

# Behaviour for Learning Policy

<b>Policy Owner</b>	Director of Quality Assurance
<b>Approved by</b>	Education Standards Committee on 26 <sup>th</sup> June 2024
<b>Last reviewed on</b>	September 2024
<b>Next review date</b>	September 2025

This policy covers all Creative Education Trust academies and should be read in conjunction with the individual behaviour management procedures for each academy. These procedures for Harpfield Primary Academy are set out in Appendix One of this overarching policy.

## Principles and Purpose

To achieve the aims of a Creative Education Trust Academy and to enable effective teaching and learning to take place so that pupils can achieve their potential, excellent attitudes to learning and good behaviour are essential.

The philosophy of Creative Education Trust is based on inclusive principles. Creative Education Trust recognises its duties under the Equality Act 2010. Its academies actively foster an ethos of discipline and mutual respect between pupils, between staff and pupils, and positive relationships with parents. They monitor actions taken to reward good behaviour and sanctions for unhelpful behaviour to help ensure that any prejudice is tackled.

Excellent attitudes to learning and good behaviour are dependent on strong leadership and high expectations from the Headteacher/Principal and all members of staff. Creative Education Trust expects a consistent approach to behaviour management from all adults in each of its academies.

This policy is compliant with the following DFE Guidance/Advice:

- 'Behaviour In Schools – Advice for Headteachers and school staff' (September 2023):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)
- Suspension and Permanent Exclusion Guidance (September 2023):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1162401/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_September\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_September_2023.pdf)
- Searching, Screening and Confiscation – Advice for Schools (July 2022):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)
- Use of Reasonable Force in Schools (July 2013):  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- *Keeping Children Safe in Education 2024*:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1161273/Keeping\\_children\\_safe\\_in\\_education\\_2024\\_-\\_statutory\\_guidance\\_for\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2024_-_statutory_guidance_for_schools_and_colleges.pdf)

The academy seeks to achieve good behaviour and discipline by:

- promoting self-esteem, self-discipline, resilience, regard for authority, well-being and positive relationships based on mutual respect between pupils and their peers, and staff and pupils
- ensuring that staff and pupils feel secure, safe, valued and treated with dignity, respect, kindness and understanding
- ensuring that adults model the behaviours they wish to see, recognising that adult behaviours affected pupils' responses and behaviours
- maintaining high expectations for all, understanding that some pupils may need additional support and reasonable adjustments to meet expectations
- getting to know pupils well, developing an understanding of potential 'triggers' for any unhelpful behaviour and using this knowledge to plan the best ways to support individuals to better manage their behaviour
- recognising that positive reinforcement is more likely to change behaviour than sanctions
- ensuring that both helpful and unhelpful behaviour is responded to in as consistent and fair way as is possible, given that the need to provide reasonable adjustments for pupils who have SEND, for example, will sometimes mean that equity takes priority over consistency
- ensuring clear expectations about how pupils should behave, and how they can expect staff to respond when those behaviours are, or are not, demonstrated
- ensuring that pupils understand how they can behave in the ways that are expected, why this is important, and the possible consequences of unhelpful behaviour, through the delivery of a 'behaviour curriculum'
- encouraging dialogue between pupils and staff after incidents of unhelpful behaviour, to reset relationships and discuss how best to avoid a repetition of such incidents
- promoting early intervention, where possible, before patterns of behaviour on the part of a pupil become embedded, and providing appropriate support for the pupil upon reintegration from school after a suspension

- staff development and support through CPD and INSET days (including behaviour management as part of the new teacher induction programme)
- working in positive partnership with parents and other agencies to support pupils who struggle to manage their behaviour
- informing parents of the behaviour policy and expecting their support in upholding the school's expectations.

## **Teaching and Learning**

The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are implicitly taught and modelled on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas. Each CET academy will develop a 'behaviour curriculum' that sets out expectations around conduct and routines, why these are important, and how pupils can meet them.

Creative Education Trust fully understands that better teaching typically leads to better behaviour. Disruption in lessons is frequently the result of pupils not being properly engaged in purposeful learning. Dealing with behaviour problems is primarily the responsibility of teaching staff themselves.

Where intervention is necessary, each academy has its own staged approach to managing classroom behaviour, beginning with the classroom teacher and escalating to senior leadership as required (see Appendix One for details).

