



Inspiring All to Excellence



Anker Valley Primary Academy

Behaviour and Relationship Policy

Document Control

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1	06.05.2021	AVPA LGB	Behaviour Ladder clarity in consequences
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Section	Changes Made
Behaviour Ladder page 16	Clearer links to the Golden Virtues

Anker Valley Primary Academy Behaviour Policy

The school's approach to behaviour

This policy has been created as a result of consultation with parents, staff, and children from across the trust, setting out clear expectations for our children, staff, parents, and local community. It is underpinned by Department for Education advice, the Education Endowment Foundation 5 key principles that good behaviour permeates through a school community, exemplified by:

- All our people knowing and understanding every child and their influences.
- Positive learning behaviours are taught alongside managing challenging behaviour.
- Consistent, effective classroom management strategies support good classroom behaviour.
- Simple approaches are part of regular routine and expectations.
- Personalised approaches meet the needs of vulnerable children who display more challenging behaviour (or difficulties in regulating their emotions)

Rationale

The policy is based on **Five Golden Virtues**, which exemplify the positive behaviour that we always expect at Anker Valley Primary. These virtues will apply not only in the classroom, but also at PE (Physical Education) times, playtimes, assembly, in fact at any time in school. The behaviour in our academy should reflect our values. As a school we are committed to equal opportunities. This policy links very strongly with our anti-bullying policy.

Our school ethos is one of praise and reward, where children are treated with respect and where each child is given every opportunity to *Aspire to Excellence; enabling children to become good citizens, able to lead good lives as well as become successful.*

As a newly established school community, we recognise that this policy will need to evolve to meet the needs of the children over time and as partnerships with parents and children are strengthened. Furthermore, the lack of opportunities to socialise and develop the associated skills of interaction with peers following the pandemic still linger, have resulted in challenges within the provision linked to sharing, conflict management and self-regulation.

Responsibilities

All children, parents/carers and staff are responsible for ensuring this policy is followed, consistently modelled, and fairly applied across the school. The Head of School, Senior Leadership Team (including governors) monitor the effectiveness of the policy, promote good behaviour through their own modelling of exemplary conduct and through supporting all people in the implementation of this policy and management of behaviour around the school.

All staff have a responsibility to provide a high-quality learning environment which nurtures a positive ethos and atmosphere for all children within learning and teaching and the school itself, fostering curiosity and capitalising on unique talents.

There will be an expectation that our children know and are able to choose intelligently between alternative courses of action, yet demonstrate confidence to report instances of crisis behaviour, as soon as this is witnessed, so that it can be dealt with in line with the policy. Our children are expected to act ethically and for the right reasons. Consequently, they will be reflective school citizens who are aware how their behaviour can influence the wider school community.

Behaviour Expectations at Anker Valley Anker Valley 5 Golden Virtues



Respect

We will listen to and show respect to ALL in school.



Kindness

We will have kind hands, kind feet and kind words to all.



Courtesy

We will walk sensibly and quietly around school showing politeness to others.



Determination

We will be determined to be the best learners and the best friends we can be.



Care

We will care for our classroom, our school, and our local community.

Anker Valley Rewards and Sanctions

All children will follow our Golden Virtues, which are derived from the *Character Education model*. If children behave in a less than expected way, then they will be challenged about which of the Golden Virtues they have not followed and asked to reflect on what they should have done or should do next time. All staff in school will remind children of the virtues regularly and they will be displayed in classrooms and throughout the school. The curriculum will promote good learning behaviours and there will be a clear expectation that all positive behaviours will be modelled by staff during all points of the school day and beyond.

Classroom management strategies and the teaching of positive behaviour

The children are reminded of our school expectations daily and there are many systems in place to encourage the children to keep these and to reward them when they have. Children will be rewarded for following these behaviours. At the end of every lesson, a Star Learner will be identified, rewarded with an Anker Valley Star Learner Sticker, and praised in front of their peers. These are the key character virtues that we want all the children in Anker Valley Primary to demonstrate through a positive attitude with all their learning.

