

## Academy Policy

# Relationships and Behaviour Policy

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## 1. Introduction

Ambleside Academy is committed to creating an environment where outstanding behaviour is at the heart of all learning. Everyone is expected to maintain the high standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

We believe that positive learning behaviours are essential to success in the classroom for both children and staff. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, be curious, debate and challenge themselves and others. Positive behaviour needs to be taught, modelled, expected and praised. Unacceptable behaviour needs to be challenged.

Children learn and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

## 2. Legislation and Statutory Requirements

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

- a) Behaviour and discipline in schools
- b) Searching, screening and confiscation at school
- c) The Equality Act 2010
- d) Use of reasonable force in schools
- e) Supporting pupils with medical conditions at school
- f) It is also based on the special educational needs and disability (SEND) code of practice.

2.2 In addition, this policy is based on:

- a) 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
- b) DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

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

## 3. Guiding Principles

3.1 The above aims will be best achieved in a relaxed, pleasant atmosphere where pupils are able to give their best and are encouraged and stimulated to fulfil their potential.

3.2 Boredom, lack of understanding, incorrect pitch of work and lack of progress are major reasons why some pupils misbehave.

- 3.3 The provision of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods and the full involvement of all pupils are important ingredients in ensuring a well-ordered and well-motivated school.
- 3.4 All members of staff need to be aware at all times of the need to promote the positive ethos of the school and accept the shared responsibility for the welfare of all pupils.

#### **4. At Ambleside Academy we aim to:**

- a) Foster excellent relationships between all members of our Ambleside Academy community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment
- b) Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can
- c) Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them and take responsibility for promoting these high standards
- d) Help children develop life skills including self-regulation, empathy, social awareness and recognize that every action has a consequence
- e) Use restorative approaches
- f) Build a community which values and models kindness, good humour, tolerance and empathy for others.

#### **5. Purpose of the Policy**

- 5.1 To provide simple, practical procedures for staff and learners that:
- a) Recognise behavioural norms
  - b) Positively reinforces behavioural norms
  - c) Promote self-esteem and self-discipline
  - d) Teaches appropriate behaviours through positive interventions.

#### **6. Fundamental Principles**

- 6.1 All members of our school community have the right to:
- a) Feel secure and safe
  - b) Feel happy and be treated with kindness and understanding
  - c) Be treated fairly and consistently
  - d) Be listened to (at an appropriate time)
  - e) Be treated with respect and politeness
  - f) Be treated with empathy.

- 6.2 The fundamental principles which underpin our Relationship and Behaviour policy are:
- a) Unconditional positive regard for all pupils
  - b) A focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which leads to negative consequences).
- 6.3 The main reasons for using a language of choice are:
- a) Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with “labelling” of a child
  - b) Recognising, acknowledging and rewarding pupils for their positive choices, use of our DREAM values
  - c) Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour
  - d) Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly
  - e) Encouraging pupils to be proud of their school
  - f) Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

## 7. Consistency of approach

- 7.1 In implementing this Relationship and Behaviour Policy, Ambleside Academy acknowledges the need for consistency.
- 7.2 Consistent language and consistent response: simple and clear explanations reflected in all conversations about behaviour.
- 7.3 Consistent follow up: ensuring “certainty” at the classroom and SLT level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- 7.4 Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating.
- 7.5 Consistent consequences: defined, agreed and applied at classroom level as well as established structures for more serious behaviours.
- 7.6 Consistent expectations: referencing and promoting appropriate behaviour.
- 7.7 Consistent respect from the adults: even in the face of disrespectful learners.
- 7.8 Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning.
- 7.9 Consistently reinforced rituals and routines for behaviour around the site: in classrooms, around the site and at the school reception.
- 7.10 Consistent environment code of conduct evident in our expectations.

7.11 The aims of this Policy will be met by everyone by observing our DREAM expectations. These are:

- a) Determination
- b) Respect
- c) Empathy
- d) Ambition
- e) Mindfulness.

7.12 This is our hope for how all our children will be.

7.13 Our behaviour expectations are:

- a) We follow instructions first time
- b) We wait our turn to speak
- c) We keep our hands, feet and objects to ourselves
- d) We do not leave without permission
- e) We are honest and truthful
- f) We speak respectfully and keep unkind words to ourselves.

7.14 By displaying behaviours linked to the above values we will create a safe and positive learning environment which leads to a culture of excellence and success.