Where a pupil's behaviour is unacceptable, but is neither extreme nor dangerous, the staff member will provide a brief and, where possible, positively framed explanation about how that behaviour needs to change so that the pupil is clear about what is expected. The staff member will also give a reasonable amount of time for the pupil to adjust their behaviour before issuing another warning or applying a sanction in line with the school's policy.

It is not always possible, desirable or necessary for the staff member to discuss the reasons for the application of a sanction at the point that it is issued. However, when the pupil discusses their behaviour with a member of staff subsequently, the reason for the sanction being issued should always be made clear in ways that make it easy for the pupil to understand. The pupil should be given the opportunity to explain, in a polite, calm and respectful manner, what happened and why, and any difficulties they may be having that staff might be unaware of. Discussions should focus upon how the pupil can do things differently in the future, any difficulties that they anticipate, and any support that might help to minimise these.

## **Behaviour Expectations**

Staff who work in the Trust's academies will model the kind of behaviours that they wish pupils themselves to demonstrate. Staff will, therefore, engage with pupils in a polite, calm and respectful manner and will do their best to 'de-escalate' situations when a pupil's behaviour is unacceptable. Staff should always consider whether, and how, the behaviour that is presenting is directly linked to a pupil's SEND. Staff will listen, at an appropriate time, to what a pupil wants to say, provided it is said respectfully, about an incident that has been responded to, and/or a sanction that has been given. Staff will seek to understand any underlying issues or contextual challenges that may help to explain a pupil's poor behaviour, even if these do not excuse that behaviour. They will share that information, as appropriate, with other adults so that the most appropriate actions can be taken to support the pupil to manage their behaviour better.

The Trust's academies will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academies will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are

maintained for all pupils. The aim of each academy is to encourage a positive behaviour culture that will create a calm and safe environment which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely to be associated with particular types of SEND.

Where appropriate, academies will consider poor behaviour in relation to a pupil's SEND and will take such steps as are reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. This will sometimes mean that a pupil with SEND receives a different sanction or intervention, than a pupil without SEND. Equity acknowledges the need to treat people differently, dependent on need, to ensure equality. These decisions will be made by trained and qualified staff.

Patterns of challenging behaviour will be flagged to the SENCO for investigation, including when a pupil has not previously been identified as having SEND.

### **Consistency**

The academy will ensure consistency – which does not mean a lack of flexibility or personalisation – through:

- Consistent culture – everybody living the academy's values
- Consistent language – clear and simple expectations reflected in conversations about behaviour
- Consistent routine for reinforcing, encouraging and celebrating positive behaviours
- Consistent modelling of responsibility and accountability
- Consistent boundaries and consequences defined, agreed and applied
- Consistent respect shown by adults – even in difficult situations
- Consistent modelling of emotional control and restraint
- Consistently reinforced routines in classrooms, around the site and in the wider community.

### **Promoting Positive Relationships**

Research demonstrates that good relationships are a significant factor in promoting positive behaviour. Staff may take the following kinds of actions, as appropriate to the specific circumstances, to develop good relationships:

- Greeting by name and knowing pupils as individuals
- Offering comfort in distress
- Finding positive qualities and strengths in every pupil
- Giving pupils regular, positive feedback that is specific, merited and genuine
- Showing belief, trust and support to meet high expectations
- Avoiding discussing a pupil's difficulties or pattern of behaviour in front of them (unless part of a supportive intervention)
- Showing acceptance of the pupil but not their specific behaviour at any given moment in time
- Model and focus on what should be done as opposed to what shouldn't
- Not 'labelling' pupils as naughty, difficult or challenging
- Giving choices which give the pupil some agency and promote self-efficacy
- Trusting pupils by giving them opportunities
- Never making unfavourable comparisons or 'put downs'
- Doing everything possible to avoid sanctions that are about removal or exclusion
- Using removal or exclusion when they are appropriate
- Welcoming pupils back when they have been absent.

## **Rewards**

Creative Education Trust recognises that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement. Staff will focus on effort rather than simply achievement, to recognise those who are trying hard. Staff will make it clear to pupils what behaviours are being looked for. They will ensure that praise has context and meaning. Staff will make positive phone calls home, or send notes, emails or postcards, as appropriate.

Staff will not use rewards or recognition as a 'bribe' for a pupil to carry out a specific action. They will not use recognition to make a negative example of another learner; nor will they give recognition/rewards as a token gesture. Staff will not take away recognition/rewards because of unhelpful behaviour.

