

Behaviour Management (Inc. Exclusions & Physical Intervention) Policy



1. Rationale and Aim

All teachers have the right to teach and all pupils/students have the right to learn in a mutually respectful environment.

Samuel Whitbread Academy (SWA) aims:

- To provide a safe, welcoming, friendly and caring environment where individuals are valued for their own unique contribution and personality.
- To promote skills of self-confidence, self-discipline, self-motivation and self-awareness.
- To foster social skills, such as positive attitudes and considerate behaviour towards others.
- To develop mutual respect for adults and pupils alike, where all feel able to speak openly and honestly about their feelings and concerns with due regard to others.
- The staff and governors of SWA recognise the need to ensure a positive atmosphere based on a sense of community and shared values. This Behaviour Policy is an attempt to put in more detail how the above aims and statements may be achieved in practice.

This policy has been updated with regard to The Education Act of 2011 and 'Behaviour and discipline in schools' February 2024.

2. Policy

Teachers Statutory Authority

Teachers have statutory authority to discipline pupils/students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff with responsibility for pupils/students, such as Teaching Assistants.

This also means that:

- Teachers can discipline pupils/students at any time the pupil/student is in the Academy or elsewhere under the charge of a teacher, including on Academy visits.
- Teachers can also discipline pupils/students for misbehaviour outside the Academy.
- Teachers can confiscate pupils'/students' property.
- Teachers have a specific legal power to impose detention outside Academy hours. Parental consent is not required.
- Teachers have the powers to search without consent for prohibited items.

Power to use reasonable force

The legal provisions on Academy discipline also provide members of staff with the power to use reasonable force to prevent pupils/students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Principals and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, vapes, cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the Academy rules.

If Academy staff resort to the use of reasonable force they must inform parents/carers verbally and in writing. The form provided in appendix D must be completed.

Use and Recording of Restraint (Physical and Non-Physical)

The Academy recognises that "restraint" refers to any intervention that immobilises a pupil or limits their movement. In accordance with updated statutory guidance, the Academy acknowledges that restraint can occur with or without direct physical contact.

1. Definition of Restraint

- **Physical Restraint:** The use of reasonable force to restrict a student's movement, typically involving direct physical contact to prevent harm or serious disorder.
- **Non-Physical Restraint:** Any intervention that limits a student's mobility without direct touch. This includes, but is not limited to, the removal of mobility aids (e.g., crutches, walking frames, or wheelchairs) or the use of physical barriers to prevent a student from leaving a space or moving freely.

2. Reporting and Recording Requirements All incidents of restraint—regardless of whether physical force was applied—must be formally recorded and reported under the following protocol:

- **Immediate Recording:** Any staff member involved in a non-physical restraint (such as the temporary removal of a mobility aid for safety reasons) must record the incident on the Academy's reporting system by the end of the working day.
- **Parental Notification:** Parents/carers must be informed of the incident as soon as is reasonably practicable.
- **Justification:** The record must clearly outline the necessity of the intervention, the duration of the restraint, and why it was deemed a proportionate response to maintain safety.
- **The form provided in appendix D must be completed.**

3. Monitoring The Senior Leadership Team will regularly review records of both physical and non-physical restraints to identify patterns, ensure student welfare, and determine if further staff training or adjustments to individual pupil support plans are required.

Decision-Making Framework for Intervention

To ensure staff feel confident and legally protected when choosing to intervene, the Academy's decision-making process must move beyond general "professional judgment" and adopt the formal DfE framework of **Necessity, Proportionality, and Pupil Welfare**.

Before any intervention—physical or non-physical—is initiated, staff must consider:

- **Necessity:** Is the intervention absolutely required to prevent injury, significant damage to property, or a serious breakdown in Academy discipline?
- **Proportionality:** Is the level of restriction the minimum required to achieve safety? The response must be commensurate with the risk presented.
- **Pupil Welfare:** Staff must specifically account for the student's individual circumstances. This includes considering how a student's history of **trauma, neglect, or sensory impairments** may escalate their physiological reaction to being touched or restricted.

By embedding these explicit criteria into our policy, we ensure that "reasonable force" is not just a reactive measure, but a considered action that accounts for the specific vulnerabilities of our students. This trauma-informed approach aligns our practice with 2025 statutory requirements and ensures the safety and dignity of both staff and pupils.

Role of the Principal

- The Principal has overall responsibility for both pupils/students and staff. The Principal takes the lead in defining the aims of the Academy in relation to standards of behaviour.
- The Principal has overall responsibility for ensuring that these standards are consistently applied throughout the Academy through regular monitoring.
- The Principal or designated senior member of staff ensure that records are kept of all reported incidents of misbehaviour. All incidents of bullying are reported to the governing body.
- The Principal has responsibility for giving a suspension to individual children for serious acts of misbehaviour. For repeated or very serious acts, the Principal may permanently exclude a pupil.
- The Principal will ensure that SWA has a Behaviour and Reward display.

Role of the Staff

- Staff have a responsibility to maintain order and promote good behaviour in their classrooms and around the Academy sites.
- Staff understand the importance of pastoral care and promote good behaviour by recognising and praising good behaviour.
- Staff recognise that personal and social education are important as a means of promoting the values of mutual respect, self-discipline and social responsibility.
- Rules are applied consistently by all members of staff but there must be flexibility in the use of punishments to take account of individual circumstances.
- Punishments/sanctions should make the distinction between minor and more serious misbehaviour clear to pupils/students and should be fairly and consistently applied.
- All B1, 2, 3, 4 sanctions and serious misbehaviours are recorded on SIMS/Edulink. Parents are contacted when B2, 3, 4 have been issued.

Statutory Exception to Parental Notification (Serious Harm Clause)

While the Academy remains committed to transparency with parents and carers, in accordance with updated DfE guidance, a statutory exception to the duty to inform parents/carers exists:

- **Serious Harm Risk:** If the Academy has reasonable grounds to believe that reporting an incident of restraint or removal to a parent/carer is **likely to result in serious harm** to the pupil, the notification will be withheld.
- **Alternative Procedure:** In such instances, the staff member involved must immediately escalate the matter to the Designated Safeguarding Lead (DSL). The incident must then be reported to the **Local Authority** in line with safeguarding procedures, rather than the parent/carer.
- **Documentation:** Any decision to invoke this exception must be clearly documented (CPOMS), outlining the specific evidence or concerns regarding the risk of serious harm.

Role of Parents

SWA acknowledges that relationships with parents/carers are important. SWA should be a welcoming place, which encourage parental involvement.

- Parents are informed of positive behaviour as well as negative.
- All parents are encouraged to attend parents' evenings and also discuss issues/concerns with staff outside of these events.
- Parents support the home/school agreement.
- SWA expect parents to support their child's learning and take responsibility for their behaviour. SWA encourage parents to work in partnership with the Academies and to support their actions.
- SWA staff will inform parents if any concerns arise concerning their child's welfare or behaviour.

Role of Pupils/Students

- To respect, support and care for each other both in school and the wider community.
- To listen to others and respect their opinions.
- To attend school regularly, on time, ready and equipped to learn and take part in activities.
- To take responsibility for their own actions and behaviour.
- To do as instructed by all members of staff throughout the school day.

