

PICKHURST ACADEMY

BEHAVIOUR POLICY

OCTOBER 2023

Next Review Date: October 2024

Pickhurst Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

CHANCERY EDUCATION TRUST

PICKHURST ACADEMY

BEHAVIOUR POLICY

The Trust acknowledges its legal duties under the Equality Act 2010, particularly with respect to both safeguarding and pupils with SEND.

This policy has been drawn up in accordance with the Trust's obligation under The Education (Independent School Standards) (England) Regulations to ensure that arrangements are made to safeguard and promote the welfare of pupils, and its duty under the Independent Schools Standards Regulations to have a written behaviour policy.

Philosophy

At Chancery Education Trust, we have adopted a positive approach to discipline. All pupils are treated the same and we have high expectations of all our pupils. All members of staff deal with any inappropriate behaviour fairly and consistently.

The pupils need to know exactly where the boundaries are and what happens if they step over them. Behaviour expectations are, therefore, taught to pupils on a regular basis so that they know exactly:

- What is expected of them
- What the consequences are **before** they make the wrong behaviour choice

Aims of the Behaviour Policy

- To encourage good behaviour
- To develop children's positive self-image by supporting them to make good decisions and wise choices
- To create a positive, supportive and secure environment based on a sense of community and shared values, where pupils are enabled to achieve academically and socially
- To ensure respect for everyone in our school community

Objectives

- To encourage outstanding behaviour at all times
- To encourage the recognition of good behaviour
- To provide a consistent approach
- To provide a positive atmosphere in the Academy
- To provide a well-structured environment
- To provide early intervention so poor behaviour does not escalate
- To teach the child to be responsible for his/her actions
- To ensure property is respected and pride in the Academy and each other is nurtured
- To provide teachers and other adults with effective techniques of dealing with poor behaviour

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Expectations for Everyone

- All members of the Academy must treat others and themselves with respect
- Everyone must have high aspirations and try their best to make sure they achieve their goals
- Everyone is expected to respect and be responsible for all property and belongings
- Everyone is expected to respect the Academy environment
- Everyone must be considerate to others when moving around the Academy, by walking carefully, calmly and quietly
- Hold doors open for others
- Speak quietly to others when moving around the Academy
- Food or drink must not be consumed when walking
- No physical violence is acceptable
- No abusive language is acceptable
- Everyone is expected to be punctual

Expectations for Pupils

Pupils should:

- Keep prohibited items away from the Academy. These include:
 - Sharp or dangerous objects
 - Toys; expensive personal belongings; money
 - Mobile phones and tablets (except for Year 6 who are able to bring in phones, but they need to be handed into the class teacher on arrival at the Academy)
- Wear the correct school uniform (including PE kit)

Positive Playground Behaviour

Pupils should:

- Stay in the playground, and only leave if permission has been given from an adult
- Play in areas that are allowed
- Play games kindly and fairly
- Share equipment and show consideration to everyone
- Look after the equipment
- Listen to each other
- Use kind words and show each other respect
- Follow instructions
- Line up silently to show their teachers that they are ready for learning

At the end of playtime, the teacher blows a whistle. Pupils must stand still – and stop their game or conversation.

On the second whistle, pupils must walk quietly to their line, line up in single file and wait for their class teacher to lead them into the building/classroom without talking.

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Positive Classroom Behaviour

Pupils should aim to:

- Be ready to learn at all times
- Follow your teacher's instructions
- Be patient and not interrupt others or speak while they are speaking
- Stay focussed and complete all tasks to the best of your ability
- Put your hand up if you wish to ask or answer a question
- Work well with everyone in your class – be kind, gentle and respectful at all times
- When working with others, listen to their views with respect and kindness
- Bring the right equipment to school

Positive Behaviour in Assemblies

Pupils should:

- Enter the assembly hall in silence
- Listen very carefully to the person leading the assembly
- Participate in the assembly – for example, when asked to answer a question or share an idea (children will usually be asked to raise their hand)
- When asked to leave the hall, leave in silence

Dining Hall Behaviour

Pupils should:

