Behaviour and Inclusion Policy

This policy operates in conjunction with the following Trust policies:
- Special Educational Needs and Disabilities (SEND) Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Positive Handling Policy
- Suspension and Exclusion Policy

1.0 Statement of Intent
- For every member of the Trust community to feel happy, safe and valued.
- To ensure that the ethos within the Trust is nurturing and trauma aware.
- To encourage and support positive relationships in the Trust community.
- To support children to develop positive behaviours that enable them to thrive and reach their full potential within their setting, family and wider community.
- For inclusive approaches to be embedded across the whole curriculum for every child in the Trust

2.0 Responsibilities
- Behaviour is a whole setting responsibility; all members of staff have a duty of care to ensure a safe learning environment
- It is the responsibility of class teachers to use adaptive teaching approaches to ensure the planning and delivery of inclusive lessons.
- It is the responsibility of the Academy Head to support consistent implementation of the policy and ensure the health, safety and welfare of all children in the setting.
- It is the responsibility of the Trust Board and its committees to set down these general guidelines on discipline and behaviour, and to review their effectiveness.

3.0 How do we promote positive behaviour as a Trust?
Consortium is committed to educational practices which Protect, Relate, Regulate and Reflect (TIS UK, 2020).

3.1 Protect:
- All settings work towards all children feeling safe, and happy. The ethos at all settings is to establish trust with the children.
- We understand the impact of Adverse Childhood Experiences and Trauma.
- We build positive relationships between staff and children recognising that this is key to effective teaching and learning.
- Staff will be trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious.
- We work in partnership with parents and carers. The setting will report behaviour, positive or negative, and work alongside parents and carers to meet the individual needs of children.
- There will be consistent use of 'safety cues' throughout the school day starting with how we meet and greet each individual child
- We work together to promote and model positive behaviours. The emphasis is on using positive strategies to support the development of positive behaviours.

- We recognise a child's right to a broad, engaging and challenging curriculum, which is appropriate to their individual abilities, talents and qualities.
- We ensure all classrooms have high but realistic and inclusive expectations with clear, consistent predictable boundaries using three focus words Ready, Respect, Safe (see 4)
- There is a Trust commitment to avoiding the use of harsh voices, shouting, put downs, criticism.
- Settings will have safe spaces that a child can access when they are not coping. This may be a designated area of the school or open space
- We ensure that all settings have a clear and consistent system of rewards and consequences in place. Consequences are fair, time-limited and focus on the future. Consequences should support the children to develop their ability to regulate their emotions and behaviours.

3.2 Relate:

- We ensure that all staff receive appropriate training to ensure they have the knowledge, skills and understanding to support all children and their individual needs.
- We recognise that there will be incidents where children are unable to regulate their emotions. Staff will respond to children using empathy and attunement. Time will be made available to enable key staff members to build trust and relationships.

3.3 Regulate:

- Staff recognise and acknowledge behaviour is a form of communication.
- Staff will receive training on how to support pupils experiencing difficulties regulating their emotions, so pupils feel calmed, heard, connected with, and valued.
- We will develop, implement and consistently review individual behaviour support plans.

3.4 Reflect:

- Staff are educated to listen effectively to children.
- Children are supported through the use of reflective practice.
- Children will be provided with a range of resources to enable them to symbolise their emotions.
- Staff will also reflect on the support provided to children and adapt behaviour plans based on these reflections.

4.0 Behaviour Curriculum
4.1 Ready, Respect, Safe

Staff and visitors are supported and encouraged to consistently use the language Ready, Respect, Safe, when praising and supporting behaviour, to minimise confusion. We explicitly teach what this looks like in school and revisit it throughout the year including assemblies.

'Ready'
This means being ready for learning, ready to listen, ready to go to break. We recognise being 'ready' might look different for individual pupils.

'Respect'
This means showing respect to their peers, to adults, to their environment, and to themselves.

'Safe'
This means supporting pupils to think about being safe in their learning environment, safe with the people around them, and safe in the activities in which they are taking part.

4.2   Rewards and Consequences

There is a culture of praise and positive reinforcement across the Trust.   Staff and children are encouraged to share positive feelings and opinions with each other. We praise and reward children for their actions and their work in a variety of ways, these may include:

- Verbal feedback from staff to children;
- Giving of stickers or certificates
- Activities chosen by the children
- Communicating praise to parents/carers via a phone call or written correspondence
- Special assemblies
- Positions of responsibility such as library monitor
- Peer feedback

The emphasis for addressing behaviours that challenge is one of support and prevention using restorative approaches rather than punishment in line with our commitment to Protect, Relate, Regulate and Reflect.

- Where it is necessary to impose a consequence/ sanction these will be fair and proportionate. These will take into account each child's individual needs and any other special circumstances that may affect the child.
- Consequences will vary on a sliding scale.