- To be tolerant of, and engage with others, irrespective of race, gender, religion, age, ability/disability.

Role of the Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in adhering to these guidelines.

Termly governor link meetings take place with the Principal or designated member of senior staff and at least one governor.

A Governors Discipline Committee (GDC) will be formed from 3 local governors, to hear appeals of suspensions) and PE (permanent exclusions). If 3 local governors are not available, then 3 governors from within the trust will be used. SWA buy back the Local Authority Independent Appeals panel to hear appeals that have been upheld by the GDC.

In continued, persistent or extreme cases of misbehaviour, the following may be considered:

Strategies considered by teacher

- Setting student detention
- Meetings with parents/carers
- Change to seating plan
- Move class/teacher
- Subject report shared with parents and reviewed with HoD

Strategies considered by year team and other specialist staff (SEND)

- Time out cards
- Learner support and mentoring
- Individual and group workshops
- Student achievement plan
- Engaging external specialists/agencies year/SLT
- Referring matters to within SLT/support structure

Proactive SEND Co-production and Support

In accordance with the Equality Act 2010 and updated statutory guidance, the Academy is committed to a **proactive co-production model** for students with Special Educational Needs and Disabilities (SEND).

- **Collaborative Planning:** Rather than reacting to incidents, the Academy will work in partnership with pupils and their parents/carers to co-produce behaviour support plans. This collaborative approach aims to identify specific triggers, such as sensory overload, communication barriers, or environmental stressors, before they escalate.
- **Preventative Strategy:** These plans are designed specifically for pupils at risk of restrictive intervention. By identifying tailored de-escalation strategies and reasonable adjustments during the co-production process, we aim to minimise the necessity for formal sanctions or physical interventions.
- **Continuous Review:** Support plans are dynamic documents. We commit to regular reviews with families and students to ensure that our pastoral and academic support remains aligned with the student's evolving needs and the Academy's high expectations.

The Academy will follow the Department for Education guidance "Behaviour and Discipline in schools: Advice for Headteachers and school staff (DFE May 2024).

Removal from classrooms:

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation

with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil. (DfE Behaviour and Discipline in schools, Feb 2024)

A student may also be withdrawn from their lesson whilst the year team are investigating an incident, during which the student may be isolated from their peers in order to determine a true account of events. Once the year team are satisfied that they have the relevant information the student may return to their lessons until an agreed outcome/sanction has been decided.

At times a student may be placed into Reflection as a sanction for an incident in line with the school behaviour policy. If a student refuses to go to the curriculum withdrawal room (often another teaching group with subject specialist), they will be taken to Reflection for the remainder of that lesson.

In all cases the parents will be informed by telephone or email on the day the pupil/student is in Reflection and the reasons for this. In extreme circumstances.

Reflection

Reflection is a staffed on-site provision designed for students who have an escalated sanction. It provides a structured opportunity for students to work through specific behaviour curriculum and core subject content, followed by a dedicated reflection task. This process then leads to the student serving the same-day sanction that was previously missed. Reflection can also be used for students who have refused to enter a curriculum withdrawal room.

Internal Removal and Seclusion.

1. Disciplinary Removal (Internal Reflection).

The Academy utilises **Internal Removal** as a serious disciplinary sanction for students who have committed a significant breach of the Behaviour Policy. This measure is an alternative to suspension, designed to keep students on-site where a wider care and support network is available.

- **Purpose:** To maintain the good order of the Academy and ensure the learning of others is not disrupted.
- **Duration:** Students may be placed in a supervised, designated area away from their peers for a period of up to three school days.
- **Procedure:** Internal Removal is a formal sanction. The Academy will make every attempt to contact parents/carers by telephone to outline the reasons for the removal. If contact cannot be made, an email will be sent to confirm the arrangements and schedule a mandatory readmission meeting.

2. Non-Disciplinary Seclusion (Safety and Regulation).

In accordance with DfE guidance, **Seclusion** is defined by the Academy as a non-punitive safety measure. This is used only in exceptional circumstances when a pupil is experiencing high levels of emotional or behavioural dysregulation that poses a risk to themselves or others.

- **Purpose:** To provide a safe, private space for a student to de-escalate and regain emotional control.
- **Framework:** Seclusion in this context is not a disciplinary response and will not be implemented as a threat of punishment. It is a protective welfare intervention managed by the pastoral and safeguarding teams.
- **Review:** Any instance of safety-based seclusion will be recorded and reviewed to ensure appropriate long-term support and reasonable adjustments are in place for the student's specific needs.

The DfE suggests that removing a child should be used for the following reasons:

- A) To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- B) To enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- C) To allow the pupil to regain calm in a safe space.

Behaviour and Discipline in Schools: Advice for headteachers and school staff DfE (February 2024)

The Principal, SLT and Head of Year has the authority to seclude a student. The use of seclusion should allow for continuation of the student's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the student.

Once the seclusion is over, the year team will arrange a meeting with the student and parent/carer to discuss how the student can successfully reintegrate back into the Academy.

When a student is placed into isolation or seclusion, they will be asked to hand their mobile phone over to be secured safely in a locked compartment. Students will also be bag searched and asked to leave their school bag outside the room in which they will be working in.

Exclusions

The Academy will follow the Department for Education guidance "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" August 2024.

Suspensions

Suspending a pupil/student from the Academy for a fixed term is a serious step to take. Only the Principal (or in their absence, the Vice Principal) has the authority to suspend a pupil/student. Incidents where there is a potential decision of suspensions are investigated by the pastoral team. Due to the period of investigation, the student may be secluded from their peers in order to determine a true account of events. Parents will be informed by telephone if this is the case.

In all cases the parents will be informed by telephone on the day the pupil/student is suspended and the reasons for the suspensions. In extreme circumstances, where attempted contact has failed, an email with the above details will be sent to confirm suspension. On the pupil/student's return to the Academy, they should come in with a parent/guardian to meet with the Head of Year and/or a senior member of staff. This formal reintegration meeting is a prerequisite for returning to the Academy. Work will be set during the period of the suspension and can be accessed via a hyperlink that is within the e-copy letter that parents/carers will receive.

If a pupil/student is suspended for a second or third time and seems not to be treating the sanction seriously, a member of the governing body may be included in the re-admittance process. Offences for which Seclusion/suspension will be considered, but are not limited to, include:

- Verbal abuse/use of offensive language at a member of staff
- Using threatening/aggressive behaviour or fighting
- Any behaviour which causes/is likely to cause danger or harm to others
- Serious abuse or vandalism of Academy property
- Bringing substances into the Academy including: vapes and vape related products, snus or nicotine pouches, alcohol, illegal drugs, medicines, (except those prescribed for personal use), psychoactive substances (legal highs), volatile substances or derivatives of illegal substances to any concentration
- Partaking of substances in the Academy including: vaping, snus or nicotine pouches, alcohol, medicines (except those prescribed for personal use), new psychoactive (legal highs), volatile substances or derivatives of illegal substances to any concentration
- Supplying or selling substances in the Academy: vapes and vape related products, snus or nicotine pouches, alcohol, illegal drugs, medicines, new psychoactive substances (legal highs), volatile substances or derivatives of illegal substances to any concentration
- Possession of any offensive weapons in the Academy, including (but not limited to) all bladed articles, all guns (imitation firearms, replica guns, bb guns, spring-loaded guns and airsoft guns) and tasers.

