



# Positive Behaviour Change Policy

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Policy Details	
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## **1 Introduction**

- 1.1 Raedwald Trust ("the Trust's") behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across the Trust. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the academy gate.
- 1.2 This policy outlines the high behavioural standards the Trust expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the Trust's Safeguarding & Child Protection Policy, SEND Policy, Managing Allegations Against Adults Policy, Physical Intervention Policy and Attendance Policy, all of which can be found on the Trust's website. It will be reviewed annually by the Board of Trustees.

## **2 Aims and Objectives**

By setting high standards of expected behaviour, the Trust aims to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to learn strategies to help them manage their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

## **3 Application of Policy**

- 3.1 This policy applies to all members of the Trust community. The Trust uses their Compass MIS and ILPs to track and monitor pupil behaviour. Home schools are informed through reports, meetings and telephone conversations. Parents are updated about pupil behaviour through direct contact or via the home school. Each academy within the Trust will apply sanctions within this policy for behaviour that takes place outside of academy premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of academy hours are reported to the academy.
- 3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the academy, staff will consider:
- 3.2.1 whether the pupil is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing school uniform or is in some other way identifiable as a pupil at the academy at the time of the poor behaviour; and/or
- 3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the academy and/or Trust.

## **4 Roles and Responsibilities**

All members of the Trust community are expected to follow this policy and treat one another with dignity, kindness and respect in line with the Trust's core values and the RT Staff Charter. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

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#### **4.1 Board of Trustees**

The Trustees will work with the Central Team and the Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its academies. Trustees will monitor and evaluate the impact of the policy and will hold the CEO to account for its implementation. Trustees will ensure that they receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.

#### **4.2 The CEO**

The CEO will ensure that this Behaviour Policy is applied consistently across the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

#### **4.3 Head Teacher**

The Head Teacher, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Head Teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Head Teacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

#### **4.4 Staff**

All staff will:

- communicate the contents of this policy to all pupils and parents/carers to ensure that the Trust's expectations are transparent to all pupils and parents/carers, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by routinely reminding pupils of expectations e.g. assemblies, part of PHSE, discussed as part of pupil induction to the school and through direct discussions.
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions on the Trust's MIS;
- provide praise, rewards and reinforce positive behaviour and record on the Trust's MIS;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
  - Specific SEMH interventions;

- more frequent engagement with parents/carers;
- home visits;
- mentoring and coaching;
- engaging with local partners and agencies to address specific challenges;
- consideration of whether a multi-agency assessment such as early help or Education Health and Care Plan<sup>1</sup> is required;
- designing an Individual Behaviour Plan with set targets and support strategies embedded within; and/or
- SEMH interventions
- contact parents/carers if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

### **Parents/Carers**

Parents/carers play an important role in ensuring good behaviour from their children. Parents/carers are expected to:

- support the academy in the application and enforcement of this policy;
- inform the academy of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped;
- work with the academy in support of their child's learning;
- attend virtual or in person meetings at the academy with staff to discuss their child's behaviour
- inform the academy in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents/carers' Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during academy hours without reasonable justification and, if invited, attend a reintegration meeting at the academy with their child.

### **4.5 Pupils**

The rights and responsibilities of pupils are set out in the Annex to this policy along with a list of the academy rules to which all pupils must adhere. Reminders of the academy rules and expected standards of behaviour are up on walls in classrooms and situated around the academy. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

### **5 Rewards**

The academy believes that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour.

### **6 Sanctions**

- 6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The academy will impose consequences in response to pupil misconduct. All consequences will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

