

SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)

BEHAVIOUR & REWARDS STATEMENT OF PRINCIPLES

Aspire - Challenge - Achieve

Owner	Approval	By Whom	Review
B Sinclair	October 2023	Governors	Annually

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INTRODUCTION

The Governing Body, SLAT CEO and staff of this Trust believe that a safe environment, mutual respect and a positive reward culture will produce the most effective climate for teaching and learning.

Inclusion and equality feature strongly in the Trust's philosophy. This philosophy will be supported by expectations of a high standard of student behaviour and sense of responsibility, set out in the Trust's Code of Conduct, and underpinned by sanctions which will be made clear to staff, parents and students and applied consistently across the Trust.

THE AIM IS TO ENSURE AN EFFECTIVE AND SAFE LEARNING ENVIRONMENT

PURPOSES

- We are committed to challenge, high standards and the success of every student;
- We aim to support and nurture children and adults in an environment that is safe, non- intimidating and creates a sense of belonging;
- We celebrate the diversity of students through their gender, race, creed, mental and physical ability, providing a quality education that raises standards, extends choice and helps equalise life chances;
- We promote collective ownership of our values through representation involving all staff, students, parents / carers;
- We are committed to celebrating students' achievements via the implementation of a systematic rewards system;
- We are committed to ensuring the 'right to learn' of all students and the safety of all students on and around the school site via the implementation of a systematic behaviour management system.

As a result of these purposes, the Trust expects:

- All students to respect the authority of Trust staff;
- All students to respect the safety and dignity of other students;
- All students to respect their own and others' right to learn;
- All students to adhere to the Trust's Code of Conduct;
- All students to act as positive ambassadors of the Trust when off the school premises;
- All students to ensure that inappropriate or unlawful items are not brought onto the school site
- All students to show respect to the buildings and the school environment;
- All students to act accordingly both on the way to and from school.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management;
- **Define** what we consider to be unacceptable behaviour, including bullying;
- Outline **how students are expected to behave**;
- Summarise the **roles and responsibilities** of different people within the Trust community with regards to behaviour management;
- Outline our system of **rewards and sanctions**.

2. Monitoring arrangements

Every academic year the policy will be reviewed and changes made where necessary to fit the current working practice. This policy will be reviewed by the Deputy CEO for Behavioural Standards, approved by the SLAT CEO and any changes sanctioned by the governing body.

3. Legislation and statutory requirements

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- Use of reasonable force in schools
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

4. Responsibilities

The SLAT CEO is responsible for reviewing and approving this behaviour policy.

The SLAT CEO will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.

The Deputy CEO for Behaviour Standards will monitor the impact of the policy and report to the SLAT CEO through analysis of data by year group, gender and ethnicity on:

- Sanctions including fixed term and permanent exclusions – number of and analysis of behaviour;
- Number of detentions and analysis of behaviour;
- Instances of bullying, racism and discriminatory behaviour and actions taken;
- Student conduct points and the application of rewards and sanctions.

Trust Staff are responsible for:

- Implementing the behaviour policy consistently;
- Model and promote positive behaviour;
- Delivery of a suitably planned curriculum which meets all individual needs;
- Use the Trust's rewards system consistently (See Appendix 2);
- Use the Trust's sanction system consistently (See Appendix 2);
- Use the Trust's reporting and recording systems consistently (See Appendix 7);
- Communicating effectively with parents.

Parents/carers are expected to:

- Support their child in adhering to the home school agreement;
- Inform the Trust of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Support their child in attending school;
- Support their child in making sure they are fully equipped each day;
- Attend all parent engagement evenings to support their child; support their child in home learning by monitoring Show My Homework.

Students are expected to:

- Show respect to all members of the Trust community;
- In class, make it possible for all students to learn regardless of ability or understanding;
- Move around the site quietly, sensibly and with consideration of all other students and staff;
- Show respect for the environment, their own, the Trust's and other students' property;
- Wear the correct uniform at all times;
- Act appropriately when wearing uniform outside of the school grounds;
- Embrace the inclusive environment of the school;
- Participate in all charity, awareness and cultural diversity days;
- Report any inequality or discrimination.

5. Training

Our staff are provided with training on managing behaviour. Behaviour management strategies will always form part of continuing professional development for all teaching and support staff, and be delivered throughout the academic year as part of a pre-mapped programme. These training sessions will be led by specialist Trust staff or outside agencies. All new teaching staff to the Trust follow an induction programme, which includes detailed delivery of Trust systems.

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged;
- Display the student code of conduct or their own classroom rules;
- Develop a positive relationship with students;
- Greeting students in the morning/at the start of lessons;
- Establishing clear routines;
- Communicating expectations of behaviour in ways other than verbally;
- Highlighting and promoting good behaviour;
- Record all positives and negatives on the Show My Homework system
- Concluding the day positively and starting the next day afresh;
- Follow the plan for dealing with low-level disruption;
- Using positive reinforcement.

A defined team of designated staff will be trained through the Positive Handling programme on the proper use of restraint should it be necessary. *The Education and Inspections Act 2006* confirms the right of staff to use 'such force as is reasonable' for the purpose of preventing a student from:

- Committing an offence;
- Causing personal injury to, or damage to the property of, any person (including themselves);
- Prejudicing the **maintenance** of good order and discipline;
- Refusing to follow instruction by staff that could damage or impact the good order of the school or the safety of others.

Please see the Positive Handling Policy in Appendix 13

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 to parents;
- Follow up action to include mediation and parent meeting as part of a 'way forward programme'.

6. Creating a Positive and Structured Environment

The principle function of a SLAT school is to provide a safe, secure and caring environment where expectations and achievements are high and students realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence.

In order to create an environment in which students feel safe and secure, where there is an ethos of achievement through challenge, it is essential that there is nurture, care and support balanced with good order and discipline.

Students play an active part in the review of the Promoting of Good Behaviour for learning strategy.

We aim to promote politeness, courtesy and respect between all members of the School community. Whilst the principles and procedures contained in this policy document will be applied equally to all students, each student is an individual and will be at different stages of intellectual, physical, social, emotional and moral development.

We will therefore use rewards, consequences and behaviour strategies as appropriate to the unique individual needs of each student. The main emphasis is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place, they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the students, or are related to consideration for themselves and others. Staff will intervene and apply consequences or sanctions in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment, the health and safety of the students and adults, or show lack of consideration for others and impact on their learning.

The school primarily seeks to create a warm and caring environment where students learn to trust adults. In order to provide security for individuals and the school to promote personal development, students need to develop an appreciation of the limits on their behaviour set by society and their community. Students need to understand the implications for breaching these limits.

7. Unacceptable Behaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude;
- Incorrect uniform
- Bring the school into disrepute.

Serious misbehaviour is defined as:

- Repeated breaches of the Trust rules;
- Any form of bullying;
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments/'Banter'
 - Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism;
- Theft;
- Fighting;
- Smoking/Vaping;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items (See Appendix 8).

This list is not exhaustive.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will report the incident to the police.

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

The school will not interfere with any police action taken. However, the school may continue to enforce sanctions to reduce any element of risk including safeguarding staff and students.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, where appropriate.

8. Bullying

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

Bullying is, therefore:

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

Bullying can include:

- Emotional - being unfriendly, excluding, tormenting;
- Physical - hitting, kicking, pushing, taking another's belongings, any use of violence;
- Race, Religion, Belief or Culture - Racial taunts, graffiti, gestures;
- Sexual - explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching;
- Direct or indirect verbal - name-calling, sarcasm, spreading rumours, teasing;
- Cyber-bullying - bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

The Trust will always take seriously any reported incidence of bullying. It will be dealt with effectively, and in a prompt fashion. The Trust urges students to report any form of bullying, regardless of severity. Students can report bullying to any adult within the Trust.

In dealing with bullying, the Trust will utilise any one of a number of strategies:

- Circle time – restorative justice;
- Mentor support – peer/staff;
- Student report;
- Pastoral Support Plans (PSP);
- Diary for monitoring;
- Healthy minds referral.

