L.E.A.D. Academy Trust

Behaviour Policy

Policy Information

Document name	Behaviour Policy
Date approved	March 2025
Date issued	**February 2025 update**
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Introduction

This policy sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for behaviour management explicit to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Underpinning our policy are the following principles:

Proactive Element 1

Know the learner

* Know each learners needs and adjust your approach accordingly
* Know each learner and their influences, including their name
* Know a pupils context
* Be supportive and build positive relationships

Proactive Element 2

Conditions for learning

* Develop a highly ambitious curriculum for all
* Teaching well sequenced lessons that meet the need of all learners
* Explicit teaching of learning behaviours
* Develop metacognition
* Develop self-regulation

Proactive Element 3

Classroom Management Strategies

* Use positive framing to set the tone
* Reward positive learning behaviours
* Explicit teaching of learning routines and positive behaviour for learning
* Communication with parents and carers

Proactive Element 4

Simplicity, consistency and communication

* Ensure routines are simple, understood and applied consistently
* Always ensure that any approach to discipline is carried out calmly and respectfully

Reactive Element

Reactive approaches

* Bespoke support will be provided because the proactive measures are not having the desired impact.
* Training for staff to support, where provision falls outside of the academy expectations

Cross Reference: Suspensions and Exclusions Policy

Legislative Framework

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the Trust's underpinning principles and high expectations of all within the academy community.

All staff are responsible for promoting and establishing positive behaviour across Trust academies. It is important that all staff are consistent and proactive in rewarding good behaviour, and in dealing with unacceptable behaviour.

Academy Expectations

The Trust expects each academy to:

- Have a whole-school behaviour policy (model policy attached) which details its approach to behaviour management. The academy behaviour policy should include detail on the following:

  - Purpose – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;
  - Leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors;
  - Academy systems and social norms – including rules, routines, and consequence systems;
  - Staff induction, development and support – including regular training for staff on behaviour;
  - Pupil transition – including induction and re-induction into behaviour systems, rules, and routines;
  - Pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with SEND where those needs might affect behaviour;
  - Child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
  - Banned items – a list of items which are banned by the academy and for which a search can be made

- Include staff in reviewing and contributing towards behaviour policy formation
- Involve pupils in the creation and review of academy codes of conduct
- Provide a purposeful learning environment conducive to promoting high standards of pupil conduct and positive attitudes to learning
- Involve parents/carers by communicating well to seek their support
- Make positive recognitions of pupil achievement
- Ensure that if things go wrong, pupils are given the opportunity to put things right.

The Trust expects each Academy Governing Body (AGB) to provide clear guidance to its academy relating to:
- Screening and searching pupils (including identifying in the academy items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for academy staff accused of misconduct; and
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Each academy, in order to instil good behaviour, should therefore:

- Provide an environment conducive to effective learning for all pupils and staff
- Raise and promote self-esteem in all members of the academy community
- Promote consideration and respect for others and the academy environment

- Encourage a shared responsibility between home and the academy
- Define what constitutes acceptable and unacceptable behaviour
- Provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them.

Positive recognition motivates pupils to observe the rules. Whilst consistently dealing with disruptive behaviour, teachers are expected to focus positively on pupils who are behaving well, ensuring that praise is well utilised in classrooms and around the academy site. If this strategy is used consistently, it will have the following effects:

- Encourage all pupils to behave appropriately
- Increase pupil self-esteem, self-confidence and reflectiveness
- Dramatically reduce behaviour problems and confrontational situations
- Create a positive classroom environment for both pupil and class teacher
- Help to teach behaviour and establish positive relationships.

Consequences

In addition to positive recognition, there must be systems for dealing with disruptive behaviour when pupils choose not to follow the rules. Systems should have staged interventions with a clear scale of escalation to cope with repetition. It is important that this staged intervention is designed to allow all pupils the opportunity to choose to change his/her behaviour within an identified framework.

The Trust expects each academy to record both positive recognition and consequences.

When a pupil is experiencing difficulties with behaviour and normal classroom sanctions have not worked, the Trust expects the Headteacher to initiate a clear plan of support. Examples may include:

- Behaviour plans
- Pastoral Support Programmes (PSPs) if pupils are at risk of suspension or exclusion
- Use of alternative provision (AP)
- A referral to local partners and external agencies may also be considered if it is felt that there are other issues affecting the pupil's behaviour that could be better addressed through a multi-agency approach. Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.   See Working Together

Outside agencies may include:
- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service/ ASK US (formally parent partnership)
- Attendance Support Team (formally EWO)

Suspension and Exclusion

Ultimately, a pupil who does not behave in accordance with the standards set may be suspended for a fixed term, or may be permanently excluded from the academy. Situations where suspension or exclusion may be considered include violent assault on another pupil or an adult, inappropriate sexual behaviour, verbal abuse/threatening behaviour against a pupil or an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour. (See Suspension and Permanent Exclusion Policy).

Equality Statement

The L.E.A.D. Academy Trust is committed to applying the equality duty in all academies across all phases. It is the responsibility of all staff, leaders, trustees and governors to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity, and to foster good relations between people.

Safeguarding

L.E.A.D. Academy Trust recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. As a result, we expect each academy to consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, the academy is expected to follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Bullying

L.E.A.D. Academy Trust is committed to promoting an anti-bullying/harassment ethos, where bullying and harassment are not tolerated. The Trust takes issues of bullying/harassment seriously and enables all members of the Trust's community to challenge bullying behaviour in order that a supportive, cooperative ethos is maintained. Bullying, especially if left unaddressed, can have a devastating effect on individuals.

Monitoring, Evaluation and Review

In order to determine the effectiveness of a policy, the Trust will monitor and evaluate its impact. This will be achieved by:

- Analysis of data
- The AGB, via the SEND Link Governor, annually reviewing progress made and the effectiveness of the policy in their academy
- Trust Board scrutiny of suspension and exclusion data
- Quality Assurance (QA) visits made by Directors of Schools.

Windmill L.E.A.D Academy

Behaviour Policy

Review frequency: Annual

Policy/Procedure management log[HT1]

Document name	Behaviour Policy
Date approved	March 2025
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Approved by	Academy Governing Body

Aims

At Windmill L.E.A.D Academy, it is our aim for children to be happy, enjoy learning and achieve their best. We have developed this policy in consultation with the children, staff, parents, and governors at Windmill L.E.A.D. Academy.

