



Behaviour Policy

The Lodestar Academy

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This policy will be reviewed annually.

The academy reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Steven Hulme (Headteacher)
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Queries to:	Steven Hulme (Headteacher)
Date created:	September 2023
Date of last review:	NA
Date of next review:	September 2024

1. What is this Policy About?

This policy is about our daily commitment to celebrate, teach and encourage respectful and purposeful behaviour. It provides practical guidance and support documents to ensure all staff are role models of positive behaviour and consistently apply our behaviour expectations across all schools. It also outlines our practices for preventing and dealing with harmful behaviour. Our Behaviour Policy intends to enable all of our pupils:

- To learn successfully in a safe and positive environment.
- To benefit from tailored behaviour support to enable them to fulfil their learning potential.
- To be supported by caring, passionate and trustworthy adults who inspire high expectations and aspiration in their pupils.
- To learn and practise how to meet their own needs without harming others.

Our Safe Place Promise:

1. We will do what we can to stop harmful behaviour; we will support, teach and learn how to meet needs harmlessly.
2. We will stop anyone gaining or being advantaged (in any way) by causing harm.
3. We will stop anyone gaining or being advantaged by refusing to follow reasonable instructions.
4. We will communicate with all parties involved when deciding on the course of action

to be taken when harm has been caused.

5. We will focus on the impact and wellbeing of those involved, not only their actions and what they have done.
6. We will focus on repairing and building relationships and teach behaviour and the understanding of consequences (rather than just 'manage' it).

2. Who does this Policy Apply to?

This policy applies to all staff including the governing body, teachers, support staff, external contractors, visitors, volunteers and other individuals who work for or provide services on behalf of the Lodestar Academy (collectively referred to as 'staff' in this policy) as well as pupils and their parents/carers.

3. Policy Requirements

Staff will consistently create and maintain a safe, purposeful, relational environment with:

- Mutual trust and respect throughout the learning community.
- Equality and opportunity for all.
- Positive regard to pupils' educational achievements, inside and outside of school.
- Integration and success towards pupils that have been excluded from mainstream education and/or are emotionally vulnerable.

We will foster a community life rich with cultural capital as a vehicle for pupils' growth by enabling them to:

- be celebrated and encouraged.
- recognise issues that may affect their behaviour and develop strategies to deal with them respectfully.
- develop self-discipline, manners and a sense of ownership of and responsibility for actions and choices.

- be intellectually challenged and have high expectations and aspirations for themselves.

We will establish points of contact with parents, carers and partner agencies to promote collaborative care and clarify responsibilities for it.

3.1 Our Core Behaviour Expectations

All members of our learning community and visitors are expected to behave in a caring way to themselves, others and our environment.

We expect our staff to consistently and explicitly model our ethos in their own behaviour and relationships with pupils and each other (**See Appendix 1**).

In some cases, where purposeful and/or legally required, incidents of harmful and/or criminal behaviour may be reported to the police (or other agencies) after discussion with a member of the senior leadership team.

There must always be a designated senior member of staff to take action when pupils' behaviour means they can't be in their designated learning space, and make a final decision that ensures safety and supports all. At the Lodestar Academy, this person is usually the Advocate on duty, supported in their decision-making by an onsite member of the academy's Senior Leadership Team (SLT).

In all elements of school life, including all school activities and travel on and offsite, pupils are expected and supported to display attitudes for learning in 3 aspects:

Place - be in the correct space as allocated by staff

Purpose - engage with lessons and activities

People – be respectful of the learning environment and others, allowing them to be purposeful

3.2 Responding to Behaviour

Where pupils display behaviour that **meets and/or exceeds expectations**, staff will respond to the behaviour to ensure that:

1. Behaviour that is safe, purposeful and/or kind is highlighted and encouraged
2. Pupils who demonstrate progress in attitudes and behaviour are celebrated for it.
3. Pupils are able to recognise the impact of their behaviour so they can learn to pursue their needs harmlessly.

Staff will model expected behaviour and wherever possible, *shine a light* on pupils' positive behaviour that is kind and/or contributes to a safe and purposeful learning environment. Staff will do so by being explicit and descriptive; staff will ensure the pupil recognises both the behaviour and its effect on themselves and others – this can also include introducing a reward.

Together with our pupils, we will create schemes of rewards for positive behaviours that are achievable and relevant. These will consist of both short and long-term targets as well as spontaneous celebration of positive behaviour.