Key Character Virtues:

- Care
- Helpfulness
- Cooperation
- Courage
- Kindness
- Cleanliness
- Fairness
- Friendliness
- Patience
- Respect
- Courtesy
- Forgiveness
- Determination
- Self-Discipline
- Gratitude
- Honesty

Approach

Anker Valley parents, staff and children will strengthen an ethos of respect and safety where all members of the school community feel valued and considered. During learning and teaching staff will seek opportunities to model regulation of emotions, suggest coping strategies, maximise opportunities to develop social and emotional skills needed e.g., during playtimes, lunchtimes or learning times. Every classroom will have a Calm Corner where there will be provision to support a child to manage their emotions (books, calming strategies, fidget toys or worry monsters). On arrival to school, staff will ensure that every child is welcomed in a positive, personalised manner. Where a child is experiencing difficulty, from the earliest onset, a child will be encouraged to independently self- direct or through teacher suggestions consider spending some time in the Calm Corner. This will not be directed as a punishment or sanction. The Golden Virtues are the

thread that frames the approach. Children will know the virtues, be able to express their understanding and demonstration of the virtues will result in praise, citizenship awards and a sense of personal accomplishment; valued by all.

Behaviour System

- 1.If children are not displaying the expected behaviours or values, the child will be expected to think about / reflect on their emotions in the Calm Corner.
- 2.A conversation with the teacher and child will follow the use of the Calm Corner reflecting on the experience and an opportunity to label and discuss the emotions and if applicable the inappropriate behaviour.
3. If inappropriate behaviour persists the expectations are that process of using the Calm Corner will be repeated. Some children may need repeated reflection time and will be encouraged to do so in order to manage their emotions and co-regulate alongside the child individual to the child.
- 4.Any child-on-child inappropriate behaviour (bullying, racism or homophobic) will be resolved with the support of an adult by using a restorative and reflective approach that discusses the impact on the victim as well as the perpetrator. All incidents will be recorded on My Concern by Senior Leader to establish patterns, trends, and further steps. Contact with parents (of victim and perpetrator) by the DSL or DDSL may also be required. Any additional whole class follow up will be considered e.g., circle time, whole class discussions or assembly.
4. The child starts afresh each day.
5. Where inappropriate behaviour is deemed unsafe (to the child or others) the behaviour system outlined above will not be appropriate. Instead, an Individual Behaviour Management Plan will be used based upon strategies from the child's Individual Target Setting Plan. A meeting with parents will be arranged with the class teacher to consider next steps e.g., external support service involvement e.g., Malachi or Early Help or internal support services e.g., Wellbeing Lead or Hope.
6. The Senior Leaders will support the school by monitoring behaviour (My Concern). Monitoring the use of support will be ongoing.
- 7.Exclusion is avoided where possible and utilised only as a last resort when other agreed strategies have been unsuccessful. The only exception to this is when a child has put themselves and other pupils at risk. *The decision to exclude a pupil will be taken only in response to serious or persistent breaches of the school's Behaviour and Relationship Policy and * if allowing the pupil to remain in school would seriously harm the education or welfare of others. All exclusions will be addressed on an individual basis with the Head of School. A meeting will take place between the HoS and Executive Headteacher and Parents. The relevant authorities in the LA will also be contacted following the SCC Procedure. The school follows the [DfE Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022](#)

House Points and Pupil Support Systems

At Anker Valley, in EYFS (Early Years Foundation Stage) Key Stage 1 and Key Stage 2 (as the school grows), we use house points for children to earn points for following the **Golden Virtues** and hard work in school. Children collect points over the week. The points can be given out by all adults in school and teachers can choose the number of points children can achieve for certain behaviours. For example, the children might earn 5 points for showing that they have good manners, and this will be consistently applied. Each Golden Virtue will have an associated house point. Individual

class points are expected to be personalised by all teaching staff e.g., tidying up, lining up or for presentation in work.

At the end of each term, the house points are collated and the house team with the highest number of points receives a reward afternoon.

Pupils will also be actively encouraged to take part in pupil support systems where applicable including peer mentoring or behaviour interventions.

Merit Awards

Weekly whole school Family Assemblies are held weekly and two children from each class are chosen to have a merit award for that week. They could receive the merit for keeping the Golden Virtues or trying hard to be a Star Learner in class. Children take home a certificate and we sing the 'Well Done' song to celebrate.