Positive recognition can include:

- a) praise (oral and written)
- b) individual rewards including team or house points
- c) note in planner/homework diary
- d) messages home by text, phone or in writing, such as praise postcards
- e) certificates
- f) displays of good work
- g) praise assemblies and prize draws.

## **Support**

In addition to applying sanctions (see below), academies provide support to enable pupils to improve their behaviour. Support will be offered, wherever possible, to help individual pupils to better manage their behaviour and to try and avoid internal exclusion or suspension from school.

On returning from suspension, leaders will work with the pupil and parents/carers to review the support package in place for the pupil. Support may include, but is not limited to, the following:

- Targeted/discussion with staff member
- Meeting with parents
- Restorative justice conversations
- Home visits
- Booster classes
- Movement breaks
- Adjustment to seating plans
- Staff mentoring
- Peer mentoring
- Counselling
- Positive report
- Use of alternative provision
- Pupil Referral Unit
- Encouraging volunteering within or outside of the community
- Reasonable adjustments within the curriculum

- Interventions such as Zones of Regulation

Academies also work positively with external agencies and will seek support from them to ensure that the needs of all pupils are met.

Should a pupil serve three suspensions, in any given term, or more than three during any given academic year, the pupil and their parents will be invited to a meeting of relevant professionals. The purpose of this meeting will be to discuss the impact of previous forms of support that have been offered, and to consider any other ways forward. This meeting will also serve as the formal reintegration meeting that welcomes the pupil back to the school community.

Where a pupil has not been suspended from school, but a pattern of unhelpful behaviour is evident, leaders may invite the pupil and their parents to such a meeting to see what can be done to support the pupil. Parents themselves may request such a meeting should they become concerned about their child's behaviour or the sanctions that they are accumulating because of it.

The Trust recognises that changes in behaviour may be an indicator that a pupil needs help or protection. Academies will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, academies will follow Safeguarding and Child Protection procedures.

## **Sanctions**

Teachers have a statutory right to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006). This power applies to all paid staff with responsibility for pupils. However, taking disciplinary action and providing appropriate support are not mutually exclusive actions. Where possible academies will facilitate them at the same time.

Teachers and other paid staff can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on academy visits.

Teachers can also discipline pupils, in line with this policy, when a pupil's misbehaviour occurs outside school when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some way is identifiable as a pupil at the school

or at any time, regardless of whether the above conditions apply, when the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

All sanctions must be consistent, reasonable, proportionate and in accordance with the Equality Act 2010. The pupil's age and any special educational needs or disability will be considered.

Allegations of bullying are dealt with under the anti-bullying policy.

Academy staff will consider each incident individually and recognise that a variety of responses will be necessary to deal with incidents. They will consider very carefully the implications of any action staff may take. In general, all staff can impose the sanctions detailed in this policy with the following exceptions.

- Only the Principal/Headteacher, (or someone acting as Principal/Headteacher), may exclude a pupil from the academy.
- Only the Principal/Headteacher or a delegated member of staff may remove a pupil from the classroom.

Whilst we promote a positive environment, sanctions are needed as consequences for unhelpful behaviour. When poor behaviour is identified, a fair investigation will take place and sanctions are to be implemented consistently and fairly in line with the policy.

Sanctions can include:

- Warnings - oral and written
- Communication home
- Lunchtime detention (with provision for the pupil to eat and go to the toilet)
- After school detention
- On report
- Community service
- Internal exclusion
- Suspension
- Loss of privileges
- Permanent exclusion

For more information about suspensions and permanent exclusions, please see the Trust's Exclusion Policy.

## **Detentions**

A detention is a commonly used sanction, often used as a deterrent against future unhelpful behaviour. The headteacher can decide which members of staff can issue detentions. Please see Appendix One for details of these arrangements at Harpfield Primary Academy.

Detentions may be set at the following times:

- Before or after official school start and finish times
- Any school day when the pupil does not have permission to be absent
- Teacher training days

Teachers may keep pupils in during their lunch break. Pupils will be allowed a reasonable time to eat, drink and use the toilet.

Academies will always endeavour to give parents notice of a detention on the day, or during the day before it is to take place. When setting detentions, teachers will always take into consideration whether a pupil has

the means to return home safely and any special or medical needs which they may have. Notice will often not be given for a short conversation after school about behaviour or any other school- related issues. Parental consent is not required for detentions to take place.

### **Removal from Classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. When a pupil is removed from the classroom they are still able to work and learn under close supervision.