At the Lodestar Academy, we track, reflect upon and reward pupils' behaviour using our "**4 Star Behaviour**" system; this is used to monitor whether pupils are presenting positive and appropriate behaviour for learning. The "**4 Star Behaviour**" system records whether each pupil has demonstrated the following behaviours in each lesson:

- **People** (Are you showing **comradeship** by listening to others, following instructions and helping others to learn?)
- **Place** (Are you showing **responsibility** by treating your environment and resources with respect and being ready to learn?)
- **Purpose** (Are you showing **aspiration** and **courage** by meeting or exceeding your success criteria?)
- **Code of Conduct** (Are you showing **integrity** by always following the rules of our

community?)

Teachers and/or class-based support staff discuss and agree on a **“4 Star Behaviour”** score with each pupil at the end of every lesson and record this using Class Charts. Good practice consists of:

- pupil involvement in defining and making explicit what we mean by each category and what it “looks like” in the classroom and during other school tasks.
- prominent and localised (corridors and classrooms) displays.
- pupils’ involvement in assessing and recording their attitude for the lessons/activity.
communication at a level which is understood by the pupil and enables them to express themselves in an individual way.

“4 Star Behaviour” scores are aggregated over the course of each week, and are used to determine whether pupils are eligible for individual and/or group rewards.

All staff need to recognise that the pupil’s behaviour may be caused by a range of issues that they may not have the ability to express. Emotional upset or distress, physical discomfort e.g. thirst, hunger, becoming overheated or pain; or sensory overload e.g. noise, light, temperature are all possible triggers that would need to be explored.

All pupils will have a **Behaviour Support Plan** and **risk assessment** which is regularly reviewed and involves the pupils in its production. These contain key information used by all staff to support their interactions with a young person, including:

- Commonly displayed behaviours
- Risk assessment around anticipated harmful behaviours
- Effective strategies and approaches to be utilised by staff when interacting with the pupil when they are dysregulated and/or in crisis

Where pupils display behaviour that **does not meet** the three expectations above staff will

respond to the behaviour in order to ensure that:

1. Behaviour that is harmful to themselves or others is stopped
2. Where harm has occurred, pupils will be expected and supported to repair this harm
3. Pupils are able to recognise the impacts of their behaviour so they can learn to pursue their needs harmlessly

Staff are expected to consistently respond to behaviour exhibited by pupils which does not meet the school's expectations.

The decision to seek help from a colleague or to withdraw from a difficult situation may sometimes be the best course of action. This must not be viewed as professional failure and is encouraged by the school's Senior Leadership Team **(See Appendix 2 for action flowchart)**.

We understand behaviour to be a form of communication and a means for pupils and adults to meet their needs. The specific actions a person may take and the circumstances around them vary greatly, therefore the school has a variety of processes which will be used on a case-by-case basis in order to ensure we keep our Safe Place Promise outlined above **(See Appendix 3)**.

We will support pupils and/or staff who have been harmed by the actions of another in the event that they wish to report the matter to the police.

3.3 The Use of Sanctions

In accordance with the law, any use of sanctions (including sessions outside regular school times, e.g. Behaviour Clinics) **must** satisfy the following conditions:

- The decision to sanction a pupil must be made by a paid member of staff that has been authorised by the Headteacher to do so according to training and level of role

and responsibility in the school; It must be made on the school premises or while the pupil is under the charge of the member of staff.

- The use of sanctions must not compromise the pupil's safety and must be relevant to the incident - staff will give due consideration as to whether the young person's behaviour under review gives cause to suspect that s/he is suffering, or is likely to suffer, significant harm. Where this may be the case, school's staff should follow the school's safeguarding policy.
- The sanction must not breach any other legislation and be reasonable in all the circumstances (for example in respect of disability, special educational needs, race and other equalities and human rights); In determining whether such use is reasonable, account must be taken of the pupils' age, any special educational needs or disability they may have, and any religious requirements affecting them balanced with the perceived harm caused by them.
- Corporal punishment is illegal in all circumstances.
- Parent/carer's consent for sanctions is not required. However, the school must make clear to pupil and parent/carer the reasons that lead to the decision to use sanctions as soon as possible.
- All staff (unless stated otherwise by the Headteacher) have responsibility for the pupils, at all times.

3.3.1 Use of Powers of Search and Confiscation

All school staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item in their possession; although there is no legal requirement to make or keep a record of a search, staff will do so.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

(For full guidance, see **Search and Confiscation Policy**.)