Headteacher Awards

Children can also gain rewards from the Head of School. Class teachers can choose children to visit the Head of School to show good learning and children can achieve bronze, silver, and gold awards. Exceptional behaviour or attitudes to learning will result in a child being able to choose a reward from the Golden Treat Box as well as when they achieve their Gold Award.

Role of the Parent / Carer

We expect parents and carers partnerships to support their child 's learning, and to cooperate with the academy. We try to build a supportive dialogue between the home and the academy, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. If the academy is required to escalate within the Behaviour System, we expect parents and carers to support the actions of the academy.

If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School followed by the Executive Headteacher and if they feel necessary, the academy governors. In these circumstances parents and carers should make reference to /and utilise the academy's Complaints Policy (Available from the academy office or website).

Parents can support by:

- Recognising that an effective behaviour and relationship policy requires close partnership between parents, staff, and children.
- Discussing the rules with their child, emphasising their support of them, and assisting, when possible, with their enforcement
- Attending Parents' evenings/open days, parents' functions and by developing informal contacts with academy
- Knowing that learning and teaching cannot take place without the firm foundations of strong relationships and clear expectations of behaviour.
- Sharing relevant information with staff about situations at home which may contribute to behaviour issues.
- Remembering that staff deal with behaviour issues patiently and positively.

- Discussing any concerns regarding their child with the class teacher as soon as they become aware of them ensuring that any issues can be dealt with immediately.
- Being open to suggestions or tackling challenging pupil behaviour through appropriate external support agencies advice.

Role of the Local Governing Body

The governing body has the responsibility of establishing general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the leaders in adhering to these guidelines including legal duties as set out under the Equality Act 2021, and alongside Safeguarding processes and supporting pupils with special educational needs.

The Executive Headteacher and Head of School in the Executive Headteacher's absence, keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. All exclusions are reported to governors. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the academy policy is administered fairly and consistently.

The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the academy abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide for Academies,' and that no child is treated unfairly because of race or ethnic background.

Pupils Conduct Outside of Academy Gates

We expect our pupils to maintain their code of conduct when outside the academy gates. We agree as an academy that teachers retain the highest expectations of behaviour from pupils including:

- Taking part in any academy-organised or academy related activity
- Travelling to and from academy
- Wearing academy uniform

In some other way identifiable as a pupil at the academy or misbehaviour at any time, whether or not the conditions above apply, that.

- Could have repercussions for the orderly running of the academy.
- Poses a threat to another pupil or member of the public with regards to safety
- Could adversely affect the reputation of the academy.

In all cases of challenging behaviour, the teacher can only discipline the pupil on academy grounds or elsewhere when the pupil is under the lawful control of the staff member.

Role of all teaching staff

The class teachers and other staff in our academy have high expectations of the children with regards to behaviour, and they strive to ensure that all children learn to the best of their ability. The class teacher and teaching assistant have the responsibility to treat each child fairly. All staff also have a responsibility to treat all children in the academy as individuals, with respect and understanding and to apply consequences fairly, consistently, proportionately, and reasonably taking account of SEN (Special Educational Needs), disability, and the needs of vulnerable children, and offering support as appropriate. If a child displays inappropriate behaviour (at a level where behaviour is unsafe or disrupts the education of others) in class, the class teacher keeps a record of all such incidents but recognises that some pupils require a more sensitive and differentiated

approach. However, if inappropriate behaviour continues, the class teacher seeks help and advice from their team leader, the Senior Leader, SENCO with lead responsibility for behaviour or the Headteacher. If necessary, the class teacher works alongside our inclusion leader and liaises with external agencies to support and guide the progress of each child following the academy Behaviour System.

Role of the Head of School

It is the responsibility of the Head of School to:

- Ensure the consistent implementation of this policy through the school.
- Ensure the Executive Headteacher is kept up to date with behaviour incidents.
- Report to governors on the effectiveness of this policy.
- Maintain a record of incidents of inappropriate behaviour.

Role of the Executive Headteacher

It is the responsibility of the Executive Head Teacher to:

- Ensure the health, safety and well-being of all staff and children in the school.
- Issue fixed term and/or permanent exclusions to individual children.
- Ensure that the behaviour policy does not unintentionally discriminate against certain groups and through keeping a record of behaviour incidents, analyse patterns and trends to ensure that a particular group is not more affected by the policy than other groups.