#### 7.15 **All staff**

7.15.1 All staff everyday will:

- a) Meet and greet children at the classroom doors
- b) Refer to our DREAM Expectations – the behaviours they expect to see
- c) Model positive behaviours and develop relationships
- d) Plan and support lessons that engage, challenge and meet the needs of all of the children
- e) Every class will have a recognition board celebrating the positive behaviour in the classroom
- f) Be calm when going through the stages of behaviour
- g) Follow up every time, retain ownership and engage in reflective dialogue with the children
- h) Record all incidents on CPOMS. Incidents will be logged when they get to Stage 5 (Repair) in the Stages of behaviour
- i) Never ignore or walk past children who are making/displaying poor behaviour choices

- j) Have high expectations for all areas of behaviour such as walking in corridors, using manners etc.

## 7.16 Middle leaders and UPS teachers

7.16.1 Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our children.

7.16.2 Middle leaders and UPS teachers will:

- a) Meet and greet children at their classroom doors
- b) Be a visible presence to encourage appropriate conduct
- c) Support staff in returning children to learning by sitting in a reparation meeting and supporting staff in conversations
- d) Regularly celebrate staff and children whose efforts go above and beyond expectations
- e) Encourage use of WOW bands and Shine Coins.

## 7.17 Senior leaders

7.17.1 Senior leaders will:

- a) Meet and greet children at the beginning of the day
- b) Be a visible presence across the school and encourage appropriate conduct
- c) Celebrate staff, leaders and children whose effort goes above and beyond expectations
- d) Regularly share good practice
- e) Support staff in managing children with more complex or entrenched negative behaviours
- f) Use behaviour analysis data to target and assess school wide behaviour policy and practice
- g) Regularly review provision for learners who fall beyond the range of the written policies.

## 7.18 Pupils

7.18.1 Pupils will show Ambleside Academy's DREAM Expectations:

- a) Determination
- b) Respect
- c) Empathy
- d) Ambition
- e) Mindfulness.

### 7.19 Parents/Carers

- a) Encourage independence and self-discipline, to show an interest in all that their child does in school
- b) Foster good relationships with the school and support the school in the implementation of this policy
- c) Make children aware of appropriate behaviour in all situations and to be aware of the school's values and expectations.

## 8. Recognition and Rewards for effort

8.1 We recognise and reward children in a variety of ways for those children who go “over and above”. Staff will follow the Relationships and Behaviour policy but will also understand that a quiet word of personal praise can be as effective as a larger, more public reward.

### 8.2 Classroom level

- a) Praise for choice
- b) Class recognition board
- c) WOW bands
- d) Shine coins
- e) Mention/ Class Dojo message/ phone call to parents.

### 8.3 Whole School level

- a) Shine Award
- b) Knowledge Expert Award
- c) Mid-day Supervisors Lunchtime Award
- d) Midday Dinnertime DREAMs stars
- e) WOW bands
- f) Hot Chocolate Half Term (each teacher nominates 1 child).
- g) Year Group awards based on the coin tubes.
- h) Dinnertime DREAMs stars handed out by Midday Supervisors.



## 9. Managing Daily Behaviour in the classroom – Positive Recognition Boards

9.1 “The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does” Paul Dix

9.2 Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on.

9.3 Examples could include “One voice” for classes who constantly talk over each other,” speak politely” to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours “Accurate peer feedback” persuasive language” or “show working”.

9.4 When the teacher sees children demonstrating the behaviour well, they will add their name to the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

### 9.5 **Nine ways to sharpen use of recognition boards – Paul Dix**

- i. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not “simply something they can already do well”
- ii. Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude
- iii. Names or tallies are never removed from the board. Children who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct
- iv. Children can nominate others to be put on the board. Try stopping an activity after 15mins and ask them to write up 2 names of other children who have been consistently demonstrating the desired behaviour
- v. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board
- vi. Recognition boards need to be refreshed regularly; daily or weekly depending on age of children and context in which you are working
- vii. Pupils are recognised for effort not achievement
- viii. When everyone’s name is on the board a collective “whoop” is appropriate. Large rewards are not necessary
- ix. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

## 10. Practical Steps in Managing and Modifying Poor Behaviour

- 10.1 Engaging with learning is always the primary aim. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a child is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson be praising the behaviour they want to see.
- 10.2 Children are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All children must be given “take up time” in between steps.

## 11. Stages of Behaviour

- 11.1 If a child has an individual behaviour plan this should be followed separately. Otherwise, the following stages of behaviour will be followed.

