# Behaviour and Attitudes Policy

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| Principal | Shereka James |
| Designated Safeguarding Lead: | Ben Howe |
| Vice Principal (Behaviour) | Rachael Adediran |
| Designated Governor for Safeguarding: | Paul Merchant |
| Review Cycle: | Annual |
| Governing Body Ratification | June 2023 |
| Review Date | June 2024 |
| Legal Framework | Children Act 1989  (as amended 2004 Section 52) Education Act 2002 s175/s157 The Teachers Standards' 2012 The Education and Inspections Act 2006 |
| Department of Education and Local Advice and Guidance | Behaviour and discipline in schools: advice for headteachers and school staff, 2016 Behaviour in schools: advice for headteachers and school staff 2022 Searching, screening and confiscation at school 2018 Searching, screening and confiscation: advice for schools 2022 The Equality Act 2010 Keeping Children Safe in Education 2023 Exclusion from maintained schools, academies and pupil referral units in England 2017 Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023 Use of reasonable force in schools 2013 Supporting pupils with medical conditions at school Special Educational Needs and Disability (SEND) Code of Practice. Mental health and Behaviour in Schools (November 2018) Preventing and Tackling Bullying (July 2017) Working together to safeguard children (September 2018) Children who run away or go missing from home/care(Jan 2014) |
| Linked policies | Hackney CYPS Resource Guide (July 2016) City and Hackney Safeguarding Board's Procedures Hackney Well-Being Framework |
| Linked policies | Safeguarding and child Protection, Attendance including Children Missing in Education, SEND, Looked After Children, PSHCE, ESafety, Social Media, Acceptable Use, Teaching and Learning and Equality. Exclusion, Managing Allegations Against a Staff Member |

## Contents

Behaviour and Attitudes

## 1. Context and Scope

### Academy context

Skinners' Academy is a vibrant environment which serves its local community. We have high expectations of ourselves and our pupils, we believe in strong relationships which we strive to build with each other, our pupils and our families and we are committed to inclusivity which we demonstrate through our consistent and supportive approach to pupil behaviour and attitudes.

We know that parents, carers and families play a crucial part in supporting the behaviour of pupils and we work closely with parents, carers and families to provide early and appropriate interventions and consistent support.

All members of staff, teaching and non-teaching, are expected to maintain the highest standards of behaviour and adhere to the Academy guidance on behaviour, rewards, sanctions and the Wave support system.

This policy aims to:

- Provide a consistent approach to behaviour management

- Define what we consider to be unacceptable behaviour, including bullying and discrimination

- Outline how pupils are expected to behave

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

- Outline our system of rewards, sanctions and support

## 2. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016

- Behaviour in schools: advice for headteachers and school staff 2022

- Searching, screening and confiscation at school 2018

- Searching, screening and confiscation: advice for schools 2022

- The Equality Act 2010

- Keeping Children Safe In Education

- Exclusion from maintained schools, academies and pupil referral units in England 2017

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1159438/Suspension_and_permanent_exclusion_guidance_-_May_2023.pdfUse of reasonable force in schools

- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- 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

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 3. Definitions

At Skinners' Academy, all pupils will be the **best they can be** by working in active partnership with the Academy to achieve excellence for themselves and the wider community. The Academy will provide the prerequisite skills, knowledge and experiences for pupils to ensure they have the opportunities to succeed. Not only will our young people be successful and productive citizens but, they will be a source of influence in the society that they live in, ensuring that they make sustainable and authentic contributions for future generations.

Behaviour that contravenes the Academy Values and expectations includes but is not limited to:

Disruption in lessons and around the building

Physical contact and violence

Rudeness, inappropriate language and abuse

Threatening or aggressive behaviour

Lateness or truancy

Discrimination or bullying (see the Anti-Bullying Policy)

Graffiti, vandalism or theft

Social media misuse or bullying (see the Anti-Bullying Policy)

Health and safety breaches or bringing banned or prohibited items into school including smoking or vaping

Sexual harassment or sexual violence

This list is not exhaustive but is intended to be indicative.

- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco, vapes and cigarette papers
    - Fireworks
    - Pornographic images (either physical or on devices)

- 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 pupil)

Other banned items include but are not limited to:

- Metal tooth combs
- Scissors (unless safety scissors)
- Mobile phones
- Ear buds
- Laser Pens
- Other banned items which may be communicated to parents (in writing) and pupils

Pupils may be searched for prohibited and/or banned items in line with our Confiscation, Searching and Screening Policy and DFE guidance on searching, confiscation, and screening.