9. Sexual Harassment

Sexual violence and sexual abuse can happen anywhere, and all staff working in SLAT schools are advised to maintain an attitude of 'it could happen here', 'it does happen here'. Staff are requested to respond appropriately to all reports and concerns, including those outside the school, and/or online.

Children and young people may be harmful to one another in a number of ways which would be classified as child on child abuse. The SLAT has a zero-tolerance approach to abusive behaviour and recognises that abuse is abuse and will never be passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up'. The SLAT will not tolerate behaviours such as, which can lead to a culture of unacceptable behaviours and an unsafe environment for young people and the Trust will ensure this type of unacceptable behaviour is dealt with robustly.

We aim to create a culture where sexual harassment including online sexual abuse is not tolerated. We will ensure this is a whole Trust approach assuming that sexual abuse/harassment is, to some extent, happening in our schools. This will allow us to identify issues and intervene early to better protect our students. In response; the Trust is developing a culture where all forms of sexual harassment are recognised and addressed, including higher level sanctions when appropriate.

- The PHSE / RSE curriculum is carefully sequenced with time allocated for topics that students and young people find difficult, such as consent and sharing explicit images.
- Programs are designed through dissemination from pastoral leads who are able to identify patterns and focus points
- Assemblies are driven by student centred agendas
- Pastoral staff and support staff are trained in recognising and dealing effectively with any 'hint' of sexual behaviours and are tasked with ensuring it is dealt with appropriately.
- Enhanced staff support during free time to guide students on what's acceptable and what is unacceptable.

- The Trust works a report and sanction system linked to any online behaviours. Students can expect follow up to any outside school/online issues.

The following are the many different types of abusive sexual behaviour that are unacceptable, this list is not exhaustive and forms part of the safeguarding policy as recognised sexual abuse;

Sexually harmful behaviour/sexual abuse e.g. inappropriate sexual language touching, sexual assault etc.

- Online and Cyber bullying
- Prejudiced Behaviour
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Up-skirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm □ Initiation/hazing type violence and rituals.

Below is a selection of unacceptable forms of interactions that will be challenged and sanctioned be it verbally or online;

- sexual comments or jokes;
- displaying sexually graphic pictures, posters or photos;
- suggestive looks, staring or leering;
- propositions and sexual advances;
- making promises in return for sexual favours;
- sexual gestures;
- intrusive questions about a person's private or sex life, and discussing your own sex life;
- Comments, that are by nature derogatory with a sexual undertone.

The key to the strategy is in making it clear to students that there is a zero-tolerance approach to sexualised behaviours in our SLAT Schools. For all adults on school site, this is a major focus, in-line with the DFE Guidance Sexualised Behaviour which is now in the KCSIE. ([Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/Keeping_children_safe_in_education_-_GOV.UK_(www.gov.uk).pdf))

10. Equality and Equal opportunity

The Trust recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. These include:

- Gender reassignment;
- Disability;
- Race including colour, nationality, ethnic or national origin;
- Religion or belief;
- Sexual orientation including transgender.

In line with the Equality Act 2010 and KCSIE, the Trust will ensure that all students are treated equally and that any discrimination towards a student or students because of their protected characteristic will be dealt with by a zero-tolerance approach. In response to this the Trust has considered how they are supporting pupils with protected characteristics and will take positive action, where proportionate, to deal with the disadvantages these pupils face. This includes having a need to be conscious that pupils with protected characteristics may be more at risk of harm

and vulnerable to any form of discrimination. The Trust will uphold a zero-tolerance approach to any form of this behaviour and will continue to provide education through the PSHE and SMSC programme which will educate students regarding anti-bullying, discrimination and sexual violence and imagery. Examples of discrimination include:

Direct discrimination - treating someone with a protected characteristic less favourably than others;

- Indirect discrimination - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage;
- Harassment - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them;
- Victimisation - treating someone unfairly because they've complained about discrimination or harassment;
- The Trust's support team will evaluate a student who exhibits challenging behaviour linked to discrimination, and ensure sanctions and restorative work are effectively used. Re-educating and developing student awareness to forms of discrimination are part of the Trust SMSC programme;
- When acute needs are identified in a student, or when patterns of behaviour are repeated, the Trust will liaise with external agencies alongside the Pastoral Support Plan (PSP). We will expect parents to work with us on creating these plans;
- Each Trust policy on Special Educational Needs includes details about the welfare and educational provision for students with EHCPs.

All students are encouraged to work and play freely with, and have respect for, all other students, irrespective of their Protected Characteristics, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos, and students will be encouraged to question assumptions and stereotypes.

Recognising the impact of SEND on behaviour

The Trust recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school will cooperate with the local authority and other bodies.

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil able to understand the rule or instruction?
- Was the pupil able to act differently at the time as a result of their SEND?

- Is the pupil likely to behave aggressively due to their particular SEND?

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

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

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

11. Rewards and Sanctions

We promote a culture of positive behaviour and believe that rewards can be more effective than punishment in motivating students. It is the Trust's policy to recognise, acknowledge and reward individual achievements by students.

The Trust does however understand the place and value of the use of sanctions to uphold good behavioural standards. Sanctions will be applied consistently and it will be fully transparent and clear to the recipient why the sanction is being applied (see Appendix 2).

12. Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the DCEO working with the Head of School will discipline the student in accordance with this policy.

Where such an allegation is made, appropriate support will be provided to the member of staff affected.

Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

Appendix 1

SLAT TOP TIPS TO SUCCESS Classroom Management	
1.	<p>'Ready to Learn' poster on the classroom door</p> <p>This can act as a prompt to get students ready for learning. It can be adapted to suit different subjects and learning requirements.</p>
2.	<p>Meet and greet – the lesson starts at the classroom door</p> <p>The success of a lesson is often built from the start as students respond to consistency and good routines.</p>
3.	<p>Focus/Topic Objective</p> <p>Good practice is to keep referring back to the theme and the key 'message'. E.g. Students to be aware of the objectives. Each lesson must start with a clear focus and objectives. This can be used as a tool to settle the class on entry and promote a quick focus on the learning.</p>
4.	<p>Seating Plans</p> <p>Every lesson should have a clear, well defined seating plan to suit the students/subject content/nature of activities. Don't underestimate the power of the seating plan in taking control of the teaching environment. It is your classroom, so students sit in directed places.</p>
5.	<p>Behaviour Management Policy – 4-point plan</p> <ol style="list-style-type: none"> 1) Verbal Warning 2) Red stamp/name on board 3) Exit class — Final warning 4) On Call – Internal isolation – Detention set <p>If a student has more than 2 On Calls in a day, they will spend the rest of the day in the Student Referral Unit (SRU).</p>
6.	<p>Equipment</p> <p>All out on desk ready to learn, students should always have the necessary equipment for the day ahead.</p>
7.	<p>Consider the delivery- it must fit the topic and the nature of the group</p> <p>Consider the year group and the topic. No one size fits all – Friday afternoon! Remember - No hands up.</p>
8.	<p>Reward and Praise – Best in Lesson</p> <p>When you can, issue rewards. Every lesson, every day, every subject. Rewarding positives is the best way to promote good behaviour.</p>

Appendix 2 Rewards and Sanctions

As a Trust, we strongly believe in a strong student rewards system. Each school within the Trust follows the same rewards system. Throughout the last year we have reviewed our rewards system and have introduced a 3-year rewards initiative. We strongly believe in rewarding students daily, weekly, termly and annually. We feel this gives our students the very best chance to earn rewards and celebrate their success.

Positive behaviour will be rewarded with:

- Positive points (House points), these will be individual and also cumulative towards the House total;
- Reward postcards;
- Head of School Postcards
- KS4 revision passport for prizes
- Sweet Treats for all
- Random acts of Kindness recognition
- Termly strike card draw;
- AOL super prize draw;
- Letters or phone calls home to parents;
- Roles of responsibility; KS3 buddy, Form representative, House council representative, Prefect, Deputy Head student, Head student, Department representative;
- Subject or House awards;
- Reward each term – 100% attendance;
- Prefect reward breakfast;
- Most improved attendance reward – certificate and canteen vouchers;
- Annually Upper School rewards evening
- Annual House Celebration Evening
- Reward events like our Film Festival.
- Aspire Passports for Key Stage 3 – NEW FOR SEPTEMBER 2023 – Year one
- Aspire Passports for Key Stage 4 (Launch in September 24)
- Academic, Artistic, Athletic, Aspire Badge (launch September 25)

A student who achieves the appropriate numbers of House points will be placed promoted in assemblies and on the in-school screens.