Assessing and managing risks for children who present challenging behaviours.

The term 'risk' refers to any circumstances which could lead to adverse outcomes for the child or others. Risk assessment and management is a process that helps staff to consider risk issues, to act reasonably and to learn from everyday practice. A risk assessment will be carried out by the class teacher, SENDCO and SENDCO Support. Risk reduction options will be considered such as situations that may trigger challenging behaviour preventative strategies and de-escalation strategies that are most likely to work, what is likely to trigger a violent reaction and specific strategies and techniques agreed by staff and parents which will be used if necessary and an agreed Behaviour Management Plan and/or risk management strategy created.

Once agreed the Behaviour Management Plan and Risk Management Strategy will be shared with all those responsible for implementing or monitoring the impact of the plan:

- The child
- His/her parents
- School staff
- Other professionals involved with the child.

The Behaviour Management Plan alongside a Risk Management Strategy will be agreed by parents and evaluated half termly. Risk assessments will also be carried out when circumstances of staff change and put them at risk when working with the child presenting challenging behaviours, e.g., pregnancy, injury, illness etc. When challenging behaviour is being displayed, we will always consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' Safeguarding and Child Protection Policy. Staff will also consider whether continuing disruptive

behaviour might be the result of unmet educational or other needs. At this point the school will consider whether a multiagency assessment is necessary

Power to Use Reasonable Force

All members of school staff have a legal power to use reasonable force. Section 93, Education, and Inspections Act 2006. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Staff will receive appropriate training and up to date information regarding behaviour management. These will be provided by internal or external training sessions and staff will be required to access support to improve their own practice.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so and are becoming unsafe to themselves and others.
- prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves though physical outbursts.

The Head of School and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent 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.

Use of Reasonable Force (DfE (Department for Education), July 2013)

Techniques and methods for controlling and restraining pupils using restrictive physical interventions must be assessed to ensure they are safe, suitable, and appropriate for use with the named pupil. 'It is always unlawful to use force as a punishment' Section 548 Education Act (1996) and Use of Reasonable Force (2013). We are aware that we may need to make reasonable adjustments for disabled children and children with special educational needs.

Reporting use of reasonable force

The use of restrictive physical interventions, whether planned, unplanned, or emergency interventions must always be recorded using the Restrictive Physical Intervention Record of Incident form HSF56. Use of reasonable force (2013) DfE states in their advice to schools on the use of the following:

'It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.'

In deciding what a serious incident is, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident.
- the degree of force used.
- the effect on the pupil or member of staff.
- the child's age.

Use of reasonable force: Telling parents when force has been used on their child (DfE,2013)

Other Physical Contact with Pupils

All staff should be aware of the distinction between physical contact or touch used appropriately in everyday situations to encourage, guide, or comfort a pupil and the use of force to restrict movement or to disengage from pupils whose behaviour presents clear risks. It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary are given in the Use of Reasonable Force guidance (DfE, 2013):

- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
- When comforting a distressed pupil.
- when a pupil is being congratulated or praised.
- to demonstrate how to use a musical instrument.
- to demonstrate exercises or techniques during PE lessons or sports coaching to give first aid.

Behaviour management for pupils with identifiable behaviour difficulties

Children who may have identifiable behaviour difficulties such as those associated with Autistic Spectrum Disorder (ASD) or any undiagnosed but identified behaviour difficulties will be treated in ways advised by specialists in this field. Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive, and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs, may require extra help.

- help in adjusting to school expectations and routines.
- help in acquiring the skills of positive interaction with peers and adults.
- specialised behavioural and cognitive approaches.
- re-channelling or re-focusing to diminish repetitive and self-injurious behaviours.

- provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour.
- provision of a safe and supportive environment.

When a concern is raised about a pupil showing behaviour difficulties, before calling in an outside specialist we will complete an agreed observation period to ascertain if the behaviours have a pattern to them. Staff are encouraged to use 'ABC chart.' In this way it may be possible to identify potential triggers of any inappropriate behaviour we can put steps into place to either avoid those triggers or slowly desensitise the pupil to those things.

