident occurred, or in a quiet room, in accordance with the procedures with the relevant academy policy on physical intervention.

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### Some specific situations and how we will deal with them

Situations in which pupils' negative behaviour is escalating or when pupils fail to respond to support measures can be categorised on two levels: One and Two. Staff will make their own decisions about the category of incident as it develops. They will use their professional judgement as to if and when they need to call on colleagues for support. Staff in charge of a pupil or a group will need to have regard to the possible consequences of sending, or of not sending, for help. While there are occasions when a little more time or the deployment of a different strategy will have the desired effect; it is imperative that the safety and well-being of all members of the community be paramount.

Staff are expected to respond promptly and positively to requests by colleagues for additional support in special circumstances. Failure to do so will be investigated and could lead to disciplinary measures.

When two pupils are fighting:

- It is a priority to deal first with the fight, to de-escalate the violence. However, staff should not intervene directly if to do so would put them at risk;
- Other pupils should be sent from the room or the area to another classroom. This is likely to pose a challenge for some young people and instructions to move away should be made clearly and assertively. If necessary, additional staff may be needed to ensure this instruction is carried out promptly. Failure to move spectators away quickly could put all involved at further risk;
- Help should be sent for, but if not able to do so, other means of communication are to be used.
- The younger or smaller child, or the girl in a mixed-gender fight, should normally be protected;
- Disengagement and physical intervention techniques should be used to separate the pupils and “scoop” them away from each other;
- There should always be at least two members of staff present and ideally four staff present if required to disengage pupils and physically intervene.

The case of the “stubborn refuser”:

- It should be noted that such cases demand a high level of staff input;
- They are demanding of time;
- Our aims are principally to support and persuade the pupil who will be finding it difficult to make the correct choices for a range of reasons;
- Attention must be given to de-escalating the situation and removing any triggers;

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- If the difficult behaviour persists, staff should offer simple choices. It can be helpful to some pupils to offer a clearly defined timescale in which they can make their choices, but this is not appropriate in all cases;
  - Where stubborn refusal persists, pupils should be guided to a different area away from their fellow pupils whose work is likely to be disrupted;
  - Consequences should be explained clearly with the full expectation that they will be carried out. This must include eventual completion of any work missed; although explanation of this may be delayed;
  - The needs of pupils will need to be re-evaluated with additional support such as adapting approach and/or a part time and progressive timetable.

What we will do when other types of serious incidents occur:

As part of our normal working practice, we will meet from time to time to discuss what we will do in a range of circumstances. This may be as part of our de-briefing and evaluation procedures, when the aim will be to refine our practice. On other occasions we will discuss possible hypothetical situations with a view to preparing staff to deal effectively with the range of challenging, negative behaviours which may occur. The decisions made at these sessions will provide further procedures and guidelines to be added to this part of the Behaviour Policy.

How we will sanction pupils involved in serious incidents of poor behaviour:

This hierarchy of sanctions works to the principle of beginning with the least intrusive intervention that is compatible with maintaining good order and discipline. Pupils whose inability or unwillingness to respond to support and minimal intervention puts the safety and well-being of academy members at risk can expect sanctions to escalate in direct response to the inappropriate choices which they make (See appendix 3 for Agreed Behaviour Approaches).

At all stages, the consequences of pupil's choices will be made clear to them:

- Being away from others at a different table within the classroom;
- Individual mentoring time with staff
- Spending the remainder of a session in isolation;
- Being removed from trips and outings such as PE or special events (Health and Safety);
- Being removed from off-site provision such as vocational education for a period of time; and
- Immediate removal from ~~school~~/academy setting by parent (fixed-term exclusion).

In cases where poor behaviour persists over time, despite support and sanctions, the following additional measures can be used in support of the sanctions listed above:

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- A phone call home to seek advice and/or support from parents;
  - A letter home outlining the behaviour and describing the sanctions and support measures used;
  - The drawing up of a detailed behaviour contract to deal with the specific behavioural difficulties;
  - Requesting that parents/carers and the pupil to attend an interview with the Head Teacher/Campus Manager;
  - Seeking advice from other professionals, such as Social Workers, Youth Offending Team Workers, Inclusion Coordinators and CAMHS professionals;
  - Re-designating the placement, such as a return to fewer sessions or part days. This will only be decided by the Head Teacher/Campus Manager.