Through this policy, we aim to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the academy
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management for pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

At Windmill L.E.A.D Academy, our underlying principles are:

Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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

Windmill's Ethos:

At Windmill, we have the highest expectations for behaviour and believe that a positive, respectful environment is the foundation for learning. Every child has the right to feel safe, valued, and supported, and it is the responsibility of all adults to model, guide, and nurture the behaviours we expect.

We believe that children thrive when they are treated with dignity and respect. Adults play a vital role in shaping attitudes, fostering positive relationships and ensuring that our behaviour expectations are clear, consistent, and fair. Our approach is built on trust, collaboration, and emotional intelligence, helping children develop the skills they need to make positive choices—both in school and beyond.

To achieve this, our school ethos:

- Prioritises relationships – Every child is known, valued, and supported by trusted adults who set high expectations and model positive behaviour.
- Promotes self-discipline – We explicitly teach and reinforce The Windmill Way behaviour curriculum, ensuring that expectations are understood and consistently applied.
- Ensures fairness and consistency – We do not use shouting, humiliation, or 'naming and shaming.' Instead, we use a calm, restorative approach to help children understand the impact of their actions.
- Encourages responsibility – Children are actively involved in shaping their school environment and understand their role in maintaining a respectful, inclusive community.
- Takes behaviour seriously – Discrimination, bullying, and prejudice have no place in our school and are addressed swiftly and firmly.
- Works in partnership – We value parental collaboration in reinforcing positive behaviour and supporting children's personal development.
- Supports emotional development – Through our myHappymind curriculum, we develop emotional literacy, helping everyone manage behaviour effectively.

All staff are expected to understand and consistently apply our Behaviour Policy and Behaviour Curriculum. New staff receive training and ongoing support to ensure that our high expectations are upheld throughout the school day—from Breakfast Club to After School Clubs.

By working together, we create an environment where every child can learn, grow, and succeed.

Definitions, Roles and Responsibilities:

<u>Definitions:</u>

At Windmill L.E.A.D Academy, misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Breach of the academy rules

When misbehaviour occurs, it should be dealt with consistently using the sanctions that schools have in place, and restorative work should be undertaken to ensure that misbehaviour does not escalate.

At Windmill L.E.A.D Academy serious misbehaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - 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
- Child on Child abuse
- Theft
- Vandalism
- Fighting
- Smoking and Vaping
- Racist, sexist, homophobic or other discriminatory behaviour

Possession of any prohibited items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco and/or cigarette papers
- Vapes and/or related items
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

If serious misbehaviour occurs, the academy will investigate the incident fully and will treat each case individually using a balanced and proportionate approach.

The Windmill Way

The Windmill Way is our clear and consistent behaviour curriculum, explicitly taught at the start of the autumn term, alongside national curriculum objectives, and reinforced throughout the year by all staff. It sets out high expectations for behaviour, ensuring every child understands behaviour that is encouraged and rewarded (The Windmill Way of Behaving).

It also defines unacceptable and 'zero-tolerance' behaviours and the fair, proportionate consequences that follow. By teaching and embedding these expectations, we create a safe, respectful, and inclusive school environment where children can thrive.

UN Rights of the Child

The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement that protects the rights of all children. It ensures that every child has the right to be safe, healthy, educated, and treated with respect.

At Windmill L.E.A.D Academy, these rights form the foundation of our behaviour policy. We encourage pupils to understand their rights and respect the rights of others, fostering a school community built on fairness, kindness, and responsibility.

Restorative Conversations

Restorative conversations are structured, solution-focused discussions used to address behaviour concerns in a calm, respectful, and constructive manner. Rather than simply applying punishment, these conversations help children understand the impact of their actions, take responsibility, and work towards repairing relationships.

They typically follow a reflective approach, asking questions such as:

- What happened?
- How did it affect others?
- What could you do differently next time?
- How can we make things right?

By engaging children in this process, restorative conversations promote empathy, accountability, and long-term behaviour change, fostering a positive and respectful school environment.

At Windmill L.E.A.D Academy, bullying is defined as:

The repetitive, intentional harming either physically or emotionally, of a person or group.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Sexist • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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, this includes harmful online challenges and hoaxes.

Roles and responsibilities

The AGB

The AGB is responsible for:

- Reviewing this behaviour policy in conjunction with the Headteacher/Head of School
- Monitoring the policy's effectiveness
- Holding the Headteacher/Head of School to account for its implementation

The Headteacher/Head of School

The Headteacher/Head of School is responsible for:

- Reviewing this policy in conjunction with all stakeholders
- Reviewing and approving this behaviour policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Academy Staff

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Imposing relevant sanctions according to the nature of the incident
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the academy culture and how they can uphold academy rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the academy's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers, where possible, should:

- Get to know the behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the academy's behaviour policy
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the teacher/tutor promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the academy directly, whilst continuing to work in partnership with the academy
- Take part in the life of the academy and its culture

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at academy
- That they have a duty to follow the behaviour policy
- The academy's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Through The Windmill Way, pupils will be supported to meet the behaviour standards and will be provided with explicit teaching on attitudes and dispositions for learning and will be supported to develop an understanding of the academy's behaviour policy and wider culture.

At timely points, pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Behaviour curriculum

Whole School Charter

At Windmill L.E.A.D. Academy, our approach to behaviour is firmly based on the United Nations Convention on the Rights of the Child (UNCRC), which outlines the fundamental rights of every child, regardless of race, religion, or ability. It also highlights the responsibility of adults to work together to ensure these rights are upheld.

We teach children that everyone has these rights and encourage them to reflect on their own behaviour by using Rights Respecting language. This means we ask, "Are you being Rights Respecting?" and reinforce expectations that align with these principles. These rights and expectations guide the behaviour of both children and adults in our school, ensuring a respectful, safe, and inclusive environment for all.