Similarly, if consequences have been identified that are inadvertently rewarding the pupil's behaviour, then a determined effort will be made to change this consequence.

All staff agree to adopt a positive approach to improving behaviour in order to reward effort and build self-esteem. Staff should work in partnership with those who know the child to:

- Find out why the child behaves as he/she does.
- Understand the factors that influence a child's behaviour.
- Identify early warning signs that indicate foreseeable behaviours are developing.

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of physical intervention is rare.

Our SENDCO will help staff with strategies to use that will help regulate behaviour in some learners with extra needs. Examples are using picture cues to signal the sequence of the daily routine, sticker charts with a choice of rewards, a clock/ sand timer to signal the time remaining in a lesson etc. We also liaise with a range of services to promote behaviour strategies for children with identifiable behaviour difficulties as well as behaviour units or areas set aside for behaviour interventions with the appropriately qualified staff to support.

Any child with identifiable or specific problems will be dealt with on a case-by-case basis and advice sought from the individual's LA (Local Authority) advisory/psychology/ Trust SENDCO Forum/CAMHS service and Trust Well-being Lead.

Strategies such as those described above are used in the first instance. If a child's behaviour deteriorates so that he/she is a danger to him/herself or others, it may be necessary to use restrictive physical interventions such as holding his hands to prevent him/her hurting him/herself or others. The Use of Force Guidance (DfE, 2013) states that 'All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.' These interventions would be emergency measures or interventions if all other routes have been exhausted.

They may be used in the following circumstances:

- If the potential outcomes of not intervening were sufficiently serious to the child him/herself, another child, or a member of staff to justify considering the use of force.
- The chances of achieving the desired result by other means had already been attempted.
- The risk involved in using force outweighed the risk of using it.

- The scale and nature of any physical intervention would be proportionate to the behaviour of the individual and the nature of harm he/she may cause. The judgement about the scale and nature of the intervention has to be made at the time of the incident, but the type of incident will be discussed previously, and all members of the team will ensure a consistency of approach in order not to confuse the children.

The minimum necessary force will be used at all times and wherever possible the child will be warned in advance that force will be used. Whenever practicable, before physically intervening a staff member will attempt to resolve the situation by other means. Parents and other agencies involved with the child are consulted and informed on an ongoing basis about the child's behaviours and any specific strategies/ plans, which have been devised for their child, are discussed, and agreed.

Reporting and recording incidents of inappropriate behaviour

Staff have agreed to keep a record of any such incidents (My Concern Level Low, Medium, or High, or through Edu key) with a brief description and the trigger if known. This record should include name of the pupil(s) involved and date and consequence or how it has been dealt with. These records will automatically be shared with a member of SLT (Senior Leadership Team). Documentary evidence will help reflect on consistency and effectiveness of behaviour management throughout school. It also helps identify any individual behaviour patterns and helps to monitor consistency of approaches.

Documents that are kept regarding inappropriate behaviour include:

- Records of bullying, child on child abuse, homophobic or racial incidents
- Records of pupils being removed from lessons.
- Behaviour analysis.

Any serious incident, which involves the use of restrictive physical intervention, will be recorded on an incident form through My Concern, and kept in the child's personal My Concern file. This report should be uploaded by the member of staff involved in the incident. Records of serious incidents should include the following information:

- the name(s) of the staff and service users/pupil(s) involved.
- the reason for using the restrictive physical intervention employed.
- The type and duration of the restrictive physical intervention
- Whether the service user / pupil or anyone else experienced injury or distress and, if they did, the action that was taken. When a child is sent to the Head of School on account of inappropriate behaviour, a record is kept. We also keep a record of any serious incidents that occur at break or lunch time.

Anti-bullying Policy

Anker Valley Primary Academy has an Anti-Bullying Policy, which underpins the process/procedures undertaken to report and prevent bullying and fosters a culture where any form of bullying is unacceptable and challenged.

A copy of the Anti-Bullying Policy is available online. A hard copy can also be requested through the Anker Valley Primary School Office.

Fixed Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. We recognise the legislative changes which took effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Executive Headteacher (or the Head of School in their absence) has the power to exclude a child from school. The Executive Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Executive Headteacher may exclude a child permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Executive Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Executive Headteacher.

