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# **BEHAVIOUR MANAGEMENT & DISCIPLINE POLICY**

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**RATIFIED BY THE TRUST BOARD:  
6<sup>th</sup> OCTOBER 2021**

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**NEXT REVIEW DATE: OCTOBER 2022**

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## BEHAVIOUR MANGEMENT & DISCIPLINE POLICY

<b>Person responsible for this policy:</b>	Angela Ransby
<b>Policy author:</b>	Angela Ransby
<b>Date to Trust Board:</b>	September 2021
<b>Date Ratified:</b>	6 <sup>th</sup> October 2021
<b>Date to be Reviewed:</b>	October 2022
<b>Policy displayed on website:</b>	Yes

<b>CEO Signature:</b>	Angela Ransby
<b>Trust Board Signature:</b>	Alan Whittaker

<b>Updates made:</b>	<b>Date:</b>
Site based appendices updated	14.03.2022

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### 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Through our appendices, summarise the roles and responsibilities of different people in the community with regards to behaviour management
- Outline our system of rewards and sanctions

### 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to

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have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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## 4. 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, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please see the RT Anti Bullying Procedure (available on the RT website).

## 5. Roles and Responsibilities

### 5.1 The Trust Board

The Trust Board is responsible for monitoring this behaviour policy's effectiveness and holding the CEO to account for its implementation.

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## 5.2 The CEO / Head Teacher

The CEO / Head Teacher is responsible for reviewing and approving this behaviour policy and their site based principles.

The CEO / Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on the trust information management systems

The senior leadership team will support staff in responding to behaviour incidents and take action as required. All records are retained on our management information systems.

## 5.4 Parents and carers

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the staff promptly

## 6. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policies and the Managing Allegations Against Staff Policy, all available on the RT website, for more information on responding to allegations of abuse against staff or other pupils.

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## 7. Behaviour management

### 7.1 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Please refer to our Physical Intervention Policy.

### 7.2 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 7.3 Pupil support

The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Trust special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### 7.4 Safeguarding

The Trust recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policies.

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## 8. Training

Our staff are provided with training on managing behaviour, including proper use of restraint.

Behaviour management will also form part of continuing professional development. A staff training profile is available from the Trust PA.

## 9. Monitoring arrangements

This behaviour policy will be reviewed by the CEO annually. At each review, the policy will be approved by the Trust Board.

## 10. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policies
- Managing Allegations Against Adults Policy
- Physical Intervention Policy

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Trust Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Trust Board annually.

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## Appendix 2: Behaviour Management Site Based Procedures

### Alderwood Academy

If the expected behaviours are not met, as outlined in the Behaviour Management and Discipline Policy of the Raedwald Trust, the following procedures are followed at Alderwood Academy.

Our priority on induction of all pupils at Alderwood is to create strong positive relationships to peers and staff, so all pupils will feel safe and secure at the setting. Part of this process is to monitor their interactions and their behaviours that may indicate their needs and anxieties, so that we can aim to create an environment that is more conducive to their needs.

Safe spaces are encouraged to be used. If a pupil is struggling to manage their behaviour they are given the opportunity to use these areas with staff guidance, to have time out, time to self -calm and/or talk and support their reintegration back into the learning environment. If a pupil refuses to leave an area of the class upon staff's request, the staff will ensure other students are removed from this situation and moved to a safe area to continue their learning.

If a child leaves the classroom and refuses to use a safe space and follow staff instructions, staff will keep the pupil in sight to ensure they are safe. Staff will offer guidance where appropriate and ensure communication with SLT, to keep the pupil and staff and others informed and updated of the situation (risks). Additional staff are aware to monitor the situation and offer help when appropriate and necessary to do so.

If a student decides to abscond from site, staff will follow and make SLT and office aware, through the use of mobile phones as required. If appropriate another member of staff will then join the staff member and ensure communication back with site is regular. Contact with home is then made to make them aware of the situation. The police will be informed if the pupil has disappeared. All of these incidents are recorded on School Pod on the day of the incident. A follow up conversation also occurs with the parents/carers. Risk Assessments and Positive Behaviour Support Plans are also updated in light of the incident.