3.3.2 Use of Sessions Outside Regular School Times (Behaviour Clinics)

Sessions outside regular school times will be issued only for the purpose of preventing harm, rebuilding relationship following harm and/or completing school tasks and learning work that has not been completed in timetabled hours due to the pupil's refusal or lack of engagement. It is a form of 'repairing' loss of time, not a punishment.

Staff members have a specific legal power to impose sessions outside school's hours. The times outside regular school's hours when this is permitted include:

- Any school day where the pupil does not have other permission to be absent.
- Non-teaching days that school is open on, e.g. Training days/INSET days.
- Lunchtime detentions - staff should allow reasonable time for the pupil to eat, drink and use the toilet.

These sessions must not put the child at risk or prevent the child from keeping any caring responsibilities s/he might have.

Travel to and from school should be rearranged if impacted upon and be made clear and safe for the pupil.

3.3.3 Change of Provision & Suspensions

Staff may change a pupil's immediate provision (same day only) when necessary in response to behaviour which is harmful to the learning environment.

Staff will make every effort to avoid making a suspension or permanent exclusion.

Suspension will only take place if the pupil becomes an overwhelming risk to others or themselves through physical violence, bullying or harassment.

The Headteacher may revise and change a pupil's overall provision in response to their changing needs.

(For further information on exclusions, see **Exclusions Policy**.)

Parent/carer's consent for sanctions and physical intervention is not required. However, the school must make clear to pupil and parent/carer the reasons that lead to the decision to use sanctions or physical intervention as soon as possible.

(For full guidance, see **Care & Control Policy**.)

3.4 Procedures and Processes

The Headteacher must ensure that further to this policy the following processes and procedures are in place and are known by all staff:

- School – Pupil – Home expectations
- Support procedures: duty & ad hoc support rotas
- Procedure for addressing harm to property (Criminal Damage)
- Safe touch & RPI recording & monitoring procedure
- Behaviour incidents monitoring procedures

4. Related policies

- Weapons Policy
- Trips and Visits Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Care & Control Policy
- Exclusions Policy
- E-Safety Policy
- Personal Development Policy
- RSE Policy

Appendices

Appendix 1 - Core Practice Expectation from Staff

Safe Place

1. **Communication** is positive and professional.
2. **Staff regulate themselves** before pupils.
3. **Staff promote PACE** culture - Playful, Accepting, Curious & Empathetic interactions