At Windmill, adults model and uphold children's rights, always acting in their best interests (Article 3). Through our Whole School Charter, we commit to:

- Respecting everyone's right to be treated fairly (Article 2)
- Respecting everyone's right to feel safe in body and mind (Article 19)
- Respecting everyone's right to be heard and listened to (Article 12)
- Respecting everyone's right to learn and develop talents and abilities, while supporting others to enjoy their learning (Articles 23 and 29)
- Respecting everyone's right to play, rest, join in and choose friendships (Articles 15 and 31)
- Respecting everyone's right to be in a safe, clean environment (Article 24 and 29)

The Windmill Way: Our Behaviour Curriculum

At Windmill L.E.A.D. Academy, we teach the behaviours and habits that we expect students to demonstrate through the 'Windmill Way' behaviour curriculum. We want to support our pupils to grow into adults who are respectful, polite, appreciative, who recognise the needs of others and who understand their rights and the rights of others; to be good citizens. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Will Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

The Windmill Way Content

The behaviour curriculum is structured into different areas, each focusing on key aspects of school life. Each part of The Windmill Way is taught explicitly through direct instruction, modelling, discussions, and real-life applications. These expectations are regularly revisited to ensure they become habits that shape the way children interact with others and navigate their school environment. Some areas will be applicable at certain times of the day, such as playground and dinnerhall behaviours. Whereas other areas are modelled, reinforced and embedded throughout the school day, such as manners and walking around school. For example, when walking to assembly, children are reminded to greet adults politely, hold doors for others, and show consideration in shared spaces.

The Windmill Way Curriculum Covers:
- **Manners** – Using polite language, showing kindness, and demonstrating respect to all.
- **Moving Around School** – Walking calmly and safely, being mindful of others.
- **Playground Behaviours** – Playing fairly, including others, and resolving conflicts peacefully.
- **Dinner Hall Behaviours** – Using good table manners, speaking respectfully, and tidying up.
- **Learning Behaviours** – Staying focused, listening actively, and trying our best.
- **Looking After the School Environment** – Keeping our school clean, respecting shared spaces, and taking responsibility for resources.
- **Responsibility** – Owning our actions, being role models, and showing leadership.
- **Beginning and End of the Day** – Arriving ready to learn and leaving in a calm and respectful manner.
- **Preventing Bullying** – Standing up for others, being kind, and creating an inclusive community.
- **Assemblies** – Showing respect, listening carefully, and participating appropriately.

Teaching The Windmill Way

The curriculum is taught explicitly during the first week in autumn term alongside the National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it.

At the start of each term, the 'Windmill Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the 'Principles of Instruction' set out by Barak Rosenshine, including regular quizzing to check and strengthen retention. Teachers and support staff will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in various locations and times throughout the school day e.g., at lunchtime or playtime. It is expected that all pupils will know this content.

As Tom Bennett describes in 'Running the Room,' the process for teaching behaviour explicitly is as follows:

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and can learn in an optimised environment and where teachers are free to teach unimpeded.

Expectations

Classroom Expectations

At Windmill L.E.A.D. Academy, strong behaviour systems are pivotal to achieving the high expectations we set in our classrooms. Our approach is proactive, not reactive—by embedding clear expectations, positive routines, and a strong school culture, we significantly reduce the likelihood of misbehaviour. Our aim is for all lessons to be free from disruption, creating a calm, focused environment where every child can learn and thrive.

In lessons, we expect:

- **Teachers to know their pupils and their learning needs well** – Strong relationships and understanding individual needs help to create a positive learning environment.
- **Pupils to be happy and secure, and able to experience a sense of achievement every day** – A positive, supportive atmosphere fosters confidence and motivation.
- **The curriculum to be ambitious** – Engaging, well-structured learning opportunities reduce disengagement and low-level disruption.
- **Teachers to plan and deliver well-structured lessons** – Clear objectives, high expectations, and engaging activities keep children focused.
- **All staff to explicitly teach attitudes to learning** – Behaviours such as resilience, independence, and collaboration are explicitly modelled and reinforced.
- **Use of positive framing** – Encouraging, solution-focused language helps guide children towards making the right choices.
- **Recognition of achievement in all senses and reward** – Positive reinforcement builds self-esteem and promotes motivation.
- **A culture of high expectations** – Clear, consistent expectations set the tone for behaviour across the school.
- **That everyone is included, and all needs are met** – Differentiation and personalised support ensure every child feels valued and capable.
- **That the environment is well-organised, inviting, and stimulating** – A structured, engaging setting supports positive behaviour.
- **Behaviour standards to be high, with any inappropriate behaviour being dealt with effectively** – Consistent responses ensure fairness and maintain a positive school culture.
- **Routines to be simple and consistently used** – Predictability helps children feel secure and understand expectations.

Outside of Classroom Expectations

It is, however, not just about behaviour in our classrooms. We expect positive behaviour at all points of the school day. For behaviour outside of lessons, we expect all learners to:

- **Be proud members of the school community** – Show respect for others and take pride in representing the academy.
- **Treat everyone with kindness and courtesy** – Use polite words and actions in all interactions.

- **Engage positively with others** – Foster a sense of belonging by including and respecting everyone in the academy community.
- **Move safely and calmly around school** – Walk with purpose, follow established movement routines, and respect personal space.
- **Speak politely and thoughtfully** – Use appropriate language and volume and a respectful tone of voice.
- **Greet others with confidence** – Actively engage with staff, visitors, and peers, offering a polite "Good morning" or "Good afternoon."

Adaptations

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations in the curriculum.

While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND (Special Educational Needs and Disabilities) needs. For example, pupils who have autistic spectrum conditions may find it uncomfortable to maintain eye-contact with adults. Some children may need a fidget toy or wobble cushion to support their ability to sit still or be attentive. Sensitivity must be always applied when teaching the behaviour curriculum.

We believe that children who find aspects of schooling or learning tricky for a variety of reasons, for example having ADHD or are on the autistic spectrum, are children who will benefit the most from being in a calm and focused learning environment.

Role Modelling

Adults play a crucial role in shaping children's behaviour through consistent role modelling. Children learn by observing the actions, attitudes, and interactions of the adults around them, making it essential for staff to demonstrate the values and expectations they wish to instil. When adults model respect, patience, kindness, and self-discipline, they set a powerful example that children naturally follow. By handling challenges calmly, using positive language, and treating others fairly, adults create a school culture where high behavioural standards are not just expected but embedded in daily interactions. Role modelling also builds trust and reinforces the idea that behaviour expectations apply to everyone, fostering a sense of fairness and consistency. At Windmill L.E.A.D. Academy, we recognise that our behaviour shapes the behaviour of our pupils—when adults consistently demonstrate The Windmill Way, children are more likely to internalise and replicate these positive behaviours, both in school and beyond.