Discussions with students about potential consequences of their behaviour and how to stay safe are outlined during and following the incident to reinforce the pupils understanding of their choices and potential risks associated with unsafe behaviour.

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## First Base Bury St Edmunds Academy

The pupils who attend First Base Bury St Edmunds often have social and emotional difficulties. Pupils can display challenging behaviour that is supported in a number of ways to enable access to mainstream school.

During the induction process, First Base and the pupil's home school hold an Initial Planning Meeting. During this meeting, behaviours are discussed and a behaviour target is agreed.

At First Base the class teacher and key worker create a behaviour plan that is shared with parents, carers, Head teacher and any other relevant parties. The plan is used alongside Individual learning plans and risk assessments.

Progress is monitored throughout the 12 week Springboard pathway or 19 week Building pathway placement and targets are reviewed midterm.

### **Core Values**

Our core values are how we promote good behaviours and choices.

*We INSPIRE each other so everyone in school is able to be the best that they can be.*

*We INCLUDE everyone at First Base, celebrating individuality.*

*We are INDEPENDENT at First Base, ensuring we have the skills to help others as well as our selves.*

*We INTERACT with one another to create purposeful relationships based on respect and trust.*

*We are INQUISTIVE about the world around us, developing a love for learning.*

Pupils are, at all times, encouraged and supported to demonstrate these values. Adults model the values in their interactions with each other and with the pupils. Pupils quickly become familiar with the core values and how to show them. They can earn stickers when they demonstrate one of the core values.

### **The school day**

At the beginning of the school day pupils have 15 minutes where they are supported to settle, check-in with key workers and have breakfast. This practice allows staff to assess pupil transition from home to school and identify any issues straight away. This helps pupils to engage in self-regulation and become "prepared" for the day ahead.

As an EYFS/KS1 provision, there are timetabled opportunities during the day for the pupils to engage in continuous provision independent activities, as well as adult directed learning tasks. Throughout the day adults support the pupils to positively engage in learning and play whilst supporting their interactions

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with peers to develop their personal, social and emotional skills. Support is also given to pupils to help them transition from one activity to another.

All positive behaviour is rewarded through a simple comment and or a sticker. Adults ensure pupils understand why they have been given praise. Stickers go on a chart and when it is filled up it will go home with the pupil so their positive behaviour can be celebrated by their parents.

There can be occasions during the school day where pupils make poor choices in terms of their behaviour. If pupils make 'poor choices' during the day they can lose minutes from their play time throughout the day. A restorative approach following any incident is used to ensure that each child can move on from dysregulation positively each day. Support to make good choices and a reminder will always be given before a pupil loses minutes from play time.

### **Communication and Scripts**

Adults at First Base use scripts when speaking to the pupils to ensure they receive consistent, clear messages from all of the adults. These include phrases such as; use your words, feet on the floor to be safe, the adults make the choice.

Pupils will at times receive instant 'time ins' for negative behaviour choices such as swearing or physical assault. An adult may feel that behaviour requires an instant consequence either to discuss the choice with the pupil or to allow them time to calm and reflect.

During a one minute 'time in' an adult will ask the pupil to sit with them and talk about what has just happened. The adult will help them to reflect on their actions and support them to consider an alternate course of action. A sand timer is used to measure the minute(s).

### **Environment**

First Base offers a safe, supported and nurturing environment for pupils to develop their personal, social and emotional skills. When pupils become upset in the classroom they are encouraged to find a safe space of their choice and offered adult company. This gives them time to self-regulate. During their time at First Base pupils are supported to develop their ability to recognize their feelings and to know when they need space.

### **De-escalation**

When pupils are upset, overwhelmed, anxious, and angry (or many other emotions) adults use de-escalation strategies to support the pupil to co-regulate. These strategies can take many forms including; distraction, calm talk, humour, choices and planned ignoring.