	Consequences	Action
<b>Step 1</b>	<b>Verbal Reminder</b>	A reminder of the DREAM and Behaviour expectations delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage. (This could stop the escalation of poor behaviour). The 1 <sup>st</sup> reminder to be delivered privately as often this is enough to stop unacceptable behaviour. If it continues, before moving to the caution phrase a public reminder will be given.
<b>Step 2</b>	<b>Verbal Caution</b>	A clear verbal caution delivered making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, ‘think carefully about your next step, you will miss minutes off your breaktime if you continue with this behaviour.’  According to what is the best approach for the child, staff will do this either privately or aloud depending on what would have the best impact to stop unacceptable behaviour.
<b>Step 3</b>	<b>Action</b>  Minutes off breaktime or Time out	Add to this, you need to stay back for 2 minutes for EYFS and KS1 and 5 minutes for KS2 at breaktime/lunchtime. That 2 or 5 minutes are owed when the child reaches this stage, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.  Time out might be a short time outside the room, on the thinking spot etc. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
<b>Step 4</b>	<b>Restore</b>  This will take place usually within The Sanctuary.	This needs to follow the restorative questioning as follows: <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking at the time?</li> <li>3. What have you thought since?</li> <li>4. How did this make people feel?</li> <li>5. Who has been affected?</li> <li>6. How have they been affected?</li> <li>7. What should we do to put things right?</li> <li>8. How can we do things differently in the future?</li> </ol> Log onto CPOMs once the situation is at this stage. Add the children’s responses to the above onto CPOMs too.

- 11.2 Staff will always deliver any of the above sanctions calmly and with care. It is in nobody’s interest to confront poor behaviour with anger.

## 12. Internal Withdrawal

- 12.1 Where behaviour has exceeded the 5 Stages of Behaviour as shown previously, the following stages will then take place.
- 12.2 If the unacceptable behaviour continues, then the child will need to be withdrawn to The Sanctuary. A Learning Mentor will be available to be with the children and will reflect on the behaviours leading to their withdrawal. A decision will then be made if it is appropriate to place the child on a school report.
- 12.3 If a child has been withdrawn from the class and has not reflected and completed their work, then they are expected to complete this work during their lunchtime or breaktime with a member of SLT or a Learning Mentor. This will also be used as reflection time where the adult will discuss with the child the choices they made and how this can be improved.
- 12.4 Whenever an adult is called, staff are to log this onto CPOMs
- 12.5 Adult who dealt with the initial stages of behaviour will start the log
- 12.6 SLT/Learning Mentors will add to the log once spent time with the child.
- 12.7 If there are any incidents of high-level behaviours such as:
  - a) Swearing at staff
  - b) Violence towards children
  - c) Violence towards staff
  - d) Deliberate and destructive behaviours
- 12.8 These result in an instant withdrawal to The Sanctuary.
- 12.9 The Principal/Head of School will make decisions about suspensions if appropriate in line with statutory guidance. Parents will always be informed at the earliest opportunity and a reintegration meeting will take place with both the parents and child before the child returns to the classroom. Suspensions are always the last resort.
- 12.10 If a pattern of unacceptable behaviour begins to develop, then a decision will be made if they require an Individual Behaviour Plan. If they do, they will be put on an Individual Behaviour Plan for a maximum of 6 weeks and will be given targets each week to meet in relation to behaviour. These targets will be done together with the child and if appropriate with the parents also. The child will be given a mentor who will be either Louise Marsh, Tracy Ryan or Sam Callaghan who will carry out daily or weekly check ins with the child. A weekly phone call will also be made to the parents to inform them of their child's behaviour over the week to help develop the school/home partnership. If the Individual Behaviour Plan does not have the changes to behaviour as hoped, then a meeting will be called with parents to discuss the next steps.

## 13. Break Time Behaviour

- 13.1 All staff are responsible for all pupils in school. At break, duty staff must ensure that they are on the playground with their class before the others, to supervise children in a safe and appropriate manner. It is the responsibility of staff which work in each classroom to ensure there is a member of staff from their classroom with the children in their playtime zone. Children should not be entering school corridors during break or lunchtimes.

- 13.2 At the end of break the duty teacher or teaching assistant will blow the whistle and all activity must cease. On the second whistle, the children should walk to their class lines where they will be met by their teacher or teaching assistant and led into the building in an orderly manner.
- 13.3 All staff must ensure that timings for breaks are adhered to and that they leave the staffroom or other location promptly to meet their classes.
- 13.4 Playtime incidents should be dealt with by the teacher or teaching assistant on duty and reported back to the class teacher as necessary. The class teacher will log any incidents of Child-on-Child abuse or any other unacceptable playtime behaviour onto CPOMs. They will also ensure parents are informed of incidents where necessary. If they feel the incident needs to be dealt with further, they will take it to a member of SLT or a Learning Mentor.