Removal from the classroom should only be used when necessary and once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Where a pupil is removed from a lesson because they have not changed their behaviour despite repeated guidance, or because of an incident of extreme or dangerous behaviour, a member of the pastoral team will have a brief discussion with the pupil to establish whether it is likely that they can return to that lesson, or to the following lesson, without further incident, or whether they will need to spend some time being educated in an alternative venue within school, or be subject to a suspension from school. The aim, whenever possible, is to minimise the pupil's loss of lesson learning.

The removal of a pupil from a lesson is regarded as a serious matter. Parents/carers will be advised of this, and the reasons for it, on the same day. Refusal to attend the removal room may result in a suspension. School leaders may invite parents to a meeting to discuss how their child can be best supported to remain in the classroom once they have completed their time in internal exclusion.

Appendix One sets out the details of the length of time that it is appropriate for a pupil to be in removal/'reset' for, and the process for reintegrating the pupil back into lessons. The academy will seek to limit the amount of lesson-based learning missed by pupils who are removed from the classroom so that it is no more than is considered necessary to enable the pupil to return to lessons calmly.

Removal from lessons for a short period of time is not a sanction and can be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education/individualised support can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space before resuming learning within their normal lessons.

### **Internal Exclusion**

Typically, pupils who continue to engage in persistent disruptive behaviour, and who, in the professional judgement of staff, cannot be quickly reintegrated into their normal lessons, will be provided with a more appropriate learning environment – which could be the removal room, or an additional venue - within school rather than be externally suspended. This is to minimise lost learning and ensure that pupils are on site, supervised and safeguarded.

Where leaders instead make use of the sanction of external suspension for persistent disruptive behaviour, the suspension letter that parents receive will make clear the rationale for this, and the support that has previously been provided to the pupil to help them to manage their behaviour more appropriately.

Staff must allow a reasonable time for pupils who have been removed from lessons to eat, drink and go to the toilet. The venue used will be suitable for learning. Resources provided for learning will, as far as

possible, help the pupil to learn about what their peers are learning about in the lesson/s that are being missed.

### **Suspensions**

The academy's leaders will follow the separate Suspensions and Exclusions Policy before taking the decision to exclude a pupil. The decision to suspend is taken very seriously and is only considered where there has been a serious/repeated breach of the behaviour policy, all reasonable alternative sanctions/strategies have been attempted and the behaviour is seriously detrimental to the education/welfare/health and safety of the pupil and/or other members of the school community.

Before any consideration of suspension, leaders will consider any SEND needs and whether these have impacted on the pupil's behaviour, making any necessary reasonable adjustments. The SENCO or members of the SEND team will consider specific strategies relating to SEND and support pupils to regulate their emotions where needed.

Pupils will be set work to complete during the suspension. A pupil who is reintegrated without having completed this work may be educated outside of their normal lessons for up to one day other than in exceptional circumstances, to complete the work upon return from suspension, as a supportive measure to ensure that the pupil catches up and can access their learning when they return to their normal lessons.

### **Use of mobile phones**

Headteachers and principals have discretion as to whether, and in what circumstances, mobile phones can be used during the school day. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Headteachers and principals should consider restricting or prohibiting mobile phones to reduce these risks. Appendix One sets out the academy's approach to mobile phones.

### **Visiting the toilet during lessons**

Pupils are encouraged to visit the toilet during social times and lesson changeover periods. If staff allow a pupil to visit the toilet during lesson times, the pupil may be asked to leave their switched-off mobile device in a tray on the teacher's desk. The pupil will be able to collect their mobile device immediately on return to the classroom. This is to minimise the ability of pupils to use their mobile phones in an unsupervised manner, which can represent a safeguarding risk.

### **Use of social media**

Provisions of this policy apply to all forms of social media and they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

The use of social media is prohibited in the following circumstances:

- where damage is caused to the school or its reputation even indirectly;
- use that may defame school staff or any third party;
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties;
- false or misleading statements;
- use that impersonates staff, other pupils or third parties;
- expressing opinions on the school's behalf;
- using school logos or trademarks.

Misuse of social media should be reported to the Headteacher or Deputy Headteacher and will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be put in place.

## **Drugs**

The Trust operates a robust approach on drugs for the health and safety of all staff, pupils and visitors. The policy on drugs applies to all academies and academy related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

Academies will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and academies will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely to include suspension or permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion, which may be permanent. Sometimes, it will also be necessary to involve the police, and/or social care/substance abuse support services.