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After de-escalation, adults will support pupils to discuss and reflect on their prior feelings and actions. Where applicable pupils are supported to apologise to anyone they have upset.

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## First Base Ipswich Academy

Pupils attending First Base Ipswich often display challenging behaviour and are supported in a number of ways to make excellent progress in developing their personal, social and emotional skills.

### **Behaviour Target**

Through initial discussions with mainstream settings and presenting need during first few days of placement an individual behaviour target will be set for each pupil. This will focus on a key behaviour change needed but targets will be broken down into achievable steps.

The school day at First Base is divided into 15 sessions. Each session pupils can earn a 'smiley face' if they achieve their behavior target. The number of smiley faces achieved is reported to parents/carers daily and to home schools weekly. Once a pupil is regularly achieving 13+ smileys a day then their target will change to move them a step closer to desired behaviour outcome.

### **Core Values**

Our core values at First Base are kindness, curiosity, resilience and reflection. Pupils are, at all times, encouraged and supported to demonstrate these values. Adults model the values in their interactions with each other and with the pupils. Pupils quickly become familiar with the core values and how to show them. Pupils will talk about how they are growing their character and can earn stickers when they demonstrate one of the core values. Home/school folders also include a 'How have you grown?' question so pupils can reflect on their day and core value achievements can be shared with parents/carers.

### **Choosing Time**

The First Base day includes sessions of choosing time. During choosing time pupils have a choice of play based activities they can engage in. Throughout this time adults support the pupils to positively engage in play with their peers and to develop their personal, social and emotional skills. At the start of the day all pupils are entitled to their choosing time, it does not have to be earned. However, choosing sessions are situated after learning sessions and learning must be completed before pupils are allowed to move on to choosing. If pupils make 'bad choices' during the day they can lose minutes from their choosing time. Support to make the right choice and a warning will always be given before a pupil loses minutes from choosing time.

### **Scripts**

Adults at First Base use scripts when speaking to the pupils to ensure they receive consistent, clear messages from all of the adults. These include phrases such as; use your words, feet on the floor to be safe, the adults make the choices. Adults often use countdowns with repeated instructions to support pupils to make the right choice. For example, "5 - you need to sit on your chair, 4 - you need to sit on

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your chair, if I get to 0 and you are not sitting on your chair you will lose a minute of choosing, 3 – you need to sit on your chair.....”

### **Over-talking**

Adults often use over-talking as a way of communicating expected behaviour without directly instructing pupils. Direct instruction can at times heighten pupils further. During over-talking two adults speak to each other within ear shot of the pupil. An over-talking conversation, if a pupil was shouting and using expletives, might sound like;

Adult one: I’m sure A will reflect and use his kind words and indoor voice. Then you will be able to help him.

Adult two: I’m sure he will. He would feel sad if he got a minute for using unkind words.

### **Instant one minute ‘time in’**

Pupils will at times receive instant ‘time ins’ for negative behaviour choices. As First Base supports younger learners there are times when consequences for their behavior choices need to be instant. An adult may feel that a behavior requires an instant consequence either to discuss the choice with the pupil or to allow them time to calm and reflect. During a one minute ‘time in’ an adult will ask the pupil to sit with them and talk about what has just happened. The adult will help them to reflect on their actions and support them to consider an alternate course of action. A sand timer is used to measure the minute. Pupils are not given ‘time outs’ where they are expected to sit alone and reflect on their choices.

### **Environment**

First Base offers a safe, supported and nurturing environment for pupils to develop their personal, social and emotional skills. When pupils become upset in the classroom they are encouraged to spend some time in “the nest”. This gives them the opportunity to move away from their peers and adults and self-regulate. When pupils need more time/space than the nest offers they are encouraged to go outside. During their placement time at First Base pupils are supported to develop their ability to recognize their feelings and to know when they need space. If they ask to go outside an adult accompanies them and supports them to co-regulate, and return to learning when ready. Pupils can also ask to access the “middle area” if they are feeling overwhelmed. This is a room with minimal sensory input where children can spend time with an adult who will support them to co-regulate. There are times when pupils are being unsafe and are unable to recognize their need for time away from the group, at these times adults will support pupils to move safely to the outside areas or the middle area.