The meaning of offensive weapon can be broken down into two categories:

- Those that are offensive per se, that is, those either made (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for use for causing injury to the person; and

- Weapons not so made or adapted (e.g. kitchen knife, spanner, hammer) but intended by the person having it with him/her for causing injury to the person.
- Persistent refusal to follow reasonable requests from staff
- Disobedience, defiance or refusal to co-operate with members of staff
- Bullying
- Theft
- Abuse of the internet or IT facilities e.g. viewing, accessing or downloading any inappropriate material from the internet including racist, homophobic, sexist or pornographic images or text.
- Cyber bullying or threatening behaviour towards another pupil/student
- Malicious acts in relation to our computer network, and using technology to cause harm
- Taking or being in possession of images without consent
- Filming and/or taking photos of others making poor behaviour choices
- Distributing videos and/or images of others making poor behaviour choices
- Discriminatory behaviour or abuse which is racial, sexual, physical or mental
- Denying others access to their learning
- Serious intimidation of another pupil/student or member of staff, including of a sexual nature
- Any other behaviour which may bring the name of the Academy into disrepute, this may occur inside or outside the Academy.

If a pupil/student is suspended for a period of more than 5 days' alternative educational provision will be provided at another BEST site or educational setting.

Parents/carers have the right to appeal against a decision to suspend their child, which is detailed in the written communication to parents.

Pupils returning to SWA after a suspension must do so on a Head of Year or tutor report and attend a re-admittance meeting. Targets for desired behaviour changes will be agreed with pupils and parents and will be reviewed two weeks after the suspension. SWA reserves the right to implement a risk assessment where appropriate for a student upon return from a suspension.

If a student receives a number of suspensions, they will be placed on a pastoral support plan (PSP); a long term (12 week) behaviour support plan shared with staff, pupil and parent which is reviewed 4 weekly.

Further information regarding suspensions can be found in the "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" August 2024.

Discriminatory Incidents and Equality Protocols

In instances where an investigation suggests that a student's conduct may involve discriminatory behaviour, including but not limited to, harassment or victimisation related to protected characteristics, Samuel Whitbread Academy will follow a specialised framework to ensure a fair and consistent response.

In such cases, the Academy will refer directly to the Equality Guidance document and the Decision-Making Flow Chart for Discriminatory Incidents. These resources are utilised to categorise the severity of the incident, evaluate the impact on the school community, and determine the appropriate level of educational intervention or formal sanction. This process ensures that all outcomes are aligned with our commitment to inclusivity and the legal requirements of the Equality Act 2010.

Managed Moves

A managed move is a process which allows pupils/students to move between schools without the stigma of a permanent exclusion. SWA works collaboratively on managed moves as an alternative to permanent exclusion, or as an opportunity to provide a pupil/student with a "fresh start" when it is felt that all other processes have been exhausted or where the relationship between the pupil/student, parent/carer and the Academy has in effect broken down. A managed move should be agreed by all parties involved, including the parents/carers and the admission authority of the new school.

Off-site direction

Off-site direction is when a pupil/student is required to attend another educational setting in order to improve their behaviour. It is used as an alternative strategy to permanent exclusion, or when other interventions or targeted support have not been successful. Parental consent is not required in order to direct a pupil off-site. Off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education at SWA. The off-site direction, where possible, will be for an agreed time limit. At the end of the off-site direction, there will be a review meeting with parents/carers, pupil/student and SWA to discuss a reintegration plan back to SWA or in the cases of highly successful off-site directions, the possibility for it to convert to a managed move

Drugs

Any student that knowingly brings, consumes, distributes or sells any form of illegal drug or substances that contain THC and other psychoactive substances in any concentration on the site may face permanent exclusion.

Permanent Exclusion

A decision to exclude a pupil/student permanently is very serious and is considered as a last resort. A decision to permanently exclude should only be taken:

- in response to a serious breach, or persistent breaches of the Academy's Behaviour Management Policy; and
- where allowing the pupil/student to remain at the Academy would seriously harm the education or welfare of the pupil/student or others in the Academy.

The decision to permanently exclude will be taken by the Principal.

Mobile phones, headphones and other electronic devices

As a school, we understand that mobile phones and tablets have value and a place in today's modern society and are often given to students by their parents/carers to ensure they can be contacted, particularly when travelling to and from school. We also understand that such devices can pose significant risks and may negatively impact the learning environment. As a school, we need to balance parents' wishes for their children to have phones with maintaining a conducive educational environment.

The information below, outlines the guidelines for students' use of personal electronic devices at school to achieve this balance and uphold a productive learning atmosphere.

On arrival at the school site, students in year 9 and year 10 will switch off their phones and place them in their mobile phone pouch to be locked for the day. A small number of students may have a reasonable adjustment whereby their device is locked away within a pastoral office. At the end of the day, students will unlock their pouches at the school gate.

Students in year 11 must ensure that their mobile phone is not seen **in the school building** during the school day, including movement time, break and lunch.

For all students, headphones/any other devices must be out of sight when in any area inside the school building.

For all students, if a students' phone is seen in a lesson, their phone will be confiscated. Should a student repeat this behaviour their phone will be confiscated and kept for a longer period of time. Parent/carer involvement will be actioned promptly. All mobile phone infringements have a same day detention tariff linked to them. Any defiance or escalation, will result in an escalated issue and subsequent sanction. Please see Appendix B: Mobile Phone Ladder for further details.

Vandalism of the mobile phone pouch:

The mobile phone pouch belongs to the school and is loaned to you for use whilst in year 9 and year 10. If you purposefully damage the case or graffiti it, you will not be refunded your £10 deposit.

Contacting home:

If a parent/carer needs to contact their child during the school day, they can do so by calling the reception team. Reception staff can pass on a message to their child. If a student needs to contact home urgently, they can go to reception or their year team office during break or lunch time. We understand that very rarely, there may be some exceptional circumstances which require the student to be able to contact home quickly, for example a family member who is extremely unwell. During these rare and exceptional circumstances, the student can go to the year office or student services who will enable the student to make quick contact. The student will be expected to put their phone back in the pouch / school bag afterwards.

Medical conditions:

Students who have medical equipment which is monitored through the use of a mobile device, for example diabetes, they will be exempt from the above. However, they will be expected to use their phones discretely and for medical purposes only.

3. Procedure

See appendix A.

4. Monitoring & Evaluation

SWA hold a variety of records concerning incidents of misbehaviour. Information concerning incidents of misbehaviour are reported to the governing body on a regular basis.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that this policy is administered fairly and consistently.

5. Implementation & Review

This policy will be made known to all staff, parents/carers and governors, and published on the Academies' websites. Copies are also available upon request from the Academy office. This policy will be reviewed annually or as required.