- Make sure their hands are clean before they eat
- Walk quietly into the dining hall, and remain with 'quiet voices' when they line up at the counter
- If appropriate bring a healthy packed lunch to the Academy. Avoid crisps, nuts or products containing nuts, or any other allergenic foods that children must be refrained from bringing in, soft drinks or other drinks with a high sugar content
- Take the first available seat where the lunch supervisor indicates
- Be polite to other children and adults
- Eat with good manners
- Remain seated until they have finished eating
- Clear away their tray and glass, leaving the table clean

Interacting With Other People

- Bullying is not accepted (please refer to the Anti-Bullying policy)

Children are also expected to behave well on their way to and from the Academy as well as on the Academy visits.

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Teachers' Powers to Discipline Pupils

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff with responsibility for pupils, such as teaching assistants (unless the Executive Headteacher says otherwise)
- Teachers 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 certain circumstances when a pupil's poor behaviour occurs outside of the Academy
- Teachers can confiscate pupils' prohibited property

Pupils' Conduct Outside the School Gates – Teachers' Powers

- Teachers have the power to discipline pupils for poor behaviour outside of the school premises "to such an extent as is reasonable". These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil
- In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, parents/carers will be informed

Teachers May Discipline Pupils For:

Poor behaviour when the pupil is:

- Taking part in any Academy - organised or Academy -related activity or
- Travelling to or from the Academy
- Not wearing school uniform
- Poor behaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the Academy or
 - Poses a threat to another pupil or member of public or
 - Could adversely affect the reputation of the Academy

In all cases of poor behaviour, the teacher can only discipline the pupil on Academy premises or elsewhere when the pupil is under the lawful control of the staff member.

Teachers' Power to Search a Pupil

Searching With Consent

Academy common law powers to search:

- Academy staff can search pupils with their consent for any item. Staff will take account of the pupil's ability to give consent, considering the child's age or other factors

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Also note:

- The Academy is not required to have formal written consent from the pupil for this sort of search. It is enough for the teacher to ask the pupil to turn out his or her pockets or ask if the teacher can look in the pupil's bag, desk or locker and for the pupil to agree
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment, such as outlined in the sanctions
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty

Searching Without Consent

What the law says:

The Executive Headteacher and staff authorised by the Executive Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Mobile phones and tablets (except for Year 6 who are able to bring in phones, but they need to be handed into the office on arrival at the Academy)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

The Executive Headteacher and staff authorised by the Executive Headteacher can use such force as is reasonable when searching a pupil without consent for the above mentioned prohibited items.

The Executive Headteacher or and staff authorised by the Executive Headteacher can carry out the search, as long as:

- They are the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.

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- There is a limited exception to this rule. An authorised member of staff can carry out a search of a pupil of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if a search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The member of staff has reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Establishing Grounds for a Search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have, in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a Search

- Searches without consent can only be carried out on the Academy premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on Academy trips in England or in training settings.

During the Search

- 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
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags
- 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 to summon another member of staff

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Lockers and Desks

- Under common law powers, Schools and Academies are able to search lockers and desks for any item provided the pupil agrees. Schools and Academies can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present
- If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above

Children's Classroom Trays

- As children's classroom trays are deemed to be the property of the classroom (and therefore directly managed and overseen by the teacher), the Executive Headteacher and staff authorised by the Executive Headteacher may also search without consent any classroom tray used by a pupil in order to view and check its contents.

Teachers' Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Executive Headteacher and authorised 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.

Confiscation of Inappropriate Items:

There are two sets of legal provisions, which enable Academy staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of any confiscated items provided they have acted lawfully. The Academy would keep the item secure and contact the parent/carer.
- 2) Power to search without consent for 'prohibited items' including:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images

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- Mobile phones and tablets (except for Year 6 who are able to bring in phones, but they need to be handed into the office on arrival at the Academy)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Vulnerable Pupils

During their time at the Academy some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour tracking sheets from class teachers and a member of the Senior Leadership Team (SLT) will be collated to provide the SLT with an overview of pupil progress. This will enable targeted support for vulnerable pupils.