This list is not exhaustive and may be amended with approval of the Principal. In this instance changes will be communicated to all stakeholders in writing before taking effect however this does not preclude searching for and confiscation of items as per Government guidance on Searching and Confiscation. Please see Confiscation, Searching and Screening Policy.

## 4. Bullying

See the Anti Bullying Policy.

## 5. Roles and responsibilities

### 5.1 The governing board

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

### 5.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy alongside the relevant governance committee.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently including consistent use of the Stage System
- Modelling positive behaviours
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Supporting and reinforcing the 'Skinners Way' within their classrooms and around school
- Regularly recognising and rewarding positive behaviour and achievement by awarding Merits
- Recording student behaviour and achievement on SIMS or Edulink

- Contacting parents via telephone and meeting parents in the Academy to make them aware of positive behaviour, negative behaviour and academic achievement.

- Actively supporting Academy policies and procedures

- Planning and delivering high quality lessons to facilitate the learning, progress, and attainment of ALL students

- Undertaking training and continuing professional development, both whole Academy and specifically tailored as directed to maintain the highest standards of behaviour within the Academy

**5.4 Parents**

Parents are expected to:

- Support their child in adhering to the Skinners' Way and expected behaviours

- Support high attendance and punctuality

- Communicate and engage regularly with the Academy for the best outcomes of pupils

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with Academy staff promptly

- Accept the role of the Academy in supporting **all** pupils through its decision-making process, approaches, rules and regulations

## 6. The Skinners' Way & The Skinners' 6

The Skinners' 6 values outline our commitment to high standards, strong relationships and an inclusive Academy. The Skinners' Way explores what this looks like in our daily interactions and the decisions that each member of the Academy community makes.

### The Skinners' 6

**Be Curious** – we will ask the right questions, learn from others, and look for ways to work smarter.

**Be Cooperative** – we will work in partnership with others to achieve our goals

**Be Determined** – we will see challenges as obstacles that we can overcome. We will not give up.

**Be Kind** – we will be generous with our time and resources, we will show empathy.

**Be Respectful** – we know what good manners are; we will always show that we know how to use them.

**Be Outstanding** – exceptionally good; this is what we strive for 100% of the time.

# The Skinners' Way

## We are Curious, Considerate & Positive

### We are curious; we value learning, growth and self-reflection

It is important to **BE CURIOUS** and ask the right questions, learn from others and look for ways to work smarter. Be reflective, seek feedback and act on it, don't be afraid to share your feedback. Develop self-sufficiency and critical thinking. **BE DETERMINED** to see challenges as obstacles that we can overcome. We will not give up. Understand that we all make mistakes; it's okay, but be solution-focused, solve the problem.

### We are considerate of our environment and each other

Value the skills, knowledge, understanding and development in ourselves and others. We will care for our shared working environment. We will **BE COOPERATIVE** and work in partnership with others to achieve our goals. Our demeanour and interactions will reflect this at all times. We will **BE RESPECTFUL** and are committed to upholding the values of equality and inclusion. We respect culture, diversity, ideas, and views. We will not tolerate prejudice in any form. We build relationships, value each other's time and create safe and brave spaces. We value honesty and integrity.

### We behave positively, taking account of our impact on others

We are positive in all aspects, from communication to our appearance and behaviour. When communicating with others, we consider our purpose, mode (face to face, emails, telephone), inclusion and the impact we have. We will **BE KIND** and generous with our time and resources; we will show empathy. Consider timing, frequency, tone, setting and response. Support transparency; listen to each other and seek out each other's views. We will **BE OUTSTANDING**, exceptionally good - this is what we strive for 100% of the time. Together we can celebrate success.

## 'Be the Best you can'

## 7. Rewards and sanctions

It is important to recognise and celebrate the achievements and efforts of pupils when they meet and exceed our high expectations whether through effort, achievement or positive relationships and attitudes.

Pupils will be consulted frequently to evaluate, add and even amend the range of rewards available.

Staff are encouraged to reward pupils with the following methods

- Praise – weekly email, end of day focus
- Merits – awarded every lesson, end of day focus, celebrated weekly in Assembly and on display boards
- Letters or phone calls home to parents
- Year group specific rewards
- Whole school rewards – annual trips day
- Special responsibilities/privileges/rewards
- Opportunities for special recognition within half termly and termly prizegiving
- Through recognition within PD curriculum

Skinners' Academy adopts a relational approach to understanding pupil behaviour. We see all behaviour as a form of communication and whilst we maintain our high expectations, we are fully committed to providing appropriate support for pupils, early interventions, and external referrals for additional resourcing as appropriate.