At Windmill L.E.A.D. Academy, adults set the standard for respectful and positive interactions. When engaging with children, adults will:

- Speak calmly and quietly to foster a sense of security and respect.
- Respect personal space, ensuring children feel comfortable and valued.
- Maintain appropriate eye contact to demonstrate attentiveness and engagement.

- Hold conversations in a private setting when needed, preserving dignity and encouraging open dialogue.

- Listen actively without interruption, showing that children's voices are heard and valued.

- Communicate at the child's eye level when appropriate, bending or sitting to create a sense of connection and approachability.

- Consistently model the expectations outlined in The Windmill Way, reinforcing positive behaviours through example.

Responding to Behaviour

Classroom Management

At Windmill L.E.A.D. Academy, we expect all lessons to be calm and extremely purposeful. Our approach is proactive, not reactive— —we establish clear expectations, structured routines, and a positive school culture to minimise disruption and maximise learning.

In our classroom, children will be highly engaged, have a thirst for learning and experience as sense of achievement in each lesson. There will be true working partnership and collaboration. Our aim is for all lessons to be free from disruption.

We achieve this by ensuring **certainty, recognition and stimulation** in daily practice.

Certainty, Recognition and Stimulation

For children to flourish they need Certainty, Recognition and Stimulation. This is achieved at Windmill L.E.A.D Academy in the following ways:

Certainty – Providing a stable and predictable environment

- A consistent approach from all adults
- Clear, familiar routines, as laid out in The Windmill Way
- Predictable activities that build independence
- Visual timetables to support structure and routine
- Clearly defined expectations and boundaries
- Reassurance and guidance to foster confidence
- Recognition and Validation

Recognition & Validation – Celebrating achievement and effort

- Showcasing children's work in class and non-classroom spaces across school
- Verbal and non-verbal praise
- Awards and certificates for achievement, attendance, and effort
- Positive communication with parents and carers
- Genuine engagement – making eye contact and listening attentively to pupils

Stimulation

Through adaptive teaching - understanding children's needs and adjusting to support and challenge:

- Using learning walls to guide and support pupils
- Retrieval tasks to ignite prior learning and reinforce knowledge
- Encouraging oracy – articulating learning through dialogue and discussion
- Strategies to maximise participation in every lesson

- Regular reviewing of learning to check understanding and progress
- Effective questioning to deepen thinking, clarify understanding, and challenge assumptions
- Technology integration to enhance engagement and foster independence
- Adapting teaching through grouping, questioning, visual supports, and scaffolding
- Providing deeper learning opportunities through problem-solving, inquiry-based learning, and real-world applications

Through Curriculum Design - We ensure children develop skills that prepare them for the future:

Basic Skills

- Speaking clearly and confidently
- Reading and communicating effectively through writing
- Applying maths skills efficiently in different contexts
- Using technology with confidence and purpose
- Embedding key learning through direct instruction, writing to learn, and spaced retrieval
- Active Learning

Active Leaning

- Seeking and enjoying challenges
- Collaborating and working effectively with others
- Showing commitment and perseverance
- Reflecting on and assessing their own learning
- Creative Thinking

Creative Thinking

- Asking questions to extend thinking
- Generating and exploring new ideas
- Overcoming barriers by adapting and problem-solving
- Making connections between ideas and experiences
- Returning to basic concepts to reinforce and deepen learning

Please see our Teaching and Learning Policy for more information.

Responding to good behaviour

To help children establish good behaviour patterns we explicitly teach them the expectations outlined in our Windmill Way behaviour curriculum. Adults will use positive strategies, role-modelling and provide certainty, recognition, and stimulation to promote good behaviour.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the academy's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the academy's behaviour culture.

Individual Rewards

Positive behaviour will be rewarded with:

- Verbal praise

- Descriptive praise through marking of children's work

- Trackit Points – children can earn 'Trackit Points' for their behaviour. These are specific and related to the behaviour (e.g. 1 Trackit Point for being ready to learn; 1 Trackit Point for moving around the school well). For something exceptional, children can be awarded with a 'Super Star' on Trackit. This is worth 4 points. When children demonstrate the school values, they can be awarded 'Values Points' on Trackit. This is worth 5 points.

  - If awarded values points or a superstar by an adult around school, children will be given a physical star or smiley face to pass on to their class teacher who then adds it to the child's Trackit Point total.

  - On average, classes earn 800-1000 Trackit points per week.

To award a positive point on Trackit Lights

Click on the name/s and then the green button. Choose the appropriate behaviour and click on the icon.

- When children reach certain amounts of Trackit Points over a year, they are awarded with a certificate or a badge. Children receive rewards in Friday's assembly for their individual Trackit total:

  100 Trackit Points: Bronze Certificate

  1000 Trackit Points: Silver Certificate

  2000 Trackit Points: Gold Badge

  3000 Trackit Points: Platinum Badge

  4000 Trackit Points: Diamond Badge*
  *Children who receive a diamond badge have their name enscripted on Windmill's 'Honours Board' and are entered into an end of year raffle. Children who receive the diamond award should be the children who always show exceptional conduct every single day. It should be elusive and hard to get. These children need to average around 21 points per day.

- Two pupils in each class are awarded a Certificate for Achievement in celebration assembly on Friday. They can be chosen for a variety of reasons but as someone who has really stood out that week. The class teacher keeps a log of who is chosen to ensure that every child is chosen at least once across the year.

- The last week of every half term is a 'Star of the Term' Assembly. Two pupils are chosen from every class for exceptional effort, achievement and conduct across the term. They are awarded a certificate and a special badge to wear.

- Every month one pupil from every class is selected to be a Values Champion, they are chosen as they have demonstrated the month's value in their behaviour. A values badge and certificate is presented in assembly.

Class Rewards

Collaboration Counts!

Pupils can gain a different insight and perspective from their peers. Peers can offer support, guidance and advice to one another. Peer collaboration can develop a wide range of skills such as working with others, cooperation, listening, and leadership. Therefore it is vital that collaboration is taught, encouraged and rewarded.