Consistent high numbers of House points combined with attendance and Attitude to Learning averages will be rewarded with a ticket in the super prize draw (multiple cash cards varying in value from £15.00 - £45.00) each term. In addition, these students are then invited to a reward afternoon to watch a film at the end of term.

Consistent high numbers of House points will also be part of contributing to being rewarded with the end of term reward. ▯

Sanctions

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

- A verbal reprimand;
- Strike Card signed (all students carry cards. Clear cards with no strikes entered for prize draw/full strike cards result in detention);
- Red stamp or name on the board;
- Sending the student out of the class;
- Expecting work to be completed at home, break or lunchtime;
- Detention at break, lunchtime, or after school;
- Referring the student to the 'On Call' system for intervention by pastoral staff;
- Phone calls or meetings with parents;
- Behaviour contract;
- Student report;
- Period 6;
- Student Referral Unit (SRU)
- Pastoral Support Plans
- Suspensions internal and external
- Managed Move under the guidance of the Local Authority
- Permanent exclusion

Period 6 support sessions

The period 6 is used by the Trust to describe in law what is known as a 'detention', this is a legal power to detain students after school whose behaviour, progress or punctuality is causing a concern. Parental consent is not required to detain students, although parents will be informed at least the day before by the school communication systems. The Trust recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. These include:

- Gender reassignment;
- Disability;
- Race including colour, nationality, ethnic or national origin;
- Religion or belief;
- Sexual orientation including transgender.

In line with the Equality Act 2010 and KCSIE the Trust will ensure that all students are treated equally and that any discrimination towards a student or students because of their protected characteristic will be dealt with by a zero-tolerance approach.

In response to this the Trust has considered how they are supporting pupils with protected characteristics and will take positive action, where proportionate, to deal with the disadvantages these pupils face. This includes having a need to be conscious that pupils with protected characteristics may be more at risk of harm and vulnerable to any form of discrimination. The Trust will uphold a zero-tolerance approach to any form of this behaviour including the 'no banter' approach to student communication. We will continue to provide education through the PSHE and SMSC programme which will educate students regarding anti-bullying, discrimination and sexual violence and imagery. Examples of discrimination include:

- Direct discrimination - treating someone with a protected characteristic less favourably than others;

- Indirect discrimination - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage;
- Harassment - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them;
- Victimisation - treating someone unfairly because they've complained about discrimination or harassment;
- The Trust's support team will evaluate a student who exhibits challenging behaviour linked to discrimination, and ensure sanctions and restorative work are effectively used. Re-educating and developing student awareness to forms of discrimination are part of the Trust SMSC programme;
- When acute needs are identified in a student, or when patterns of behaviour are repeated, the Trust will liaise with external agencies alongside the Pastoral Support Plan (PSP). We will expect parents to work with us on creating these plans;
- Each Trust policy on Special Educational Needs includes details about the welfare and educational provision for students with EHCPs.

All students are encouraged to work and play freely with, and have respect for, all other students, irrespective of their Protected Characteristics, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos, and students will be encouraged to question assumptions and stereotypes.

Positive action & positive separation

We may afford students of a particular racial group, or students with a disability or special educational needs, access to additional education or training to meet the special needs of the students in that group, for example, special language training for groups whose first language is not English.

We will not discriminate against any student by excluding him or her from the Trust, or by subjecting him or her to any other detriment, on the grounds of his or her Protected Characteristics. Head

Period 6 sessions may be issued as a sanction whenever:

- A student has not made adequate progress in a lesson or piece of work;
- Behaviour falls short of our expectations;
- Truancy;
- Repeated poor behaviour – failure to follow request;
- Failure to attend lunch detention;
- Repeated failure to attend school on time;
- Any other incident that requires a sanction beyond lunch detention.

It is the responsibility of the parent/care to organise safe transport home.

The Student Referral Unit

We may use the Student Referral Unit (SRU) in response to serious or persistent breaches of Trust policy. Students may be sent to the SRU during the school day for repeated requests to the pastoral on call team, serious breaches in the behaviour code, or issues that arise during the day. Students will also be placed in the SRU whilst an investigation is ongoing. Students are booked into the SRU for specified days and understand that the school day is extended and free time is withdrawn. When students are booked into SRU parents are informed. Students can be placed in the SRU for a number of days and entrance back into classes will be via a re-entry plan where appropriate.

Students are provided with the learning materials from the lessons missed, and the support member of staff will ensure that any necessary resources are provided including IT provision.

Off-site Behaviour

Sanctions may be applied where a student has misbehaved off-site when:

- Representing the Trust;
- School trip;
- On the bus on the way to or from school or online if the behaviour is classed as cyber bullying;
- Students walking home;
- Wearing our uniform;
- In some other way identifiable as a student of the Trust.

The Trust will use the systems in place and follow its procedures to determine the appropriate sanction.

The Trust will not tolerate its reputation or that of the student body being damaged by actions outside of school times.

GUIDANCE ON SANCTIONS

All incidents if persistent can be interpreted as persistent disobedience and can be classed under the persistent disruptive behaviour of the temporary suspension category.

Level One – All low-level disruption will be recorded on SMH/SIMS for reference and also incur negative House points.

Behaviour	Suggested Sanction	Repeated poor behaviour
Inappropriate behaviour in and around the school (low level) during free time or transition times.	Issued with a strike on their card. Lunch time isolation.	Free time restricted. Repeated time in lunch isolation. Report to pastoral staff every lunch.
Inappropriate behaviour in a lesson.	Dependent on behaviour: Issue red stamp/name on board/SMH-SIMS entry – 4-point plan as guidance.	Red stamp or details recorded on sims. Use internal isolation if necessary and applicable. Detention
Inappropriate behaviour in tutor time.	Issue red stamp/name on board/SMHSIMS entry - 4-point plan as guidance. Send to HoH.	Year Lead to intervene at HoH discretion.
Mobile phone incident/Smart watch/iPod etc. incident.	If seen - sent to office with phone. Confiscate phone for the day. Warning about usage.	Parent to collect phone if 2 x per week or if issue persists. Ban for student, they will be expected to report to the SRU daily.

Uniform breech.	Strike card signed – uniform corrected. If the issue cannot be resolved pastoral team to be called. Student to be isolated until issue is resolved.	Uniform detention and entry on SMH/SIMs. The Trust may decide to provide the appropriate clothing or use the SRU/issue to be resolved in accordance with uniform policy. Where resolution is not found time in the SRU.
Multiple negative points on SMH/SIMs.	Tutor monitors – pastoral team made aware HOH/Year lead. Report system to be used – escalate to PSP.	HoH report (yellow) with detention. Moved up to pastoral report (red) if still no improvement. Parent contacted. Period 6 after school. SRU time. Pastoral Support
Failure to attend subject teacher detention.	HOD detention after school (period 6).	Pastoral period 6/ Pastoral manager extended period 6

Level Two Sanctions:

Behaviour	Suggested Sanctions	Repeated poor behaviour
Removal from lesson. On Call system.	Dependent on behaviour: Departmental Internal Isolation and department led sanction. SRU if 2 x in one day. /report issued.	Future lessons in internal isolation. Time in the SRU. Parent meeting. Continual issue will result PSP leading to fixed term suspensions if no improvement.
Failure to attend Pastoral Period 6 detention.	Repeat time – with additional SRU time.	Time in the SRU/ parent meeting /PSP/Suspensions.
Truancy.	Period 6 lesson to complete work missed. Student put on monitoring report. Parents informed.	SRU time/after school detention or period 6. Return to school interview /meeting with Attendance officer/county fine/PSP.
Smoking / Vaping in school uniform on/ off the school site.	SRU time/ parents informed. Referral to 'here to help'. Staff to search student if issue persists.	SRU time – multiple days/temporary suspension/re-entry contract.
Failure to complete homework regularly.	Period 6 in HoD system. Student report. Parents informed.	Refer to homework club/pastoral period 6 referral for ongoing, across department issues. Student tracker.
Minor incident of threatening Behaviour to a student (non- physical).	Sanction on severity; SRU/Period 6 detention. Parents informed.	SRU time or fixed -term suspension. Parents informed – student contract
Damage / vandalism.	Dependent on type: Repair/clean it up. Pay for repair (to include student belongings). Letter home to parents. Time in SRU.	Fixed term suspension repair/clean it up/pay for repair. Re-entry meeting/ contract agreed for future conduct. Permanent exclusion with governor hearing.