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- 6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The academy uses a range of sanctions in response to incidents of poor behaviour. These consequences could include:
- verbal support to identify poor behaviour choices;
  - requiring a verbal or written apology;
  - Removing items of a pupil's property to be collected later by parent/carer
  - missing break time or minutes off play or choosing time;
  - extra work or repeating unsatisfactory work until it meets the required standard;
  - academy-based community service or imposition of a task – such as picking up litter, weeding academy grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;
  - loss of privileges removal from a class or groups;
  - detention including during lunch time,
  - regular reporting including early morning reporting; scheduled uniform and other behaviour checks;
  - education off-site for a designated period;
  - suspension or permanent exclusion
  - Support to reflect on behaviour choices
  - Helping to tidy/clean any mess made
  - Time in with an adult
  - Time away for co-regulation
  - Completing missed learning during play time
- 6.3 Academy staff aim to work in cooperation with parents/carers to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated and/or deputy safeguarding lead making enquiries into circumstances outside of the academy and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents/carers, and the Virtual School Head for looked after children, regarding students' behaviour when necessary. When a sanction is imposed, parents/carers will be informed in writing.
- 6.4 The academy encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.5 The academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the academy's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency referral is necessary.
- 6.6 Under no circumstances will illegal or inappropriate items be tolerated in the academy, and all pupils will respect and look after the academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:
- verbal abuse to staff and others;
  - verbal abuse to pupils;
  - physical abuse to/attack on staff;
  - physical abuse to/attack on pupils;
  - any form of bullying (to the extent not covered above);
  - indecent behaviour;
  - damage to property;

- gambling on academy property;
- recording or taking images of pupils or staff without their express consent;
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs”;
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the pupil’s behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic, misogynistic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the academy rules (see Annex).

6.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

During the period of removal the pupil will receive continual, supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents/carers should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents/carers which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

6.8 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy. The academy will follow the Trust’s Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

6.9 All pupils will have a RT Pupil Safety Plan on Trust’s MIS which will be regularly reviewed and updated.

## **7 Pupils with Special Educational Needs and/or Disabilities**

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the Trust will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be



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made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the Trust on the facts of the situation.

- 7.3 An Individual Learning Plan (ILP) will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's SEND Policy and SEND Information Report for more information.
- 7.4 The Trust will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):
- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
  - adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
  - adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
  - training for staff in understanding conditions such as autism.
- 7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Teams, can help to inform effective implementation of this policy.

## **8 Investigating Incidents**

- 8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In secondary academies pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. In primary academies pupils who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the academy will ensure that a responsible adult is present at all times and will inform the pupil's parents/carers of what has happened as soon as possible.
- 8.2 The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the Trust's CCTV policy and privacy notices for more information.
- 8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.
- 8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy.

## **9 Search, seizure and confiscation**

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Head Teacher or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the

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individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

- 9.2 The Head Teacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).
- 9.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the academy rules or is evidence in relation to an offence and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.
- 9.4 A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the academy rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the academy may impose a sanction for failing to follow a reasonable instruction.
- 9.5 The Head Teacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:
- knives or weapons;
  - alcohol;
  - illegal drugs;
  - stolen items;
  - cigarettes, e-cigarettes, tobacco, cigarette papers and vapes;
  - fireworks;
  - pornographic images; or
  - articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the academy rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

- 9.6 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- 9.7 When conducting a search, pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' [is defined as] any item of clothing that is not worn wholly next to the skin or immediately

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over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).

- 9.8 Strip searches (a search involving the removal of more than outer clothing) on academy premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, academy staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the academy, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead, Head Teacher and CEO and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.
- 9.9 Staff should make a record on the Trust's MIS RT Safeguarding Log of any searches conducted on pupils and inform parents/carers that a search has been carried out as soon as reasonably practicable. Records should include:
- the date, time and location of the search;
  - which pupil was searched;
  - who conducted the search and any other adults or pupils present;
  - what was being searched for;
  - the reason for searching;
  - what items, if any, were found; and
  - what follow-up action was taken as a consequence of the search.
- 9.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.
- 9.11 The academy may require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the pupil of having a weapon and without the pupil's consent. If the pupil does not agree to undergo the screening the academy has the right to stop them from entering the premises and will treat the pupil's absence as unauthorised.

## **10 Mobile Phones and Electronic Devices**

As set out in the academy rules, mobile phones and personal electronic devices must not be brought onto site under any circumstances. Where they are, staff may confiscate or seize the device in accordance with section 9 of this policy.