Each class has a 'Collaboration Counts!' tower. The teacher and children will decide on a progressive list of rewards for effective collaboration. The adults will use the tokens to reward and encourage effective examples of collaboration, such as group work in a science experiment, transition to the classroom carpet, behaviour on a school trip, walking to and from the assembly etc. The Collaboration Counts! tower is reset once it has been filled and a new list of progressive rewards is decided upon.

Responding to misbehaviour

Systems to manage Behaviour

Behaviour incidents and sanctions are logged and monitored through a system called Trackit Lights. Class teachers, cover/PPA teachers and teaching assistants are provided with a login to this system to enable them to record incidents and sanctions. Any incidents that occur outside of the classroom with a member of staff who is not the class teacher, class TA or PPA teacher (such as lunchtime leaders), are logged by the class teacher/TA or SLT after the information has been passed on by the member of staff present. If a supply teacher is teaching the class, the class TA will log the incident.

Trackit Lights is used to track behaviour patterns and incidents, across individuals, classes and phases, to support strategic intervention and reporting. The Head of School does this on a weekly basis.

Weekly monitoring of key children takes place with staff highlighting any children whose overall behaviour and conduct is not meeting expectations on a regular basis. The Head of School will meet with and monitor these children over a period of three weeks, and, if no improvement seen, will arrange further intervention, including meeting with parents, putting the child 'on report' and/or devising a behaviour support plan.

Managing misbehavior

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

At Windmill L.E.A.D Academy, we are proactive when managing behaviour and set children up for success. When misbehaviour occurs, or is likely to occur, staff must make a decision on the most appropriate way to handle the behaviour to restore a calm and safe learning opportunity as quickly as possible. This is dependent on the context of the behaviour and the needs of the child.

For most children, who are control of their actions and making a conscious choice to disregard expectations, a clear and calm reminder of the expectations and moving through the behaviour system will be sufficient in reinforcing boundaries. Whereas other children, who are showing signs of dysregulation and/or may have specific needs, SEND or trauma-informed considerations, will need a different approach to prevent further escalation.

Effective behaviour management requires adults to be attuned to the child's emotional state and to use professional judgment in choosing the right approach at the right time.

De-escalation

At the earliest signs of a child becoming dysregulated, staff will respond in order to restore a calm and safe learning environment, and to prevent misbehaviour.

De-escalation techniques will be used to help restore calm and prevent behaviour from escalating. This is in the form of pre-scripted phrases, if part of a child's behaviour support plan, and emotion coaching. Emotion coaching is a supportive approach that helps children understand and manage their emotions effectively. Rather than dismissing or punishing emotional outbursts, adults use moments of heightened emotion as opportunities for learning and growth. This involves acknowledging and validating a child's feelings, helping them to name their emotions, and guiding them towards appropriate ways to express and regulate them. Other de-escalation techniques may include:

- 'Happy Breathing' – a technique children are taught as part of the myHappymind curriculum
- Grounding techniques or sensory tools
- Distraction or redirection to something neutral
- Offering controlled choices
- Giving a time-out (a safe, pre-arranged space within the classroom, or outside the classroom if stated in the behaviour support plan)
- Appropriate humour to lower the emotional temperature

Clear, calm expectation reminders and moving through the behaviour system

When a child is in control of their actions and making a conscious choice to disregard expectations, a clear and calm reminder of the expectations leading to moving through the behaviour system will be appropriate.

Intervention is triggered when the pupil is seen to be breaking the school rules. Below is the generalised approach to be taken, although context will differ and so professional judgement should be applied to adapt the approach where necessary.

Low Level Misbehaviour

Pre-intervention could be non-verbal (eye-contact, a finger held up, etc.) and the children who are showing the wanted behaviours should have been praised.

1. The adult will have a quiet/private conversation with the child, asking them if they are respecting rights and explaining to them how they are not if they are unsure. This is the first warning.
2. If the behaviour continues, the adult will issue a second warning, explaining that the child will progress through the behaviour system if they continue. This is the second warning.
3. If the behaviour continues, the child's name will be recorded on Trackit Lights as an orange. Children have the chance to have this removed if they 'turn their behaviour around'. The child is warned that continuation of the behaviour will have their name moved to 'Yellow' and there will be a consequence (paired class).
4. If the behaviour continues, the child will be recorded on Trackit Lights as a 'Yellow'. The child must miss a break time/lunchtime play if this has happened in the morning, or go to 'Paired Class' for an appropriate period of reflection time if this has happened in the afternoon (KS1 afternoon breaktime dependent).

5. On returning to the classroom, a restorative conversation must take place, where staff should remind the child of rights respecting behaviour.
6. If a child continues with the misbehaviour once they have returned to the classroom, their name is moved to 'red'. An incident form is recorded on Trackit Lights and Parents and carers must be informed. An appropriate consequence is then decided, such as a longer period in paired class or isolation with SLT.

Step	Stage	Details
1	First warning	The adult will firstly have a quiet/private conversation with the child, asking them if they are respecting rights and explaining to them how they are not if they are unsure. This is the first warning.
2	Second warning	If the behaviour continues, the adult will issue a warning, explaining that the child will progress through the behaviour system if they continue. This is the second warning.
3	Record behaviour as Orange	If the behaviour continues, the child's name will be recorded on Trackit Lights as an orange. Children have the chance to have this removed if they 'turn their behaviour around'. The child is warned that continuation of the behaviour will have their name moved to 'Yellow' and there will be a consequence.
4	Record behaviour as Yellow	If the behaviour continues, the child will be recorded on Trackit Lights as a 'Yellow'. The child must miss a break time/lunchtime play if this has happened in the morning, or go to 'Paired Class' for an appropriate period of reflection time if this has happened in the afternoon (KS1 afternoon breaktime dependent).
5	Record behaviour as Red	If a child continues with the misbehaviour once they have returned to the classroom, their name is moved to 'red'. An incident form is recorded on Trackit Lights and Parents and carers must be informed. An appropriate consequence is then decided, such as a longer period in paired class or isolation with SLT.

Every child is given a fresh start each day and Trackit Lights is reset.

More Serious Misbehaviour

For higher-level, more serious misbehaviour, it may not be appropriate or safe for the child or their peers for the above system to be worked through in its entirety. In such cases, professional judgment is required to determine the best course of action, with the safety and wellbeing of all pupils and staff as the priority. Some behaviours may warrant skipping steps in the behaviour system, moving straight to more immediate interventions and consequences.