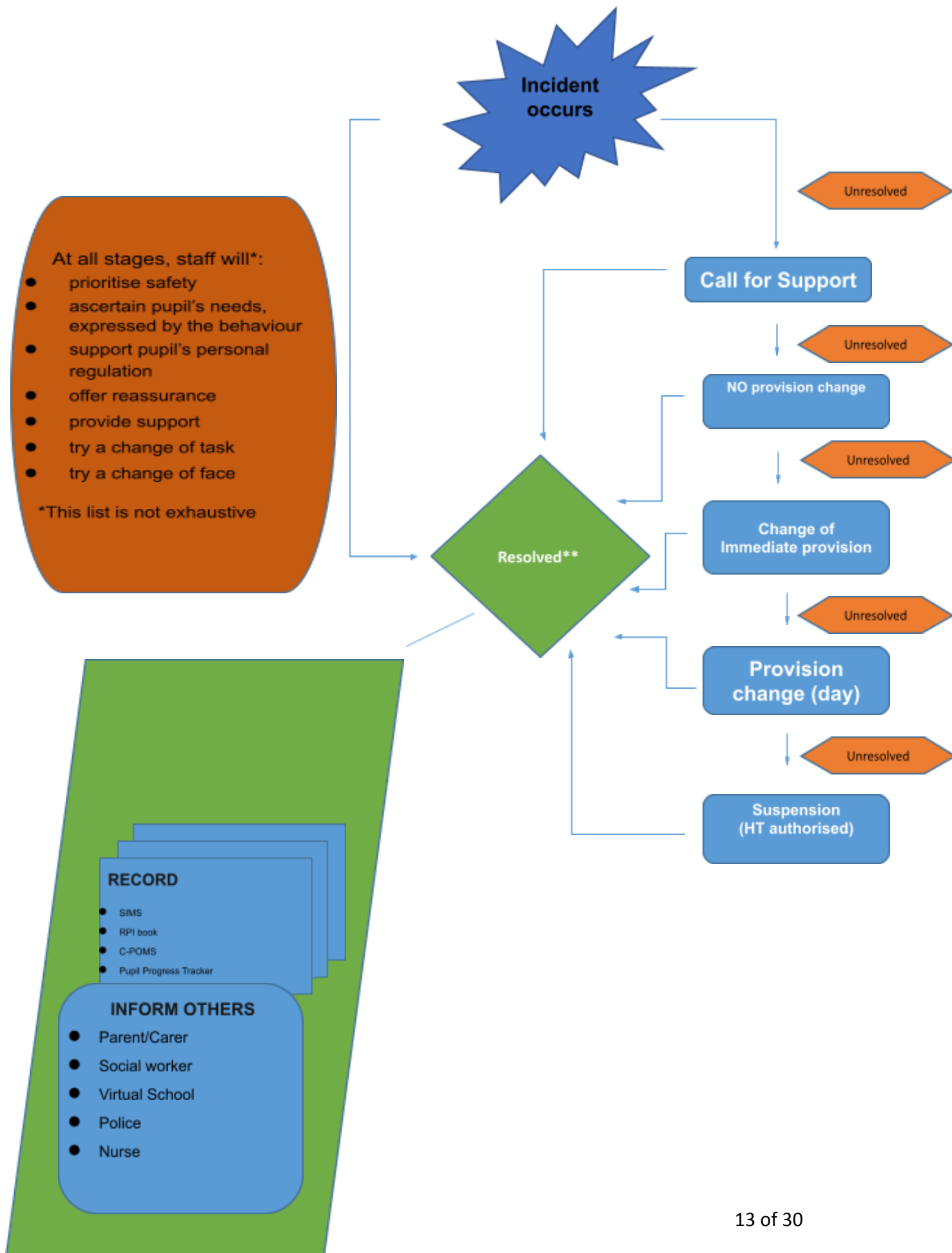
Purposeful Learning Environment

4. **Learning Objectives** and **Success Criteria** are explicitly shared, displayed and referenced throughout.
5. **Modelling** includes explicit communication of feelings, thought processes, activities, behaviour and attitudes.
6. **Feedback** promotes progress and growth; Pupils respond to the feedback.
7. **Recording** is timely: SIMS, CPOMS and lesson recording

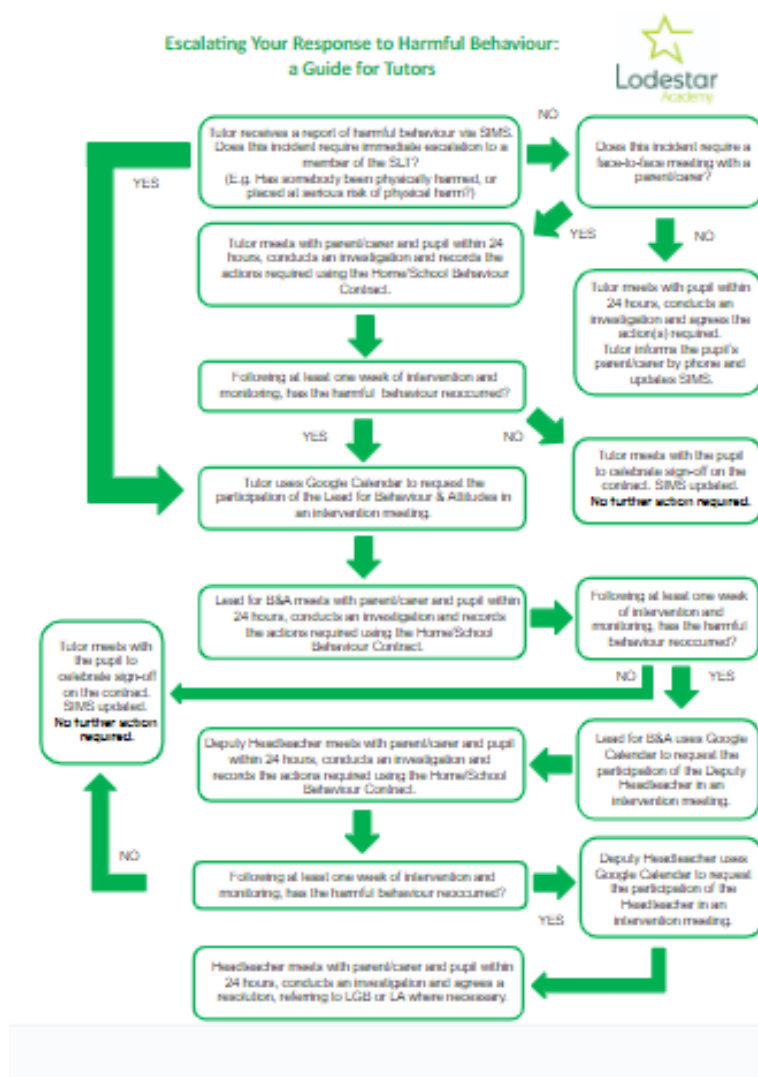
Good People

8. **Relationships are valued** and staff seek to repair harm.
9. **Personalisation** involves all interactions.
10. **Staff engage pupils** in lessons, activities, break times and lunchtimes.