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

Usually the academy will inform parents/carers when their child has been found to be involved in drugs. However, where there are potential child protection issues the academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

## **Search and Confiscation**

All Trust academies follow the DfE guidance: *Searching, screening and confiscation – advice for headteachers, staff and governing bodies*. The Trust recognises that a teacher has the right to search without consent for 'prohibited items' (section 94 of the Education and Inspections act 2006). Prohibited items are:

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that the member of staff 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).

Headteachers/principals and authorised staff can also search for any item banned by the school rules. These additional items are: prescription drugs, electronic tablets/devices, vapes, lighters/matches.

When a search is thought to be necessary there will be an assessment of how urgently it needs to be carried out considering any risk to pupils and staff. The pupil to be searched will be told why they are being searched and informed as to how and where the search will take place. The pupil will be given an opportunity to ask questions. Where a search takes place with consent, the member of staff conducting the search should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable for another member of staff to be present and/or the member of staff is of the opposite sex. The academy will always endeavour to have a member of staff who is of the same sex as the pupil present and an additional member of staff present as a witness to the search for safeguarding purposes.

The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a pupil. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item and all searches will be recorded. If a search revealed a safeguarding risk, the DSL will be involved without delay.

Only staff members authorised by the headteacher/principal may carry out searches without consent.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Director of Safeguarding/the Designated Safeguarding Lead.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the academy to decide if and when to return a confiscated item. Please note that staff have an obligation to inform the

police of any illegal item brought into school.

### **Police searches/questioning and the requirement for an appropriate adult to be present**

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child.

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned<sup>1</sup> before being questioned about an offence<sup>2</sup>, or asked further questions if the answers they give provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

#### **The appropriate adult' means, in the case of a child:**

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
  - a. a police officer;
  - b. employed by the police;
  - c. under the direction or control of the chief officer of a police force; or
  - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

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<sup>1</sup> The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

<sup>2</sup> A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

Further information can be found in the statutory guidance - [PACE Code C 2019](#).

### **Use of reasonable force**

Detailed guidance about the use of reasonable force is included within CET's Physical Restraint Policy. Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Whenever a member of staff uses force, this must be recorded in the academy's behaviour record and the parent must be informed.

### **Malicious allegations against staff**

The Trust takes every allegation against staff members seriously. In the event that a pupil makes a malicious accusation against any member of staff, teaching or non-teaching, and which following investigation is proven to be unfounded, the headteacher/principal will apply relevant sanctions and/or support in line with the policy and the Trust's Exclusion Policy. As a minimum, the parents will be invited into the academy to discuss the matter. The pupil will be referred to the SENCO who will assess if he/she may need support in terms of safeguarding and mental health.

### **Roles and Responsibilities**

#### **Parents/Carers**

The Trust values the support of parents to maintain good behaviour and excellent attitudes to learning. Academy staff will be proactive in communicating with parents about pupils' behaviour. The role of parents is crucial in helping schools develop and maintain good behaviour. They will be encouraged to work in partnership with the academies to assist in maintaining high standards of behaviour and in supporting this policy.

#### **Pupils**

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The Trust recognises that some children will need additional support. Children with special educational needs will be identified through the academy's SEND screening system. The academy follows the SEND Code of Practice and has a staged intervention process.

The designated safeguarding lead will maintain a list of pupils whom the academy has identified to be at potential risk and ensure that relevant staff are made aware of these pupils and that they are monitored closely. Many of these children will be looked after children (LAC) or have special educational needs or disabilities (SEND).

## **Staff**

All staff are responsible for developing a calm and safe environment for pupils, establishing clear boundaries of acceptable pupil behaviour and ensuring that the policy and procedures are followed consistently. All staff have responsibility for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The majority of unacceptable behaviour will be dealt with quickly by teachers or support staff in the classroom or around the academy. There will be occasions when staff will need a greater level of support. When this is the case, staff will enlist the support of pastoral and senior staff as appropriate.

All staff will be introduced to the academy's behaviour management processes as part of their induction and provided with on-going training and support as part of the academy's professional development programme.

## **Governors/Trustees**

Governors/Trustees establish this policy for the promotion of good behaviour, and it will remain under review. Governors/Trustees will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

## **Headteachers/Principals**

Headteachers/principals will be responsible for the implementation and day-to-day management of the policy and procedures. This will include ensuring arrangements are made for the induction of pupils into the behaviour system, and the making known of rules, routines, sanctions and rewards. The headteacher/principal will also ensure that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.