Zero tolerance/more serious misbehaviours are listed in The Windmill Way. Examples of these include, but are not limited to:

- Physical aggression towards another child or staff member
- Verbal abuse, including discriminatory or offensive language
- Persistent defiance or refusal to follow adult instructions
- Significant disruption that prevents teaching and learning from taking place
- Damage to school property or the property of others
- Bullying, including online bullying and harassment
- Bringing prohibited or unsafe items into school

Immediate Response to Serious Misbehaviour

- **Assess the Risk** – Staff should quickly assess whether the behaviour presents an immediate risk to safety. If necessary, remove the child from the situation or remove other children for their protection.

- **Use De-escalation Techniques** – If appropriate, attempt to calm the situation using de-escalation strategies such as speaking in a calm tone, offering the child space, or using emotion coaching.

- **Seek Support** – If the behaviour is escalating or poses a serious threat, staff should seek assistance from SLT.

- **Record and Communicate** – All serious incidents must be recorded on Trackit Lights, on a 'Red' incident form. Forms can be completed at the end of the school day. Parents and carers should be informed promptly. In some cases, a behaviour plan or additional intervention may be required.

Consequences for Serious Misbehaviour

The consequence for serious misbehaviour will depend on the severity of the incident and the individual needs of the child. Possible consequences include:

- Immediate removal from the classroom – The child may be sent to a designated senior leader or a quiet space to regulate before a discussion takes place.

- Loss of privileges – This may include missing a breaktime, not participating in an activity, or losing a responsibility.

- Internal isolation – The child may need to spend time in a designated space, with a senior leader, to reflect on their actions and complete restorative work before returning to class.

- Parental involvement – For serious incidents, parents/carers will be contacted and may be required to attend a meeting to discuss the behaviour and next steps.

- Behaviour support plan – If serious misbehaviour is persistent, a personalised behaviour plan may be put in place with strategies tailored to the child's needs.

- Fixed-term suspension – In extreme cases, where behaviour significantly disrupts the school environment or poses a risk, a suspension may be considered in line with DfE guidance.

Every situation should be managed with consistency, fairness, and a focus on helping the child understand their behaviour, make positive changes, and repair any harm caused.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The academy may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges
- Referring the pupil to a senior member of staff
- Sending the pupil out of the class for isolation in a designated and supervised area
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom for an internal seclusion in own academy or another LEAD academy
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Playtimes and Lunchtimes

All lunchtime leaders and staff on playtime duty should manage low-level behaviour using the system below.

Step	Stage	Details
1	First warning	The adult will firstly have a quiet/private conversation with the child, asking them if they are respecting rights and explaining to them how they are not if they are unsure. This is the first warning.
2	Second warning	If the behaviour continues, the adult will issue a warning, explaining that the child will progress through to a time out if they continue. This is a second warning.
3	Time out and refer to SLT/record as 'Orange'	Once the child has had a time out, If the behaviour continues, the lunctime leader will refer the child to the member of SLT on duty. They will decide appropriate course of action. At playtime, the staff on duty and the class teacher can decide if the behaviour warrants being recorded as orange.

For serious misbehaviour or zero-tolerance behaviour at playtime, the member of staff on duty should initially follow the procedures outlined above for ensuring safety, before passing the incident on to the class teacher for follow up.

For serious or zero-tolerance behaviour at lunchtime, SLT staff on duty that day will decide the appropriate action and investigate and follow up.

Mobile Phones and Devices

At primary age, pupils are not expected to be bringing mobile phones onto the school site. However, sometimes a parent of a Year 5 or 6 child who walks to and from school home alone may wish for their child to have their mobile phone with them before and after school for safety reasons. If this is the case, the mobile phone must be switched off and handed to the school office as the child comes into school. For safeguarding reasons, mobile phones should not be kept in children's bags or pockets.

The office will store the mobile phone in an envelope with the child's name on, in a locked cupboard. Pupils are not permitted to turn their phones/devices on during the day. Pupils are not permitted to use them during the academy day – any contact from parents should be made through the school office on the school's phone number.

Responding to Bullying

Procedures

- Pupils should report bullying incidents to a member of staff or someone who they can trust.
- Parents reporting any bullying incidents must use the attached form – also available in the academy office.

- In cases of bullying, the incidents will be recorded by staff on the MyConcern and addressed initially by the class teacher, followed by the following individuals if an incident is not then resolved Senior Leadership Team and ultimately the Headteacher/Head of School.
- In cases of bullying, parents of the pupils accused of bullying will be informed and will as necessary be asked to come into a meeting to discuss the problem.
- Appropriate feedback will be given to parents reporting bullying in a timely manner.
- The academy accepts that any child could display bullying behaviour, and our approach is to help those doing so to change their behaviour.
- If necessary and appropriate, external agencies will be consulted to provide support.

Outcomes

- The child displaying bullying behaviour will be asked to genuinely apologise. Other consequences such as (a) an apology letter or (b) a written contract may be required.
- The academy will aim to sort out differences and encourage the pupils to reconcile.
- In serious cases, suspension or even exclusion will be considered.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place, but the incident/incidents themselves will be considered closed. The academy strongly believes that all children can be bullied or bully and as such, once an issue has been addressed, all parties should be allowed to move on from the issue at hand.

Prevention

We will use various methods for helping children to prevent bullying. This will include:

- Having a listening and caring ethos
- Encouraging discussion and avoiding premature assumptions
- Adopting a problem-solving approach
- Exploring issues through the curriculum by PSHCE, assemblies and Anti-bullying week.
- Supporting the bully and the victim in modifying behaviour
- Providing information through noticeboards and posters
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.
- Encouraging parents to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory.

The anti-bullying policy works alongside the behaviour policy. This is discussed with pupils so they are informed of the procedures.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 (template in appendix 3) and logged on MyConcern
- Reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, Screening and Confiscation (see appendix 1 for details)

Any prohibited items (listed in prohibited items) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

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

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation[HT2].

Off-site Misbehaviour

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

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

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil
- Could adversely affect the reputation of the academy

Online misbehaviour

The academy can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy

- The pupil is identifiable as a member of the academy

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

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

If a decision is made to report the matter to the police, the Headteacher or designated member of the senior leadership team will make the report.