## 5 point scale



Difficult emotions are often discussed using a 5 point scale, as our young learners can find it difficult to verbalise their feelings. Pupils will refer to themselves or others as “Being on a 5 and needing some space.” Adults use the scale to support pupils identification of their own feelings.

### De-escalation

When pupils are upset, overwhelmed, anxious, angry (or many other emotions) adults use de-escalations strategies to support the pupil to co-regulate. These strategies can take many forms including; distraction, games, reading, races, feeding the fish, getting a snack. After de-escalation adults will support pupils to discuss and reflect on their prior feelings and actions. Where applicable pupils are supported to apologise to anyone they have upset.

### Exclusions

First Base Ipswich do not give fixed-term or permanent exclusions for behaviour choices.

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## Outreach Teaching Service

If the expected behaviours are not met as outlined in the Behaviour Management and Discipline Policy of the Raedwald Trust the following procedures are followed in Outreach;

Students may be asked by staff members to leave the room.

Students may be taken out of the building by staff to a safe outside space allowing them time to calm down and discuss any concerns they have. It is hoped that most incidents will be addressed in this way and that students will be able to return and re-engage in their learning.

Students can be taken off site by staff if this is felt to be appropriate and the best for their safety and wellbeing and that of others. Staff can accompany them for a walk around the block, maybe for something to drink as a change of atmosphere and personnel may be helpful. This allows conversations to be had in safe and neutral places which support student reflection and in the longer-term behaviour change. If a student leaves the room and refuses to use a safe space and follow staff instructions, staff will keep the student in sight to ensure they are safe. Staff will offer guidance where appropriate and ensure communication with SLT ensuring the student, staff and others are informed and aware of the potential risks. If a student decides to abscond from site staff will follow and make SLT aware.

Contact with home and school is then made to make them aware of the situation and if felt necessary the police may be informed. All of these incidents are recorded on SchoolPod the same day and the school and parents/carers are informed where necessary. Risk Assessments are also updated in light on the incident and behaviours displayed. Discussions with students about potential consequences of their behaviour are outlined during and following the incident to reinforce the pupils understanding of their choices and potentially unsafe behaviour and risks associated with these.

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## Parkside Academy KS3

Our policy focuses on building positive relationships and promoting behaviour for learning. Our policy is routed in respect, understanding, compassion and forgiveness. We strive to develop the character of our students and help them to decide their identity and place as a member of their local and wider communities.

### Values

#### **Higher Aspiration**

Teachers will have high expectations of pupils and give them the confidence and resilience to succeed.

#### **Respect**

Staff and pupils will treat one another with mutual respect, tolerance and acceptance.

#### **Identity**

Students will develop a sense of self and have a sense of belonging at Parkside KS3, and feel confident in expressing themselves.

#### **Higher Achievement**

All students will experience success and their achievements will be celebrated.

#### **Curiosity**

Students will have opportunities to be inquisitive learners and will have the skills to investigate their future pathways.

Parkside KS3 commits to meet the needs of all students so that pupils can regulate themselves in a way that is conducive to learning and progress. To support this, Parkside KS3 ensures:

- Our pupils will learn through a consciously planned curriculum that is weighted to ensure their personal, social and emotional development needs can be met.
- Our curriculum will ensure that communication development and social, emotional and wellbeing aspects of learning are highly valued, explicitly taught and underpin all learning, both in school and through the option of off-site education.
- The curriculum centres around providing pupils with strategies and exciting opportunities that will re-engage them with learning and promote a sense of curiosity in the world around them.
- Every pupil will achieve success through a carefully tailored curriculum that builds oracy and confidence which promotes behaviour for learning.
- Every pupil will be treated as unique and their daily diet of learning experiences will be designed to add value to all aspects of their personal growth and to help them fulfil their potential.
- That all staff follow the UN Convention on the Rights of the Child (see appendix I)
- That pupil voice is at the centre of everything we do at Parkside Academy KS3.