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

- Staff remind children of expectations of behaviour and the consequences for/of their actions
- A verbal reprimand and reminder of the expectations of behaviour
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Removal of the pupil from the classroom

Where appropriate, restorative approaches will be used to support children to develop the skills to independently take responsibility for their behaviour and make more informed choices in the future. Restorative approaches encourage children to think about how their behaviour affects others, both children and staff.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.
The decision to suspend or exclude will be made by the Academy Head and only as a last resort.
Please refer to our Suspensions and Exclusions policy for more information.

5.0   Pupils with Special Educational Needs

The Trust recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). All settings should implement a whole school approach to the behaviour curriculum that reflects the needs of individual pupils (i.e. 'ready' might look different for individual pupils).

The Academy Head will monitor behaviour reported on MyConcern and identify any pupil who is presenting with an increasing pattern of behavioural incidents. The Academy Head will discuss the pupil with the Trust's Inclusion team. This team will work with schools to explore if there is an unmet Special Educational Need. All four broad areas of need identified in the SEND Code of Practice will be considered including Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health, and Sensory and Physical.

The Trust's Inclusion team use a graduated approach to supporting schools from universal (high quality teaching, trauma informed approaches and personalised planning) to targeted and specialist support. Any support offer is based on the individual needs of the pupil and their setting or support specified in an Education, Health and Care Plan.

It is important to seek to try and understand the underlying causes of behaviour and whether additional support is needed. The setting will anticipate, as far as possible, all likely triggers of the behaviours, and put in place support to reduce the likelihood of these occurring. This will include the development, implementation and review of behaviour plans and risk assessments to support individual pupils.

Behaviour support plans and risk assessments will take into account the specific circumstances and requirements of the pupil concerned. Strategies may include:
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD)
- Use of safe spaces where pupils can regulate their emotions during a moment of sensory overload

We will work with external agencies such as CAMHS, Norfolk Inclusion Team and Suffolk's Specialist Education Services (SES). This list is not exhaustive nor would all be engaged with in every instance.

Staff should take account of any contributing factors that are identified after an incident has occurred. Settings need to consider whether a child's SEND has contributed to the incident and if so, whether it is appropriate or lawful to sanction the child. It may be necessary to make reasonable adjustments to the sanction.

Please refer to our SEND policy for further information.

6.0 Use of Reasonable Force
This should be read alongside the Trust's Positive Handling Policy. Any reasonable force is used in the best interest of the child, and to safeguard them or others from harm.

7.0 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

8.0   Searching, Confiscating and Mobile Phones

8.1   Mobile phones

- Pupils must comply with the Acceptable Use Policy document (explained at age appropriate levels to children)
- Pupils must follow Online Safety rules – see Online Safety policy and curriculum
- Pupils must not carry or use mobile phones at school.
- Pupils cannot bring personal devices such as phones to school without prior agreement and arrangement between families and school.
- Once on site, the mobile phone must be given to the office for safekeeping until home time.

8.2   Searching and Confiscating

The Academy Head and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school. Only the Academy Head, and Assistant Academy Head have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff, including the academy head or assistant academy head, will seek cooperation from the pupil and both will be present for the search.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol
- illegal drugs
- stolen items
- knives
- weapons
- cigarettes, tobacco paper, e-cigarettes and vapes.
- pornographic images
- anything else perceived to pose a threat to pupils at the school.
- Fireworks

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

9.0.   Behaviour outside of school

When there is a case of concerns about pupil behaviour outside of school (travelling to or from school, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school or online bullying outside of school (see Anti Bullying Policy)
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform.
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school.
- behaviour that could adversely affect the reputation of the school.

This Behaviour and Inclusion policy stands as a beacon of our commitment to fostering a safe, supportive, and inclusive learning environment for all pupils. Through consistent implementation of the policy, we aim to empower every individual to reach their full potential.

Document Control

Changes History

Version	Date	Amended by	Details of Change
7	08.12.2021	Gemma Bucklee	Full Review to reflect Trust ethos. Embedded nurture and trauma aware approaches. Emphasised the importance of focusing positive strategies to support the development of positive behaviours, and highlighting the need for consequences to be time limited and focused on the future. We are also proposing the use of three rules across the trust (We are Ready, We are Safe, We are Respectful)
8	23.09.2022	Kathy Lloyd	Updated to reflect change in terminology from 'fixed-term exclusion' to 'suspension
9	04.05.2023	Tamsin Little	Suspension letter to include paragraph that specifically relates to representation.
10	16.4.2023	Gemma Bucklee	Review in line with updated DfE guidance, and including information around searching, confiscation and mobile phones Separate suspension and exclusion policy

Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	CEO	Electronic signature	2/5/2024
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	2/5/2024

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