Headteachers/principals will take appropriate measures to prevent child-on-child abuse and to respond to it when it does occur, having regard to the CET anti-bullying policy. The headteacher/principal will make all staff aware of the statutory guidance contained or alluded to within, Part 5 of *Keeping Children Safe in Education*, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse involving sexual harassment or sexual violence, or when pupils report bullying via the non-consensual sharing of youth-produced sexual imagery.

Support for staff faced with challenging behaviour is also an important responsibility of the headteacher/principal and staff will be provided with regular training.

## **Monitoring and evaluation**

Every Trust academy keeps written records of all significant behaviour incidents and these are reported at each Academy Council or Academy Improvement Board meeting as part of the academy report. Academy Council/Academy Improvement Board members evaluate behaviour at every meeting, providing challenge and support to the academy's senior leaders to help them achieve consistent good behaviour and excellent attitudes to learning.



## APPENDIX ONE

It is crucial to establish clear expectations and guidelines for positive behaviour, mutual respect, recognition and consequences to foster a productive and supportive environment. Our school values – ‘The Harpfield Way’: collaboration, respect, equality, ambition, trust, independent, voice and empathy are at the heart of our ethos and culture; it is our behaviour curriculum. We expect our pupils to exhibit and adhere to ‘The Harpfield Way’ values at all times. This is routinely built into assembly themes and our curriculum work, in addition to everyday classroom practice. Our behaviour curriculum promotes a positive and conducive learning environment where pupils can thrive academically and socially while understanding the importance of their behaviour and its impact on the school community.

# THE HARPFIELD WAY

How you can demonstrate The Harpfield Way everyday!

**Our Values**  
**CREATIVE**

### Collaboration

**When we:**

- share with others.
- take turns.
- help those that are finding things tricky.
- work well together as a group.
- listen to each other and let everyone contribute.
- are patient with our classmates.
- play safely without hurting anyone.
- include others in our games and conversations.

### Respect

**When we:**

- look after our school environment and others' belongings.
- listen to anyone that speaks to us.
- follow instructions.
- use our manners - please, thank you, good morning, hello, how are you?
- have good table manners.
- talk positively about others.
- hold doors open and let people pass on the corridors and stairs.
- are graceful in winning and respectful in losing.
- line-up smartly and silently.

### Equality

**When we:**

- treat each other equally.
- are fair to each other and no one is treated differently.
- show tolerance and respect.
- respect and celebrate our differences.
- allow everyone to join in with our games and no one is excluded.

### Ambition

**When we:**

- work hard and try our best.
- concentrate on our learning and remain focused.
- take pride in our work.
- go above and beyond.
- enter rooms quietly, sit properly on the carpet and at the tables.
- embrace new challenges positively.
- set ourselves goals and work hard to achieve them.
- arrive to school on time.
- attend school regularly.

### Trust

**When we:**

- trust one another.
- are honest.
- listen to each other.
- use equipment and school resources appropriately.
- report concerns or worries to staff.
- can rely on each other.

### Independent

**When we:**

- work hard without adult support.
- try our best.
- solve problems.
- use classroom resources to help us.
- can ask our classmates to help.
- bring our reading books and diaries everyday.
- complete our homework.

### Voice

**When we:**

- say kind things to each other.
- can disagree without being unkind.
- talk positively about other people and use positive language.
- can celebrate each other's achievements.
- can express ourselves.
- listen respectfully when others are speaking.
- can practice our own cultures, faiths and traditions.

### Empathy

**When we:**

- are kind, caring and helpful.
- consider others' feelings.
- do things for others without being asked.
- help each other in difficult times

### In-class promise

- Rewards when YOU choose to follow the Harpfield Way:
  - Positive praise
  - Phone calls home
  - Whole class rewards
  - Positive Notes
- Dojos
- Certificates
- Badges
- Stickers

### In-class promise

- When YOU choose NOT to follow the Harpfield Way this will happen:
  - STEP 1: Reminder
  - STEP 2: Warning
  - STEP 3: Last chance, 2 minutes after
  - STEP 4: Reset