6. Author and Date

C. Hood – April 2020

Updated - A O'Rourke July 2025

Updated – A O'Rourke April 2026

Date ratified by Governors – May 2026

Next review date – May 2027

Appendix A – Samuel Whitbread Academy

Promoting Positive Behaviour

Samuel Whitbread Academy promote positive behaviour explicitly through:

- Student Assemblies.
- Online Praise system.
- Setting expectations and rules with students – for classrooms, around the Academy and in the community.
- Discussion with students – individuals and groups. Liaison with Student Voice/Council.
- Leading by example.
- Challenging anti-social behaviour consistently.
- Sharing expectations and rules.
- Giving ample opportunity for students to make informed and positive decisions through the level system.
- Use of classroom strategies including those specified in the 'Teacher Toolkit' and seating plans.
- Maintaining an attractive and stimulating environment which celebrates success, participation and students' work.
- Reflection resources and provisions with pastoral specialists.
- Restorative practices when required.

Samuel Whitbread Academy reward students on both an individual level and as members of groups. The following rewards are given to students.

- A personal comment
- Staff praise in books
- Praise Points
- Fortnightly praise breakfast
- Student of the month
- Form group certificates
- Recognition of outstanding achievements in achievement assemblies
- Awarding subject badges
- Academy Trips
- Article in E-Newsletter
- Letters of recognition KS4 & KS5
- Celebration of Achievement Assemblies.
- Departmental displays
- Well Done Postcards
- Lunch with SLT
- Use of the website to display work and mention achievement
- Twitter and Facebook
- Reward week at the end of each term

Consequences and Sanctions

Staff at Samuel Whitbread Academy are encouraged to remember to:

- Examine the behaviour and not demean the student.
- Use private rather than public reprimands wherever possible.
- Set short achievable targets for behaviour improvement.
- Be consistent when dealing with students and when implementing the Behaviour Policy.
- It is also important that once a sanction has been imposed the student is made aware that the incident is over and they can make a fresh start.

Any sanction should be appropriate and it is expected that behaviour will improve as a consequence.

Range of appropriate strategies include:

- Discuss with an appropriate member of staff
- Verbal warning
- Letter home
- Parents informed/called in for meeting
- Individual staff detention, or SLT detention
- Academy report or subject specific report (Form Tutor/head of year/department report/Head of Department report)
- Attendance report
- Praise report to support self esteem
- Contract – student, staff, parent
- Privileges removed
- Student withdrawn from class for set period of time
- Student withdrawn for a number of lessons
- Internal seclusion/exclusion
- Internal reflection and reflection in a different educational setting
- Individual Education Plan/Pastoral Support Plan/Personal Education Plan (for children looked after)
- Seclusion
- Suspension
- Timetable changes
- Off-site Direction
- Managed move
- Placement at the ACB
- Permanent exclusion

Supporting behaviour for Learning

The principle of the system is that students are given a fair set of rules and are given the chance to behave positively. Staff will aim to deploy fair and consistent use of the behaviour chart shown in Appendix A, FIG 1, which is complimented with a supportive behaviour for learning curriculum and staff use of language in relation to the Academy's values. The policy will be communicated to students on a day-to-day basis with the use of the behaviour chart shown in Appendix A, FIG2.

In most circumstances, general classroom strategies will be used for lower-level behaviour incidents before a B1 is issued. However, staff maintain the right to use their professional judgement and award a direct B1 without a warning should the situation merit this.

General classroom strategies

At a classroom level staff should use their behaviour management strategies prior to the issuing of a "B1". These could include but are not limited to:

- Verbal request
- Seating plan change
- Student asked to leave the classroom for a short period of time before returning
- Use of voice
- Visual cues as a warning

Only when a reasonable number of strategies have failed and the student has been given a reasonable amount of time to adjust their behaviour should the teacher move onto issuing a "B1".

B1

B1 is focused on low level classroom behaviours. This serves as a warning for students that the behaviours they are displaying do not abide by our collectively agreed values. B1 incidents are logged on Bromcom

There are seven B1 behaviours:

- Disruption to Teaching and Learning
Defined as: "A student's behaviour or actions has prevented/slowed or stopped the learning of (a) students in the classroom."
- Inadequate Effort (includes presentation, work completion, inadequate work)
Defined as: "Given time and the ability of the student the work produced is not of a reasonable standard."
- Defiance
Defined as: "A student has failed to follow a direct reasonable instruction from a member of staff"
- Inappropriate behaviour in or around school
Defined as "Behaviours that would not be reasonably considered acceptable and more "silly" that occur outside of lesson time"
- Failure to complete homework
- Lateness to lesson or form
Defined as "A student is between 1 minute and 5 minutes late to lesson or form without reasonable excuse
- Lateness to Lesson (up to 5 minutes late)

At this level, behaviours are logged on Bromcom, but there is no resulting direct sanction. B1s are monitored by the year team and tutors to identify trends with students and intervene should there be persistent display of these behaviours across a cycle.

B2

B2 are behaviours that warrant an automatic lunch time detention, these are generally classroom-based behaviours. B2 behaviours are logged on Bromcom. Parents will be informed.

There are seven B2 behaviours, the three immediately below would generally be issued by classroom teachers:

- Continuation of B1 Behaviour
Defined as "Continuation of a B1 behaviour after the issuing verbally of a "B1""
- Incorrect Uniform / Equipment (ISSUED ONLY BY THE TUTOR)
Defined as "A student does not have with them one item from the key equipment list and/or one item of uniform does not adhere to school policy"
- Lateness to lessons (5 - 10 minutes late)
- Inappropriate behaviour towards another student
- Inappropriate Behaviour towards Staff
- Miscellaneous Incident
- Repeated Failure to submit homework

Where a "B2 - Continuation of B1 Behaviour" or "B2 - Inappropriate behaviour towards another student" is issued the teacher issuing the sanction will communicate directly via either email or phone call with the parent and explain the circumstances that led to the "B2" being issued. For all other "B2" behaviours parents should receive the standard system generated email via Bromcom.

Tutors and Heads of Year will have access to the behaviour logs for all students. Persistent breaches in behaviour could result in (but are not limited to):

- A conversation with student about the concerns
- Placing the student on form tutor report
- A parental phone call / email
- A parental meeting

If concerns remain, the Head of Year will intervene.

At this level, behaviours are logged on Bromcom and a central lunchtime detention is issued. B2s are monitored by the year team and tutors to identify trends with students and intervene should there be persistent display of these behaviours across a cycle.

B3

B3 at this level classroom-based behaviours are more serious and are likely to represent a continuation of B1 or B2 type behaviours. Should a student be issued with a B3 for “continuation of B2 behaviour” this should result in their removal from the classroom to “department on call” (DOC). This scenario is a B3 – Removal from lesson.

B3 also covers serious whole school behaviours that are generally dealt with by a Head of Year, such as truancy.

All B3 behaviours will generally result in an afterschool detention. B3 behaviours are logged on Bromcom and parents will be informed. A Student may be placed onto a report for a period of time.

At a whole school level, a B3 could be issued for but not limited to the following:

- Removal from lesson
- Truancy
- Defiance to HOY or SLT (When not class teacher)
- Failure to attend Lunchtime detention
- Repeated lateness to lesson or form where a student accrues 3 or more B1 for lateness in a single school day
- Mobile Phone Incident
- Miscellaneous Incident

At this level, behaviours are logged on Bromcom and an after-school detention is issued. B3s are monitored by the year team and tutors to identify trends with students and intervene should there be persistent display of these behaviours across a cycle. Some of these incidents are linked to SLT (same day) detentions, please refer to the relevant section below.