The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

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

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

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

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

The academy's response will be:

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

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

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

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious Sanctions

Removal from Classrooms

In response to serious or persistent breaches of this policy, the academy may remove the pupil from the classroom for a limited period of time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Arrangements for removal from classrooms at Windmill L.E.A.D Academy are as follows:

- When there has been a serious incident that is deemed to be a 'yellow' or 'red' behaviour on Track-It Lights or a repeated escalation over a school day that has become a 'red' behaviour, the pupil would be sent to a 'paired class'. This is another classroom elsewhere in the school where the pupil will be expected to complete their work away from their peers for a set period of time.
- In exceptional circumstances a pupil can be sent immediately to the Headteacher or Deputy Headteacher.
- In exceptional circumstances where a pupil is becoming a health and safety risk to themselves or others, a pupil maybe placed in a 'calm space' for a limited period to give them an opportunity to amend their behaviour and calm down.
- Pupils who have been removed (either to attend their paired class or for isolation will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment

- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed (either to attend their paired class or for reflection time will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Arrangements for removal from classrooms at Windmill L.E.A.D. academy are as follows:
- The pupil will be escorted by a teacher or teaching assistant
- If they refuse to go, then a member of the Senior Leadership Team will be called to assist
- If they continue to refuse to go, the pupil's parents will be informed and the consequence will be extended or moved to the following day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher/Head of School.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The academy will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The academy will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with appropriate staff
- SENCO involvement
- Risk assessments
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment
- Reflective time at another LEAD academy, with parents' consent

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and Permanent Exclusions

The academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our suspensions and exclusions policy for more information.

Responding to Misbehaviour from Pupils with Special Educational Needs and/or Disabilities (SEND)

Recognising the Impact of SEND on Behaviour

The academy 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 academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy'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 academy must co-operate with the local authority and other bodies

As part of meeting these duties, the academy will anticipate, as far as possible, 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.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Use of physical resources
- Timetable variation – in / out of class as necessary once regulated

Adapting Sanctions for Pupils with SEND

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their SEND?

If the answer to any of these questions is yes, the academy will 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 academy's special educational needs co-ordinator (SENDCo) 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 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 academy will co-operate with the local authority and other bodies.

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

Please contact the SEN Team at Nottingham City Council on: **0115 8764300** or

special.needs@nottinghamcity.gov.uk

Supporting pupils following a sanction

Following a sanction, the academy will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the academy.

This could include measures like:

- Reintegration meetings
- Daily contact with a key adult in school
- Regular reviews with parents/carers
- A behaviour support plan written taking on board all partner views
- A report card with personalised behaviour goals

Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

Pupil Transition

Inducting Incoming Pupils

The academy will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture.

Preparing Outgoing Pupils for Transition

To ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to ensure that all information and strategies used to support a pupil are passed on.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training
As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the academy
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

Monitoring and Evaluating Academy Behaviour

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the academy behaviour culture

The data will be analysed every term by Ruth Pickering

The data will be analysed from a variety of perspectives including:

- At academy level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
- By distinct pupil group characteristics, e.g. prior attainment, phase of schooling, disadvantage

The academy will use the results of this analysis to make sure it is meeting its duties under the Public Sector Equality Duty.

Monitoring this Policy

This behaviour policy will be reviewed by the Headteacher and the AGB least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher and AGB.

Links with Other Policies
This behaviour policy is linked to the following policies:

- Exclusion and suspensions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Equality Policy
- Special Eduactional Needs and Disability (SEND) Policy
- Code of Conduct

Appendix 1 – searching screening and confiscating.

Searching a Pupil

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

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.

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 a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the academy rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the academy premises or where the member of staff has lawful control or charge of the pupil, for example on an academy 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 and explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

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 headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified but not to search for items that are only identified in the academy rules.

The authorised member of staff may use a metal detector to assist with the search.

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 (listed in prohibited items) and items identified in the academy rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. 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 (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 'prohibited items'
- 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 My Concern.

Informing parents

Parents 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 academy has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above **does not** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on academy premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into the academy, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on academy premises, the decision on whether to conduct a strip search lies solely with them. The academy will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times. The academy will advocate that any such search happens in the police station or any approved social care setting.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into the academy to act as the pupil's appropriate adult. If the academy can't get in touch with the parents, or they aren't able to come into the academy to act as the appropriate adult, the police will have to arrange an appropriate adult.

The academy will keep records of strip searches that have been conducted on academy premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others. This will not be a member of academy staff.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it. As with other searches, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Electronic devices

Introduction

The changing face of information technologies and ever-increasing learner use of these technologies has meant that the Education Acts were updated to keep pace. Part 2 of the Education Act 2011 (Discipline) introduced changes to the powers afforded to academies by statute to search learners in order to maintain discipline and ensure safety. We are required to ensure we have updated policies which take these changes into account. No such policy can on its own guarantee that the academy will not face legal challenge but having a robust policy which takes account of the Act and applying it in practice will however help to provide us with justification for what it does.

The particular changes we deal with here are the added power to screen, confiscate and search for items 'banned under the academy rules' and the power to 'delete data' stored on confiscated electronic devices.

Items banned under the academy rules are determined and publicised by the Headteacher (section 89 Education and Inspections Act 1996).

An item banned by the academy rules may only be searched for under these new powers if it has been identified in the academy rules as an item that can be searched for. It is therefore important that we have a statement which sets out clearly and unambiguously the items which:

- are banned under the academy rules; and
- are banned AND can be searched for by authorised staff

The act allows authorised persons (usually the police) to examine data on electronic devices if they think there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the authorised person must reasonably suspect that the data or file on the device in question relates to an offence and/or may be used to cause harm, to disrupt teaching or could break the academy rules. If there is a suspected offence, confiscate the item and contact the police.

Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, **if they think there is a good reason to do so**.

The Headteacher will publicise the academy behaviour policy, in writing, to staff, parents/carers and learners at least once a year. (There should therefore be clear links between the search etc. policy, the behaviour policy and safeguarding policy).

Responsibilities

The Headteacher is responsible for ensuring that the Windmill L.E.A.D Academy policies reflect the requirements contained within the relevant legislation. The formulation of these policies may be delegated to other individuals or groups. The policies will be taken to governors for approval. The Headteacher will authorise those staff who are allowed to carry out searches.