- Our behaviour management system follows the principles of relational and restorative approaches for modifying behaviour.
- ✓ Informing our work are:
  - Strong adult-child relationships
  - High expectations and consistency
  - Positive noticing and specific praise
  - A manner which deals calmly with all situations
  - Assertiveness and not aggression
  - Restorative practice (conversations to teach about behaviour)
  - Outstanding models of behaviour from all adults
- ✓ How it works:
  - We keep rewards separate from consequences. We never take away a reward a child has earned.
  - When a child deserves a reward, we are specific and immediate.
  - We give lots of praise/positive noticing – it does improve a child's chances of choosing the correct behaviour.
  - We congratulate them!
  - Our school values encompass the behaviours that we are looking for.
- ✓ Staff will ensure they:
  - treat pupils with respect and dignity.
  - apply values/rules and consequences consistently and fairly.
  - will provide academic and emotional support and be approachable for help.
  - will provide a safe and secure learning environment.
  - encourage and motivate pupils to reach their full potential.
  - treat personal matters with confidentiality and sensitivity.

### **CLASS DOJO – REWARDS**

A 'Dojo' can be given to children by any member of staff including office staff, site staff and kitchen staff to reward behaviour/acts linked to our school values.

- After **50 Dojos**, the child receives their first **bronze sticker**. Once they have received a **further 50 Dojos (100 Dojos altogether)** they are given a **bronze certificate and badge** in assembly. The same process is repeated for silver and gold:
- Silver: After a further **50 Dojos (150 altogether)**, the child receives their **silver sticker**. Once they have received a further **50 Dojos (200 altogether)** they are given a **silver certificate and badge** in assembly.
- Gold: After a further **50 Dojos (250 altogether)**, the child receives their **gold sticker**. Once they have received a further **50 Dojos (300 altogether)** they are given a **gold certificate and badge** in assembly.
- If a child surpasses the expectation of 300 Dojos, a headteacher's sticker will be given out at 350 dojos and a headteacher's certificate and 400 Dojos.



When all the children in a class receive:

- A bronze /silver /gold certificate, the class are awarded with an activity of their choice for one hour.

(This does not apply to new arrivals; a class will not need to wait until a new child has their Dojos to receive their class award).

Rewards are given regularly but that **only one** Dojo is given at a time unless given by the head teacher.

The academy's behaviour lead will monitor the distribution of rewards at the end of each term. Rewards and recognition of achievements will be regularly shared on Class Dojo and social media pages.

## **SUPPORT AND CONSEQUENCES**

### Step 1) Reminder

Staff will remind the child of the value that they are not displaying e.g. 'I need to remind you of our respect value'. This will preferably be completed in private. Positive noticing of other pupils displaying the correct behaviour will be used to encourage the child to show the right expectations.

### Step 2) Warning

The child will be spoken to by a member of staff e.g. 'This is a warning, think carefully about your next choice. Remember our value of respect.' This will preferably be completed by dropping down next to the child, side on, at the child's eye level. The child will have a short period of time to make the right decision. During this time, the staff can support them to make sure that they understand what is being asked of them and if they require any additional support to help them to get back on track.

### Step 3) Last Chance + Two Minutes After

This next step is if the child continues to engage in poor behaviour. This is the child's last chance to take control of the situation themselves. Beyond this point, the member of staff will decide what happens next. This will be completed in private.

Staff will follow a set script which will inform the child that this is their third warning, repeat the value that they are breaking and remind them of a previous good behaviour. They will be expected to stay behind for two minutes at the end of the lesson to have a conversation with the teacher about their behaviour and learning, the choices they made and how their behaviour will be in the future. Younger children may need two minutes set aside within the lesson.

### Step 4) Reset

This stage is for children who are still not able to follow expectations and stay within the boundaries. The child will be taken to a different area within the school (likely to be outside of the classroom, in the shared area, or community room) to be supported to calm down and reset. The purpose of reset is to help to regulate behaviour, not to discuss the incident that occurred, and to get back to their lesson. The reset will be up to 20 minutes for the child to receive emotion coaching with a designated member of staff; this may be the teaching assistant, the home-school link worker or a senior leader. This is an opportunity for the child to discuss their feelings and prepare to go back into the lesson. A child may need a calming activity to complete during this period. In extreme cases, a child may need longer than 20 minutes. 'Two Minutes After' applies in this step too.

At the end of the lesson, the child will be expected to stay behind for two minutes to have a conversation with the teacher about their behaviour and learning, the choices they made and how their behaviour will



be in the future. The teacher, during their conversation, may decide that a consequence to their actions is warranted e.g. any destruction caused will be cleared and tidied away, break time missed etc.