Appendix 2 - Behaviour Incident Response Flowchart



Appendix 3 - Harmful Behaviour - Consequences, Set Responses and Sanctions





Behaviour Management:

Processes and Principles

DIFFICULT behaviour in class/on site:

1. Use a firm (unemotional) instruction to re-engage the student back on task, including the specific behaviour, seating arrangement or equipment use required: *"Sit in your seat and, using the pen, copy the date and title into your book."*
2. Give time for this instruction to be acted upon.
Use your teaching assistant to offer further support, such as:
 - a) 1-to-1 support within the classroom.
 - b) 1-to-1 support in a different space.
 - c) Remove other students to work elsewhere, leaving your teaching assistant to remain in the room with the pupil.
3. If behaviour is ongoing and damaging to learning, use your radio (*"More help in science, please"*) to request further support from duty staff.
4. Allow the student to return to your lesson after the shortest possible period of time, following any "time out". Reflect on and record the behaviour using the "5-Star Behaviour" system.

DANGEROUS behaviour (with a risk of harm to pupils, staff or visitors):

1. Use your radio (*"More help in science, please"*) to request support from duty staff. (Use your teaching assistant to complete this task if you are performing number 2, below.)
Ensure the safety of students, staff and visitors, and:
 - a) Verbally attempt to calm/dissuade the student(s) from the dangerous behaviour. This might include the use of clear instruction, humour, distraction, good choice/bad choice etc.
 - b) Use "Team Teach" strategies, as necessary/appropriate.
 - c) Move other students out of the area, with the support of your teaching assistant.
3. At the earliest opportunity, record any use of physical intervention in the "Team Teach" logbook.

Reporting and analysis of behaviour at the end-of-day debrief meeting:

1. Share and record all unplanned-for behaviour succinctly on SIMs during the end-of-day debrief meeting.
2. Record any outstanding safeguarding concerns on CPOMS.
3. As a team, review the content of the pupil's Behaviour Support Plan: *were all expectations outlined in this document followed during the incident? If not, why not?*
4. Share "5-Star Behaviour" scores with tutors.

Tutor procedures following the end-of-day debrief meeting:

1. Collate and update the "5-Star Behaviour" log for your tutor group.
2. Collect and amend Behaviour Support Plans and return these to the relevant students' folders.
3. Communicate the outcome of any changes to parents/carers.
4. Complete contact log on SIMS.
5. Respond to actions from behaviour log e-mail.

Reintegration of a student back into the learning area following an incident:

1. Review and clarify all behavioural expectations ("Code of Conduct", "Ready to Learn", "5-Star Behaviour", content of any individual behaviour contract etc.)
2. Complete a restorative meeting using the restorative form (and involving any staff or pupils affected by the incident).
3. Agree and sign a behaviour contract with the pupil, including SMART targets with clear timescales.
4. Review the pupil's Behaviour Support Plan, adding or adapting strategies ("Time-Out Card", meeting with counsellor etc.) as required.

Escalating (according to frequency and level of harm) by Tutor & SLT
(as per flowchart incorporated within Appendix 2)