The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Executive Headteacher and Head of School must comply with this ruling.

Fixed term exclusions will last for the smallest amount of time possible (between 1 –3 days) to ensure further re-integration is not made harder.

Examples of behaviour that warrant fixed term exclusion are:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Continual and systematic bullying of a child –this does not include children falling out with each other.
- Intentional racist abuse
- Sexual misconduct
- Drug and alcohol related.
- Damage or theft
- Persistent disruptive behaviour

A reintegration process will be implemented for child and staff based on repair and connection following any exclusion.

Malicious, false, or unsubstantiated accusations made by pupils against a member of staff

If pupils are found to have made malicious, false, or unsubstantiated accusations against school staff, the Head of School will consider whether any further disciplinary action is required. Additional safeguarding and mental wellbeing concerns will be addressed if applicable and concerns escalated to the Executive Headteacher.

Managing pupil transition

As pupils move from Anker Valley arrangements will be made to manage the transition seamlessly between year groups, key stages, and school settings. Effective transition will be promoted through excellent communication between staff and children, staff and parents and staff with other staff; comprehensive systems and processes for transition and clear systems for reporting essential information. Where pupils have additional needs, they will be offered timely support.

Behaviour Ladder

1.If a child is not **displaying the expected behaviours** or values, the child will be expected to think about / reflect on their emotions in the **Calm Corner**.

2.**A conversation** with the teacher and child will follow the use of the **Calm Corner** reflecting on the experience and an opportunity to label and discuss the emotions and if applicable the inappropriate behaviour.

3. **If inappropriate behaviour persists the expectations are that process of using the Calm Corner will be repeated.** Some children may need repeated reflection time and will be encouraged to do so in order to manage their emotions.

4.Any **child-on-child inappropriate behaviour** (bullying, racism or homophobic) will be resolved with the support of an adult by using a restorative and reflective approach that discusses the impact on the victim as well as the perpetrator. **All incidents will be recorded on My Concern** by Senior Leader to establish patterns, trends, and further steps. **Contact with parents (of victim and perpetrator)** by the DSL or DDSL may also be required. Any additional whole class follow up will be considered e.g., circle time, whole class discussions or assembly.

4. The child starts afresh each day.

5. **Where inappropriate behaviour is deemed unsafe** (to the child or others) the behaviour system outlined above will not be appropriate. Instead, an **Individual Behaviour Management Plan** will be used based upon strategies from the child's Individual Target Setting Plan. **A meeting with parents will be arranged with the class teacher** to consider next steps e.g., external support service involvement e.g., Malachi or Early Help or internal support services e.g., Wellbeing Lead or Hope.

6. **The Senior Leaders** will support the school by monitoring behaviour (My Concern). Monitoring the use of support will be ongoing.

7.**Exclusion** is avoided where possible and utilised only as a last resort when other agreed strategies have been unsuccessful. The only exception to this is when a child has put themselves and other pupils at risk. *The decision to exclude a pupil will be taken only in response to serious or persistent breaches of the school's Behaviour and Relationship Policy and * if allowing the pupil to remain in school would seriously harm the education or welfare of others.

All exclusions will be addressed on an individual basis with the Head of School. A meeting will take place between the HoS and Parents. The relevant authorities in the LA will also be contacted following the SCC Procedure.

Behaviour Management Framework -for non-SEN learners – (learners not identified with emotional needs)