## **11 Use of reasonable force**

- 11.1 The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the CEO has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.
- 11.2 This power extends to times when staff are lawfully in charge of pupils but are off the academy premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to

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be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

- 11.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.
- 11.4 All incidents where pupils need to be held to help them to calm down will be recorded, and parents/carers will be informed as a matter of course.

## **12 Bullying**

- 12.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The Trust has a separate Anti-Bullying Policy which should be read in conjunction with this policy. 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. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 12.2 The Trust wants to make sure that all pupils feel safe in the Trust and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 12.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Trust practices a preventative strategy to reduce the chances of bullying, and the Trust's anti-bullying strategy is instilled in the Trust's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.
- 12.4 If an allegation of bullying does come up, the academy will:
- take it seriously;
  - investigate as quickly as possible to establish the facts;
  - record and report the incident; depending on how serious the case is, it may be reported to the CEO;
  - provide support and reassurance to the victim;
  - make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
  - discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
  - ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
  - consider whether suspension or exclusion is appropriate in light of the circumstances.
- 12.5 The Trust believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the academy's Head Teacher. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an

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authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

**13 Child-on-Child Abuse**

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy and Keeping Children Safe statutory guidance. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

**14 Complaints**

If parents/carers have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head Teacher in accordance with the Trust's Complaints Procedure. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

## Annex – Rights and Responsibilities of Pupils and Academy Rules

<b>Rights</b>	<b>Responsibilities</b>
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for academy equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the academy rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

### **Academy Rules**

- 1 Attend the academy and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).
- 2 Follow the academy's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.
- 3 Do not use rude, derogatory, racist or defamatory language.
- 4 Do not bully, belittle, or intentionally harm other pupils, staff or visitors.
- 5 Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
- 6 Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- 7 Complete academy work and homework on time and to the very best of your ability.
- 8 Take care of your environment, both on the academy site and outside. Do not litter or vandalise property in any way.
- 9 Take care of academy equipment.
- 10 Follow staff instructions (including, when imposed details of groups students can socialise within, moving around the academy site in accordance to specific instructions).
- 11 Meeting expectations around sneezing and coughing including adhering to the "catch it, bin it, kill it" policy
- 12 Do not spit or cough in the vicinity of, or deliberately at another pupil, staff member or any other person within the academy.
- 13 Do not share equipment with any other pupils or staff, including drinking bottles unless expressly directed otherwise. Do not eat during lesson times.
- 14 Report to the academy office if you arrive late, feel unwell or need to leave for an appointment. Particularly by notifying your teacher or the academy office if you begin to experience symptoms of Covid-19 namely: a high temperature, a new continuous cough or loss or change to your sense of smell or taste.
- 15 Stay on the academy premises at break and lunch time, including adhering to instructions relating to the areas you can be in during break and lunch time.
- 16 Do not bring into the academy under any circumstances:
  - alcohol and drugs including "legal highs";
  - e-cigarettes, vapes, cigarettes, matches, and lighters;
  - chewing gum;
  - weapons of any kind or instruments/substances intended to be used as weapons;
  - material that is inappropriate or illegal for children to have such as racist or pornographic material;
  - mobile phones/other non-authorised electronic or recording devices;
  - BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon;
  - any article which 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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## 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 (suspensions)
- 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 Raedwald Trust's **Positive Behaviour Change Policy**, the following procedures are followed.

Our priority on induction of all pupils into 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.

During the school day, if a pupil displays behaviour that does not adhere to the school values the class teacher/lead adult will concisely outline the unacceptable behaviour.

At the end of each session pupils reflect on their progress against both the Alderwood Values (be safe, be a learner and be respectful) and their individual target, this reflection will be supported by an adult. If they successfully meet both targets they move up two places on their progress chart. Staff lead a reflection time at the end of the morning session and end of school day. This reflection time enables pupils who have made good progress against their targets to have some choosing time. However, pupils who have struggled to make consistent progress for either sessions spend some/all of reflection time with an adult discussing how to make better choices in the future and what support may be needed to facilitate this.