### Embedding positive behaviour

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Parkside KS3 applies a positive behaviour approach; rewarding appropriate behaviours, celebrating success and achievement and promoting high expectations so that children and young people will take responsibility for managing their own behaviour. Students are expected to adhere to the following expectations at all times:

- Be Kind
- Engage
- Respect the environment

Teachers use strategies to reinforce positive behaviour, build self-esteem, develop routines and help students to regulate their behaviour, including:

- A calm and welcoming classroom environment
- Having consistent expectations and giving clear instructions
- Praising positive behaviours and interactions
- Be aware of student intent when negative behaviours occur, and support them to make positive decisions
- Giving students the opportunity to rethink their choices when they make negative decisions
- Allowing opportunities to reflect on their behaviour, and make amends
- Delivering high quality teaching which is differentiated and personalised to suit learners' needs
- Showing respect when speaking with students
- Celebrating students' successes and share with parents/carers
- Explicitly taught sessions that focus on developing the skills needed to make relationships, build confidence and self-esteem and manage feelings and behaviour

#### Celebrating success

Students will have a half termly tutor review to discuss progress towards their ILP targets, academic achievement and personal, social and emotional developmental successes relating to the Parkside KS3 Values. Tutors will reward and celebrate successes by using verbal praise, phone calls home/praise postcards or trips/visits (where exceptional progress has been made). Privileges are provided to all students as standard who are representing our values. Appendix II sets out our expectations, privileges and reward strategy.

#### Managing challenging behaviour

Where students are not adhering to the expectations at school, support is put in place to encourage appropriate behaviour for learning. All students are different; we apply behaviour strategies best suited to support the needs of individuals. These include:

- Reminders of expectations
- Offering opportunities for students to take time out and reflect
- Phone calls home to parents/carers
- ILP & PSED targets to promote positive learning behaviour monitored by tutors

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- Where relevant, liaising with mainstream schools, health/social care professionals and referrals to external agencies

Teachers will record negative behaviours on School Pod to allow leaders to monitor and identify patterns or ongoing issues with behaviour, so that appropriate strategies can be put in place. Staff will discuss strategies as a team to introduce interventions to reduce these levels of behaviours. Risk assessments are also updated at this point to ensure strategies are put in place to reduce behaviours.

For students who regularly do not follow the expectations or are involved in a serious incident, staff will follow the chart in appendix III. Senior staff will be available to support staff in managing challenging behaviour but will not take control of the incident unless asked to by the member of staff managing the challenging behaviour. In the event of extreme circumstances where fixed term exclusions are given, readmission meetings will take place to support the learner improve behaviours by using a wide range of strategies. The Pastoral Team and SENCo will be invited to the readmission meeting to ensure that we fully support reintegration.

Serious incidents include, but are not limited to:

- Serious actual or threatened violence (against another student or member of staff)
- Carrying an offensive weapon
- Sexual abuse or assault
- Hate crimes
- Damage to school property
- Prejudice or discrimination towards those with protected characteristics
- Bullying in all forms

#### Classroom strategies and use of time out

Staff at Parkside KS3 will use a wide range of consistent approaches to engage and settle students when negative behaviour occurs. Within the initial stages staff will use success reminders, firm and clear instructions, calm talk and also distraction. At times a change of face is appropriate and staff members will swap roles in terms of who is dealing with the incident. At Parkside KS3 staff are always vigilant. It is important that lots of staff do not become involved in dealing with behaviour as messages can become unclear.

Safe spaces and the opportunity to spend time with a member of the Pastoral team are available when a student is finding their current environment challenging. If a pupil is struggling to manage their behaviour they are given the opportunity to use these areas with staff guidance, to have time out, time to self-calm and/or talk and support their reintegration back into the learning environment.

If a child leaves the classroom and refuses to use a safe space and follow staff instructions, staff will keep the pupil in sight to ensure they are safe. Staff will offer guidance where appropriate and ensure communication with SLT, to keep the pupil and staff and others informed and updated of the situation

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(risks). Additional staff are aware to monitor the situation and offer help when appropriate and necessary to do so.