Additionally, it is possible - but only at the Head Teacher/Campus Manager or Deputy's discretion - for learners-pupils to receive fixed-term exclusions. Learners-Pupils will normally only be able to return to the setting following a formal re-admission meeting.

In rare and exceptional circumstances it may be necessary to terminate a pupil's placement. This will only be decided in consultation with the Local Authority Inclusion Officer and implemented after the identification of a suitable alternative placement that can better meet the needs of the young person concerned. If it is not safe for the pupil to remain at a particular academy setting while this placement is established, the young person will, where appropriate, remain on the academy settings roll and they will continue to provide work and support with the co-operation of parents/carers.

#### **4. Discipline Policy**

##### Guidance on Discipline

The DfE guidance for schools: "Behaviour and Discipline in Schools, Jan 2016", aims to "help schools understand their overall legal powers and duties as regards establishing a school behaviour policy and disciplining pupils. It also provides more specific advice on certain key sanctions (detention and confiscation). It does not however, offer a definitive interpretation of the law; interpreting law is a matter for the courts".

Section 4 of the Disability Discrimination Act 1995 created a duty on a governing body to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage in comparison to pupils who are not disabled (the duty to make "reasonable adjustments"). This includes, where it is deemed necessary, making reasonable judgments to the school's statement of principles, the behaviour policy and any disciplinary practices. This behaviour policy has been screened to consider these issues.

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The DfE also places specific duties on schools/academies under other equalities legislation to monitor and assess the impact of their policies on racial groups and gender. It is suggested this be done every two years. The behaviour policy has been screened to consider these issues.

Only the Head Teacher/Campus Manager or Deputy may make a decision to exclude a pupil for a fixed or permanent term, including the decision to send a pupil home early as this constitutes a fixed term exclusion and should be recorded as such. The same applies for the termination of a pupil's placement.

Only the Head Teacher/Campus Manager and/or Deputy may make the following decisions:

- Removal of banned items;
- That a serious incident sheet should be completed;
- Rewards being delayed;
- Reimbursements for damaged property;
- Immediate phone calls home; and
- Parents/carers attending disciplinary interviews.

The power to discipline applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Corporal Punishment, as defined in Section 548 of the Education Act 1996, is unlawful.

In extreme cases only the Head Teacher/Campus Manager or Deputy may instigate a call for Police intervention.

Regulating Pupils' Conduct and disciplining them for Misbehaving outside School Premises:

There are statutory powers under Section 89(5) of the EIA 2006 to regulate the behaviour of pupils when off the ~~school/~~academy premises and not supervised by ~~school/~~academy staff. Regulation must be reasonable. Our interpretation of what is reasonable is therefore based on the provisions of the Act as follows:

- Sanctions can be imposed when a learner-pupil is on the ~~school/~~academy site or otherwise under the lawful control or charge of a member of staff;
- Sanctions can be imposed when a pupil is on a school trip and whilst the young person is on his/her journey home from ~~school/~~academy setting;
- Sanctions can be imposed when a learner-pupil is working off-site in a vocational education centre. This would occur following consultation with vocational centre staff;

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- The staff member could indicate to a pupil in these circumstances that they will be punished, but must wait until the learner-pupil is next in ~~school/~~academy setting to issue the punishment.

In acting reasonably to regulate pupil behaviour when off the school site, staff will have regard to the following principles:

- The severity of the behaviour;
- The extent to which The Raedwald Trust's reputation has been affected;
- The extent to which the behaviour would have an impact on the orderly running of the setting;
- The extent to which the behaviour might pose a threat to another learner-pupil or staff member (e.g. bullying behaviour, threatening behaviour, extortion);
- Where the behaviour took place; and
- Whether the pupil was being expected to act as an ambassador for The Raedwald Trust, which might affect opportunities being offered to other pupils in future.