B4

At a classroom level a B4 would be issued by a classroom teacher / Head of department following the failure of the ‘Department on call’ system. This would be where a student despite their removal from the lesson on department on call their behaviour has continued to prove challenging. At this stage a senior member of staff would be called to remove the student to isolation in student services or another pastoral office with a further sanction put in place. The Head of Department and Head of Year any further sanction to be put in places and decide between them who will communicate this to both the student and parent.

A B4 may also be issued immediately (without going through the previous stages) by a member of staff for an “other serious offence”. This would occur following a serious breach of the school policy and requires the student’s immediate removal from lessons by a senior member of staff. This could be issued for, but not limited to: Dangerous behaviour, serious abuse of a fellow student or member of staff.

At a whole school level these are more serious offences that would generally be dealt with by Head of Year. B4 behaviours will generally result in a period of seclusion or reflection pending further investigation, for the student.

- Verbal Abuse of Peer
- Verbal Abuse of Staff
- Physical Assault of Peer
- Physical Assault of Staff
- Anti-social behaviour
- Bullying Behaviour
- Vaping/Smoking/Possession of banned item
- Miscellaneous Serious Incident
- *Discriminatory Behaviour
- Failure to attend after-school detention
- Callout Removal Refusal

* Where Racist / sexist / LGBTQ+ Abuse occurs, restorative justice may be used in place of a B4 sanction where this is the first offence.

Anti-Social behaviour in toilets:

We want to ensure that all students feel safe and comfortable to use the toilets at school and so ask that students follow the rules:

- **Students are not permitted to take food or drink into the toilets**
- **Large groups will not be able to enter the toilet together and will be asked to wait and take it in turns.**
- **Students are not permitted to congregate in the toilets and use it as a social space.**
- **Students should not be in a cubicle with another student.**

Students may be issued with a B4: Anti-social behaviour if they break the rules above.

B5

B5 Represent the most serious offences. These would be dealt with by the Head of Year in collaboration with the Assistant Principal leading on behaviour / Principal. B5 behaviours will generally result in a Suspension.

At a whole school level, a B5 could be issued for but not limited to the following:

- Continued B4 Behaviour
- Serious or persistent discrimination
- Possession of or under the influence of Drugs or alcohol
- One off serious offence
- Other serious offence at Principals discretion
- Serious abuse or swearing at member of staff
- In possession of prohibited items
- Smoking/vaping (repeated behaviour)
- In possession of smoking paraphernalia (repeated behaviour)
- Failed readmission meeting

The above behaviour's, definitions and sanctions are to be used as a guide for school staff. The Principal withholds the right to issue any reasonable sanction for any offence at their discretion.

Same Day After School Detentions.

Most after-school detentions will be served on Tuesdays and Thursdays, benefiting from provided late bus transport. However, the following targeted behaviours will result in an immediate Senior Leadership Team (SLT) after-school detention, which can be set for any day of the week:

- Lesson Truancy: Being absent from a lesson or excessively late (15 minutes or more) without permission.
- Mobile Phone Policy Breach: Using a mobile phone or AirPods/earphones anywhere inside the school building.
- Failure to Attend Prior Detention: Non-attendance at a previously set after-school detention.
- Multiple Lesson Removals: Accumulating several lesson removal incidents within a single day.

To ensure timely communication with families (by 13:00), the same-day detention cycle for these incidents will encompass periods P4 and P5 from the previous school day, and periods P1, P2, and P3 on the day the incident occurs.

Appendix A



Behaviour For Learning Scale - Student

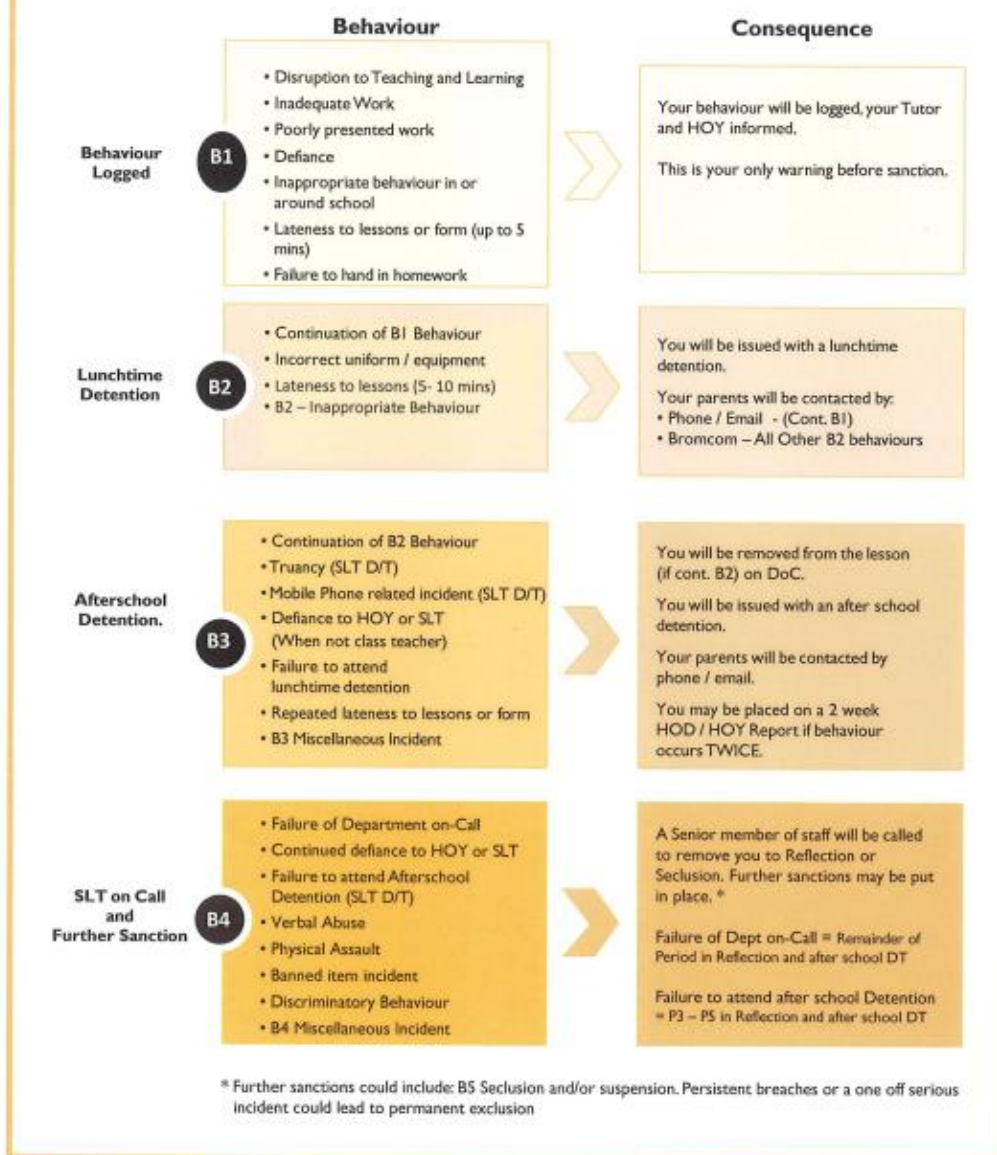


Fig 1 – Behaviour for learning guide – Student



Behaviour For Learning Scale - Staff

Behaviour 'RESET' toolkit: Staff will utilise general classroom behaviour management strategies and best practice guidance as found in the anthecology.