Behaviour	Consequences	Preventing harm - Boundaries setting	Repairing harm - Building relationships
Physical Assault	<ul style="list-style-type: none"> ● Physical injury ● Damage to relationship(s) ● Reduced sense of safety for all of those affected 	<ul style="list-style-type: none"> ● Fixed term exclusion (½ a day if the incident is believed to be related to mental health, but ensure that this is complemented by appropriate referral and/or intervention) ● 1 or more days of fixed term exclusion if the incident is believed to be a chosen behaviour (time dependent upon the feelings and safety of all of those affected) ● Police involvement ● Permanent exclusion ● Tutor contact with parent/carer ● Short, medium or long-term change of provision 	<ul style="list-style-type: none"> ● Restorative reintegration meeting with those affected (this may include parent/carer) ● Exchange of messages through a 3rd party ● Written communication
Verbal Assault	<ul style="list-style-type: none"> ● Emotional harm ● Damage to relationship(s) ● Reduced sense of safety for all of those affected 	<ul style="list-style-type: none"> ● Phone call home ● Meeting with parent/carer ● Fixed term exclusion ● Police involvement ● Change of provision ● Loss of reward points/prize 	<ul style="list-style-type: none"> ● Meeting with those involved (this may include parent/carer) ● Exchange of messages through 3rd party ● Written communication
Swearing	<ul style="list-style-type: none"> ● Damage to relationship(s) ● Reduced sense 	<ul style="list-style-type: none"> ● Challenged EVERY time ● Recording log 	<ul style="list-style-type: none"> ● Meeting with those involved (this may include

	<p>of safety for other pupils, staff and/or visitors</p>	<ul style="list-style-type: none"> ● Phone call home ● Meeting with parent/carer 	<p>parent/carer)</p> <ul style="list-style-type: none"> ● Exchange of messages through a 3rd party ● Written communication
<p>Sexualised Behaviour (including viewing of pornography)</p>	<ul style="list-style-type: none"> ● Damage to relationship(s) ● Reduced sense of safety` ● Implications for wider community and the young person 	<ul style="list-style-type: none"> ● Fixed term exclusion ● Police involvement ● Permanent exclusion 	<ul style="list-style-type: none"> ● Specific education intervention



**Behaviour Intervention Strategies:
Intent and Implementation**

Action	This action is intended to ...	This involves ...	Timescale	In which circumstances might this be appropriate?	Lead staff member(s)	Evaluation and monitoring processes
Primary interventions						
Fixed-term exclusion (FTE)	<ul style="list-style-type: none"> <input type="checkbox"/> maintain personal safety when contact between individuals must be (temporarily) avoided <input type="checkbox"/> maintain the security of the premises <input type="checkbox"/> enable a "cooling-down" period while further action is coordinated 	<ul style="list-style-type: none"> <input type="checkbox"/> immediate contact with the pupil's parent/carer by telephone <input type="checkbox"/> immediate consideration of any safeguarding implications for the child <input type="checkbox"/> formal notification of the parent/carer and local 	<ul style="list-style-type: none"> <input type="checkbox"/> FTE should take place for the minimum possible period of time, with a reintegration meeting scheduled at the earliest possible opportunity 	<ul style="list-style-type: none"> <input type="checkbox"/> if the pupil temporarily becomes an overwhelming risk to others (or themselves) through physical violence, bullying or harassment 	<ul style="list-style-type: none"> <input type="checkbox"/> Headteacher or Deputy Headteacher 	<ul style="list-style-type: none"> <input type="checkbox"/> regular review of the FTE monitoring spreadsheet by SLT <input type="checkbox"/> review and monitoring of Behaviour Support Plan (BSP) <input type="checkbox"/> monitoring of SIMS behaviour records by tutor

		<p>authority by letter</p> <ul style="list-style-type: none"> <input type="checkbox"/> completion of the academy's register, using the appropriate "E" code <input type="checkbox"/> completion of the FTE monitoring sheet by a member of the SLT 				
Restorative conversation	<ul style="list-style-type: none"> <input type="checkbox"/> facilitate fact-finding <input type="checkbox"/> explore the initial feelings of both the victim and the alleged perpetrator <input type="checkbox"/> determine whether a restorative approach is appropriate <input type="checkbox"/> inform decision making as to next steps 	<ul style="list-style-type: none"> <input type="checkbox"/> separate meetings with those involved, establishing their perspective and agreeing the next steps (including whether they are willing to engage in a restorative approach) 	<ul style="list-style-type: none"> <input type="checkbox"/> as soon as possible after the harmful behaviour has occurred 	<ul style="list-style-type: none"> <input type="checkbox"/> whenever an individual or group has been harmed 	<ul style="list-style-type: none"> <input type="checkbox"/> tutor and/or any paid member of staff that has been authorised by the headteacher to do so, according to training 	<ul style="list-style-type: none"> <input type="checkbox"/> monitoring of SIMS behaviour records by tutor <input type="checkbox"/> review and monitoring of Behaviour Support Plan (BSP)
Secondary interventions						
Catch-up homework tasks	<ul style="list-style-type: none"> <input type="checkbox"/> fill gaps in learning caused by poor or no engagement in 	<ul style="list-style-type: none"> <input type="checkbox"/> completion of additional homework tasks, in addition to 	<ul style="list-style-type: none"> <input type="checkbox"/> as soon as possible after the work has been missed: tasks should 	<ul style="list-style-type: none"> <input type="checkbox"/> whenever a pupil's lack of engagement has resulted in them not 	<ul style="list-style-type: none"> <input type="checkbox"/> tutor and/or any paid member of staff that has been 	<ul style="list-style-type: none"> <input type="checkbox"/> class teacher's progress monitoring records <input type="checkbox"/> monitoring of