For more serious incidents, more than one member of staff may be needed to provide support and to help to keep everybody safe. Any secondary behaviours seen as a result of the initial behaviour incident will be put aside during the moment and will be addressed later during a conversation when the child is calm. Other children (and parents) need to trust that staff will deal with any secondary behaviours witnessed.

For serious breaches and repeat offences, the school's behaviour lead and/or headteacher will become involved and parents will be informed via telephone conversation, letter or face to face meeting. Procedures, set out above within CET's behaviour for learning policy, will be invoked such as 'on report', internal exclusions and suspensions.

'Reasonable adjustments' to the behaviour policy will be applied, as appropriate, in respect of pupils with SEND, including:

- Support from staff in regulating emotions, using emotion coaching strategies
- Additional verbal warnings before the sanction system is used
- Time spent with the pastoral team
- Individualised curriculum if a pupil is struggling
- Consult with specialist teams/ external advisors
- Identify any underlying needs e.g. speech, language and communication
- Safe spaces in school
- Use of fidget toys
- Using quieter entrances
- Use of visual timetables / now and next
- Sensory needs addressed e.g. ear defenders

Pupils and parents can request support via the class teacher, home-school link worker, SENDCO, behaviour lead or Headteacher. The academy may signpost parents to outside agencies e.g. GP, Changes and Well-Being Service, Dove Service. An Early Help assessment may also be beneficial for families requiring further help and support.

Mobile phones are not allowed in the academy unless a Y5 or Y6 pupil walks to and from school. In this case, mobile phones are to be switched off and given to the school office for safe keeping.

### **Child-on-child abuse**

At Harpfield Primary Academy, we believe that all children have a right to attend and to learn in a safe environment. Sexual violence and sexual harassment is never acceptable and it will not be tolerated at Harpfield Primary Academy.

Girls and young women are more frequently identified as those who are abused by their peers, however, anyone can be a victim of abuse and at Harpfield Primary Academy, all victims will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe.

Harpfield Primary Academy is committed to adopting the position that sexual harassment and online sexual abuse are a problem in our academy community and beyond. Through this stance, we will develop a whole-academy approach to proactively addressing this form of abuse.

We will follow and adhere to KCSIE 2024 (statutory guidance) and Department for Education advice for schools 'Sexual violence and sexual harassment between children in school and colleges.

Academy leaders will minimise the risk of child-on-child abuse by: ensuring that all pupils are listened to – all reports are taken seriously, are recorded using our safeguarding platform and are acted upon; unacceptable behaviour is dealt with promptly; pupils are taught about tolerance and respect through our school values; pupils are regularly reminded of who they can talk to if they have any concerns;



pupil well-being questionnaires are given to pupils in order to identify any concerns and determine the effectiveness of our behaviour policy; staff are trained to identify potential signs of abuse and follow safeguarding procedures; the RSE curriculum is fully implemented where we focus on healthy relationships, respectful behaviour between boys and girls and how bullying is tackled.

### **Uniform expectations**

The Equality Act 2010 prohibits discrimination against an individual based on the protected characteristics, which include age, sex, disability, race, religion or belief, pregnancy and maternity, and gender reassignment.

To avoid discrimination, our school will:

- Avoid listing uniform items based on sex, to give all pupils the opportunity to wear the uniform they feel most comfortable in or that most reflects their self-identified gender
- Make sure that our uniform costs the same for all pupils
- Allow all pupils to have long hair (though we reserve the right to ask for this to be tied back)
- Allow all pupils to style their hair in a way that is appropriate for school
- Allow pupils to request changes to swimwear for religious reasons or if they are experiencing discomfort related to their sex, gender or gender reassignment
- Allow pupils to wear headscarves and/or other religious garments
- Allow pupils with sensory or physical needs to make reasonable adaptations to their uniform depending on their specific needs

### **Our school's uniform**

Navy blue polo shirt, navy blue sweatshirt or cardigan (with or without school logo), grey trousers / skirt, grey tights, plain black shoes.

PE – light blue polo shirt, navy blue shorts, plain black or blue tracksuit, plain black pumps/trainers. No jewellery and hair tied back.

Hair styles should be neat and tidy and promote our high standards of dress. Long hair should be fully tied back for PE. There should be no extremes of style or colour. Hairstyles worn because of cultural, family and social customs can be part of a pupil's ethnic origin and therefore fall under the protected characteristic of race.