When extended-schools or other extra-curricular activities take place on ~~school/~~academy premises, behaviour may be dealt with as for any other on-site activity.

Applications for school trips and visits will include a clear statement to parents and pupils about behaviour standards and processes.

#### Confiscation (including retention and disposal) of Inappropriate Items

The Searching, Screening and Confiscation, Feb 2014 document includes a specific statutory defence for ~~school/~~academy staff who have reasonably confiscated pupils' property:

- ~~Schools/~~Academies can include the confiscation of pupils' property as a disciplinary sanction in their behaviour policy. The Raedwald Trust has established procedures to allow for this;
- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case;
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case. The Head Teacher/Campus Manager may properly make this decision;
- It must be applied in a reasonable and proportionate way;
- Pupils should be offered choices and given the opportunity to comply; they should also be informed of the consequences. Wherever possible, pupils are offered this choice with a clear explanation of the reasons underpinning the action;

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- It is for the member of staff confiscating (i.e. the Head Teacher) to show the legality of the confiscation, since she has made the decision to interfere with the property.

At The Raedwald Trust the confiscation of property is done with the general aim of maintaining an environment conducive to learning, i.e. one which safeguards the rights of other pupils to be educated.

Pupils are not asked to hand in items such as mobile phones, hand-held games or music-playing devices, but they are encouraged to turn them to silent or to switch them off. We work to the principle that a strong focus on learning is best achieved in a climate of mutual trust.

A young person might reasonably be asked to turn out his/her pockets or bag if there is a reasonable suspicion that it may contain inappropriate items. We would normally expect inappropriate items to be handed in voluntarily. They will always be kept securely and returned at the end of each day, unless they could pose a risk to others or may be illegal. This process is explained to pupils and parents/carers as part of the induction process. Failure to hand in an item will be dealt with through the normal disciplinary mechanisms and parental support will be sought to ensure the incident is not repeated.

It should be noted here that the legal power to search pupils only extends to weapons.

If it is felt that a pupil should be searched for (say) illegal substances or stolen property, that will be done by the police using the appropriate powers available to them rather than academy staff.

The criteria for what might reasonably be confiscated are as follow:

- An item posing a threat to others;
- An item posing a threat to good order for learning;
- An item that is against academy uniform rules, such as a cap or hooded top worn indoors;
- An item that poses a health and safety threat;
- An item which is counter to the academy ethos, such as racist propaganda;
- An item which it is illegal for a child to have, such as pornographic material or illegal substances. The Head Teacher/Campus Manager will obtain advice from the local police on how to deal with the materials and will act on that advice immediately.

Staff will act with sensitivity when deciding whether to confiscate items of clothing or jewellery. They will have particular regard to whether the item has religious or cultural significance. They will consider



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whether it is needed to keep the young person warm or comfortable. They will avoid any physical contact or interference with pupils' clothing of a kind that might give rise to allegations of inappropriate conduct. In order to minimise such risks, if an item of clothing or jewellery is confiscated the member of staff should, whenever possible, be of the same gender as the young person.

The academy has a clear policy about the use and possession of mobile phones on their premises. While mobile phones are not actively encouraged, we do allow their possession on our premises. Pupils are expected to follow the code for carrying mobile phones.

Staff will bear in mind that an item of no seeming value may have enormous significance to a young person. This is particularly important as many of our ~~learners-pupils~~ live in considerable poverty. Staff should be clear about the value of any item before deciding to dispose of it and for this reason, only the Head Teacher/Campus Manager may properly decide to dispose of items belonging to pupils.

*The Education and Inspections Act 2006 notes Section 94 provides that nothing in this section applies where an item is seized under Section 550AA of the 1996 Act. The Violent Crime Reduction Act 2006 contains provision to insert a new section 500AA into the 1996 Act dealing with the seizure of knives, blades or offensive weapons or any other thing for which there are reasonable grounds for suspecting there is evidence in relation to an offence, found in the course of a search of pupils. The new Section 550AA makes provision for what is to be done with an item under this section.*

Power to screen or search without consent provides an option that the Head Teacher/Campus Manager can choose to use when he/she suspects a weapon has been carried onto the premises. The academy retains the right to call the police in such circumstances. The police may, themselves, decide to carry out a search.