	timetabled lessons	those which are universally required of pupils	be submitted for assessment in time for the next timetabled class for that subject (or the following day)	completing class work to the required standard	authorised by the headteacher to do so, according to training	SIMS behaviour records by tutor <input type="checkbox"/> review and monitoring of Behaviour Support Plan (BSP)
Catch-up workshop	<input type="checkbox"/> fill gaps in learning caused by poor or no engagement in timetabled lessons	<input type="checkbox"/> attendance by the pupil at an additional session, timetabled to occur outside of regular lesson hours; this may include sessions during lunchtime, breaktime or before/after the school day	<input type="checkbox"/> at a time and place agreed with the tutor and/or class teacher: attendance at times outside the school day should only take place with the knowledge of the parent, however, and time must be allowed for notification of this	<input type="checkbox"/> whenever a pupil's lack of engagement has resulted in them not completing class work to the required standard and they have subsequently <u>not</u> completed additional homework tasks designed to rectify this	<input type="checkbox"/> tutor and/or any paid member of staff that has been authorised by the headteacher to do so, according to training	<input type="checkbox"/> class teacher's progress monitoring records <input type="checkbox"/> monitoring of SIMS behaviour records by tutor <input type="checkbox"/> review and monitoring of Behaviour Support Plan (BSP)
Restorative meeting	<input type="checkbox"/> address the consequences of the harmful behaviour and agree how the harm will be repaired	<input type="checkbox"/> attendance at a pre-scheduled meeting, attended by all of those affected by the harmful behaviour and facilitated by a member of the	<input type="checkbox"/> at a time and place agreed with all of those attending	<input type="checkbox"/> whenever an individual or group has been harmed and everybody affected believes that a restorative approach is	<input type="checkbox"/> Lead for Behaviour and Attitudes	<input type="checkbox"/> conference minutes <input type="checkbox"/> review and monitoring of Behaviour Support Plan (BSP) <input type="checkbox"/> monitoring of SIMS behaviour

		academy's SLT		appropriate		records by tutor
Reparation activity	<input type="checkbox"/> repair the harm caused by a person's behaviour by direct means	<input type="checkbox"/> completion of a pre-agreed task (or series of tasks) which all of the participants in a restorative process have agreed will repair the harm caused; this may include tasks specifically intended to repair the physical damage caused by a person's behaviour, or a substitute series of tasks	<input type="checkbox"/> as soon as possible, following the outcome of a restorative meeting	<input type="checkbox"/> whenever an individual or group has been harmed and those affected agree that a reparation activity is appropriate	<input type="checkbox"/> Lead for Behaviour and Attitudes and/or Premises Manager	<input type="checkbox"/> review and monitoring of Behaviour Support Plan (BSP) <input type="checkbox"/> monitoring of SIMS behaviour records by tutor
Reparation payment	<input type="checkbox"/> replace or repair furniture, equipment or decor which has been damaged by a person's actions	<input type="checkbox"/> payment of an invoice issued by the academy's Premises Manager	<input type="checkbox"/> as soon as possible following the harmful behaviour	<input type="checkbox"/> when physical damage has occurred to the academy's premises and the Premises Manager agrees that the harm caused can	<input type="checkbox"/> Lead for Behaviour and Attitudes and Premises Manager	<input type="checkbox"/> finance records <input type="checkbox"/> review and monitoring of Behaviour Support Plan (BSP) <input type="checkbox"/> monitoring of SIMS behaviour records by