#### Absconding from Site

If a student decides to abscond from site, staff will follow and make SLT and office aware, through the use of mobiles as required. If appropriate another member of staff will then join the staff member, often in their vehicles and ensure communication back with site is regular. Contact with home is then made to make them aware of the situation. The police will be informed if the pupil has disappeared. All of these incidents are recorded on School Pod the same day and parents/carers are informed where necessary. Risk Assessments are also updated in light on the incident. Parents will also be informed through the Key worker, as well as the Home School (if applicable).

Discussions with students about potential consequences of their behaviour and how to stay safe are outlined during and following the incident to reinforce the pupils understanding of their choices and potential risks associated with unsafe behaviour.

#### Controlled and illegal substances

If a pupil has been in contact with drugs or alcohol, parents/carers will be informed alongside other agencies. These events will be treated as serious and appropriate action will be taken. Smoking is not permitted on site during the school day.

#### Bullying and harmful sexual behaviour

Harmful sexual behaviour is addressed within the Parkside Academy KS3 safeguarding policy. Reports of bullying will be addressed as per trust Anti-Bullying Policy.

## UN Convention on the Rights of the Child

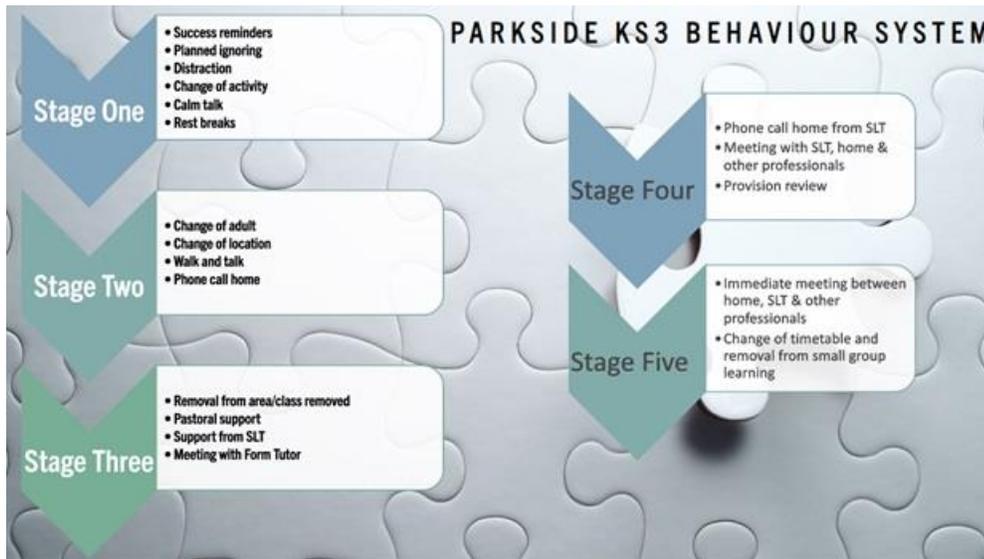


## Parkside Academy KS3 Values, Rules, Privileges and Rewards

**PARKSIDE KS3 BEHAVIOUR SYSTEM**

<p><b>Parkside KS3 Values</b></p> <ul style="list-style-type: none"> <li>• Higher Aspiration</li> <li>• Higher Achievement</li> <li>• Curiosity</li> <li>• Identity</li> <li>• Respect</li> </ul>	<p><b>Parkside KS3 Rules</b></p> <ul style="list-style-type: none"> <li>• Be Kind</li> <li>• Respect the Environment</li> <li>• Engage</li> </ul>
<p><b>Privileges</b></p> <ul style="list-style-type: none"> <li>• Access to the community room</li> <li>• Choice of enrichment activity at the end of each half term</li> <li>• Use of gym at lunchtime</li> <li>• Helping to provide meals and snacks</li> <li>• Watering plants</li> </ul>	<p><b>Rewards</b></p> <ul style="list-style-type: none"> <li>• Reward Trips (exceptional behaviour)</li> <li>• Reward Time (at the end of each lesson)</li> <li>• Phone call home</li> <li>• Postcards</li> <li>• Certificates (half termly)</li> <li>• Celebration Mondays</li> </ul>