Non-physical nor repetitive bullying. Note: there can be many variations of this.	Dependent on type: 'Face to Face circle time' with pastoral lead. SRU time/period 6 sessions and parents informed.	SRU time / Internal suspension / re-entry /PSP. Fixed term suspension.
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Level Three Sanctions:

Poor Behaviour	Suggested Sanction	Repeated poor behaviour sanction
Unacceptable behaviour in lesson.	On call activate, student maybe removed to SRU or internal isolation.	Extended SRU time and/or fixed term
Abuse of alcohol.	Parents informed. SRU internal suspension/external suspension. Addaction referral.	Temporary suspension/Permanent exclusion. Police informed if necessary.
Failure to attend pastoral period 6.	SRU time/ repeat period 6 session/parent meeting.	Time in the SRU – fixed term suspension failing to follow request/in accordance with Trust sanctions/re-
Persistent or repetitive threatening or bullying of a student. Including sexualised, racist, homophobic language	SRU internal suspension. Parents meeting. Fixed term	Fixed term suspension/re-entry meeting/PSP. Permanent

Level Four Sanctions:

Poor Behaviour	Suggested Sanctions	Repeated poor behaviour sanction
Verbal abuse to a staff member. Verbal abuse in front of a staff member.	Dependent on abuse and incident either SRU or fixed term suspension. Parent meeting. Dependent on abuse and incident either SRU or fixed term suspension including behaviour contract or final warning. Potential	Fixed term suspension (multiple numbers of days)/PSP. Permanent exclusion.
Physical assault to a student/ severe bullying of a student.	Dependent on gravity of assault: SRU/internal suspension or external suspension. Parent meeting/re-entry. Bullying of any type will not be tolerated.	Fixed term suspension (multiple number of days)/PSP. Permanent
Drugs in school.	SRU for investigation, police informed. Fixed term suspension leading to permanent exclusion. Re-entry plan to include 'here to help' referral and final warning.	Permanent exclusion. Police informed.

Offensive weapon in school.	Police informed, SRU leading to fixed term suspension/permanent exclusion. Managed move explored.	Permanent exclusion. Police informed.
Theft.	Dependent on gravity of theft: SRU internal suspension leading to fixed term suspension/re-entry/PSP. Managed move explored or permanent exclusion.	Fixed term suspension leading to permanent exclusion. Police informed.
Failure in SRU/suspension from SRU.	Possible repeat of the day dependent on incident/ fixed term suspension. Re-entry plan PSP Managed move explored.	Fixed -term suspension (multiple days) leading to permanent exclusion. Police informed.

SLATrust Procedure - Ladder of Behaviour Intervention

AIMS:

- To ensure that all students are given and have access to appropriate provision
- To ensure that all students are dealt with accordingly and offered the necessary mechanism of support
- To ensure that staff work collaboratively to support students and parents in improving student behaviour
- To ensure that students are challenged appropriately and supported effectively using the Pastoral Support Plan (PSP) format

Ladder of Intervention:

Stage 1:

Missed homework/ATL concern/below target – Subject report/Academic Tracker

Stage 2:

Low level disruption continues illustrated by high numbers of amber/red stamps = detention set by subject teacher

Stage 3:

The threshold is reached for negative points (pastoral lead weekly Sims reports) = Period 6 invitation / Pastoral Report

Stage 4:

Continued pattern of poor behaviour with no adaption / improvement = parent meeting to explain the next stage of support / intervention, to include SNAP testing

A PSP can be introduced via early warning system persistent issues & red report escalation if warranted, using pastoral lead involvement

Stage 5:

If ongoing issues persist = temporary fixed term suspension (internal/external)

Student failing to meet targets = PSP formal support with parent involvement

Stage 6:

PSP review & parent meeting, including staff feedback

If during the first phase of the PSP behaviour reaches a critical point, then internal/external fixed term temporary suspension

Emergency PSP review is to be called

Stage 7:

Boys referral after PSP review if issues still persist and no improvement can be evidenced (This can be activated immediately after a PSP if the situation is critical)

Stage 8:

Sanction system needs to prevail – internal/external fixed term temporary suspension

Managed move explored with the local authority

Parent / Governor panel

Stage 9:

Managed move procedure – LA to be informed

Stage 10:

Permanent exclusion

Appendix 4

Student support

The following structures exist within the Trust for those whose behaviour is causing concern. Referral to these areas of support is via the ladder of intervention (see Appendix 6) and in cases parental involvement is essential.

Below is a summary of support mechanisms used by the Trust:

- Regular reporting to their key worker (morning, break and after school);
- Cognitive behaviour support;
- Curriculum adjustments, including moving tutor groups or classes;
- Mentoring including peer mentoring;
- Local Authority support through a multi-agency approach;
- Parenting contracts;
- PSP – an individualized Pastoral Support Plan;
- SNAP testing;
- SS2 support;
- Early Help Assessment;
- Pastoral Support Plans;
- Behavioural Support Team;
- Placement in Learning Support Unit;
- BOSS referral.

Placement, in the school's on-site support unit, is available for students for whom transition back into full mainstream or returning to full time education needs a bridging gap is deemed as needing all other forms of support have been unsuccessful.

Appendix 5

Pupil Support Plans

A key element of the support offered is normally a Pastoral Support Plan (PSP) which outlines the adjustments we will make in the way in that every member of staff will manage the student in order to address their poor behaviour.

PSPs may be instigated for students whose behaviour presents a more long-term cause for concern and for those who are at serious risk of suspension. PSPs are shared with staff to ensure appropriate strategies of support are being used. The PSP will identify reasonable adjustments to our management of the student's behaviour so that, as a result of any disability or in anticipation of such, the student is not placed at a substantial disadvantage (please see section on advice regarding disability below).

PSPs give clear instructions for staff regarding adjustments we will make to support a student struggling to manage their behaviour (for example that the students must sit at the front of the room) and these must be adhered to at all times. As a Trust we recognise that we need to modify our approach to make the curriculum accessible for all. It is essential that staff instructions on PSPs are used. We will monitor and evaluate the success of these procedures and make changes where necessary.

Appendix 6

Procedure for Behaviour Reports

Teacher / Tutor – (White)

1. Teacher/tutor issues white report and writes it in the student's planner. **This can be for any misdemeanour or issue that arises. It is advisable that the report runs for no more than two weeks before review and, the targets are smart targets, set in accordance with the relevant issue.**
2. Teacher runs the report with the student. It is checked daily if it is a tutor report or, checked lesson by lesson if it is a department/subject report. It therefore does not matter if the student is on more than one department report. All reports should be logged on SIMS under *initiatives*.
3. If a student persists in poor behaviour or, the issue is not resolved after a white report:
 - Student is put on an Amber report and parents are informed;
 - Contact home by letter, phone call or email to be recorded on SIMS under *initiatives*;
 - If the student fails to complete the report or fails the report, a detention is set, teacher records it as RESOLVED and no further action is necessary;
 - Fails report, but no further action is required.
4. If the student fails to attend, this is escalated to a Period 6.
If the student is an issue across subjects – Year Lead will issue an Amber report If the student fails a tutor white report – HoH will issue an Amber report

SLT/Pastoral Lead – (Red)

This report is issue if a student fails to complete an Amber report successfully, following the steps below:

- Contact home by letter, phone call or email and record it on SIMS;
- Student reports every break and lunch to a designated member of staff – any '3' on the report will result in a lunch time detention;
- If a student fails to attend break and lunch report check – a lunch time detention will be given.

Appendix 7

SLATrust Procedure on Banned Items

All stakeholders will recognise that there is a broad range of items which if, brought into a Trust setting or, in the possession of a young person could compromise the health and safety of the individual student or other members of the Trust community, including students, staff or visitors to the Trust.