If behaviour continues to persist across a longer period, and verbal warnings are not effective, a discussion will be scheduled with the Head Teacher, which may lead to a meeting on-site between Head Teacher, class teacher, pupil and parent/carer.

If a pupil is struggling to manage their behaviour, they are given the opportunity to use a designated area of the school with staff guidance, to have time out, time to self -calm and/or talk and support their reintegration back into the learning environment. These spaces include the sensory room, 'chill zones' within the classroom and designated spaces outside.

If a child leaves the classroom and refuses to use an alternative 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).

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 who is off-site with the pupil, 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 from the site of staff. All of these incidents are recorded on Compass the same day and parents/carers are informed where necessary. Pupil Safety 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.

On admission into Alderwood a 5A's Behaviour Plan and an individual Pupil Safety Plan will be created for each child. Previous risk assessments are used to initially create these documents; however, a thorough Induction package also shapes the content. Throughout placement these documents will be regularly reviewed and adapted.

### **Daily routines**

- Providing a 'meet and greet'. Staff welcome each child as they arrive each day. Every school day starts with a breakfast club open to all students. This allows the pupils to socialise with both staff and peers. This part of the

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school day provides an opportunity for staff to attend to any issues or events the pupils may have at the start of their school day.

- Structured social/transition times throughout the school day provide an essential learning opportunity. These times are staffed appropriately with staff modelling appropriate behaviour at all times.
- All staff have clear routines and procedures. Daily routines and consistent adult behaviour promote a calm environment for the setting, consistency and predictability for students reduces their anxiety
- Reflection times at the end of the morning and afternoon sessions to reflect on both good choices and areas of difficulty and ways to move forward.
- Staff take care to prepare the children fully for any changes to their daily routine. This is done by a whole staff morning briefing led by SLT, which outlines the day and supports the visual timetables on display in each classroom, this supports the children to sequence their day and relieve anxiety. All staff meet again at the end of the school day to de-brief and ensure the school and staff are ready for the following day.

### **Daily Behaviour Chart**

All pupils will have a daily behaviour chart. This incorporates one target which encompasses the Alderwood core values and one target individual to the pupil, which can be adapted based on presentation. Progress against this chart will be tracked by teachers and used to inform home school within weekly reporting to share and assess behaviour progress.

### **Class Dojo**

Class Dojo provides the school with an interactive platform to share successes. Class Dojo enables staff to give visual, instant positive feedback to students within all sessions. Furthermore, Class Dojo enables us to share the success stories not only to our pupils, but also with their parents/carers.

The categories of positive feedback are chosen 'in house', this will include the Alderwood values and individualised targets.

Points achieved are collated per class which then enables students to choose an appropriate offsite activity/trip. We aim to complete regular trips throughout the school year, aiming for every 3 weeks/2 per half term. This ensures pupils can see a positive outcome from consistent positive choices being made and improves class cohesion and develops peer relationships. Pupils have an element of ownership when determining their choice for the activity/trip.

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## First Base Bury St Edmunds Academy & First Base Ipswich Academy

## First Base Bury St Edmunds Academy & First Base Ipswich Academy

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

### Behaviour Target

Throughout their placement pupils have individual behaviour targets that they work on. The school day is divided up into 15 sessions and pupils can earn a smiley face for each session when they successfully achieve their target. Pupils are all aware of their targets and are reminded and supported by adults to achieve them. Once a pupil is regularly getting 14-15 smiley faces a day then their behaviour target is reviewed and updated. The number of smiley faces achieved is communicated to parents/carers daily and to mainstream schools weekly. Behaviour targets allow staff to identify one key element of behaviour at a time, and to take steps to achieve positive behaviour change.

### Core Values

Our core values at First Base are learning, respect, 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. They can earn stickers on their 'Watch Me Grow' card, when they demonstrate one of the core values.

### Choosing Time

The timetable at First Base 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 timetabled after learning sessions and learning must be completed before pupils are allowed to move on to choosing. If pupils make 'negative 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. If a pupil has lost minutes, an adult will sit with them during this time and support them to reflect on why they lost minutes and the different choice they could make next 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 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....."