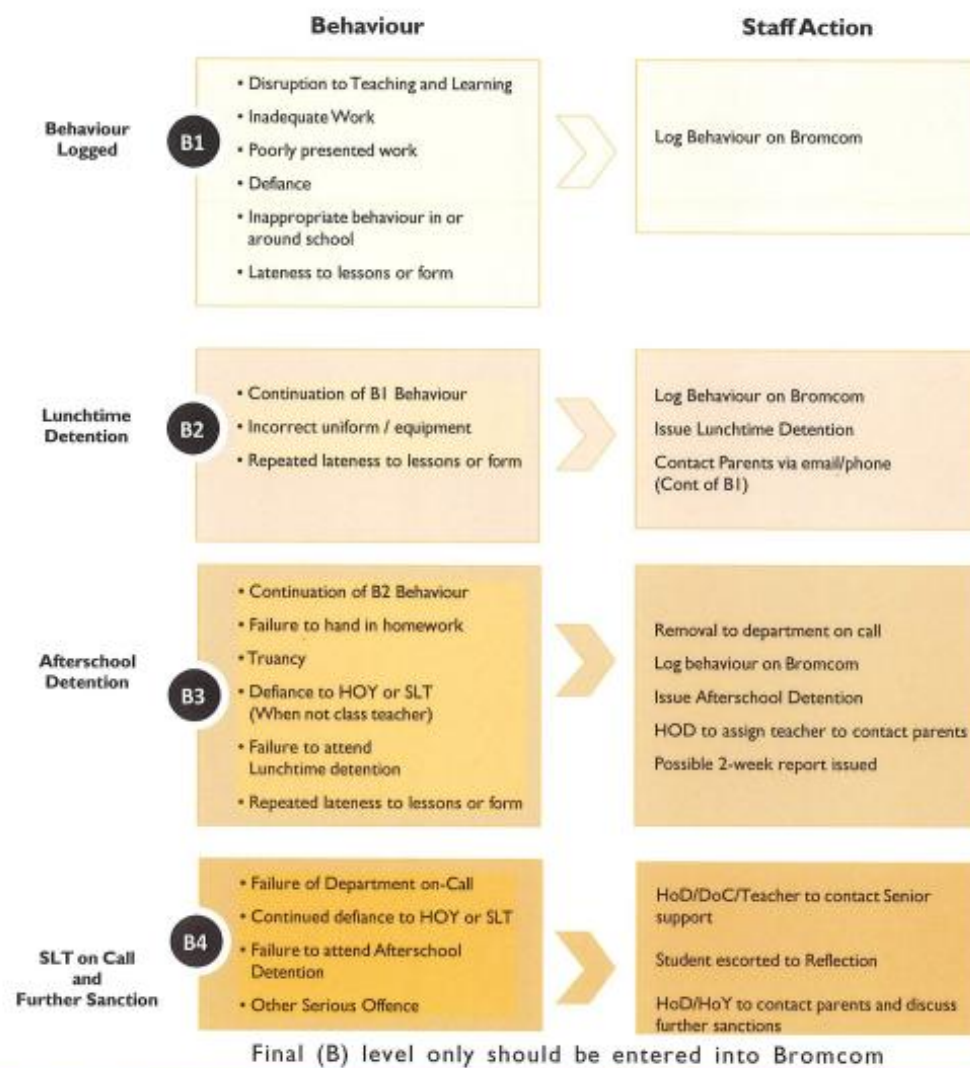


Fig 2 Behaviour for learning guide - Staff



Behaviour For Learning Scale - SLT and HoY Guidance

Behaviour	Staff Action
<p>B1</p> <ul style="list-style-type: none"> • Disruption to Teaching and Learning • Inadequate Work • Poorly Presented work • Defiance • Inappropriate Behaviour in or around School • Lateness to lesson or form 	<p>Log Behaviour on Bromcom</p>
<p>B2</p> <ul style="list-style-type: none"> • Continuation of B1 Behaviour • Incorrect uniform/equipment • Repeated lateness to lesson or form 	<p>Log Behaviour on Bromcom</p> <p>Issue Lunchtime Detention</p> <p>Contact Parents via email/phone (Cont of B1)</p>
<p>B3</p> <ul style="list-style-type: none"> • B3 – Truancy (15+ minutes) • B3 - Removal from lesson (Cont of B2 behaviour) • B3 - Failure to attend lunchtime detention • B3 – Defiance to HOY/SLT • B3 – Miscellaneous Incident • B3 - Repeated Lateness Logs • B3 - Mobile Phone Incident 	<p>Remove to department on call</p> <p>Log behaviour on Bromcom</p> <p>Issue Afterschool Detention</p> <p>HOD to assign teacher to contact parents</p> <p>Possible 2 week report issued</p>
<p>B4</p> <ul style="list-style-type: none"> • B4 – Verbal Abuse of Peer • B4 – Verbal Abuse of Staff • B4 - Physical Assault of Peer • B4 - Physical Assault of Staff • B4 – Anti-social behaviour • B4 – Bullying Behaviour • B4 – Vaping/Smoking/Possession of banned item • B4 – Miscellaneous Serious Incident • B4 – Discriminatory Behaviour • B4 – Theft • B4 – Vandalism • B4 – Bringing the academy into disrepute • B4 – Failure to attend after school detention • B4 – Callout removal refusal 	<p>Potential isolation and/or seclusion or suspension.</p>
<p>B5</p> <ul style="list-style-type: none"> • Continued B4 behaviour • Serious or persistent discrimination • Possessions of or under the influence of drugs or alcohol • One off serious offence • Other serious offence at principals' discretion • Serious abuse of swearing at member of staff • In possession of prohibited items • Vaping/smoking (2nd offence) • In possession of smoking paraphernalia (2nd offence) • Failed readmission meeting 	<p>Discuss with principal possible suspension or permanent exclusion</p>

Fig 3 - Behaviour for learning guide – SLT and HOY

Appendix B – Mobile Phone Ladders



Mobile Phone Ladder Year 9 & 10 – For Students

Behaviour

Action and Consequence

M1

A mobile phone on the school site and not in a pouch.

M1 is logged on Bromcom. A member of SLT will collect the student's mobile phone on the same day and place it in a phone locker for **one school day**.

The student will receive a **same-day** after-school detention.

The mobile phone will be handed back at the end of the school day.

M2

A mobile phone on the school site and not in a pouch.

Phone incident logged on Bromcom. A member of SLT or year team will collect the student's mobile phone on the same day and place it in a phone locker for **one school day**. The student will receive a one-day Reflection.

The student will receive a **same-day** after-school detention.

The mobile phone will be handed back at the end of the school day.

M3

A mobile phone on the school site and not in a pouch.

The mobile phone will be confiscated by a member of SLT and the student will be suspended.



Mobile Phone Ladder Year 11 – For Students

Behaviour

Action and Consequence

M1

A mobile phone is seen, used or heard anywhere in the school building for the first time that term.



The mobile phone will be placed into a phone pouch the next school day for **one school day** and the student will receive a **same-day** after-school detention.