## Parkside Academy KS3 Behaviour System



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## Parkside Academy KS4

### Values

#### **Higher Aspiration**

Teachers will have high expectations of pupils and give them the confidence and resilience to succeed

#### **Respect**

Staff and pupils will treat one another with mutual respect, tolerance and acceptance

#### **Identity**

Students will develop a sense of self, feel a sense of belonging, and be confident in expressing themselves

#### **Higher Achievement**

All students will experience success and their achievements will be celebrated

#### **Curiosity**

Students will have opportunities to be inquisitive learners and will have the skills to investigate their future pathways

Parkside Academy KS4 commits to meet the needs of all students so that pupils can regulate themselves in a way that is conducive to learning and progress. To support this, Parkside Academy KS4 ensures:

- a broad and balanced curriculum, including vocational activities and suitable offsite activities
- excellent teaching, which takes into account the needs and abilities of all students
- a nurturing environment including breakfast club, enrichment activities and a supportive pastoral system
- good communication between staff, students and families/carers
- teachers and teaching assistants model positive behaviour; they listen to and show respect for pupils' views and opinions
- ILP targets to give each student focus and guidance for their next steps
- intervention programmes and SEND support for those who need it
- pupils are well equipped to transition to their post-16 placements

### Embedding positive behaviour

Parkside Academy KS4 applies a positive behaviour approach; rewarding appropriate behaviours, celebrating success and achievement and promoting high expectations so that children and young people will take responsibility for managing their own behaviour (in accordance with their age and needs).

Students are expected to adhere to the following expectations at all times:

- Right place, right time
- Listen to instructions
- Be ready to learn
- Be considerate
- Stay in the lesson

Teachers use strategies to reinforce positive behaviour, build self-esteem, develop routines and help students to regulate their behaviour, including:

- A calm and welcoming classroom environment
- Having consistent expectations and giving clear instructions
- Praising positive behaviours and interactions

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- Be aware of student intent when negative behaviours occur, and support them to make positive decisions
  - Giving students the opportunity to rethink their choices when they make negative decisions
  - Allowing opportunities to reflect on their behaviour, and make amends
  - Delivering high quality teaching which is differentiated and personalised to suit learners' needs
  - Showing respect when speaking with students
  - Celebrating students' successes and share with parents/carers

At Parkside Academy KS4, it is so important that we build strong relationships with both students and parents/carers. In order for us to make this successful, Tutors will call parents/carers on a weekly basis to share successes and provide support if needed.

Where students are not adhering to the expectations at school, support is put in place to encourage appropriate behaviour for learning. As each student at Parkside Academy KS4 comes with varying needs, we apply behaviour strategies best suited to support more positive behaviour from each student. These include:

- Reminders of expectations
- Phone calls home to parents/carers
- ILP targets to promote positive learning behaviour monitored by tutors
- Where relevant, liaising with mainstream schools , health/social care professionals and referrals to external agencies

Teachers will record negative behaviours on School Pod to allow leaders to monitor and identify patterns or ongoing issues with behaviour, so that appropriate strategies can be put in place.

For students who regularly do not follow these expectations, parents/carers will be called in and, as a last resort, pupils will be given a fixed-term exclusion.

### Celebrating success

Students will have a half termly tutor review to discuss progress towards their ILP targets, academic achievement and successes relating to the Parkside Academy KS4 Values. Tutors will reward and celebrate successes by using verbal praise, phone calls home/praise postcards or trips/visits.

### Controlled and illegal substances

If a pupil has been in contact with drugs or alcohol, parents/carers will be informed; the student could be sent home and given a fixed-term exclusion.

Smoking is not permitted on site during the school day.