This information will contribute towards:

- Individual Education and /or Behaviour Plans
- Pastoral Support Programmes
- Support from the outside agencies/ specialist professionals

Positive Handling & Restraint

There can be times when a pupil's behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions.

In the case of a child being at risk, putting others at risk or damaging property the child's parents or carers will be called and asked to pick up their child immediately.

Where a child may need very close contact it is imperative that parents know that the use of PPE where appropriate may be used to help avoid cross contamination or any potential virus spread.

The Five Golden Rules and The 3 C's

The 'Golden Rules' are as follows:

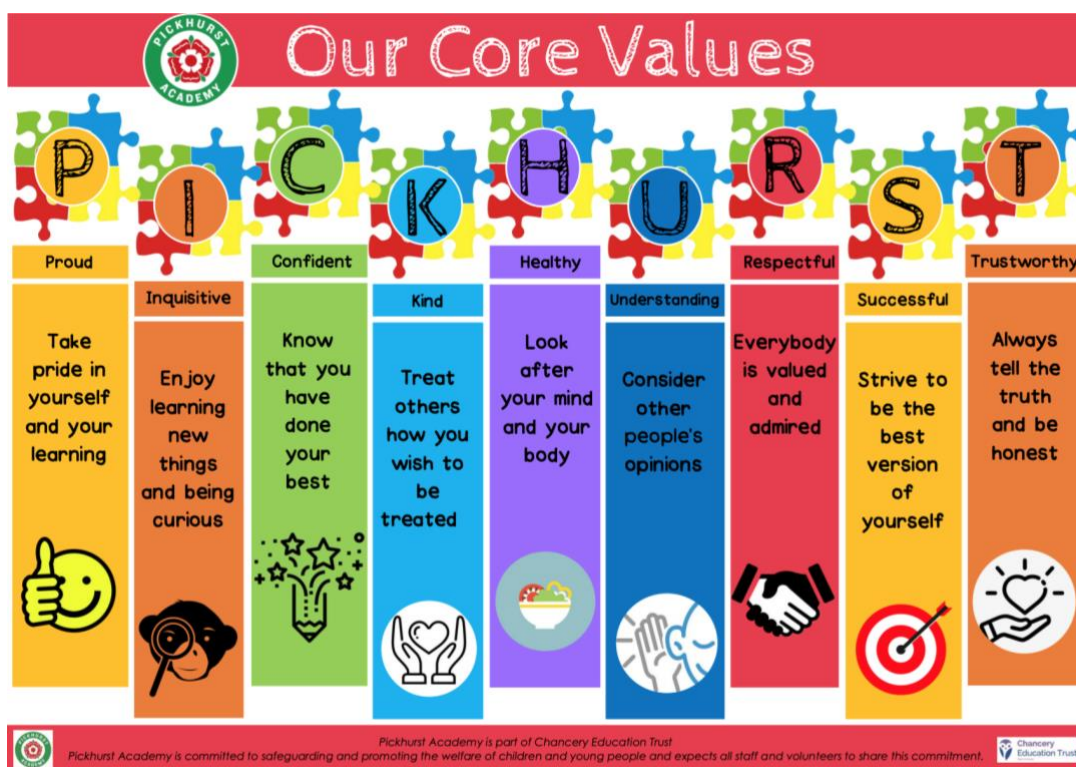
We will.....

- Treat others and ourselves with respect
- Play friendly and fair games
- Walk quietly and calmly around the school
- Be responsible with property and belongings
- Work hard and always try our best

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Core Values

The Core Values were devised after consulting with children, staff, parents and governors:



Rewards

House Points

We aim to reinforce good behaviour by the use of praise and House Points. House Points are intended to foster positive student behaviours and classroom culture. Students earn '**House Points**' based on their classroom conduct and achievements.

House Points are awarded for:

- Following the 5 Golden Rules
- Kind/considerate behaviour
- Staying on task
- Good class and/or homework

All parts of the day are monitored and are worth House Points. The type of good behaviour awarded with House Points will depend on the needs of the individual child. Each teacher will only award 1 House Point at a time, however 2 House Points may be awarded under exceptional circumstances. They will also be responsible for organising a manageable system that will monitor the number of points each House has in their class.