The mobile phone pouch will be unlocked in student services at the end of the school day.

M2

A mobile phone is seen, used or heard anywhere in the school building for the first time that term.



The mobile phone will be confiscated the next school day.

The mobile phone will be placed in a phone pouch for **three school days** and the student will receive a **same-day** after-school detention.

Parents/carers will be expected to come in for a meeting with a member of the pastoral team.

M3

A mobile phone is seen, used or heard anywhere in the school building for the first time that term.



The mobile phone will be placed into a phone pouch the next school day.

The student will be isolated for **one school day** and the student will receive a **same-day** after-school detention.

The mobile phone will be placed in a phone pouch for **five school days**.

Parents/carers will be expected to come in for a meeting with a member of SLT.

If a student's mobile phone is seen or used in a lesson for a fourth time in one term, then this will be considered a serious and persistent breach of the school behaviour policy. A B5 will be logged and a suspension may be issued.



Mobile Phone Ladder Year - For Staff Year 9 & 10

Behaviour

Action and Consequence

M1

A mobile phone on the school site and not in a pouch.

Staff action:

MI is logged on Bromcom.
Staff member contact SLT on call.

SLT on call:

Collect the student and the mobile phone. Mobile phone will be placed in a phone locker in student services or HOY office. The student will also be booked into and collected for a same-day after-school detention.

Pastoral action:

Contact home to inform.
MI report is run at the end of each day. Any student whose name appears on the report, following a previous M1 confiscation, will be issued an M2.

M2

A mobile phone on the school site and not in a pouch.

Staff action:

Mobile Phone Incident is logged on Bromcom.

SLT on call:

Collect the student and the mobile phone. Mobile phone will be placed in a phone locker in student services and the student will be escorted to student services to serve a full day Reflection followed by the same-day after-school detention.

Consequence:

The mobile phone will be confiscated by a member of SLT and the student will be taken to Reflection and the same day after school detention.

M3

A mobile phone on the school site and not in a pouch.

Staff action:

Mobile Phone Incident is logged on Bromcom.

SLT on call:

Collect the student and the mobile phone. Mobile phone will be placed in a phone locker in student services and parent/carers will be called by a Pastoral staff member.

Consequence:

The student will receive a suspension.



Mobile Phone Ladder for Staff -Year 11

Behaviour

Action and Consequence

M1

A mobile phone is seen, used or heard anywhere in the school building for the first time that term.

Staff Action:

M1 is logged on Bromcom.

Consequence:

- The mobile phone will be confiscated the next school day by a member of SLT or the pastoral team.
- The student will be booked into a same-day after-school detention
- The mobile phone will be pouched the next school day for one school day.
- The mobile phone pouch will be unlocked in student services at the end of the school day.

Pastoral Action:

- M1 report is run at the end of each day.
- SLT and pastoral team to collect students who receive M1

M2

A mobile phone is seen, used or heard anywhere in the school building for the first time that term.

Staff Action:

M1 is logged on Bromcom.

Consequence:

- The mobile phone will be confiscated the next school day by a member of SLT or the pastoral team.
- The student will be booked into a same-day after-school detention
- The mobile phone will be pouched the next school day for three school days.
- Parents/carers will be expected to come in for a meeting with a member of the pastoral team.

Pastoral Action:

- M1 report is run at the end of each day. Identify those who have already received an M1 that term and log an M2.
- Arrange parent/carer meeting
- SLT and pastoral team to collect students and ensure mobile phones are placed in pouch.

M3

A mobile phone is seen, used or heard anywhere in the school building for the first time that term.

Staff Action:

M1 is logged on Bromcom.

Consequence:

- The mobile phone will be confiscated the next school day by a member of SLT or the pastoral team.
- The student will be booked into a same-day after-school detention and the student will be isolated for one school day.
- The mobile phone will be pouched the next school day for five school days.
- Parents/carers will be expected to come in for a meeting with a member of the pastoral team.

Pastoral Action:

- M1 report is run at the end of each day. Identify those who have already received an M2 that term and log an M3.
- Arrange parent/carer meeting with a member of SLT.
- SLT and pastoral team to collect students and ensure mobile phones are placed in pouch.

If a student's mobile phone is seen or used in a lesson for a fourth time in one term, then this will be considered a serious and persistent breach of the school behaviour policy. A B5 will be logged and a suspension may be used.

Appendix C

Appendix to the Behaviour Policy – Physical Intervention

Physical contact is an essential part of human relationships. In SWA, adults may well use touch to prompt, to give reassurance or to provide support.

To use physical contact appropriately it must be non-abusive, with no intention to cause pain or injury and be in the best interests of the pupil and others, taking into account such things as gender, disability etc.

We have a number of staff who have undergone restraint training called 'Team Teach'. This staff members include learning support assistants who work in the provision, some members of the pastoral team and some members of the on call senior leadership team.

Academy SENCOs are responsible for ensuring that relevant staff are made aware of any student who finds physical contact unwelcome. Such sensitivity may arise from the student's cultural background, disability, personal history, age etc.

1. Procedure

1.1. Guidance from the DfE¹

- 1.1.1. All members of school staff have legal power to use reasonable force.
- 1.1.2. We have a legal duty to make reasonable adjustments for children and young people with Special Educational Needs and Disabilities.
- 1.1.3. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 1.1.4. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 1.1.5. 'Reasonable in the circumstances' means using no more force than is needed.
- 1.1.6. As mentioned above, schools generally use force to control pupils and to restrain them.
- 1.1.7. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 1.1.8. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 1.1.9. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- 1.1.10. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

¹ Section 3.1 taken directly from DfE Guidance "Use of Reasonable Force" 2013

- 1.1.11. 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.
- 1.2. Deciding to use Physical Intervention:
 - 1.2.1. Physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate or in an emergency situation.
 - 1.2.2. Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. For planned interventions this will be recorded on the Risk Assessment (Appendix 1) and be carried out by a member of staff trained in restraint.
 - 1.2.3. Any actions will be carried out in the pupil's best interests.
 - 1.2.4. Staff will not be expected to intervene physically with students or to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other students and calling for assistance.
 - 1.2.5. When a restraint is justified, staff will use 'reasonable force'. See above for a definition of what warrants reasonable force
 - 1.2.6. Staff will try to avoid causing pain or injury, avoiding holding or putting pressure on joints; in general holding long bones.
 - 1.2.7. During an incident the member of staff involved will tell the student that his or her behaviour may be leading to restraint.
 - 1.2.8. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration.
 - 1.2.9. Staff will try to adopt a calm, measured approach and maintain communication with the student at all times.
 - 1.2.10. Staff should call for assistance from the nearest adult by sending a reliable student or shouting for help.
- 1.3. After the use of a restrictive physical intervention the following steps will be taken:
 - 1.3.1. Details of the incident will be recorded by all adults involved immediately on the attached form (appendix D) within the school day whenever possible.
 - 1.3.2. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
 - 1.3.3. Any injuries suffered by those involved will be recorded following normal procedures, and medical attention will be sought.
 - 1.3.4. The Principal will judge whether the member of staff acted appropriately in line with this policy, the Safeguarding policy, and where necessary seek advice from the Local Authority Designated Officer.