### Serious incidents

Serious incidents include, but are not limited to:

- serious actual or threatened violence (against another student or member of staff)
- carrying an offensive weapon
- sexual abuse or assault
- Hate crimes
- Damage to school property

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Where a student's behaviour is extreme, parents/carers will be contacted with urgency and the leadership team may decide to issue a fixed-term exclusion.

#### Use of restraint

Wherever possible, physical restraint should be avoided and proactive, preventative, non-restrictive approaches adopted in respect of challenging behaviour. However, where a student is putting themselves, other pupils or staff at risk of harm, trained staff may use appropriate restraint.

#### Absconding

If a student decides to abscond from site, staff will follow and make SLT and office aware, through the use of mobile phones as required. If appropriate another member of staff will then join the staff member and ensure communication back with site is regular. Contact with home is then made to make them aware of the situation. The police will be informed if the pupil has disappeared. All of these incidents are recorded on School Pod on the day of the incident. A follow up conversation also occurs with the parents/carers. Risk Assessments are also updated in light of the incident.

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## St Christopher's Academy

If the expected behaviours are not met as outlined in the Behaviour Management and Discipline Policy of the Raedwald Trust the following procedures are followed at St Christopher's Academy;

Students may be asked by staff members to leave the room.

Students may be taken out of the building by staff to a safe outside space allowing them time to calm down and discuss any concerns they have. It is hoped that most incidents will be addressed in this way and that students will be able to return and re-engage in their learning.

Students can be taken off site by staff if this is felt to be appropriate and the best for their safety and wellbeing and that of others. Staff can accompany them for a walk around the block, maybe for something to drink as a change of atmosphere and personnel may be helpful. This allows conversations to be had in safe and neutral places which support student reflection and in the longer-term behaviour change. If a student leaves the room and refuses to use a safe space and follow staff instructions, staff will keep the student in sight to ensure they are safe. Staff will offer guidance where appropriate and ensure communication with SLT ensuring the student, staff and others are informed and aware of the potential risks. If a student decides to abscond from site staff will follow and make SLT aware.

Contact with home and school is then made to make them aware of the situation and if felt necessary the police may be informed. All of these incidents are recorded on SchoolPod the same day and the school and parents/carers are informed where necessary. Risk Assessments are also updated in light on the incident and behaviours displayed. Discussions with students about potential consequences of their behaviour are outlined during and following the incident to reinforce the pupils understanding of their choices and potentially unsafe behaviour and risks associated with these.

## Westbridge Academy

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If the expected behaviours are not met as outlined in the Behaviour Management and Discipline Policy of the Raedwald Trust the following procedures are followed at Westbridge;

Students may be taken out of the lesson by staff to a safe space allowing them time to calm down and discuss any concerns they have. It is hoped that most incidents will be addressed in this way and that students will return to the classroom. Sometimes students are asked to work in the heads office with adult support.

Students can be taken off site by staff if this is felt to be appropriate and the best for their safety and wellbeing and that of others. Staff can accompany them for a walk around the block, maybe for something to drink as a change of atmosphere and personnel may be helpful. This allows conversations to be had in safe and neutral places which supports student reflection and in the longer term behaviour change. Staff will need to ensure they have read the students risk assessment and alerted the Head of School prior to using this approach.

If a child leaves the classroom and refuses to use a safe space and follow staff instructions, staff will keep the student in sight to ensure they are safe. Staff will offer guidance where appropriate and communicate with the office/Head of School/Student Support worker.

If a student decides to abscond from site staff will follow and make the office/Head of School/Student Support worker aware. The Head of School will then join the staff member, possibly in a vehicle and ensure communication back with site is regular. Contact with home is made to make them aware of the situation and if necessary the police may be informed.

Discussions with students about potential consequences of their behaviour are outlined during and following the incident to reinforce the pupils understanding of their choices and potentially unsafe behaviour and risks associated with these.

All of these incidents are recorded on SchoolPod the same day and parents/carers are informed where necessary. Risk assessments are updated in light on the incident with measures put in place to reduce the behaviour and risk.