The Raedwald Trust does not have current plans to implement routine screening of pupils for weapons. It will keep this decision under review. Decisions about the need to search for weapons will be made on a case by case basis.

It is recognised that, despite having this statutory power within ~~school/~~academy setting, any staff undertaking screening or searching may be putting themselves at risk. Careful consideration will always be made and the Head Teacher/Campus Manager will seek advice from Senior Colleagues and if possible, outside the academy before making a decision. Only the Head Teacher/Campus Manager, or in their absence the Deputy, may make this decision. Any decision to carry out screening or searching will be based on a thorough consideration of the safety of all concerned, backed by a risk assessment.

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## Searching Pupils

It is recommended that if there are reasonable grounds to suspect that a student-pupil is carrying a weapon and the Head Teacher/Campus Manager believes there to be a significant risk to either staff or pupil safety, the police should be called immediately and that staff should not carry out a search. No-one should carry out a search without being trained. DfE guidelines state that “the Department strongly advises schools not to search pupils where resistance is expected, but rather to call the police”.

Pupils are informed that it is a criminal offence to have a knife or offensive weapon in school/academy setting.

Generic risk assessments of learners-pupils and relevant disengagement and physical intervention training provide general guidelines on the management of specific situations. However, during an incident, where there is a reasonable suspicion that a young person is carrying a weapon, prior to the police arriving, the appropriate response will be based on the range of known factors:

- Staff and pupil safety;
- The pupil's history;
- Our knowledge of the pupil;
- Existing risk assessments;
- The perceived risk at the time;
- The time of day; and
- The availability of the parent/carer.

Where a pupil has inappropriately brought a knife into the academy setting with no intent to cause harm, staff will seek to confirm or allay their suspicion by questioning the young person. This should only be done in consultation with the Head Teacher/Campus Manager and only on her authority. If the questioning confirms their suspicion, staff should ask the young person to surrender the weapon, reminding him/her about key points of academy policy and the school-academy rules. They have a duty to tell the young person that it is a criminal offence, with severe penalties, to carry a weapon in school/academy. This conversation may best be held once the weapon is in safe keeping. Any weapon surrendered must be put into a secure store immediately.

If staff knowledge of the pupil would lead them to believe that the weapon might be used as an offensive weapon, extreme caution will be necessary. Phoning the police is likely to be the most appropriate action.

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Throughout The Raedwald Trust, we strive to maintain an ethos where pupils who have inadvertently brought an inappropriate item into an academy setting, will feel able to hand it over on arrival.

A measured view of the pupil's needs, the impact of his/her presence in ~~school~~the academy and the intent of the pupil will all be taken into consideration, before a decision to exclude is made.

The statutory power to search applies where there are grounds for suspecting that a pupil has possession of:

- A knife or any article which has a blade or is sharply pointed;
- An offensive weapon;
- A weapon made for causing injury;
- An article intended to be used for causing injury.

#### Reasonable Force

The Raedwald Trust has a separate, related, policy on the use of Physical Intervention and Disengagement. This addresses the concept of reasonable force. Staff members have been consulted on and received extensive training in both physical intervention (positive handling) and ~~di~~Disengagement from appropriately qualified trainers and from senior colleagues in the academy.

#### Physical Contact with Pupils in Other Circumstances

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 93 of the Education and Inspections Act 2006. It is crucial that staff make physical contact in ways appropriate to their professional role. We recognise that our pupils are particularly vulnerable and that they may experience more distress than is normal in young people of their age. These two factors mean that colleagues need to be especially alert to the competing benefits and dangers of making physical contact with pupils. Risk assessment and debriefing processes contribute to keeping this issue under constant review, and colleagues are also encouraged to discuss concerns with the Head Teacher/Head of Centre or Deputy whenever the need arises.

In physical activity lessons it may be necessary to demonstrate exercises or techniques, in technology it may be useful in demonstrating techniques, or in giving First Aid it may be essential to ensure health and safety;

- Pupils with SEN may need staff to provide physical prompts or help;
- Touching may also be appropriate when a young person is distressed and needs comforting.

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There will be some pupils for whom touching will be particularly unwelcome. Some may be particularly sensitive to physical contact because of their cultural heritage, or because they have been abused. We will always ensure all staff receive adequate information on these pupils and that this information is kept under constant review.

Staff will use their professional judgement when they feel a pupil needs this kind of support. It is good practice for staff to raise the event and the reasons for it at daily debriefing sessions, and they are expected to do so. The event will be recorded.

### Exclusions

At The Raedwald Trust we seek to avoid exclusions of any kind. We believe that, as an inclusion service, we should strive to work with our ~~learners-pupils~~ in a positive manner both on and off the premises whenever possible. Our pupils have suffered rejection and the disadvantage that flows from missing considerable periods out of their mainstream classrooms. Only by working with us can pupils hope to face their difficulties and make the appropriate choices that will bring permanent changes in attitudes and self-belief, and develop the skills needed to be successful once again in their education and their careers.

There will be times when it will be appropriate to consider fixed-term exclusion. This will only be done in the most serious cases, where no alternative is available, or when the safety and wellbeing of the pupil or the academy community demands it. Only the Head Teacher/Head of Centre may make a decision to exclude a pupil for a fixed term. This will be done in line with National Guidance and in full consultation with Senior Colleagues, especially the relevant Deputy and after all available evidence has been carefully considered. For this reason the decision will only be taken at the end of the day, following debriefing and when all written reports have been considered.

If a pupil is sent home early for at least half a day because his/her behaviour poses a risk to him/herself or others, this will be counted as a fixed-term exclusion, even when he/she returns to ~~school~~/academy setting the next day.

All fixed-term exclusions will be notified to the Local Authority and will be the subject of a letter to parents explaining the reasons for the exclusion. The exclusion will always be followed by a return to school interview with the pupil, parents/carers and Head Teacher/Campus Manager and the signing of a behaviour contract.

In rare and exceptional circumstances it may be necessary to terminate a pupil's placement. This will only be decided in consultation with the County Manager for Social Inclusion and implemented after the identification of a suitable alternative placement that can better meet the needs of the pupil

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concerned. If it is not safe for the pupil to remain at the academy setting for reasons of safety while this placement is established, s/he will remain on the academy setting's roll and they will continue to provide work and support with the cooperation of parents/carers.

### Roles and Responsibilities within the Behaviour Policy

#### Academy Trust Board Members

Academy Trust Board members, through the Executive Head Teacher, have a responsibility:

- To ensure that all those working within the academy are familiar with and follow this policy;
- To ensure that all staff receive training in the implementation of the policy as part of their induction and that their training is regularly updated;
- To make a copy of the policy available to parents on request; and
- To review the policy, its application and effectiveness annually.

#### Executive Head Teacher/Head Teacher/Head of Centre

- To monitor and review the policy at least annually with all staff and pupils;
- To oversee the daily working of the policy and ensure that it is implemented consistently and effectively;
- To monitor and evaluate the effectiveness of the policy in relation to the management of pupil behaviour;
- To liaise with parents to ensure opportunities exist for them to discuss behavioural issues; and
- To keep up-to-date with developments and research about the management of behaviour.

#### Staff: Teachers and Support Staff

- To model appropriate behaviour;
- To implement all aspects of the policy consistently;
- To set work that is interesting, relevant and appropriate to pupils' abilities;
- To know individual behaviour targets;
- To maintain high expectations of ~~learners~~pupils;
- To discuss individual behaviour with pupils at appropriate times;
- To treat pupils with fairness and respect at all times;
- To report behaviour progress to parents;
- To discuss aspects of the behaviour policy in appropriate classroom settings;
- To discuss pupils' progress towards their behaviour targets with the Headteacher;
- To seek support where necessary;
- If authorised, to consider the use of reasonable force to make the situation safe; and

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- To report, record and review.

Should a serious and potential dangerous incident occur, an authorised member of staff will:

- Employ preventative, non-confrontational strategies; and
- As a last resort, use a form of restraint employing a recognised and agreed physical intervention.

### Pupils

- To adhere to the agreed Core Expectations;
- To reflect on their targets and to strive positively to meet them; and
- To be actively involved in the consultation process.

### Parents/Carers

- To be aware of the policy;
- To support the work of the academy by encouraging their child to conform to agreed rules and to meet their individual targets.

### Reviewing the Policy

This policy reflects the consensus of opinion of the whole academy community. It has been drawn up as a result of best practice and discussions within the workplace to which teaching and non-teaching staff have been party. Comments and opinions have also been sought from parents/carers and ~~students~~ pupils as well as the Academy Trust Board which represents the local community.

The Academy Trust Board is responsible for reviewing the application and effectiveness of the policy annually.

This policy is open for perusal and discussion by all interested parties.

### Screening for Potential Equalities Discrimination

This policy has been considered for its impact on staff, pupils, parents/carers and members of the public in respect of current equalities schemes and policies.<sup>1</sup> It has been agreed that where the Behaviour Management and Discipline Policy impacts on any people with whom we work or come into contact then:

It does not disadvantage any group due to disability, age, race, religion, sexual orientation or gender;



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It has taken into consideration the needs of people with a disability, the needs of various age groups, various racial groups, various religious groups, various sexual orientations and the different needs of men and women.

In order to ensure they do not act in a way that could leave them open to legal challenge, staff should ensure that sanctions are fair, reasonable and proportionate. Sanctions are more likely to promote positive behaviour when [pupils](#) see them as fair. Staff members are therefore advised that in implementing this Behaviour Policy they should always:

- Make it clear that they are dealing with behaviour, rather than stigmatising the person;
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- Avoid sanctions being cumulative and automatic. Sanctions should always take account of individual needs, age and understanding;
- Avoid whole-group sanctions that punish the innocent as well as the guilty;
- Whenever possible apply sanctions that are a logical consequence of the [pupil's](#) inappropriate behaviour;
- Use sanctions to help the pupil and others learn from their mistakes and recognise how they can improve their behaviour;
- Where possible, use sanctions to put right any harm caused;
- Never issue sanctions that are humiliating or degrading;
- Use sanctions in a calm and controlled manner;
- Ensure that sanctions are seen as inevitable and consistent. [Pupils](#) should know that a sanction, when mentioned, will be used; and
- Link the concept of sanctions to the concept of choice, so [pupils](#) see the connection between their own individual behaviour and its impact on themselves and others, thereby increasing responsibility for their own behaviour.

[Pupil](#) behaviour and the use of sanctions are monitored to identify any emerging patterns – revealed through our routine behaviour recording systems – in relation to age, ethnicity, gender, special educational needs, disability etc. and take appropriate action to avoid bias.

The potential outcomes of the screening process are judged to have the potential only for a low or negligible impact on the groups considered. Therefore no further action is judged to be necessary at this stage.



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Related and Associated Policies:

- Safeguarding Policy;
- Physical Intervention and Disengagement Policy (Positive Handling);
- Anti-bullying Policy;
- Equalities and Diversity Policy;
- Race Equality Scheme;
- Gender Equality Scheme;
- Performance Management Policy;
- Whistle Blowing Policy; and
- Health and Safety Policy.

Related Procedures:

- Behaviour Support Planning;
- Individual Education Planning;
- General Complaints Procedure for Parents and Others;
- Risk Management;
- Harassment and Anti-Bullying Procedures;
- Home-School Agreements;
- Debriefing Procedures.

Other Sources of Support and Guidance:

- LIS (Suffolk's Learning Improvement Service);
- Educational Psychology Service;
- National Federation for Personal Safety (NFPS Ltd.)
- Suffolk Area Child Protection Committee: Joint Policies and Procedures for the Protection of Children (2000);
- BILD (British Institute of Learning Difficulties) Good Practice Guide; and
- Joint NEOST/Teacher Union Guidance on Education Staff and Child Protection: Staffing facing an allegation of abuse. Guidelines on practice and procedure (September 2002).