This policy has been drawn up in accordance with:

- DfE Guidance Screening, Searching and Confiscation 2022;
- DfE Behaviour and Discipline in Schools (2022);
- DfE Guidance on Suspension from Maintained Schools, Academies and Pupil Referral Units. 2012.

The governing body has a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The Trust have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 to ensure that arrangements are made to safeguard and promote the welfare of students.

PROHIBITED ITEMS – DfE Guidance

The July 2022 DfE Screening Searching and Confiscation Advice is the foundation for this policy and it identifies prohibited items as:

Knives or weapons*;

Alcohol;

Illegal drugs;

Stolen items;

Tobacco, cigarette papers and vapes;

Fireworks;

Pornographic images;

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 the property of, any person (including the student);

The SLAT CEO and authorised staff can also search for any item banned by the Trust rules which has been identified in the rules as an item which may be searched for.

*The definition of 'Knife' in this document includes any bladed article including - craft knife, Stanley knife, Swiss Army knife, fishing knife, razors, kitchen knives etc. or any bladed item.

*The term 'weapon' refers to any gun, including, air rifles, BB gun, toy guns, pellet guns, crossbow, tasers, blow pipes, knuckledusters or any similar item and includes any item made for the purpose of assault or defence.

The above is not an exhaustive list and could include other bladed items or weapons not specified above. The policy is not constrained by the criminal definition of an offensive weapon but refers to **any item** which could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others

UNAUTHORISED ITEMS – Trust List

In addition to the prohibited items identified above and detailed in the DfE Screening Searching and Confiscation Advice there are a number of other items which could cause harm, distress or injury to students or persons.

Or 'Adversely affect good order and discipline of the school community'

(DfE Behaviour and Discipline in Schools)

The Trust considers that the following items are inappropriate and should not be brought into the school;

Chains;
Catapults;
Any form of knife;
Lighters, matches;
Tools (any size scissors, pencil sharpener, screwdriver, hammer, nails etc);
Pepper sprays and gas canisters;
Any item fashioned to cause injury i.e. a sharpened stick, shard of glass;
Laser pens;
Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc);
Aerosol (including deodorant and hair spray);
Perfume and after shave;
E-cigarettes / VAPES;
Stink bombs;
Solvents;
Chewing gum;
Energy drinks;
Super Glue;
Needles (Syringes if required for medical grounds should be kept in accordance with the student's own care plan and the Trust own drugs/medical policy);
Offensive material - pornographic, racist, homophobic, extremist material (in any medium);
Rope, cable ties.

This is not an exhaustive list and the CEO may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress, injury to another or disruption to learning.

INCIDENTS OUTSIDE OF SCHOOL

The Trust consider that the above items are inappropriate and possession of such items in school, on the journey to and from the school, on any trip or any extra curriculum activity - on or off the school premises is unacceptable. The response to any student found with or believed to have possession of such items will be managed in accordance with this policy.

If it is a situation involving misuse of social media the SLAT CEO will refer to the Trust's own relevant policy for guidance.

PUBLICATION AND AWARENESS

The Trust maintains a robust and comprehensive risk management of all legitimate items held for the purpose of student's education e.g. craft knives, scissors, kitchen equipment, science equipment, chemicals, tools etc as required for the school own teaching facilities. This includes classroom arrangements for maintaining a safe learning environment and for monitoring and checking items.

All dangerous chemicals and equipment held across the Trust will be stored in accordance with the COSHH guidelines including those for educational purpose and for the routine maintenance and cleaning of the school premises.

CONSEQUENCES

When considering the consequences of such an event the HOS or designated member of staff will thoroughly investigate the circumstances and if necessary the HOS will contact CEO to discuss the exclusion of the student concerned for a fixed term period whilst this process is underway. When reviewing the appropriate response, the SLAT CEO will have regard to any likely consequences following from any breach including, safeguarding the student involved, impact on students, members of staff and the wider school community. In their deliberations the SLAT CEO will review:

The specific item:

Students awareness of the health and safety implications of the item in their possession;
The students own statement;
Motivation and intention;
Any threats or intimidation made referring to or using the item;
Any mitigating circumstance eg victim of bullying;
Frequency/repeated breaches;
Manipulation/duress of the student by others;
Vulnerability of the students;
Any SEND the students may experience.

RESPONDING TO AN INCIDENT INVOLVING PROHIBITED OR UNAUTHORISED ITEMS

All Screening Searching or Confiscation will be carried out by designated staff representative of The South Lincolnshire Academy Trust and **in accordance with the DfE Screening Searching and Confiscations advice 2022:**

The item will be confiscated and locked securely in the school office;
Take a photograph/photocopy of the confiscated item including a scale to illustrate the size;
Students will be removed to isolation and given the opportunity to make a statement concerning their reasons for having this item in school;
Parents will be contacted by telephone as soon as possible. This may not be straight away.

If necessary a fixed term suspension will be considered to give opportunity for the incident to be investigated by the SLAT CEO or a senior member of the school team including taking witness statements from other **students** and staff members.

The SLAT CEO with the Head of School will consider whether appropriate to inform the Police - for all incidents which involve the possession of a weapon the police will be informed.

In the event that the item has been used to intimidate, threaten or harm others the police will be informed.

Any prohibited items found in Students possession will be confiscated. These items will not be returned to students or parents. Items may be taken to the local police station.

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

The SLAT CEO can give permission for staff to conduct a search if banned items are suspected. The search will follow the Trust's guidelines which adhere to DfE guidance. Further information can be found in the website address attached below:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School, or the CEO.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search (preferably the opposite sex).

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

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure they are in a room where there is CCTV.

An appropriate location for the search will be found, preferably where the room has CCTV. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf etc
- Give the pupil the opportunity to ask questions

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

If they still refuse to co-operate, the member of staff will contact the Head of School to try and determine why the pupil is refusing to comply.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

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

Informing the Designated Safeguarding Lead / Head of School (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system/SIMs.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

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

Regular searches of students for prohibited items may occur. Students and Parents/carers will be informed of this.

SAFEGUARDING RESPONSE TO INCIDENT INVOLVING BANNED ITEMS

The SLAT CEO/Head of School will always consider their safeguarding responsibilities arising from the discovery of a banned item and will make referrals as appropriate.

If the incident is in relation to drugs the SLAT CEO will refer to the Trust's drugs policy.

If the item confiscated constitutes a safeguarding concern e.g. possession of pornographic material this **must** be reported in accordance with the Trust's own safeguarding arrangements.

If the item confiscated constitutes racist or extremist material schools will make a referral/reporting to appropriate agencies and establish internal interventions and support to address these concerns.

If the item confiscated was held for the purpose of self-harm the Trust will make referrals to appropriate support agencies and make a safeguarding referral.

If the item confiscated was for the purpose of bravado or perceived self-protection school will make referrals to appropriate support agencies and establish internal Trust interventions and support.

The Trust will always consider a multi-agency approach to addressing wider needs including completing an Early Help Assessment with the family.

The Trust will, where appropriate, make referrals to appropriate external support agencies. Following investigation, the SLAT CEO/Head of School will consider an appropriate response which could include individually or a combination of:

- Letter home;
- Family/school meeting;
- School based sanctions;
- A period of internal isolation;
- Amended timetable;
- Restrictions on movement around school site;
- Detentions;
- Loss of privileges;
- Short Fixed Term suspension;
- Pastoral Support Plan;
- Behaviour contract;
- Referral to external support;
- Manage Move
- Risk Assessment

Appendix 8 Suspension Guidance

Introduction and Legal Context

This best practice guidance sets out our expectations for the Trust in ensuring we are compliant with legislation governing the suspension of students and in relation to our statutory duties relating to this.

It should be read in conjunction with, and **not** in place of, statutory guidance from the Department for Education (September 2022).

<https://www.gov.uk/government/publications/school-exclusion>

A key point to note; **‘When establishing the facts in relation to suspension the CEO must apply the civil standard of proof, i.e. ‘on the balance of probabilities’, it is more likely than not to be true.’** This is a lower threshold than the criminal standard of ‘beyond reasonable doubt’.