- 1.3.5. Parents/carers will be informed by a member of the Senior Leadership Team on the day of the incident. If this is initially done by phone, it will be followed up in writing.
- 1.3.6. Support/debriefing will be available for adults and students who have been involved in any incident involving restrictive physical interventions. This will be provided by Thomas Rowell.
- 1.3.7. The Principal will report incidents to the Chair of Governors
- 1.3.8. As appropriate, incidents may also be discussed with the local authority outreach service, providing TeamTeach training.

Appendix 1 - Positive Handling Plan

Student Name:	Date of Birth:	Tutor group:
Head of Year:	Date completed:	Completed by:
Environments and Triggers: <i>Describe the situations which have led to a dangerous situation in the past</i>		
Risk Assessment: <i>Description of Hazard: e.g. Slap – Punch – Bite – Pinch – Spit – Kick – Hair grab – Neck grab – Clothing Grab – Body holds – Arm Grab – Weapons/Missiles. Likelihood of it happening: High/Medium/Low</i>		
Prevention: <i>Changes to routines, activity, personnel or environment which might reduce the risk of this happening.</i>		
Diversion and Distraction: <i>Interests, words, objects etc. which may divert attention from an escalating crisis.</i>		
De-escalation: <i>Strategies which have worked in the past and those which should be avoided e.g. Verbal advice and support, Firm clear directions, Negotiation, Limited Choices, Distraction, Diversion, Reassurance, Planned Ignoring, Contingent Touch, C.A.L.M talking/Stance, Take up Time, Withdrawal Offered, Withdrawal Directed, Change Adult, Reminders about consequences, Humour, Success Reminders: other</i>		
Physical Intervention: <i>: Strategies which have worked in the past and those which should be avoided e.g.Help Hug, Cradle Hug, Standing Wrap, Sitting Wrap, Standing Double Elbow, Half Shield, Full Shield, Sitting Double Elbow (Single Person) Standing Single Elbow (Two Person), Sitting Single Elbow (Two Person), Figure of Four (Two Person), Advanced Front Ground Recovery (Three person) Other:</i>		
Post Incident Support: <i>Calming and diversion strategies which have worked in the past to help recovery and those which should be avoided. Listening and learning the scripts.</i>		
Recording and Notification Required: <i>e.g. Placing Author it, Parents/Guardians, Social Worker, Educational Psychologist, Doctor/Nurse/LADO Other:</i>		
Review Date:	To be reviewed by:	

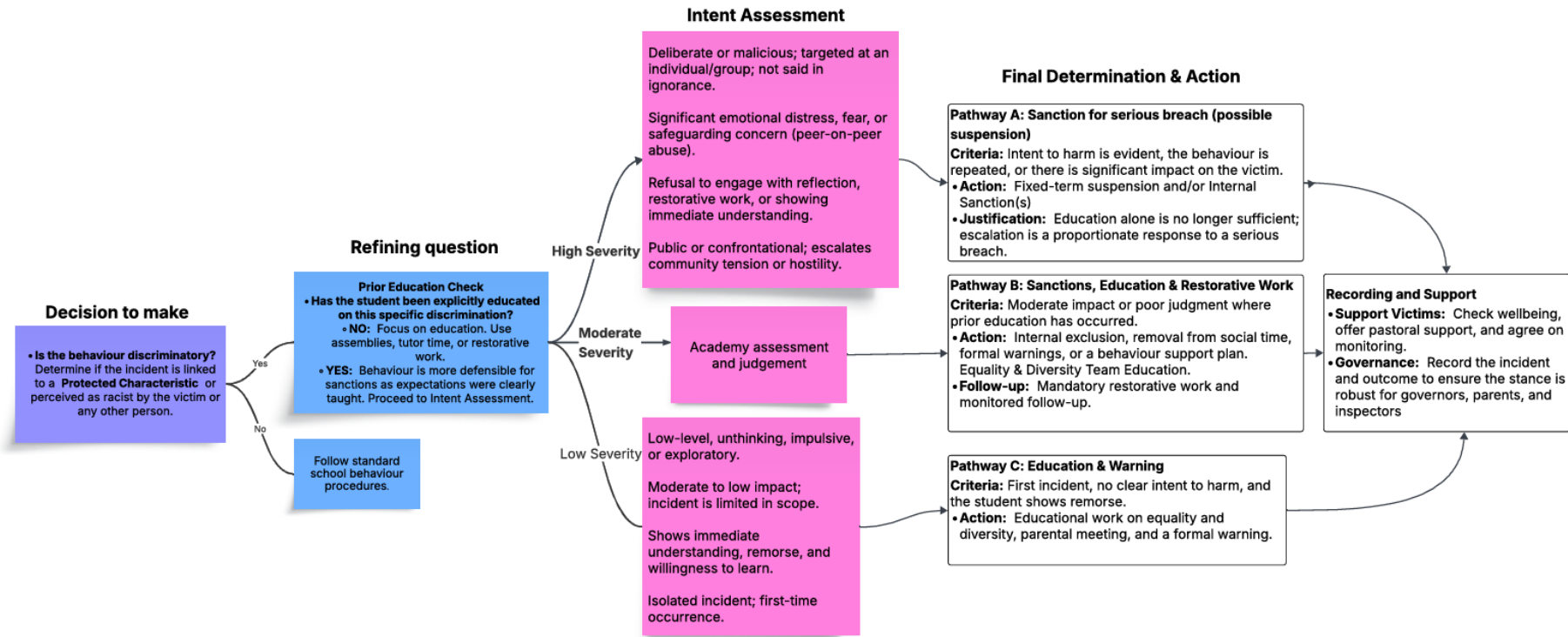
Samuel Whitbread Academy

Use of Physical Intervention Incident Form



Appendix D General Details		
Student Name:	Tutor Group:	SEN Status Code:
Location:	Date and Time of incident:	
Staff member reporting the incident:		
Adult witnesses:	Student witnesses:	
Date and time reported to DSL:		
Description of the event		
Who was involved?	Nature of the incident	Perceived effects
Antecedents. What led up to the events?		
Observed Behaviours of the young person.		
Actions taken to manage or de-escalate prior to use of physical intervention		
Description of the physical intervention used:		
How did the incident resolve? What happened afterwards?		
Was this planned or unplanned?	Duration of physical intervention	
Detail of any injuries sustained		

Debrief and outcomes			
Date and time reported to DSL (SLT)		Name of DSL (SLT)	
Contact made with parent by	Phone	Email	Referral to external agency: Yes <input type="checkbox"/> No <input type="checkbox"/> Details of external agency
At (Date and time)			
By (staff name)			
Amendments to student plan (SEND Review, Sanctions, Alternative Provision, groups, physical environment, change of staff etc.)			
Was first aid required? Yes <input type="checkbox"/> No <input type="checkbox"/>		Other notification required (eg. Social worker)	
Accident Recorded on Smart log? Yes <input type="checkbox"/> N/A <input type="checkbox"/>			
Further action required			
Staff debrief requested? Yes <input type="checkbox"/> No <input type="checkbox"/>		Details of debrief discussion:	
<input type="checkbox"/>			
Requested by:			
Given by:			
Are any changes to policy and practice required?			
Principal review of incident:		Date and Time:	



Decision-Making Flow Chart for Discriminatory Incidents