### Instant one minute 'time in'

Pupils will at times receive instant 'time ins' for negative behavior 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' and 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, in silence and reflect on their choices.

### Class Treat

Approximately once a fortnight, pupils can earn a class treat. To earn a treat pupils must fill their class jar with pom-poms. Pom-poms are earned through positive choices which are made as a whole class. For example, everyone coming in nicely from playtime. Pupils give ideas and then vote on a treat each time. Treat time happens either during a choosing session or during a Thrive session, if the activity fits within the planning. Treats can include

activities such as; an extra playtime with the bikes, making fruit kebabs or watching a story on the screen.

## 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 recognise 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 Jungle 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 recognise their need for time away from the group. At these times adults may support pupils to move safely to the outside areas or the Jungle.

## 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. They are also supported to discuss and understand the consequences for their actions, such as losing minutes from choosing time.

## Supporting Documents

All pupils at First Base have documents detailing how best to support them. These include a one-page profile, behaviour support and intervention plan, a 5As plan and an individual risk assessment. The one-page profile explains a pupil's likes, dislikes and how they would like to be supported. The support and intervention plan details strategies/provision which should always be in place to support the pupil and what is needed additionally should they begin to dysregulate. The 5As plan breaks down a pupil's individual stages of dysregulation, what this looks like for them and what strategies should be employed to support them. Their individual risk assessment details behaviours they may exhibit which could pose a risk to themselves or others. It includes what is in place to mitigate the risk of these behaviours.

## Suspensions

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First Base do not give suspensions (fixed term exclusions) or permanent exclusions for actions taken during incidents of distressed behaviour.

### Traded Services

If the expected behaviours are not met as outlined in this 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.

When staff are working with Traded pupils in their mainstream school;

- Staff will follow the mainstream school's behavior policy.
- They will support the pupil to make good choices in class and use distraction strategies and co-regulation if they were becoming dysregulated.
- If the pupil was disturbing the class or becoming more dysregulated they may suggest leaving the classroom to go to another, safe designated space or outside to support the pupil to co-regulate.
- If they feel the situation may require RPI they would ask for a member of mainstream staff to support so that they could do this following their own behavior support processes.

TO BE UPDATED

Ipswich Hospital School & West Suffolk Hospital School

Our policy focuses on building positive relationships and promoting behaviour for learning. Staff have high expectations of pupils, taking into account the constraints of their medical conditions and mental health at the time of admission. Staff will give them the confidence and resilience to succeed. Staff and pupils will treat one another with mutual respect, tolerance and acceptance.

Our pupils will learn through a curriculum that is weighted and consciously planned around their unique circumstance to ensure their personal, social and emotional development needs can be met, including emotional literacy development, and reading skills.

All staff follow the UN Convention on the Rights of the Child. Student voice and equality of opportunity is at the center of everything we do.

Our approach to Behaviour:

We apply 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.

Pupils 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 pupils to regulate their behaviour, including:

- A calm and welcoming classroom environment or bedside teaching manner
- Having consistent expectations and giving clear instructions
- Praising positive behaviours and interactions
- Be aware of student intent in the unlikely event negative behaviours occur, and support them to make positive decisions
- Giving pupils the opportunity to rethink their choices if they make negative decisions
- Allowing opportunities to reflect on their behaviour, and make amends
- Delivering high quality teaching which is scaffolded to the needs of each pupil
- Showing respect when speaking with pupils
- Celebrating pupils' successes and share with parents/carers
- Explicitly taught sessions that focus on developing the skills needed to make safe relationships

Staff may choose to use the RT behaviour system resources in place above depending on Key Stage of pupil (Eg. Behaviour Scripts; 5 Point Scale(KS1&2); Behaviour Reflection (KS3&4).

At all times, pupil's mental health and wellbeing is considered as an integral part of our behaviour management.

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### St Christopher's Academy

If the expected behaviours are not met as outlined in this 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 – accompanied by another staff member/or Head Teacher.

Students may be taken by staff to an available inside/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 (following risk assessment) 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 Compass 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.