				be repaired by a financial contribution		tutor
Twilight provision	<ul style="list-style-type: none"> <input type="checkbox"/> maintain personal safety when contact between individuals must be (temporarily) avoided <input type="checkbox"/> enable a “cooling-down” period while further action is coordinated 	<ul style="list-style-type: none"> <input type="checkbox"/> attendance at sessions taking place on the academy’s premises after 3pm 	<ul style="list-style-type: none"> <input type="checkbox"/> the use of a twilight provision should only ever be a temporary response and should not exceed 3 sessions <input type="checkbox"/> the temporary use of a full-time alternative provision should always be considered as an alternative to a twilight timetable, where possible 	<ul style="list-style-type: none"> <input type="checkbox"/> when harm has been caused to an individual or group and a temporary removal from the child’s routine attendance pattern is unavoidable 	<ul style="list-style-type: none"> <input type="checkbox"/> Headteacher or Deputy Headteacher <input type="checkbox"/> Lead for Behaviour and Attitudes 	<ul style="list-style-type: none"> <input type="checkbox"/> FTE monitoring spreadsheet <input type="checkbox"/> review and monitoring of Behaviour Support Plan (BSP) <input type="checkbox"/> ongoing monitoring of FTE by SLT
Change of provision (temporary)	<ul style="list-style-type: none"> <input type="checkbox"/> maintain personal safety when contact between individuals must be (temporarily) avoided <input type="checkbox"/> reduce the likelihood of future (or 	<ul style="list-style-type: none"> <input type="checkbox"/> full-time attendance at an alternative provision (either delivered by the academy or a suitable alternative provider) 	<ul style="list-style-type: none"> <input type="checkbox"/> short or longer term (as required by individual circumstances) 	<ul style="list-style-type: none"> <input type="checkbox"/> when harm has been caused to an individual or group and further attendance at the current provision is temporarily unsafe (for 	<ul style="list-style-type: none"> <input type="checkbox"/> Headteacher or Deputy Headteacher <input type="checkbox"/> Lead for Behaviour and Attitudes 	<ul style="list-style-type: none"> <input type="checkbox"/> review and monitoring of Behaviour Support Plan (BSP) <input type="checkbox"/> ongoing monitoring by SLT <input type="checkbox"/> monitoring of SIMS behaviour

	further) fixed-term exclusions (FTE)			the perpetrator or others) or likely to result in further FTE		records by tutor
Change of provision (permanent)	<input type="checkbox"/> maintain personal safety when contact between individuals must be (permanently) avoided <input type="checkbox"/> reduce the likelihood of future (or further) fixed-term exclusions (FTE) <input type="checkbox"/> avoid the need for permanent exclusion (PEX)	<input type="checkbox"/> full-time attendance at an alternative provision (either delivered by the academy or a suitable alternative provider)	<input type="checkbox"/> long term	<input type="checkbox"/> when harm has been caused to an individual or group and further attendance at the current provision is unsafe (for the perpetrator or others), likely to result in further FTE or PEx	<input type="checkbox"/> Headteacher or Deputy Headteacher	<input type="checkbox"/> review and monitoring of Behaviour Support Plan (BSP) <input type="checkbox"/> ongoing monitoring by SLT <input type="checkbox"/> monitoring of SIMS behaviour records by tutor
Permanent Exclusion (PEX)	<input type="checkbox"/> maintain personal safety when contact between individuals must be permanently interrupted <input type="checkbox"/> maintain the safety and security of the premises	<input type="checkbox"/> permanent removal of the child from the academy's roll, further to the implementation of all appropriate policies and procedures	<input type="checkbox"/> as per policy guidelines	<input type="checkbox"/> if the pupil becomes an overwhelming risk to others through physical violence, bullying, harassment (or other	<input type="checkbox"/> Headteacher <input type="checkbox"/> Chair of Governors <input type="checkbox"/> Head of Service for Vulnerable Pupils (Local Authority)	

	(including safety from the impact of ongoing criminal behaviour)			criminal activity which places the academy's community at risk) and this cannot be moderated by any other reasonable means		
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Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Behaviour policy
EIA completed by:	Headteacher
Date of assessment:	September 2023
Assessment approved by:	LGB

The academy is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, the academy has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
<p>Age</p> <p>Does this policy impact on any particular age groups or people of a certain age?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
<p>Disability</p> <p>Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
<p>Gender reassignment (transsexual, transgender, trans)</p> <p>Does this policy impact on people who are transitioning from one gender to another (at any stage)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
<p>Marriage and civil partnership</p> <p>Does this policy impact on people who are legally married or in a civil partnership?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.

<p>Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth)</p> <p>Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.</p>
<p>Race</p> <p>Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.</p>
<p>Religion and belief</p> <p>Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.</p>
<p>Sex</p> <p>Does this policy impact on people because they are male or female?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.</p>

<p>Sexual orientation</p> <p>Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.</p>
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