This process is known as the Wave Support Process and is a data driven process that is underpinned by:

- Daily Briefings – SLT and Pastoral Teams
- Weekly Pastoral Meetings – Assistant Principal for the relevant Year Group and the HOY, AHOY PSA
- Weekly Senior Leadership Meetings – Senior Leadership Team
- Regular Multi-Disciplinary Meetings – Vice Principals, DSL, SENDCo, Attendance and EWO, external agencies as appropriate

Behaviour that falls short of expectations can take many forms. The list in appendix 3 is an illustration of some behaviours and staff members responsible for follow up and is not an exhaustive list.

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

- A verbal interaction (Reminder: stage 1)
- Relocating the pupil to another space within the room (Relocate: stage 2)
- Relocating the pupil for a short time outside of the room to refocus (Relocate: stage 2)
- Detention after school (Stage 3)
- Sending a pupil to the Reset Room as outlined above (Stage 4: Remove)
- Some stage 4 behaviours can lead directly to a fixed term exclusion as referenced in appendix 3
- Letters or phone calls home to parents, parent meetings
- Agreeing a behaviour contract
- Putting a pupil 'on report'

Some behaviour instances will be an immediate stage 3 or 4 detention.  These include instances of discrimination, lateness to school or lesson and physical contact.  This list is not exhaustive, but guidance is laid out in the Wave Support System in Appendix 3

Where a pupil has been removed from a lesson on a Stage 4 they will spend the remainder of the lesson in the Reset Room where pastoral staff will support them to reflect on their behaviour as well as identifying what support is needed for the pupil to return to lessons ready to learn.

In some instances, pupils may be removed from lessons for a longer period.  This will be served in the Internal Exclusion. Pupils compete classwork in a supported environment where the classroom expectations are consistent with those in the main Academy classes, including consistent use of the Stage System and awarding of merits.

**Investigation process and decision making**

Academy staff are able to give stages and also set 30 or 60 minute detentions as necessary when pupils contravene the behaviour policy.  Guidance and training are provided and Pastoral Teams (including Senior Leadership staff) support staff in applying sanctions fairly and consistently.  The guidance is intended to set out sanctions that are proportionate and reasonable, see Appendix 3.

Decisions on Internal Exclusion are made by Vice Principals after appropriate investigation and based on the available evidence pertaining to the behaviour or situation.  This will include statements from pupils and staff and may include other evidence such as CCTV.

Any decision to suspend a pupil is made by the Principal, based on the evidence available after investigation and representation by the pupil involved and any other relevant parties in line with our Exclusions policy and statutory guidance.

The majority of suspensions take place onsite in The Learning Centre Internal Suspension provision which allows pupils to maintain their education whilst suspended and also engage in reflective processes.

Our values explicitly reference our commitment to equality, and we do not tolerate discrimination in any form.  This includes discrimination with respect to the Protected Characteristics of the 2010 Equalities Act but goes beyond this to include other characteristics that members of our community may hold.

All instances of discrimination are tracked, and pupils are provided with specific educational follow up on the behaviour or comments.

**7.1 Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

-A period of extended support in our inclusion unit

-fixed term exclusion or managed move

-referral to our safer schools police officer

-referral to local authority safeguarding team

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
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

### 7.2 Off-site behaviour

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

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

Sanctions may also be applied where a pupil 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 pupil or member of the public
- Could adversely affect the reputation of the school

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

### 7.3 Malicious allegations

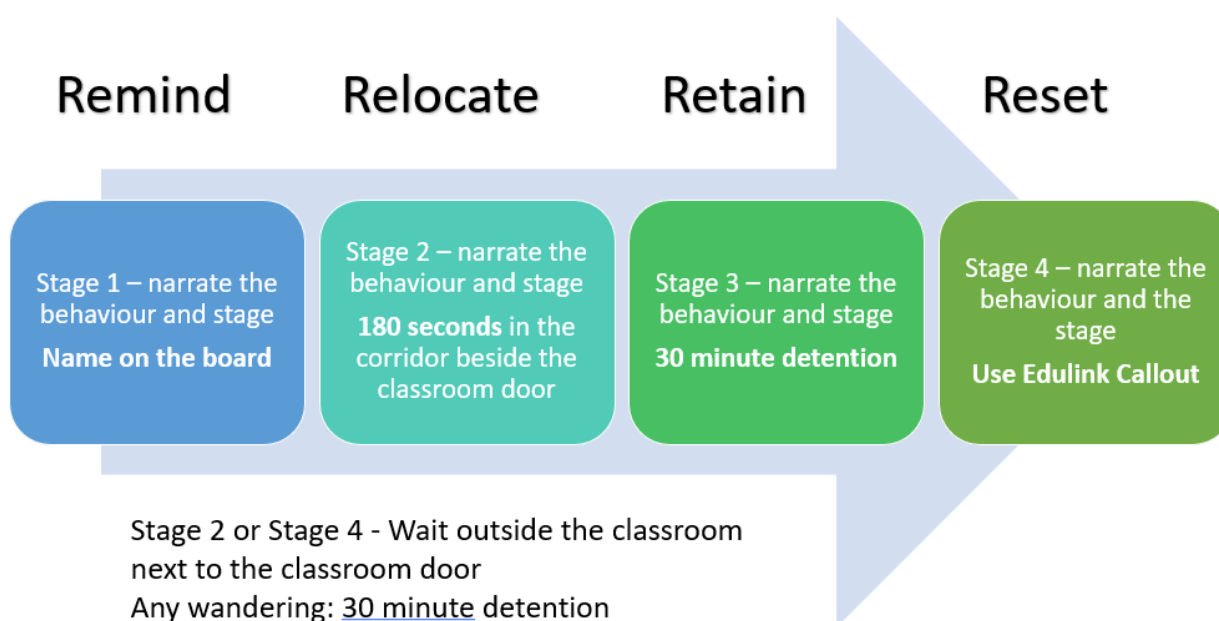Please refer to the Malicious allegations policy.

**8. Behaviour and Attitudes: The Stage system**

Skinners' Academy operates a stage system to support learning within the classroom and Academy setting. . The stage system allows staff to remind pupils of the classroom expectations and also provides for a consistent response across all classrooms.

Pupils are verbally reminded of the expectation at Stage 1 and their name is put on the board, at Stage 2 a pupil will be verbally reminded and may be asked to step outside for maximum 180 seconds or be moved to another place within the classroom.  At stage 3 the pupil will be given a third verbal reminder and given a 30 minute detention.  Any pupil reaching stage 4 will be removed to the Reset Room as outlined above and will sit a 60 minute detention after completing a reflection form.

Stages do not carry across lessons and so pupils have a fresh start in each lesson.  Stage 3 and Stage 4 are recording in Edulink/SIMS which allows for tracking and pastoral intervention.  Pupils who receive multiple stage 3 or stage 4 sanctions are placed on Wave 2 or 3 and receive additional support and intervention at Head of Year level.

## Stage System

| Remind | Relocate | Retain | Reset |
|---|---|---|---|
| Stage 1 – narrate the behaviour and stage **Name on the board** | Stage 2 – narrate the behaviour and stage **180 seconds** in the corridor beside the classroom door | Stage 3 – narrate the behaviour and stage **30 minute detention** | Stage 4 – narrate the behaviour and the stage **Use Edulink Callout** |

Stage 2 or Stage 4 - Wait outside the classroom next to the classroom door
Any wandering: 30 minute detention

**8.1 Classroom behaviour**

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

They will:

- Actively contribute to the orderly and prompt running of line ups including maintaining a silent line to the classroom

- Meet pupils at the threshold to the classroom and greet them by name

- Provide a Silent Do Now at the start of every lesson

- Finish the lesson with a countdown, 'positive goodbye' and orderly dismissal from the threshold

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Develop a positive relationship with pupils, which includes:

  - Consistent use of the stage system and awarding of merits

  - Greeting pupils in the morning/at the start of lessons

  - Establishing and adhereing to 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

  - Using positive reinforcement

## 8.2 Physical restraint

The term 'reasonable force' covers the broad range of actions that may be used that involve a degree of physical contact with pupils.

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 must 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.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder

  - Disorder is not defined in DFE guidance but Skinners' Academy takes it to mean acts of violence or intimidation in a public setting

- Hurting themselves or others

- Damaging property

Incidents of physical restraint 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

- Be recorded and reported (This will involve a written account of the incident and reasonable investigation of the appropriateness of the action provided. This will be submitted to the DSL in the immediate follow up to the incident. This will be discussed with the Principal and logged on CPOMS

### 8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Confiscation, searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.  Please see Confiscation, Searching And Screening Policy.

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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.

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

### 8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### 9. Training

Behaviour and Attitudes continuing professional development is factored into the Academy training calendar, and there are regular opportunities through training, briefing and drop ins to support staff with the most inclusive approach to behaviour and attitudes.

Our staff are provided with training on managing behaviour, including safeguarding and wider context of our community as part of their induction process.

Behaviour and attitudes are seen as integral to the development of our pupils and are prioritised as such.

## 10. Monitoring arrangements

This Behaviour and Attitudes policy will be reviewed by the headteacher and Governing body annually. At each review, the policy will be approved by the Principal.

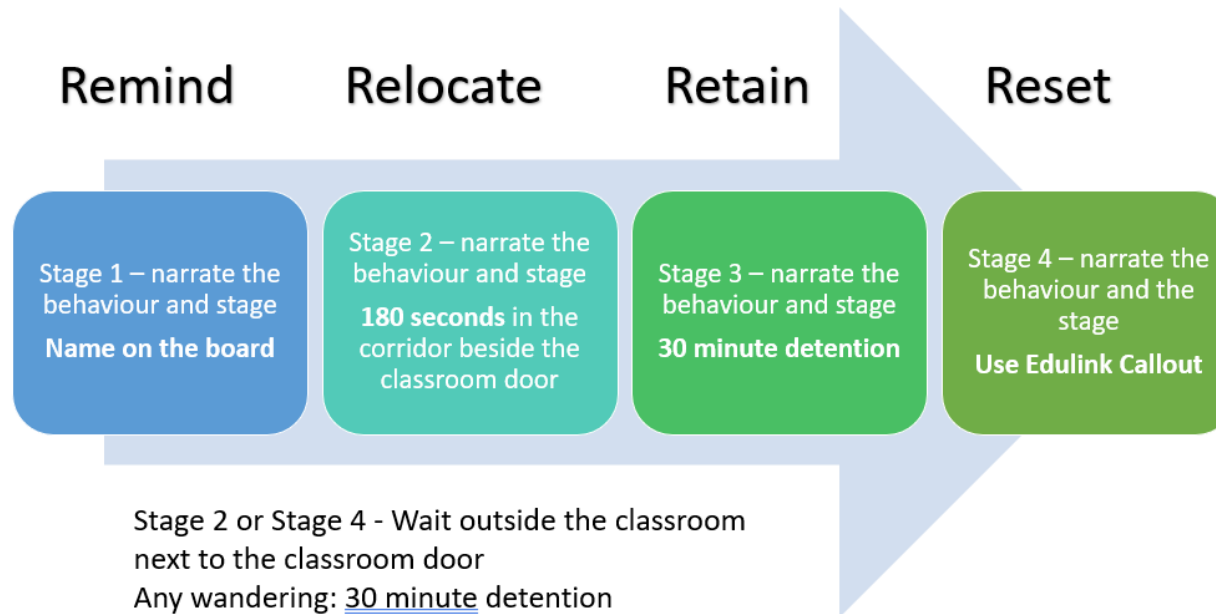This will take place within the Skinners' Academy education committee.

**Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour for learning policy

- The Behaviour and Attitudes policy is understood by pupils and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

- Pupils are helped to take responsibility for their actions through the Skinners' way

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the education committee annually as part of the review of this policy.

# Stage System

| Remind | Relocate | Retain | Reset |
|---|---|---|---|
| Stage 1 – narrate the behaviour and stage **Name on the board** | Stage 2 – narrate the behaviour and stage **180 seconds** in the corridor beside the classroom door | Stage 3 – narrate the behaviour and stage **30 minute detention** | Stage 4 – narrate the behaviour and the stage **Use Edulink Callout** |

Stage 2 or Stage 4 - Wait outside the classroom next to the classroom door
Any wandering: 30 minute detention

| Stage | 30 Minute Detention | 1 hour detention/Stage 4 | First Time Every Time - 60 Mins | Internal Exclusion - Approved by VP | Suspension - Approved by Principal | Permanent Exclusion - Approved by Principal |
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| | | | | | | Used as a last resort in response to a serious breach or persistent breach of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school. |
| Talking when the expectation is silence | Stage 3 in class | Discriminatory comments or behaviour | Failure to flow a First Time Every Time instruction | Discriminatory comments or behaviour aggravated by persistence, seriousness, bullying or other agravating factor | *Internal suspensions are appropriate in most cases but will be decided on a case by case basis dependent on the specific circumstances and risk assessment. | |
| Turning around instead of focusing on your work | Late to school | Oncall - set by supervising member of staff in S02 | Rudeness in response to a First Time Every Time instruction | Missed 1.5 hour detention | Bringing banned or prohibited items into school including illegal substances or | |

Reviewed: June 2023
Next review: June 2024

| | | | alcohol and those that cause a health and safety breach |
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| Not attempting the work | Not following instructions in corridor/outside | Refusal to hand over a banned item including coats in the building | Fighting | |
| Distracting others | Chewing gum/eating in class | Truancy | Bringing banned items into school | Bringing an offensive weapon into the academy |
| Calling out instead of hands up | No homework | Water fights | Health and Safety breach | Significant Health and Safety breach |
| Out of seat | Inappropriate language | Not following instructions to move away from/moving towards an incident | Social Media misuse | Aggravated physical violence, serious fight |
| Answering back | Lanyard | Graffiti | Bullying | Serious or aggravated bullying e.g. following a pupil home, physical violence, filming and |

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| | | placing on social media | |
| Not using laptop as instructed | Aggressive behaviour - shouting and gesticulating | Aggressive/Intimidating behaviour - slamming doors, pushing or throwing furniture, hitting walls/objects | Threats towards staff |
| Running in the corridor | Social Media misuse | Graffiti | Arson |
| Physical contact | Theft - low level e.g. pencil case, stationery etc. | Theft - e.g. stealing from the canteen/café | Aggravatged theft e.g. stealing from a staff office or bag, stealing from inside a prohibited area |
| Swearing | Vandalism | | |
| Not standing outside the classroom door on Stage 2 or 4 | Persistent disruption of lessons | Serious or significant vandalism including that which causes a health and safety breach | |
| Late to lesson | Threats of physical violence | Threats of serious physical violence | |

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| Rudeness to staff e.g. eye rolling, tutting, persistently interrupting or talking over staff. | Rudeness to staff e.g walking away from a member of staff during a conversation | Swearing at a staff member, verbal abuse e.g. name calling, saying shut up, persistent rudeness, shouting at a staff member | |
| Lack of Equipment | Disruptive or rude behaviour in the community<br><br>Throwing items in the classroom or playground (outside of a sports related game) | Bringing the Academy into disrepute in a manner that affects the reputation of the Academy | Bringing the Academy into disrepute in a manner that compromises the ability of the Aademy to carry our statutory duty to keep pupils safe or carry out the core business of the Academy. |

Appendix 3 – Example Behaviours

| Stage | 30 Minute Detention | 1 hour detention/Stage 4 | First Time Every Time - 60 Mins | Internal Exclusion - Approved by VP | Suspension - Approved by Principal | Permanent Exclusion - Approved by Principal |
|---|---|---|---|---|---|---|
| Talking when the expectation is silence | Stage 3 in class | Discriminatory comments or behaviour | Failure to flow a First Time Every Time instruction | Discriminatory comments or behaviour aggravated by persistence, seriousness, bullying or other agravating factor | *Internal suspensions are appropriate in most cases but will be decided on a case by case basis dependent on the specific circumstances and risk assessment. | Used as a last resort in response to a serious breach or persistent breach of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school. |
| Turning around instead of focusing on your work | Late to school | Oncall - set by supervising member of staff in S02 | Rudeness in response to a First Time Every Time instruction | Missed 1.5 hour detention | Bringing banned or prohibited items into school including illegal substances or alcohol and those that cause a health and safety breach | |
| Not attempting the work | Not following instructions in corridor/outside | Refusal to hand over a banned item including coats in the building | | Fighting | | |

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| Distracting others | Chewing gum/eating in class | Truancy | | Bringing banned items into school | Bringing an offensive weapon into the academy | |
| Calling out instead of hands up | No homework | Water fights | | Health and Safety breach | Significant Health and Safety breach | |
| Out of seat | Inappropriate language | Not following instructions to move away from/moving towards an incident | | Social Media misuse | Aggravated physical violence, serious fight | |
| Answering back | Lanyard | Graffiti | | Bullying | Serious or aggravated bullying e.g. following a pupil home, physical violence, filming and placing on social media | |
| | Not using laptop as instructed | Aggressive behaviour - shouting and gesticulating | | Aggressive/Intimidating behaviour - slamming doors, pushing or throwing furniture, hitting walls/objects | Threats towards staff | |
| | Running in the corridor | Social Media misuse | | Graffiti | Arson | |