This statement has been written by and will be reviewed by: Ruth Pickering, Head of School

The Headteacher has authorised the following members of staff (preferably SLT) to carry out searches for and of electronic devices and the deletion of data/files on those devices: (the policy should here list those staff/roles given such authority. A Headteacher may choose to authorise all staff willing to be authorised, but should consider training needs in making this decision).

Members of staff (other than security staff) cannot be required to carry out such searches. They can each choose whether or not they wish to be an authorised member of staff.

Training/Awareness

It is essential that all staff are made aware of and implement our academy's policy.

Members of staff will be made aware of the academy's statement on "Electronic devices – searching, confiscation and deletion":

- at induction
- at regular updating sessions on the academy's online safety / safeguarding / behaviour management policy
- in safeguarding training and briefings

Members of staff authorised by the Headteacher to carry out searches for and of electronic devices and to access and delete data/files from those devices should receive training that is specific and relevant to this role.

Specific training is required for those staff who may need to judge whether material that is accessed is inappropriate or illegal.

Electronic devices statement

The DfE guidance – Searching, Screening and Confiscation received significant updates in July 2022 (updated in July 23) and now states:

- Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

- As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk
- Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so if it (defined earlier in the guidance as)
  - poses a risk to staff or pupils
  - is prohibited, or identified in the academy rules for which a search can be made
  - is evidence in relation to an offence.
- If the member of staff conducting the search suspects, they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the academy's response. Handling such reports or concerns can be especially complicated and academies should follow the principles as set out in [Keeping children safe in education](). The UK Council for Internet Safety also provides the following guidance to support academy staff and designated safeguarding leads: [Sharing nudes and semi-nudes: advice for education settings working with children and young people.]()
- If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.
- In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State

  - In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the academy and disrupt teaching, or be used to commit an offence.
  - In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

The examination of the data/files on the device should go only as far as is reasonably necessary to establish the facts of the incident. Any further intrusive examination of personal data may leave the academy open to legal challenge. It is important that authorised staff should have training and sufficient knowledge of electronic devices and data storage.

Members of staff may require support in judging whether the material is inappropriate or illegal. One or more Senior Leaders should receive additional training to assist with these decisions. Care should be taken not to delete material that might be required in a potential criminal investigation.

The academy should also consider their duty of care responsibility in relation to those staff who may access disturbing images or other inappropriate material whilst undertaking a search. Seeing such material can be most upsetting. There should be arrangements in place to support such staff.

A record should be kept of the reasons for the deletion of data/files. (DfE guidance states and other legal advice recommends that there is no legal reason to do this, best practice suggests that the academy can refer to

relevant documentation created at the time of any search or data deletion in the event of a learner, parental or other interested party complaint or legal challenge. Records will also help XXXX Academy to review online safety incidents, learn from what has happened and adapt and report on application of policies as necessary).

Care of Confiscated Devices

Windmill L.E.A.D Academy staff are reminded of the need to ensure the safe keeping of confiscated devices, to avoid the risk of compensation claims for damage/loss of such devices (particularly given the possible high value of some of these devices).

Audit/Monitoring/Reporting/Review

The responsible person will ensure that full records are kept of incidents involving the searching for and of electronic devices and the deletion of data/files. (a log sheet can be found in the appendices)

These records will be reviewed by the Safeguarding Governor, Annually.

This policy will be reviewed by the head teacher and governors annually and in response to changes in guidance and evidence gained from the records.

Bullying incident form

Section 1: Staff details

Date completing form:

Name of staff:

Email address of staff:

After completion this form needs to be handed to: [Insert staff responsible for anti-bullying.]

Section 2: Details of incident

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.

Nature of incident: Tick all that apply
- ☐ **Physical** (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- ☐ **Verbal** (e.g. name calling, ridicule, comments)
- ☐ **Cyber** (e.g. messaging, social media, email)
- ☐ **Emotional/indirect/segregation** (e.g. excluding someone, spreading rumours)
- ☐ **Visual/written** (e.g. graffiti, gestures, wearing racist insignia)
- ☐ **Damage to personal property**
- ☐ **Threat** with a weapon
- ☐ **Theft or extortion**
- ☐ **Persistent Bullying**

Form of bullying or incident: Tick all that apply
- ☐ **Race** – racist bullying
- ☐ Sexual orientation – **homophobic**
- ☐ Sexual orientation – **biphobic**
- ☐ Special educational needs (**SEN**) or **Disability**
- ☐ **Culture** or **class**
- ☐ **Gender identity** – transphobic
- ☐ **Sex** – sexist bullying
- ☐ **Appearance or health conditions**
- ☐ **Religion or Belief** related
- ☐ Related to home or other personal circumstances
- ☐ **Other** or non-specific

Details of those involved: record all involved whether adults, pupils or visitors.

	Name	Age/Year group	Form/class	Other relevant information (e.g. gender, SEN, disability, religion)
Target of bullying/incident				
Person/s responsible for bullying/incident				

Details of incident

Date		Place:		Time:	
Witnesses					
Repeat incident or serious incident					
Any relevant supporting information e.g. witness					
Action taken					
Details of others involved or notified					
Date for review					

Appendix 3 – Physical Restraint Log (Model)

Physical restraint form

Name of child		Date of Birth	
Class		Year Group	
SEND (If yes, state need)		Date of Incident	
Place where incident occurred		Time Incident commenced	
Time Incident concluded		Approximate time being handled	

Name/s of staff involved:

Name/s of staff witnesses:

Names of pupil witnesses:

Reason for Intervention							
Immediate danger to personal injury to self		Immediate danger to injury to another person					
Disruption to others		Fighting		Assault		Verbal threats		Accidental	
To avoid damage to property		To prevent/interrupt absconding		Off site		Within grounds	

Description of Incident

De-escalation Techniques Used					
Verbal Advice/Support		Humour		Directed Time out	
Reassurance		Time out offered			
Calm Talking		Distraction			
Neutral tone/body language		Step Away		Other (specify)	

Describe restraint methods used

Describe any injuries received to pupil or restrainer and medical attention required

What actions are being taken to support this child in future. Describe them here or refer to any SEN action plans that are being put in place.

Form completed by		Signed		Date	
Witness (if required)		Signed		Date	
Headteacher		Signed		Date	
Time and date parents were informed		Parents handed a copy of the form Yes/No		Date form handed to parents	