Under the [Equality Act \(2010\)](#) academies must not discriminate against, harass or victimise students because of their: gender, race, disability, social background, religion or belief, or sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For children with a disability, this includes a duty to make reasonable adjustments to policies and practices.

‘Informal’ or ‘unofficial’ suspensions, such as sending a student home ‘to cool off’, are unlawful, regardless of whether they occur with the agreement of parents or carers. Any suspension of a student, even for short periods of time, must be formally recorded.

Responsibility of Academies Following a Fixed Period Suspension

Where students are excluded for a fixed period, up to five days, the Trust will take reasonable steps to set and mark work.

From the sixth day of suspension, alternative provision must be arranged; it is the school’s duty to ensure this. It should be noted that ‘sixth day provision’ is based on a cumulative period of suspension and requires that an alternative and full-time education is provided.

The Trust have a strategy for reintegrating students that return to school following a fixed period suspension, and for managing their future behaviour, so that their long-term success can be secured.

Statement of Principles

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the Trust’s behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. We seek to reduce the number of incidents leading to suspensions by promoting a positive atmosphere of mutual respect and discipline within the Academy.

Authority to activate Suspension

A fixed-term suspension from the school can only be authorised by the SLAT CEO or one of the Deputy CEO or Head of School acting on their behalf. If none are available to authorise the suspension a decision should be deferred until the opportunity for authorisation is available.

In the case of a permanent exclusion this can only be authorised by the SLAT CEO.

Decision to Exclude

A student may be excluded for one or more fixed periods, up to a maximum of 45 school days in a single academic year. They can also be excluded permanently.

A decision to permanently exclude a student will only be taken:

In response to a serious breach, or persistent breaches, of the school's behaviour policy;
Where a student's behaviour means that allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The decision will always be:

Lawful, Rational, Reasonable, Fair and Proportionate.

When establishing the facts in relation to a possible suspension, the SLAT CEO will always apply the civil standard of proof i.e. on the balance of probabilities it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

When considering suspension, the SLAT CEO, Head of School may:

- Use internal suspension systems such as time out in designated areas of the school
- Direct a student for education off-site to improve behaviour, or to arrange a 'managed move' for the same reason, but this will only be considered when there has been full consultation and agreement with parents and the receiving institution
- Consider the behaviour of a student outside school as grounds for a suspension.

Permanent exclusions

Before any decision to permanently exclude a student, the Trust will:

- Thoroughly investigate the incident and take witness statements etc;
- Refer to the Trust's behaviour policy and others policies as necessary;
- Enable the student to make their own statement regarding the incident;
- Consult with the LA pupil reintegration team;
- Explore a Managed Move;
- Complete a risk assessment to ascertain the impact of the student remaining within the Trust.

For students with an Educational Health Care Plan/Statement of SEND or for LAC students the SLAT CEO will also contact the relevant team at Lincolnshire Children's Services.

As per statutory guidance (2022, September update); the SLAT CEO must take the decision whether to permanently exclude.

Permanent exclusion should:

- Only be used as a last resort, when all other reasonable approaches have been unsuccessful;
- Be in response to persistent and/or a serious one-off breach of the school's code of behaviour;
- Be implemented when allowing the student to remain in school would seriously harm the education or welfare of other students.

The following parties must be invited to a meeting of the panel and allowed to make representations:

- Parents (and, where requested, a representative or friend);
- The SLAT CEO.

Parents may request the Local Authority attend the meeting as an observer; that representative may only make representations with the Trust's consent.

Appendix 9

Remote Learning Guidance and sanctions

Any communication between teachers and students should be done using only the Academy systems and not using any personal email or social media accounts. This will usually be your Outlook email, Show My Homework and Microsoft Teams. This protocol focuses on attending live lessons via Microsoft Teams which enables students to interact with teachers and fellow students in a safe learning environment.

Our expectations are:

- Students attend live lessons on time, following the same positive routines as when they are attending lessons on site.
- Students are expected to take an active part in lessons. This involves answering questions and asking for clarification when required. Teachers may ask that responses are either spoken, written in the chat, or through submitted work. To ask questions during the lesson students should use the raised hand icon.
- The format of online lessons may vary depending upon the wishes of the teacher. This could include full class teaching, seminar work with small groups of students, or one-to-one support. Some teachers may wish to run the online lesson for the full duration of the lesson, others may decide it is appropriate to use a different format (e.g. being online at the start and end, or allowing time to complete the work before reviewing answers). Teachers will clarify their expectations.
- The norm during lessons should be cameras on and muted unless invited to speak. Teachers are interested in viewing body language to check for understanding and to view overall engagement in the lesson. This is no different than being in a normal lesson. Clearly, students should dress and behave appropriately at all times and be conscious of what is behind them. Microsoft Teams offers the option to blur backgrounds, please do not use other backgrounds.
- Teachers will set lessons up with limited permissions for students. Please do not try and override the system or disrupt learning (e.g. muting other students, making inappropriate comments etc.) Any comments written via the chat feature are to be both polite and professional. If students disrupt a live lesson, we will follow this behaviour up with parents and issue sanctions as we would normally.
- If students are having technical issues during the lessons (e.g. microphone not working, patchy internet), please let the teacher know either via email or the message on chat.
- Teachers will record the live lessons, which will appear on Microsoft Teams. This is particularly important if a larger number of students are absent due to illness.
- Attendance will be monitored and students are to stay online for the duration of the lesson as instructed by the teachers. At the end of the lesson students are to leave by ending the call first leaving the teacher as the last person to close down the lesson.
- Only students are to have direct communication with staff on Microsoft TEAMS. Parents wishing to speak to staff should contact the school via the usual more appropriate channels

To help prepare yourself please ensure that you:

Have the app on your phone and/or home computer (the app is easier to use than the web version).

- Remember that this can be accessed through the Microsoft 365 (use Office 365 log in on the Academy sites).
- Ensure that your phone and/or home computer is set to London time otherwise the links sent to students for lessons will appear at the wrong time.
- Plan your day ahead so you are aware of your commitments to attending live lessons.

Behaviour Protocol

We are confident all students understand the importance of remote learning and understand the value from participating effectively in online lessons. Online lessons are to be treated the same as a normal classroom lesson and thus the same behaviour policies apply. In addition, all students are aware of the rules and regulations regarding the use of the school's IT facilities both internally and externally.

Staff will set up the meeting with the appropriate permissions in place. These permissions are designed to allow you to fully access the lessons but not disrupt the flow of learning. In any instances of poor behaviour, teachers will follow up directly with students and inform parents where appropriate. The flow diagram below explains the stages your teachers will use if required.

If these stages do not address this behaviour and disruption continues, we will escalate our sanctions as we would normally. Any behaviour that cannot be followed up whilst under lockdown will be addressed on your return.