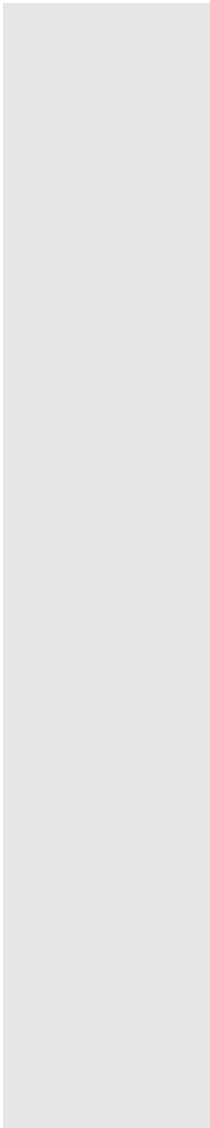| | | | | | | |
|---|---|---|---|---|---|---|
| | Physical contact | Theft - low level e.g. pencil case, stationery etc. | | Theft - e.g. stealing from the canteen/café | Aggravatged theft e.g. stealing from a staff office or bag, stealing from inside a prohibited area | |
| | Swearing | Vandalism | | | | |
| | Not standing outside the classroom door on Stage 2 or 4 | Persistent disruption of lessons | | Serious or significant vandalism including that which causes a health and safety breach | | |
| | Late to lesson | Threats of physical violence | | Threats of serious physical violence | | |
| | Rudeness to staff e.g. eye rolling, tutting, persistently interrupting or talking over staff. | Rudeness to staff e.g walking away from a member of staff during a conversation | | Swearing at a staff member, verbal abuse e.g. name calling, saying shut up, persistent rudeness, shouting at a staff member | | |
| | Lack of Equipment | Disruptive or rude behaviour in the community | | Bringing the Academy into disrepute in a manner that affects the reputation of the Academy | Bringing the Academy into disrepute in a manner that compromises | |

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| | | | | | the ability of the Aademy to carry our statutory duty to keep pupils safe or carry out the core business of the Academy. | |
| | | Throwing items in the classroom or playground (outside of a sports related game) | | | | |

## Wave Support System

| Level | Universal Wave | Wave 1 Support | Wave 2 Support | Wave 3 Support | Wave 4 Support | Wave 5 Support |
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| **Outcome** | No Pupil in detention | No pupil out of lessons | No pupil in exclusion | No pupil in exclusion | No pupil on suspension | No pupil permanently excluded |
| **Trigger** | All Pupils | Pupil is receiving Stage 3 detentions, 1-2 in a week for the same thing or a variety of issues | Pupil is receiving Stage 4 on calls, 1-2 in a week | Pupil has IE placement, 1-2 days in IE in a half term | Pupil has IE placement: more than 2 days in a half term, and/or Pupil has oncalls: more than 4 in a half term | Pupil is at risk of exclusion, multiple IE and Oncall placements and/or Suspension |
| **Trigger** | Attendance 98-100% | Attendance 96-98% | Attendance 94-96% | Attendance 90-94% | Attendance 85-90% | Attendance Below 85% |
| **Trigger** | Wellbeing is at a good level | Wellbeing concerns are low level and are resolvable with simple self care and other practical strategies | Wellbeing concerns are low level but recurring/persistent and/or have affected lesson attendance on at least one occasion. | Wellbeing concerns are more significant, may include indications of low mood, may be affecting lesson or school attendance. | Mental health concerns, these will be potentially affecting successful lesson and school attendance and be beyond general support strategies. | Significant mental health concerns - including diagnosable mental health conditions and safeguarding concerns |
| **Personel** | All Staff | PD Teacher | HOY/AHOY/PSA support | HOY/AHOY/PSA support/Mental Health Lead | Head of Inclusion Support/Attendance Officer/Counsellor/Safeguarding Team | MDM |

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| Positive interactions, relationship building | Regular positive interactions – PD team, PSAs and wider staff - Daily | Regular positive interactions, daily check in with PD teacher | Check ins at key points in the day | Check ins at key points in the day | Check ins at key points in the day with HINC/Attendance | Regular supportive interactions - Mental Health Lead, VPs, SENCO, HofI, HOY, HofLC |
| High levels of pupil involvement | Clear, transparent and regular process for pupil voice | One to one with pupil - issue and strategies | One to one with pupil - issues and immediate strategies | One to one with pupil - issues and SNAP | One to one with pupil - review of SNAP, further investigation e.g. Baxter profile/SDQ | One to one with pupil - SDQ and pupil perspective on support |
| Consistent communication with teachers | Clear and consistent use of stage system and rewards- Daily | Communication with class teacher - information sharing, strategies | Communication with class teacher or wider Round Robin | Communication with class teacher or wider Round Robin | Communication with class teachers - teachers of meeting or wider Round Robin | Communication with class teachers - teachers of meeting or wider Round Robin |
| Consistent communication with parents and families | Regular communication with parents - +ve as well as –ve, at least weekly | Ongoing regular communication with home | Parent contact including parent perspective on issue | Parent contact and SNAP | Parent contact and further investigation e.g. SDQ | Parent contact and further investigation e.g. SDQ |
| | Clear messaging on Skinners' Way and Skinners' Values - Daily | PD report - one day report (up to two weeks) | Diagnosis of issue taking account of parent, teacher, pupil input. | Diagnosis of issues taking account of parent, teacher, pupil input. | Diagnosis of issues taking account of parent, teacher, pupil input. | VPs, SENCO, HofI, HOY, HofLC plus relevant additional professionals - MDM |
| | Public praise and celebration of excellence - weekly | Tracking support and communications | One to one support session with targets set | One to one support session with targets set each week | One to one support session with targets set each week | PSP with LC placement/managed move considered (respite, short, full) |
| | SEL programme embedded within | Refer to PSA Extra Curricular group or other | 2 week monitoring | 2 week monitoring | 4 week monitoring with review including pupil observations in class | Modified timetable, one to one PSA support |