Throughout the week children can be awarded House Points, and these will be collated/counted by members of the Pupil Parliament at the end of each week.

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At the end of each term, the Senior Leadership Team will announce in a special assembly which House has been awarded the most House Points. The winning House will be rewarded collectively with a treat, and it will be noted on display in the main school hall.

Merits

Merits can be awarded to children by any member of staff, as/when they demonstrate or model one of the core values.

Each child has a 'Pickhurst Passport', and a member of staff will award a merit by either stamping or signing the child's passport under the relevant core value.

Once a child has a completed 'Pickhurst Passport' (i.e. each core value signed/stamped at least once), they will be sent a letter from the Executive Headteacher, and they will be awarded a school badge and certificate.

Star of the Week and Star of the Term

Each teacher will nominate a child who has behaved exceptionally well that week and/or has completed excellent work as their 'Star of the Week'. These names are read out during 'Feel Good Friday' assembly, each week, and the children will be awarded with a certificate.

At the end of each term, each teacher awards a child 'Star of the Term'. This recognises children who go above and beyond. In a special assembly, the class teachers share the 'story behind their success' with all the children in school. The child also receives a special certificate to commemorate the achievement.

Sanctions

The rules and consequences are pre-taught and the sanction is a logical and just outcome for inappropriate behaviour. The stages are as follows:

1. Issue a first warning
2. Issue a second warning
3. Issue a third warning – The child will be sent to their Head of Year, or a member of the Senior Leadership Team.

Class teachers will make a record of any inappropriate/disruptive behaviour on 'Scholarpack'.

Continued bad behaviour

- An Assistant/Deputy Headteacher will be notified if the Head of Year deems it necessary
- The child will be sent to the Executive Headteacher, if the Assistant/Deputy Headteacher deems it necessary. The Executive Headteacher may choose to inform the CEO. Parents/Carers will be contacted

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Lunch Times

On the playground, as in the classroom, consistency is needed.

Children will be recommended for House Points for good behaviour and keeping to the "Five Golden Rules."

If there is a serious incident the Senior Midday Supervisor will report it to a member of the Senior Leadership Team.

The following stages are to be followed in the playground:

- ✓ Warning Child verbally warned of inappropriate behaviour and the reason why it is inappropriate explained. Child remains on the playground
- ✓ Time Out Child spoken to about their behaviour and asked to stand away from others who are playing. This is for 5 minutes depending on the incident.
- ✓ Intervention Child sent to Senior Midday Supervisor. If necessary, they will inform the Senior Leadership Team and the class teacher. The Senior Midday Supervisor will record incidents on 'Scholarpack'.

If there is physical violence, or racist comments are ever made, children will be sent immediately to the Senior Midday Supervisor, who will inform a member of the Senior Leadership Team.

If a child is involved in physical violence, the child is sent to a member of the Senior Leadership Team where the incident is investigated and appropriate consequences are issued.

If a pattern of inappropriate behaviour during lunchtimes is emerging, the Executive Headteacher will become involved and parents/carers will be invited into school to discuss their child's behaviour.

Behaviour Reports

The following measures are put in place in a discretionary way in accordance with the professional judgement of the Senior Leadership Team.

A child may be placed directly on stage 3 of the Final Report if the Senior Leadership Team believes it is necessary.

White Form

Stage 1 - Behaviour Monitoring Report

If a class teacher is concerned/worried about a pupil's behaviour, they may choose to use a Behaviour Monitoring Report, which assists in monitoring behaviour within the classroom.

Yellow Form

Stage 2 – Behaviour Concern Report

If there are on-going concerns over a pupil's behaviour the Executive Headteacher/SLT may wish to put the child on Behaviour Concern Report as a means to monitoring the child's behaviour closely. Note: A child may be placed directly on a

Stage 2 Report if the Executive Headteacher/SLT deem it necessary. Throughout the school day the child reports regularly to a member of Senior Leadership Team with their report. Praise and positive reinforcement are given for good behaviour. Each lesson is monitored and annotated accordingly.

A letter will be sent to the parent/carer informing them that their child has been placed on a Stage 2 Behaviour Concern Report. (Refer to Appendix 1). In order to promote a positive and supportive partnership between the Academy and the parent/carer, the report will be sent home with the child on a daily basis. The parent/carer should review their child's report and provide any comments. They must sign and date the report, and ensure that their child takes it back in to school the following day. The child will need to show their report to either the Executive Headteacher or a member of the SLT to review. The report will be in place for a time-limited period, usually two weeks.

Red Form Level 3 – Behaviour Final Report

A child will be placed on a Stage 3 Behaviour Final Report, in the event that the above warnings have been imposed and have failed to produce a positive outcome. Note: A child may be placed directly on a Final Report if the Executive Headteacher/SLT deem it necessary.

The Executive Headteacher or member of the SLT may decide to put a child on a Behaviour Final Report in the event of serious, repeated behaviour that poses a danger to the child concerned or others. Repeated disruptive behaviour that impedes the learning of the child concerned or others, or inappropriate behaviour, including swearing, assaulting staff, damage to premises or offensive behaviour, may result in a suspension from school. In exceptional circumstances a permanent exclusion, when all other strategies, external agency help, Behaviour Support Plan have failed. Parents/Carers will be immediately telephoned and the sanction will be confirmed in writing. Suspensions and Permanent exclusions will be notified to the appropriate Local Authority Officers and departments, following DfE Guidance for permanent exclusions.

A letter will be sent to the parent/carer informing them that their child has been placed on a Stage 3 Final Report. (Refer to Appendix 2). In order to promote a positive and supportive partnership between the Academy and the parent/carer, the report will be sent home with the child on a daily basis. The parent/carer should review their child's report and provide any comments. They must sign and date the report, and ensure that their child takes it back into school the following day. The child will need to show their report to either the Executive Headteacher or a member of the SLT to review. Should the child fail to produce their signed report card then it may be necessary for the Executive Headteacher to call and confirm with the parent/carer that they have seen their child's report card.

If a pattern of inappropriate behaviour is emerging, the Executive Headteacher will become involved, parents/carers will be invited into the Academy to discuss their child's behaviour. The child may be heading for suspension.

Parents/Carers

Parents/Carers are under a legal duty to ensure that their child receives a suitable full-time education at a school (unless other suitable arrangements have been made), and pupils' parents/carers must ensure that their child attends punctually and regularly.

Parents/Carers have an important role in supporting this policy, and are responsible to a large extent for their child's good behaviour at the Academy.

Parents/Carers will celebrate their child's good behaviour and also support any sanctions the Academy applies. If parents/carers have any concerns about how their child's behaviour is being managed, they should contact the classroom teacher initially. If this does not resolve the issue, parents/carers should speak to the Head of Year.

Record Keeping and Monitoring

Weekly serious incident reports are kept by the Executive Headteacher to log any incidents of abuse, racist/sexual harassment/child-on-child /homophobia/transphobia/significant bullying/online incidents.

On a fortnightly basis these reports are presented from each Academy School within the Trust (as a standing Agenda item) at the Headteacher and Principal's meeting with the CEO.

The reports are discussed/analysed by the CEO and Executive Headteacher to identify patterns in order to intervene early, to prevent abuse, racist/sexual harassment/child-on-child /homophobia/transphobia/significant bullying/online incidents.

(See Appendix 3 - Weekly Review of Pupil Behaviour Form).

To reinforce a culture where sexual harassment and online sexual abuse are not tolerated record-keeping and monitoring of sexual harassment and sexual violence, including online communications is regularly reviewed as part of this process.

Suspension & Permanent Exclusion

Please refer to the Suspension & Permanent Exclusion Policy.

The Additionally Resourced Provision

Stage 1

General strategies used in class for all pupils –

- Differentiated curriculum
- Calm ordered environment
- Symbols, photos to aid understanding
- Visual class timetable
- Reduced language at child's level
- Makaton signing to support language
- Daily relaxation sessions

Stage 2

Pupil does not respond to the above strategies. Behaviour continues to be challenging –

Frequent refusals to comply with requests, hitting other children and/or adults on a daily basis; general disruption to the class; pupil may need to be withdrawn or removed for short periods to refocus; risk assessment may show behaviour risk rating as low-medium after control measures in place.

- More individualised strategies:
- Individual behaviour support plan drawn up for specific behaviours
- Parents informed, asked to sign IBSP and given a copy
- Risk assessment if appropriate
- Use of non-teaching areas to withdraw a child (or others) if necessary
- Individual workstation
- Individual timetabled support if necessary
- Continued use of a more individualised reward/motivation system

Stage 3

Challenging behaviour escalates; pupil is often violent and/or disruptive on a daily basis; above strategies are not effective in meeting pupil's needs; more detailed analysis of pupil's needs undertaken; pupil needs a significant level of adult support to maintain acceptable behaviour; risk rating is medium after control measures in place.

- Continued use of the above strategies
- Intervention by the ASD Advisory Service and other Advisory teachers
- Parents fully informed of all major incidents

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Stage 4

Continued frequent displays of violent behaviour towards staff and/or other pupils;

Pupil causing significant disruption to classroom order; pupil attempting to or causing significant damage to property; pupil needs full time individual support to maintain order; limit damage and protect other pupils;

- Formal review of child's needs
- An Interim Review will be arranged to discuss and review the child's needs if the above strategies are not successful.
- The Interim Review may involve all parties: parents, Executive Headteacher, SENCo

Service, LEA placement officer, Educational Psychologist and any other agencies as appropriate

Stage 5

All issues are placed in the hands of the Executive Headteacher.

SEN Intervention: Collation of the evidence, IBSP and any other documentation relating to the pupil referral process.

Positive Handling Approach to Managing Challenging & Unsafe Behaviour

We adopt the Positive Handling Approach to managing and de-escalating challenging & unsafe behaviour. This includes the use of restraint where required by the staff who are qualified in this technique. The staff who are qualified and retrained annually include the:

- All Teachers in the Specialist Provision
- All Teaching Assistants in the Specialist Provision

Expected Intervention Outcome:

If improvement does not occur and the pupil will not comply with school rules and regulations or, a pupil shows behaviour and actions of such an extreme nature as those cited above then the Executive Headteacher, with support from the Local Governing Board, Deputy Headteacher, Key Stage Leader and where appropriate the SENCO and Class Teacher will look to:

- review all the evidence and referral procedures and decide upon a course of action that will lead to:

- suspension
- permanent exclusion

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Exclusion will never be considered lightly and will always involve notification of the Governors through the Chair of Governors and appropriate members of the Borough authorities. Exclusion may be temporary (suspension) or permanent. In exceptional circumstances it could result after only one incident should this be felt the only appropriate course of action.

With a child requiring this level of support it would be expected that they would be within the Special Needs Code of Practice and a close contact between child / class teacher / SENCo / parent will have been established.

A support plan will have been discussed between the people concerned and this support plan will be known to all members of the team to ensure appropriate and continuous action.

The ARP link their sanctions into the Pickhurst Academy's reward system to reinforce and encourage appropriate behaviour. This is based on the Pickhurst Academy's core values and passport.

Expectations for pupils at home

Remote learning rules

If pupils are not in school due to school closure, such as a global pandemic, we expect them to follow all of the rules set out below to ensure that they are able effectively continue their learning at home.

Parents should also read the rules and ensure their children follow them. Parents should contact the school, if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Complete work set by teachers
- Seek help if they need it, from teachers using the class email addresses
- Alert teachers if they're not able to complete work
- adhere to e-safety rules and appropriate internet safety when using devices and the internet

Additional support and differentiated learning will be provided for those children who have additional needs.

The Inclusion team and Well-being Team will work together to plan for children who need additional support.

Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

- Organise a meeting with parents/carers to offer support
- Identify if the style of home learning is not appropriate ie. Using devices online when internet connection is poor or if a child requires a more practical approach and hard copies of work provided
- Add details of how you'll follow up on this. You'll likely want to get in touch with parents and see if there's any issues you can help them address.