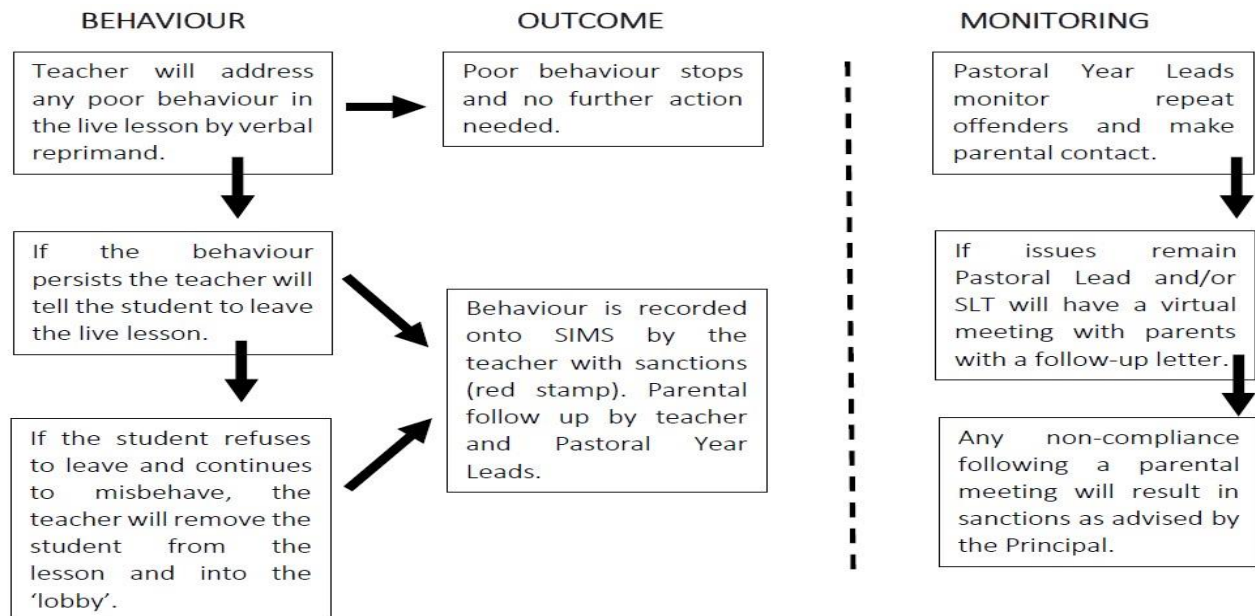
Behaviour Outcome Monitoring

- Poor behaviour stops and no further action needed.
- Pastoral Year Leads monitor repeat offenders and make parental contact.
- Teacher will address any poor behaviour in the live lesson by verbal reprimand.
- If issues remain Pastoral Lead and/or SLT will have a virtual meeting with parents with a follow-up letter.
- Behaviour is recorded onto Show My Homework by the teacher with sanctions. Parental follow up by teacher and Pastoral Year Leads.
- Any non-compliance following a parental meeting will result in sanctions as advised by the Executive Deputy Head teacher.
- If the student refuses to leave and continues to misbehave, the teacher will remove the student from the lesson and into the 'lobby'.
- If the behaviour persists the teacher will tell the student to leave the live lesson.

Behaviour Protocol

We are confident all students understand the importance of remote learning and understand the value from participating effectively in online lessons. Online lessons are to be treated the same as a normal classroom lesson and thus the same behaviour policies apply. In addition, all students are aware of the rules and regulations regarding the use of the school's IT facilities both internally and externally. Staff will set up the meeting with the appropriate permissions in place. These permissions are designed to allow you to fully access the lessons but not disrupt the flow of learning. In any instances of poor behaviour, teachers will follow up directly with students and inform parents where appropriate. The flow diagram below explains the stages your teachers will use if required.

If these stages do not address this behaviour and disruption continues, we will escalate our sanctions as we would normally. Any behaviour that cannot be followed up whilst under lockdown will be addressed on your return.



Appendix 10 Expectations of behaviour and conduct on School Travel

There is an expectation for all students to behave appropriately for safety, with respect towards each other and towards the drivers and the operators. If students fail to follow simple instructions, even after intervention from school and the operator, further transgression will lead to students being suspended from school transport for a period. Where possible CCTV (provided by the Operator) will be used to identify any students not behaving in accordance to expectations, and a suspension will be actioned where necessary. For those students travelling in receipt of a Local Authority bus pass, all behavioural issues will be reported to the local authority and where necessary further sanctions will be enforced.

As part of our transition to secondary school we hold themed assemblies outlining the expectation of students when travelling to school and this is further enforced throughout the PSHE and SMSC curriculum where safe travel is a key topic throughout the programme.

This information to students includes:

1. Sit in your seat, anyone seen moving around the vehicle whilst it is in motion will be suspended from travel, unless it is at the request of the driver or to alert the driver to an incident.
2. Act respectfully towards the driver and all passengers onboard. Shouting, throwing, abusive or antisocial behaviour or inciting such behaviours - will result in suspension from travel.
3. No vaping, smoking, eating or drinking is allowed onboard - such behaviour will result in suspension from travel (*eating and drinking have suspensions for medical conditions - though it should not come into effect on this journey length).
4. Valid bus passes or tickets must be shown, bus passes must be valid to the holder and carrier, in date and for the correct route in order to authorise travel. They will be confiscated by the driver if any of the above are not valid and said passenger will have to pay for their travel until resolved.
5. Those using a bus pass fraudulently or seen to be defacing a pass will be suspended from travel whilst an investigation is undertaken. Checks will be made.

Some operators are working collaboratively with the local authority to produce new literature outlining expectations for ALL students travelling to and from school. This will also be translated into various languages needed for each individual contract and sent to the relevant parents/carers.

Max Respect – Lincolnshire County Council Safe Travel Contract

All students who are in receipt of an LCC pass will need to adhere to the above expectations. All behaviour events are reported to LCC to ensure the ladder of intervention can be followed.

- **Stage 1** - all behavioural and events causing a safety concern are reported to LCC. Letters to parents/carers will be issued to inform them of the incident and that further sanctions could be issued if no improvement is seen or future events occur.
- **Stage 2** - Another incident is reported; a short-term ban is issued. Student and parent sign a contract to prevent further issues occurring. This contract covers the duration of the student using a bus pass.
- **Stage 3** - If needed, a ban on travel on any operator is enforced and the bus pass is revoked.

Arrival and Departure

All buses have a designated 'drop off' and departure area at the designated school. Each bus will start to arrive from 8.15am onwards and disembark separately when they are instructed to do so. All students are greeted onto the school site by a member of the senior leadership team. Any issues that have occurred are reported immediately by students and/or the operator so we can look to resolve immediately. Buses arrive from 3:00pm onwards for the collection of students at the end of the school day.

Giles Academy

Due to the high volume of buses at Giles Academy, all contracts have a designated area to load at the end of the school day. This is fully supervised by staff. There are two points of exit - front of school and the back gate. Each point has a member of staff loading each bus in a safe and orderly manner. No buses leave the school site until at least 3.25pm and on the instruction of SLT to ensure all students are accounted for.

Appendix 12 – Mobile Devices

Use of mobile devices (iPhone, iPad, Smart watches, tablets)

We discourage you from bringing mobile devices them in to school as they can be a distraction, however we understand that some students require their phones as a communication tool when travelling to and from school.

In line with bringing mobile devices to school please see the following:

- The school does not accept responsibility for loss, theft or damage to any Mobile Device.
- They are to be switched off during the school day and kept out of sight.
- If a mobile device is seen in your possession on the school site you will be told to take it to student reception. You can collect it at the end of the day. (If this happens more than once in a week, your Parent/Carer will be asked to collect the item/s)
- The school reserves the right to ban students from bringing mobile devices into school if continuous issues arise.

Appendix 13 – POSITIVE HANDLING POLICY

Introduction

This policy should be read in conjunction with the School Behaviour Policy. At South Lincolnshire Academy Trust, we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. Physical intervention will be used as a **last resort**. For the full range of rewards/consequences see **School Behaviour Policy**.

Key points around care and safety of all student and staff:

- Students attending the school will always be managed with care and support, to enable them to access learning safely and to keep others safe too.
- Positive handling will be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control.
- During any time that a student's behaviour interrupts their own learning or that of others then staff will make a professional judgement as to how to manage the situation. Staff will follow our Behaviour policy escalation flowchart.
- A clear and effective behaviour management system is in place which clearly explains the process (see Behaviour Policy)
- All students are taught and are expected to adhere to the rules, boundaries and rewards and consequences.
- When a student's behaviour escalates staff will follow procedures from the policy and the guidance for positive handling/restraint.
- De-escalation techniques will be put into action prior to handling, unless there is a danger to others or themselves then a quicker response will be implemented to keep everyone safe.
- At times a student may require moving to a safer area until they can calm and start to regulate their disruptive/dangerous actions. The student will be monitored at all times and incidents recorded appropriately.
- Any response to extreme behaviour should be **reasonable and proportionate**.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- The Education Act 2011
- The Children Act 1989
- The Equality Act 2010

This policy has due regard to the following guidance:

- DfE (2013) 'Use of reasonable force in schools'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE 'Keeping Children Safe in Education'

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- BEHAVIOUR POLICY
- Allegations Against Staff Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Management Policy
- Positive Handling Policy

The Trust allows all staff to use reasonable force, provided staff have made the judgement that they are acting in the student's best interests, and it is reasonable and proportionate. Staff should be aware that the use of force cannot be used as a punishment.