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| PD curriculum at all levels | community activity | | | | |
| Regular Mental Health and Wellbeing messaging - at least half termly | | Strategies for teachers/teachers of information | Strategies for teachers/teachers of meeting | Behaviour Support Plan and HIS Report | Behaviour modification programme, self regulation strategies, SEND intervention, REU |
| Universal access to Kooth online support | | Check ins at key points in the day | Check ins and early intervention e.g. additional one to one sessions, contact home | Strategies for teachers/teachers of meeting | 6 week monitoring |
| Scripted stages - narrate behaviour/rewards | | Twice weekly home update | Parent meeting | Parent meeting | Strategies for teachers/teachers of meeting |
| Routines - Do Now, End of Lesson, Merits | | All parent communicated cc'd to PD teacher and at end of monitoring period (if successful) de-escalated to PD teacher | Twice weekly home update HOY/AHOY/PSM report - day report | Parent/Family Support programme (including referrals e.g. Trple P) | Parent meeting |
| | | Ongoing regular communication with home | | Behaviour modification strategies | |
| | | Refer to PSA Extra Curricular group | SEND referral | Protective behaviours - one to one/group | Triage for: Ed Psych, SpL, Lit intervention, SEND register, EHCP, external support |

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| Ongoing progress communicated to PD teacher for additional positive encouragement | Skinners' Parent/Family Support worker contact | Self reflection and self regulation strategies | Early Help, Young Hackney, |
| All parent communicated cc'd to PD teacher and at end of monitoring period (if successful) de-escalated to PD teacher | Triage for Early Help, Young Hackney, Dare to Differ mentoring, Mental Health/Counselling | Check ins and early intervention e.g. additional one to one sessions, contact home | Mentoring |
| Referral to Anna Freud Mental health Support | Safeguarding | Daily/every other day home update | Counselling/Mental Health referral |
| Referral to EMPH support group | Referral to Anna Freud Mental health Support | SEND referral (will already be in place if 2 IE placements already) | Art/Drawing therapy |
| | Referral to EMPH support group | Triage for: Ed Psych, SpL, Lit intervention, SEND register, EHCP, external support | Parent/Family Support programme |
| | | Early Help, Young Hackney, | Protective behaviours - one to one/group |
| | | Dare to Differ mentoring, | |
| | | Counselling/Mental Health referral | |
| | | Art/Drawing therapy | |
| | | Safeguarding | |

**Appendix 4: <u>Table of substantive policy changes in effect from 2022</u>**

| Where | What |
|---|---|
| **Summary**<br>All behaviour for learning references changed to behaviour and attitudes to reflect current practice | |
| Footer | Review dates |
| Page 2 | Undated DFE Guidance<br><br>Addition of Managing Allegations Against a Staff Member policy |
| Page 4 | Update DFE Guidance – KCSIE, Suspensions and Exclusions guidance |
| Page 5 | Addition of 'not limited to' and reference to banned as well as prohibited items |
| Page 6 | Addition of 'not limited to' and reference to other banned items which may be communicated to parents (in writing) and pupils |
| Page 7 | Expectation for staff to attend all CPD/Training related to behaviour as directed |
| Page 9 | Updated rewards information and Pastoral meetings structure |
| Page 10 | Reference to Internal suspensions replacing most suspensions. |
| Page 13 | Reference to line up, threshold, start and end of lesson expectations on teachers |
| Page 13 | Amendments to section on Physical restraint – removed 'by most teachers', replaced 'should' with 'must' always try to avoid acting in a way that might cause injury<br><br>Defines disorder as acts of violence or intimidation in a public setting |
| Page 18 | Updated Behaviour Guidance |
| Page 23 | Updated Wave Support Guidance |