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Appendix 1 – Stage 2 Behaviour Concern Report Letter to parent/carer

Dear []

Please be advised that your child has been placed on a Behaviour Concern Report - because [ENTER A BRIEF REASON AS TO WHY THE CHILD HAS BEEN PLACED ON REPORT]

In accordance with our Behaviour Policy a child will be placed on a Behaviour Concern Report if the Class teacher believes that there are on-going concerns over a pupil's behaviour. The Executive Headteacher may wish to put the child on a Behaviour Concern Report as a means to monitoring the child's behaviour closely.

Throughout the school day the child reports regularly to a member of the Senior Leadership Team with their Report and praise and positive reinforcement is given for good behaviour. Each lesson is monitored and annotated accordingly.

The report will be sent home with your child each day. Please ensure that you provide your comments, sign and date the report. Your child **must** return this report to the Executive Headteacher or a member of the SLT daily.

We are firmly committed to working in partnership with you, and would appreciate your cooperation in this matter. Hopefully through working together we will see a positive change in your child's behaviour.

Yours sincerely

Appendix 2 – Stage 3 Behaviour Final Report Letter to parent/carers

Dear []

Due to your child's continued disruptive and unacceptable behaviour, I regret to inform you that he will be placed on a Behaviour Final Report – Stage 3 until further notice.

In the interest of clarity, I wish to explain that the Behaviour Final Report is the most severe and significant stage of our Behaviour Policy prior to exclusion and constitutes a final written warning. The targets for your child to aim for, which are recorded on their report, are as follows:

1. [Enter 4 targets]
- 2.
- 3.
- 4.

We will monitor your child's progress in the forthcoming days and weeks, highlighting any positive behaviour they exhibit, sharing with you and celebrating outcomes.

However, for every occasion there is a recorded behaviour breach, there will be corresponding punishment.

A member of the Senior Leadership Team will be in touch with you to arrange a convenient time for you to come into school to work together to discuss a Behaviour Support Plan.

The report will be sent home with your child each day. Please ensure that you provide your comments, sign and date the report. Your child **must** return this report to the Executive Headteacher or a member of the SLT daily.

We are firmly committed to working in partnership with you, and would appreciate your cooperation in this matter. Hopefully through working together we will see a positive change in your child's behaviour.

Yours sincerely

Appendix 3 – Record Keeping and Monitoring Form



WEEKLY REVIEW OF SERIOUS PUPIL INCIDENTS

Pupil Name:	A N Other			
Year Group:	Year 4			
Date of Incident:	15/06/2022			
Name of Staff Reporting:	Mrs J Smith			
Name of SLT Member involved:	Miss N Won			
Reported to DSL:	15/06/2022			
	Sexual Harassment / Child-on-child	Racism	HBT (homophobic, biphobic, transphobic)	Bullying
Details:	Enter details in relevant column/box	EXAMPLE		
Action/Next Steps:	Enter details in relevant column/box			

Pupil Name:				
Year Group:				
Date of Incident:				
Name of Staff Reporting:				
Name of SLT Member involved:				
Reported to DSL:				
	Sexual Harassment/ Child-on-child	Racism	HBT (homophobic, biphobic, transphobic)	Bullying
Details:				
Action/Next Steps:				

Pupil Name:				
Year Group:				
Date of Incident:				
Name of Staff Reporting:				
Name of SLT Member involved:				
Reported to DSL:				
	Sexual Harassment/ Child-on-child	Racism	HBT (homophobic, biphobic, transphobic)	Bullying
Details:				
Action/Next Steps:				

Pickhurst Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Supporting Policies and Procedures

- Anti-bullying Policy
- Educational Visits Policy
- Exclusion Policy
- Code of Conduct
- Child Protection and Safeguarding Policy
- SEND Policy

Monitoring and Implementation Policy

The policy is reviewed annually, although the Trust may vary or amend it periodically to ensure that we fulfil our obligation around the Behaviour Policy. All proposed changes to this policy would be made following the approval from the Committee.

	Name	Date
Policy written by	Executive Headteacher	October 2023
Review by Committee	Executive Headteacher/CET Board	October 2023
Approved by Committee	CET Board	November 2023
Adopted by Governing Board	Local Governing Board	February 2024
To be reviewed annually		
Review by	October 2024	

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