Low level disruption	Medium level disruption	High level disruption	Serious level of disruption	Extreme level of disruption
My Concern Low Level	My Concern Medium Level	My Concern High level	My Concern High Level Serious	My Concern High Level Extreme
Swinging on chairs, eating sweets, calling out, interrupting the teacher after a reminder, making silly noises or faces, getting out of seat, shuffling, fiddling, causing distraction,	Repeated low-level disruption, plus: Rudeness/cheek, teasing/name calling, avoiding learning task/adult instructions, swearing, throwing objects, hurting someone, consistently not completing tasks set. Tactically ignore secondary behaviour e.g., muttering under breath, rolling eyes, smirking and focus on initial instruction / behaviour	Repeated medium level disruption, plus: Repeated name calling, repeated refusal to work/follow instructions, swearing repeatedly at other children, leaving the classroom without permission.	Repeated high-level disruption, plus: Deliberately breaking school/other people’s property, racial name calling, deliberately hurting someone, fighting, vandalism, stealing, running out of school, putting themselves or others in danger.	Repeated/persistent serious level disruption, plus: Persistent racist/name calling, bullying, throwing objects at staff, verbal abuse/aggression towards staff or pupils.
Verbal warning from class teacher.	Move peg on behaviour board. If peg moves to consequence, the child needs to be referred to Head of School for a discussion. (Only HIGH-LEVEL DISRUPTION needs to be sent out of classroom)	Removal/refer to Head of School and if behaviour continues send to Executive Head teacher.	Removal or call for assistance from the Head of School, (follow leadership support plan for some individual learners with known challenging behaviour) Formal meeting with parent and pupil –involving HT. Referral to outside agency support – Behaviour Support Service / Educational Psychologist Personalised Target sheets / Behaviour diary Consequence (only to be issued by HT)-Short term exclusion / internal exclusion (whole day) / lunchtime exclusion (Governors informed)	Removal to Head of School / Executive Head Teacher Formal meetings with parents, pupils, senior staff, and outside agencies (as above) Permanent exclusion as a last resort Head teacher to create record of exclusion.

Lunchtime Behaviour Management Framework

<p><u>Low level issues:</u></p> <p>Not following whole academy virtues:</p> <p>Not respecting others/equipment Interrupting Being impolite Pushing in line Intentionally annoying other people Ignoring adult instructions Not following adult's directions</p>	<p>Remind pupil (try to use name of pupil) of whole school Golden Virtues and what they should be behaving like and then thank try and use word 'thank you' after –this is an expectation of compliance.</p> <p>If pupil chooses to continue their inappropriate behaviour and ignore lunchtime supervisor, then a Verbal Warning is given which is the consequence of 5 minutes time out in a designated area (other staff/adults can keep an extra eye on behaviour of pupil and use more positive encouragement)</p>
<p><u>Medium level issues:</u></p> <p>Repeated low-level disruption, and/or:</p> <p>Rudeness/cheek, teasing/name calling, avoiding adult instructions, swearing, throwing objects, hurting someone. Try to ignore Secondary behaviour e.g., muttering under breath, smirking, rolling eyes and focus on pupil following initial instruction/direction.</p>	<p>Above, plus: If inappropriate behaviour continues</p> <p>Consequence–5 minutes time out in designated area. Lunchtime supervisor to remain calm and explain to pupil what they are doing that is not acceptable and why it isn't and positively encourage pupil to behave correctly. If inappropriate behaviour continues, they will give a verbal warning and be made aware of next consequence which is 10 minutes time off the playground, and they will be sent to Senior Lunchtime supervisor who may refer them to Head of School.</p>
<p><u>High level issues</u></p> <p>Repeated medium level disruption, and/or: repeated name calling, repeated refusal to follow instructions, swearing repeatedly at other children, refusing to enter time out area.</p>	<p>If inappropriate behaviour still continues:</p> <p>Consequence-10 minutes time off the playground and they will be sent to their class teacher or Head of School. They will assess seriousness of inappropriate behaviour and next steps.</p> <p>1st occasion of being sent off playground for 10 minutes.</p> <p>2nd occasion of being sent off playground: Consequence - Referral to Head of School.</p> <p>3rd occasion of being sent off playground: Consequence - Referral to Executive Head teacher - lunchtime supervisor to keep a log of any such incidents (brief description including trigger) with date and time.</p>
<p><u>Serious level of disruption</u> <u>Repeated high level disruption</u> (Frequently being sent off the playground), and/or: Deliberately</p>	<p>Referral to Head of School or Executive Headteacher</p> <p>Appropriate use of one of the following: Formal meeting with parent and pupil. Behaviour record agreed which will</p>

breaking school/other people's property, racial name calling, deliberately hurting someone, fighting, vandalism, stealing, running out of school, putting themselves or others in danger.	be shared school and home. Additional referral strategies e.g., to the Trust Wellbeing Lead will be signposted.
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