Whilst we aim to use positive handling trained staff, any emergency situation may require staff to restrain a student, if they are in imminent danger to themselves or others. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned, and should always depend on the individual circumstances. These risks need to be balanced against the risks of taking other courses of action, including taking no action at all. Risks associated with applying restraint, or deciding not to so include causing physical injury, causing a flight response, psychological trauma, distress and emotional disturbance to the student and staff.

Reasonable force can be used in the following circumstances:

- Prevent a student leaving the learning environment where allowing the student to leave would risk their safety or others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight (or any other adult in or out of school).
- Restrain a student at risk of harming themselves.

Key Definitions

Restrictive Physical Intervention (RPI): "the use of force to control a person's behaviour" (DOH / DFES R.P.I July 2002). It involves the use of force to:

- Restrict movement
- Restrict mobility
- Disengage from dangerous or harmful physical contact

Reasonable Force: outlines that the degree of force should be in proportion to the circumstances and the seriousness of the behaviour or consequences it is intended to prevent. The level and duration of the force used should be the minimum necessary to achieve the desired result, such as to restore safety. Key words that staff should be mindful of when using force are reasonable, proportionate and necessary. 'Reasonable in the circumstances' means using no more force than is needed.

Risk Assessment: the holistic approach of agreed risk reduction strategies (non-verbal, verbal and physical) that aim to support the individual, addressing aspects of the environment which they find challenging, and support to help them develop strategies to better meet their needs. They will detail the responses used by staff when a student starts to become anxious or distressed, aimed at preventing an escalation and providing reasonable adjustments up to and including restraint and ST1 BEHAVIOUR POLICY Page 40 of 33 follow up procedures on an individual basis.

Prompt: any form of touch that re-directs or prompts them in to action

Guide: moving someone in a direction but they have the ability to leave

Escort: the student is unable to leave because they are being physically held but there is compliance

Restraint: physical control with positive application of force with the intent of overpowering the student

Withdrawal: removed from the situation but observed and supported until they are ready to resume

Time out: Restricting positive reinforcement as part of a planned behavioural plan.

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

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

Whilst some physical injury potential can be reduced, there always remains some risk that injury may occur when two or more people engage, and force is used to protect, release or restrain. It is possible that injury may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the student remains safe.

Planned and Unplanned interventions:

Planned interventions are when staff employ, where necessary, planned and agreed approaches to challenging behaviour set out in the students individual Risk Assessment. Action to restrain a student as a last resort will be based on risk assessment, including an understanding of their needs and evidence about the risks faced.

Unplanned interventions require professional judgement to be exercised in difficult situations, often requiring split second decisions in response to unforeseen events or incidents. Such decisions, known as dynamic risk assessments, will include a judgement about the capacity of the student at that moment to make a safe choice. An unplanned intervention should prompt a discussion around whether a formalised plan is necessary.

Other forms of appropriate physical contact:

It is not illegal to touch a student. There are occasions when physical contact other than reasonable force, with a student is proper and necessary. For example:

- To demonstrate a technique e.g. how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To administer first aid.

In addition, reasonable force can be used to conduct searches for the following prohibited items. (this is not an exhaustive list)

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco / Vapes and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

These circumstances are likely to cause resistance and a more appropriate action may be to contact the police.

When deciding what amounts to a serious incident, staff should use their professional judgement and also consider the following:

- the student's behaviour and level of risk presented at the time of the incident

- the degree of force used
- the effect on the student or member of staff
- the student's age
- previous history of risky behaviour

Logging Incidents:

All incidents during which restraint is used must be recorded (See Appendix 1) within the school day on the school. The information recorded should include log of events, staff's responses and outcome of the intervention. All staff involved in an incident should be part of the recording process. If a student or staff member has been injured this should be recorded along with the appropriate accident form IR1.

The following information (as a minimum) should be detailed in the report, together with statements from others involved:

- Name of students involved, age and date of birth;
- Start time and duration of any restraints
- Full names of other people present
- Date and location of incident;
- Details of the behaviour of the individual including attempts at de-escalation
- Accurate and clear description of who did what and why the intervention was in the best interests of the child
- Nature of any physical intervention used
- Description of any injuries if applicable
- Implications/amendments if necessary for Risk Assessment
- Whether debriefing was offered and accepted
- External agencies informed if necessary
- How effective was the intervention?
- How the incident was resolved and what were the consequences
- Views of individual
- Staff member completing the record
- Forwarded for SLT attention and review

Debrief and Follow up:

Students should be given the opportunity to debrief after each and **every** incident at an appropriate time when things are calm. This time consideration will vary from individual to individual. The aim of this over time will be to increase the student's emotional awareness and lead to them being more able to identify causes of anxiety **before** there is an incident, therefore enabling them to choose a calming strategy or enabling staff to remove the anxiety for them.

Staff involved in the main part of the incident should be given time to reflect on the incident in a calm atmosphere. They may also like to discuss the incident with a senior member of staff or team teach colleague/tutor.

All staff have the opportunity to suggest alternative strategies that may be considered in future incidents and consideration should also be given to the creation of a Risk Assessment for the individual involved. When reviewing these plans parents/students should be made aware of adaptations and provided with updated copies.

All incidents of physical intervention will be communicated home. In the event that the school feel that passing the information onto parents might lead to more harm to the student concerned the school will follow local/school safeguarding procedures.

Management Response Checklist:

- Repair
- Medical checks
- Child has opportunity to talk
- Staff given opportunity to talk through
- Record and carry out any agreed actions

Good practice

Recommended review and monitoring practice

Following the detailed recording of a serious incident, good practice dictates that the Head of School, or senior member of staff should:

- Read the account of the incident;
- Potentially discuss the incident with the student or students who were directly involved. It is important that students be provided with the opportunity of giving their own version of events, particularly in cases of divergent opinion or fact, and they should be encouraged, if necessary helped, to prepare a written statement; BEHAVIOUR POLICY
- Ensure that parents/carers or other persons with parental responsibility (such as social workers) have been informed of all relevant facts where necessary;
- Review school policies and consider if they sense the best interest of all parties and whether alternative policies or change to the existing policy need to be considered.

Allegations against staff

Allegations will always be taken seriously, and we will ensure that allegations are dealt with quickly in a fair and consistent way, that provides effective protection for the student and supports the person who is the subject of the allegation. However, sanctions may be taken against students who are found to have made malicious accusations against school staff. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension must not be an automatic response when a member of staff has been accused of using excessive force.

If a decision is taken to suspend a member of staff, the school should ensure that the member of staff has access to a named contact who can provide support.

Complaints procedures

After an incident in a school, there is always the possibility of formal complaint. A number of persons might feel aggrieved by the incident, whether they be students, parents/carers, teachers, other employees, or even visitors to the school and members of the public. Any of these persons can lodge a complaint and expect it to be investigated diligently and fairly. Please refer to our complaints policy for further information/details.

Points all staff should know from this Policy:

- We acknowledge that there are times when appropriate physical contact is required.
- The best way of managing students' behaviour is through skilled de-escalation interventions.
- In managing students' behaviour, physical intervention should be a last resort.

- Reasonable force may be used if acting in the students' best interest of safety.

Training:

A log is kept of all staff trained, date of training, certificate number and full training summaries which contribute to the whole school risk reduction process. Staff also access routine behaviour management training as part of wider whole school CPD to maintain high standards of behaviour management practice.

Positive Handling Report Form

Positive Handling Report Form

This form must be completed on the day of the event. Please send the completed form to Mr Brett Sinclair or Head of School

Name of Member of Staff:

Name of Student:

Date:

Time:

Location:

Name(s) of staff member(s) who witnessed the incident:

Informed parties (parents, social workers, police etc.):

Circumstances prior to the incident:

Details of the incident:

Details of any negative impact on other students:

Reasons for positive handling (please tick)

Danger to self

☐

Danger to other

☐

Significant damage to property

☐

Details of the intervention:

Any disciplinary additional action taken:

Injuries (if any) to staff members, the student concerned or other students:

Damage (if any) to property:

Recommendation(s) to avoid future incidents:

Signed:

Print:

Date: