Seahaven Academy

Behaviour Policy and Statement of Behaviour Principles

Seahaven Academy
The best in everyone™
Part of United Learning

1. Aims

1.1 This Behaviour Policy and Statement of Behaviour Principles (as contained in Appendix 1) (the "**Policy**") for Seahaven Academy (the "**School**" and / or "**Seahaven**") aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all Seahaven students have the opportunity to learn in a calm, safe and supportive environment;
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the School;
- Outline the expectations and consequences of behaviour;
- Provide a consistent approach to behaviour management that is applied equally to all Seahaven students; and
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, Statutory Requirements and Statutory Guidance

2.1 This Policy is based on legislation and advice from the Department for Education (the "**DfE**") on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2014
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Use of reasonable force in schools 2013
- Supporting pupils with medical conditions at school 2014
- Special Educational Needs and Disability (SEND) Code of Practice 2014
- Sharing nudes and semi-nudes: advice for education settings working with children and young people 2020

2.2 In addition, this Policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy; and
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

2.3 This Policy complies with our funding agreement and articles of association.

3. Definitions

3.1 **Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude; and / or
- Incorrect uniform.

3.2 **Serious misbehaviour** is defined as:

- Repeated breaches of the School rules;
- Any form of bullying;
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism;
- Theft;
- Fighting;
- Smoking;
- Racist, sexist, homophobic or discriminatory behaviour; and / or
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

4. Bullying

4.1 **Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

4.2 Bullying is, therefore:

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

4.3 Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic / biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

4.4 At Seahaven Academy we do not tolerate bullying. Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. We have robust procedures for the reporting of and follow up to reports of bullying.

Aims

4.5 At Seahaven Academy we aim to:

- React to bullying incidents in a reasonable, proportionate, and consistent way.
- Prevent the continuation of harmful behaviour. (Physical and Verbal).
- Safeguard any student who has experienced bullying.
- Provide a variety of sources of support for students who have experienced bullying and help to build resilience.
- Educate students in tolerance and respect
- Educate students against the use of casual, derogatory, or prejudiced language which may offend others.

There are a variety of ways in which bullying can be reported at Seahaven Academy

- Students can tell their tutors or another trusted member of staff who will report it on
- Parents/carers can call the school or arrange a meeting
- Students can complete the 'I'm Telling You' Link available on the website or place their concerns in the boxes available at reception and on the S0 level.

4.6 Each case will be unique and will be addressed on that basis. The focus of our intervention as a school will be to achieve a resolution to the problem in the way that best serves the well-being of the students concerned.

4.7 Following a report of bullying the issue may be discussed at the weekly student support meeting and a Bullying / Harassment form may be completed. Actions will be recorded, and the situation will be monitored and reviewed.

Strategies to be considered at appropriate times may include

- Informal support;
- Meetings with parents / carers;
- Mediation;
- Acceptable Behaviour Contracts;
- Sanctions for offenders;
- Providing "safe spaces" for students;

- Formal support from a number of potential outside agencies;
- Monitoring and restricting the use of ICT during School hours;
- Raise awareness of issues through PSHE sessions and assemblies;
- Encouraging parents / carers to monitor use of ICT outside of school hours; and
- Working closely with the Police to report potential crimes at the earliest opportunity

5. Roles and Responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

5.2.1 The Principal is responsible for:

- Reviewing and approving this behaviour policy in conjunction with the Governors Local Governing Board;
- Ensuring that the School environment encourages positive behaviour;
- Ensuring that School staff deal effectively with poor behaviour;
- Monitoring how School staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students;
- Ensuring that all School staff understand the behavioural expectations and the importance of maintaining them;
- Providing new School staff with a clear induction into the School's behavioural culture to ensure they understand its rules and routines and how best to support all students to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities ("**SEND**") and mental health needs on behaviour, to any School staff who require it, so they can fulfil their duties set out in this Policy;
- Ensuring this Policy works alongside the safeguarding policy to offer students both sanctions and support when necessary; and
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this Policy (see section 13.1).

5.3 Staff

5.3.1 School staff are responsible for:

- Creating a calm and safe environment for students;
- Establishing and maintaining clear boundaries of acceptable student behaviour;
- Implementing this Policy consistently;
- Communicating the School's expectations, routines, values and standards through teaching behaviour and in every interaction with students;
- Modelling expected behaviour and positive relationships;
- Providing a personalised approach to the specific behavioural needs of particular students;
- Considering the impact of their own behaviour on the School culture and how they can uphold School rules and expectations;
- Recording behaviour incidents promptly on Arbor; and
- Challenging students to meet the School's expectations.

5.3.2 The senior leadership team ("**SLT**") will support staff in responding to behaviour incidents.

5.4 Parents and Carers

5.4.1 Parents and carers, where possible, should:

- Get to know the School's behaviour policy and reinforce it at home where appropriate;
- Support their child in adhering to the School's behaviour policy;
- Inform the School of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions);
- Raise any concerns about the management of behaviour with the School directly, while continuing to work in partnership with the School; and
- Take part in the life of the School and its culture.

5.4.2 The School will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the School's Policy and working in collaboration with them to tackle behavioural issues.

5.5 Students

5.5.1 Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at School;
- That they have a duty to follow the behaviour policy;
- The School's key rules and routines;
- The rewards they can earn for meeting the behaviour standards and the consequences they will face if they don't meet the standards; and
- The pastoral support that is available to them to help them meet the behaviour standards.

5.5.2 Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

5.5.3 Students will be supported to develop an understanding of the School's behaviour policy and wider culture.

5.5.4 Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

5.5.5 Extra support and induction will be provided for students who are in-year admissions.

6. School Behaviour Curriculum

6.1 We do not allow students to disrupt the learning of others. We fundamentally believe that every student is entitled to disruption free lessons. We must also ensure that students and staff are kept safe.

6.2 At Seahaven Academy, the following core expectations of students are central to our culture:

- We are silent as standard unless otherwise directed;
- We follow instructions right away;
- We are ambitious for ourselves and others and work hard; and
- We demonstrate kindness in all we do.

6.3 Students are expected to:

- Behave in an orderly and self-controlled way;
- Show respect to members of staff and each other;
- Move quietly around the School;
- Treat the School buildings and School property with respect;
- Wear the correct uniform at all times;

- Accept sanctions when given; and
- Refrain from behaving in a way that brings the School into disrepute, including when outside School or online.

6.4 Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

6.5 Mobile Phones

6.5.1 Mobile devices are not permitted to be used in School:

- They may be carried in bags at the owner's own risk if they are "not seen or heard";
- The School accepts no responsibility for devices brought onto the site. Students must keep these in their Yondr phone pouches all day;
- If a device is seen or heard during the School day, it will be confiscated and handed in to the School reception;
- This can then be collected by the student at the end of the day;
- Should a student refuse to hand over their device they will be sent to the Refocus Room;
- Refusal to go to the Refocus Room may result in an FTS; and
- Students sent to the Refocus Room or Reset Room must hand in their mobile phone at the Refocus Reception.

7. Responding to Behaviour

7.1 The in-lesson behaviour process is as follows:

- A verbal rule warning should be issued by the member of staff in the first instance accompanied by their name on the board.
- A second warning should be accompanied by a dot next to their name.
- A third warning should lead to the member of staff using the Arbor Emergency Alert for the student to be removed to the Refocus Room. Students are expected to arrive at the Refocus Reception within 5 minutes. Students will work independently for two complete lessons and a social time and parents will be informed. Should a student arrive more than 5 minutes after being sent, they will have their time extended to five complete lessons and two social times.
- The risk assessment may indicate it is not safe for the student to return at the moment due to risks to other staff members or students' health and safety – the risk assessment should be reviewed on a weekly basis.

- Where a student's behaviour continues to prevent a significant concern, or poses a risk to the safety, welfare or education of others, senior leaders will determine the most appropriate next steps. This may include additional support, risk assessment, alternative provision, off-site direction, managed move or consideration of exclusion in accordance with the United Learning Exclusion Policy.
- If a student walks out of the classroom without permission, the Arbor Emergency Alert should be used and the student will be taken to the Refocus Room for the remainder of the day.

7.2 Classroom Management

7.2.1 Teaching and support staff are responsible for setting the tone and context for positive behaviour within the School.

7.2.2 They will:

- Create and maintain a stimulating environment that encourages students to be engaged;
- Display the behaviour curriculum; and
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons;
  - Establishing clear routines;
  - Communicating expectations of behaviour in ways other than verbally;
  - Highlighting and promoting good behaviour;
  - Concluding the day positively and starting the next day afresh;
  - Having a plan for dealing with low-level disruption; and / or
  - Using positive reinforcement.

7.3 Safeguarding

7.3.1 The School recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

7.3.2 We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

7.3.3 Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.3.4 Please refer to our Child Protection and Safeguarding Policy for more information.

7.4 Responding to Good Behaviour

7.4.1 When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the School's culture and ethos.

7.4.2 Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

7.4.3 Positive behaviour will be rewarded with:

- Verbal praise;
- Communicating praise to parents / carers via Arbor;
- Certificates, prize ceremonies or special assemblies;
- Positions of responsibility such as student leadership or being entrusted with a particular decision or project; and / or
- Whole class or community group rewards such as popular activity.

7.5 Responding to Misbehaviour

7.5.1 When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

7.5.2 Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

7.5.3 De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

7.5.4 All students will be treated equitably under the Policy, with any factors that contributed to the behavioural incident identified and taken into account.

7.5.5 When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

7.5.6 The School may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour;
- Detention session after School;
- Removal to the Refocus Room;
- Referring the student to a senior member of staff;
- Letter, email, text or phone call home to parents / carers;
- Agreeing a behaviour contract and / or putting a student 'on report';

- Spending a day in the Reset Room;
- School to school placement;
- Off-site direction or managed move, where appropriate; and / or
- Consideration of suspension or permanent exclusion in accordance with the United Learning Exclusions Policy.

7.5.7 Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis but with regard to the impact on perceived fairness.

7.6 Reasonable Force

7.6.1 Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder;
- Hurting themselves or others;
- Damaging property; and / or
- Committing an offence.

7.6.2 Incidents of reasonable force must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment; and
- Be recorded and reported to parents / carers.

7.6.3 When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

7.7 Confiscation and Searching

7.7.1 Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.7.2 Any prohibited items (listed in Clause 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

7.7.3 We will also confiscate any item that is harmful or detrimental to School discipline. These items will be returned to students after discussion with senior leaders and parents / carers, if appropriate.

7.8 Searching a Student

7.8.1 Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

7.8.2 Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

7.8.3 An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

7.8.4 When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

7.8.5 If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

7.8.6 A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the School rules for which a search can be made, or if the student has agreed.

7.8.7 An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the School premises or where the member of staff has lawful control or charge of the student, for example on a School trip.

7.8.8 Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search;
- Assess whether not doing the search would put other students or staff at risk;
- Consider whether the search would pose a safeguarding risk to the student;
- Explain to the student why they are being searched;

- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”;
- Explain how and where the search will be carried out;
- Give the student the opportunity to ask questions; and
- Seek the student’s co-operation.

7.8.9 If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

7.8.10 If they still refuse to co-operate, the member of staff will contact the DSL / Pastoral Manager / Head of Year / Director of Year to try to determine why the student is refusing to comply.

7.8.11 The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

7.8.12 The authorised member of staff can use reasonable force to search for any prohibited items identified in Clause 3 but not to search for items that are only identified in the school rules.

7.8.13 The authorised member of staff may use a metal detector to assist with the search.

7.8.14 An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

7.9 Searching Students’ Possessions

7.9.1 Possessions means any items that the student has or appears to have control of, including:

- Desks;
- Lockers;
- Bags; and / or
- Yondr Phone Pouches.

7.9.2 A student’s possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in Clause 3) and items identified in the School rules.

7.9.3 An authorised member of staff can search a student’s possessions when the student and another member of staff are present.

7.9.4 If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

7.10 Informing the Designated Safeguarding Lead (the "**DSL**")

7.10.1 The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in Clause 3; and / or
- If they believe that a search has revealed a safeguarding risk.

7.10.2 All searches for prohibited items (listed in Clause 3), including incidents where no items were found, will be recorded in the School's safeguarding system.

7.11 Informing Parents / Carers

7.11.1 Parents/carers will always be informed of any search for a prohibited item (listed in Clause 3). A member of staff will tell the parents / carers as soon as is reasonably practicable:

- What happened;
- What was found, if anything;
- What has been confiscated, if anything; and
- What action the School has taken, including any sanctions that have been applied to their child.

7.12 Support After a Search

7.12.1 Irrespective of whether any items are found as the result of any search, the School will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

7.12.2 If this is the case, staff will follow the School's Safeguarding Policy and speak to the DSL. The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.13 Off-site Misbehaviour

7.13.1 Sanctions may be applied where a student has misbehaved off-site when representing the School. This means misbehaviour when the student is:

- Taking part in any School-organised or School-related activity (e.g. School trips);
- Travelling to or from School;
- Wearing School uniform; and / or
- In any other way identifiable as a student of our School.

7.13.2 Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the School;
- Poses a threat to another student; and / or
- Could adversely affect the reputation of the School.

7.13.3 Sanctions will only be given out on School premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a School-organised trip).

7.14 Online Misbehaviour

7.14.1 The School can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student;
- It could have repercussions for the orderly running of the School;
- It adversely affects the reputation of the School; and / or
- The student is identifiable as a member of the School.

7.14.2 Sanctions will only be given out on School premises or elsewhere when the student is under the lawful control of a staff member.

7.15 Suspected Criminal Behaviour

7.15.1 If a student is suspected of criminal behaviour, the School will make an initial assessment of whether to report the incident to the police.

7.15.2 When establishing the facts, the School will endeavour to preserve any relevant evidence to hand over to the police.

7.15.3 If a decision is made to report the matter to the police, the Principal / members of the SLT / Pastoral Manager will make the report.

7.15.4 The School will not interfere with any police action taken. However, the School may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

7.15.5 If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate.

7.16 Zero-tolerance Approach to Sexual Harassment and Sexual Violence

7.16.1 The School will ensure that all incidents of sexual harassment and / or violence are met with a suitable response and never ignored.

7.16.2 Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

7.16.3 The School's response will be:

- Proportionate;

- Considered;
- Supportive; and
- Decided on a case-by-case basis.

7.16.4 The School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally;
  - Refer to early help;
  - Refer to children's social care; and / or
  - Report to the police.

7.16.5 Please refer to our Child protection and Safeguarding Policy for more information.

7.17 Malicious Allegations

7.17.1 Where a student makes an allegation against a member of School staff and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the student in accordance with this Policy.

7.17.2 Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the student in accordance with this Policy.

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

7.17.4 The School will also consider the pastoral needs of staff and students accused of misconduct.

7.17.5 Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.

8. Serious Behaviour Interventions

8.1 Detention

8.1.1 Students can be issued with detentions during break, after School or on weekends during term time.

8.1.2 The School will decide whether it is necessary to inform the student's parents / carers.

8.1.3 When imposing a detention, the School will consider whether doing so would:

- Compromise the student's safety;
- Conflict with a medical appointment;
- Prevent the student from getting home safely; and / or
- Interrupt the student's caring responsibilities.

8.2 Removal from Classrooms

8.2.1 In response to serious or persistent breaches of this Policy, the School may remove the student from the classroom for a limited time.

8.2.2 Students who have been removed will continue to receive education under the supervision of a member of staff which is meaningful but it may differ from the mainstream curriculum.

8.2.3 Removal is a serious sanction and will only be used following two previous warnings or in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

8.2.4 Removal can be used to:

- Restore order if the student is being unreasonably disruptive;
- Maintain the safety of all students;
- Allow the disruptive student to continue their learning in a managed environment; and / or
- Allow the disruptive student to regain calm in a safe space.

8.2.5 Students who have been removed from the classroom are supervised by staff in the Refocus or Reset Room and will be removed for a maximum of a day.

8.2.6 Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal / Vice Principal.

8.2.7 Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The School will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

8.2.8 Parents / carers will be informed on the same day that their child is removed from the classroom.

8.2.9 The School will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with Head of Year / Director of Year;
- Use of teaching assistants;
- Short-term behaviour report cards;
- Long-term behaviour plans;
- Use of onsite / offsite Alternative Provision; and / or
- Multi-agency assessment.

8.2.10 Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student on Arbor.

8.3 Suspension and Permanent Exclusion

8.3.1 The Principal has the authority to suspend or permanently exclude a student where this is lawful, reasonable, fair and proportionate. Details of the circumstances in which suspension or permanent exclusion may be considered, together with all related procedures, are contained within the United Learning Exclusions Policy.

8.3.2 The School will follow that policy in all cases where suspension or permanent exclusion is being considered.

9. Responding to Misbehaviour from Students with SEND

9.1 Recognising the Impact of SEND on Behaviour

9.1.1 The School recognises that students' behaviour may be impacted by a special educational need or disability ("**SEND**").

9.1.2 When incidents of misbehaviour arise, we will consider them in relation to a student's SEND although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

9.1.3 When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the School will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010);
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014); and

- If a student has an education, health and care ("**EHC**") plan, the provisions set out in that EHC plan must be secured and the School must co-operate with the local authority and other bodies.

9.1.4 As part of meeting these duties, the School will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

9.1.5 Any preventative measures will take into account the specific circumstances and requirements of the student concerned. This may include example such as:

- Short and planned movement breaks for a student with SEND who finds it difficult sit still for long;
- Adjust in seating plans to allow a student with visit or hearing impairment to sit in sight of the teacher;
- Adjusting seating plans to allow a student with official impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema;
- Training for staff in understanding conditions such as autism; and / or
- Use of SEND quiet room where students can regulate their emotions during a moment of sensory overload.

9.2 Adapting Sanctions for Students with SEND

9.2.1 When considering a behavioural sanction for a student with SEND, the School will consider whether:

- The student was unable to understand the rule or instruction;
- The student was unable to act differently at the time as a result of their SEND; and / or
- The student was likely to behave aggressively due to their particular SEND.

9.2.2 If the answer to any of these questions is 'yes', it may be unlawful for the School to sanction the student for the behaviour.

9.2.3 The School will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering Whether a Student Displaying Challenging Behaviour may have Unidentified SEND

9.3.1 The School's special educational needs co-ordinator (the "**SENCO**") may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

9.4 Students with an Education, Health and Care (EHC) plan

9.4.1 The provisions set out in the EHC plan must be secured and the School will co-operate with the local authority and other relevant bodies.

9.4.2 If the School has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the School may request an emergency review of the EHC plan.

10. Supporting Students Following a Sanction

10.1 Following a sanction, the School will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the School.

10.2 This could include measures such as:

- Reintegration meetings;
- Daily contact with the Head of Year / Director of Year;
- Behaviour Contract; and / or
- A report card with personalised behaviour goals.

11. Student Transition

11.1 Inducting Incoming Students

11.1.1 The School will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and the wider school culture.

11.2 Preparing Outgoing Students for Transition

11.2.1 To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

12.1 As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the students at the School; and
- How SEND and mental health needs can impact behaviour.

12.2 Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and Evaluating Behaviour

13.1.1 The School will collect data on the following:

- Behavioural incidents, including removal from the classroom;
- Attendance, behaviour incidents, removals from lessons, alternative provision placements, off-site directions, managed moves and other behaviour interventions;
- Use of student support units, off-site directions and managed moves;
- Incidents of searching, screening and confiscation; and
- Perceptions and experiences of the School behaviour culture for staff, students, governors and other stakeholders (via anonymous surveys).

13.1.2 The data will be analysed every term by the SLT.

13.1.3 The data will be analysed from a variety of perspectives including, but not limited to, the following:

- At School level;
- By age group;
- At the level of individual members of staff;
- By time of day / week / term; and / or
- By protected characteristic.

13.1.4 The School will use the results of this analysis to make sure it is meeting its duties under the *Equality Act 2010*. If any trends or disparities between groups of students are identified by this analysis, the School will review its policies to tackle them.

13.2 Monitoring this Policy

13.2.1 This Behaviour Policy will be reviewed by the Principal and Local Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per Section 13.1). At each review, the Policy will be approved by the Chair of the Local Governing Board.

14. Links with Other Policies

14.1 This Behaviour Policy is linked to the following policies:

- United Learning Exclusions Policy; and
- Safeguarding and Child Protection Policy.

Appendix 1: Written Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others;
- All students, staff and visitors are free from any form of discrimination;
- Staff and volunteers set an excellent example to students 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 all School students, staff, parents and carers;
- The United Learning Exclusions Policy sets out the Trust-wide arrangements for suspension and permanent exclusion and should be read alongside this Behaviour Policy;
- Students are helped to take responsibility for their actions; and
- Families are involved in the handling of behaviour incidents to foster good relationships between the School and students' home life.

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