## 14. Lunch Time Behaviour

- 14.1 Pupils are fully supervised at lunch time by the mid-day supervisors. All staff will encourage good behaviour and adherence to the school rules during the lunch period and ensure pupils move around the school in an orderly manner.
- 14.2 To foster good relationships, mid-day supervisors will consistently 'catch children being good' and share this with them. Mid-day Supervisors are encouraged to hand out WOW cards to reinforce this message and will choose a child each week to receive a Lunchtime Award in the end of the week celebration assembly. Mid-day Supervisors will hand out stars to children who model positive behaviours at lunchtime which will be added to a whole school dinnertime display, working towards a whole school target.
- 14.3 In the event of seriously unacceptable behaviour, the mid-day supervisors will refer the matter to the senior mid-day supervisor who may refer the matter to a member of the senior leadership team.
- 14.4 The Principal is required to maintain good order and discipline during lunchtime. The Principal will withdraw a child to a quiet space if their behaviour is unacceptable and breaks our school rules. A child may also be suspended from school if they are violent, persistently defiant to staff, become a danger to themselves or others or are breaking our school rules. When this takes place, the local authority will also be informed, along with the chair of governors.

## 15. Moving Around the School

- 15.1 Any movement should take place in an orderly manner so as not to disturb others who are working.
- 15.2 Staff should ensure that pupils are monitored when leaving the classroom, whether they are going to the toilet, the library, or any other reason – their behaviour should be checked regularly.
- 15.3 Pupils should not be sent out of the classroom on tasks that can be undertaken at break, dinner time or before or after school e.g. collecting holiday forms or equipment from the office.
- 15.4 When a whole class is moving, the teacher should ensure the classroom is empty before proceeding - again no pupil should be unsupervised.
- 15.5 Pupils should be supervised carefully as they move through any shared areas and ensure that they do not disturb others who are working.
- 15.6 Members of staff should intervene if there are pupils in a class line who should not be together and position themselves so that the behaviour of all pupils can be monitored as they are moving.

- 15.7 Pupils should be discouraged from using the corridor at break times or dinner times, by ensuring they have their coats, if they are needed, before being dismissed. Pupils should use appropriate entrances/exits and not return to the classroom unattended.
- 15.8 The corridor should only be used as a through route to get to the playground or the hall at lunchtime.
- 15.9 There should be no waiting or playing in entrance porches, toilets or doorways.

## **16. Pupils' Conduct Outside School**

- 16.1 School staff may discipline pupils for misbehaviour when the pupil is taking part in any school-organized or school-related activity.
- 16.2 Non-criminal bad behaviour and bullying that occurs outside of school hours will be dealt with on a case-by-case basis in partnership with parents. Criminal behaviour will be reported to the community police.

## **17. Supportive Strategies Plan**

- 17.1 When a pupil is judged to be exhibiting prolonged and significant behavioural issues then a Supportive Strategies Plan will be drawn up. The plan identifies the difficulties the pupil has and the strategies which will be put in place to best help the child.
- 17.2 The plan is put into action by a combination of the class teacher, teaching assistant, learning mentors and members of the senior leadership team. The plan runs for several weeks or a half term depending on the child before it is evaluated to judge how effective it has been. The review may identify further actions required or it may identify that a plan no longer needs to be in place or that the same strategies need to remain in place. When the plan is reviewed the opinions of the pupil, parents, teacher and other staff are sought so that a clear overview of next steps is developed.

## **18. The Role of the Learning Mentors**

- 18.1 All pupils, irrespective of background, age or ability can go through periods of poor behaviour. To make an impact on learning and behaviour we aim to deal with such issues in a systematic and professional manner, seeking to trace issues back to their root cause and intervening at an early stage where possible. This can only be done effectively through dialogue and discussion. The issues may be overcome quickly or may require lengthier intervention and support.
- 18.2 The learning mentors have a role throughout the school. The DfE describes the role as: support and guidance to children, young people and those engaged with them, by removing the barriers to learning to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.
- 18.3 Our learning mentors are trained to work with pupils on both a collective and an individual basis to investigate the pupil's concerns, fears and anxieties. They provide timetabled support for specific pupils and are also on call to respond to matters as they arise.

## **19. Restrictive Physical Intervention and Risk Assessments**

- 19.1 It may be necessary on occasion to use team teach techniques with a child who is causing harm to themselves or others. This can be either physical aggression towards pupils or staff or actions which will significantly hurt themselves or others. The emphasis in school is on the avoidance of physical intervention, with displays of aggression being dealt with through persuasion, diversion or instruction whenever possible.

- 19.2 Pupils who regularly engage in aggressive or destructive behaviour which may require restrictive physical intervention will have an individual handling plan or a risk assessment written for them. This plan outlines what are the main triggers for that pupil and the ways in which situations can be de-escalated.
- 19.3 It also outlines how restrictive physical intervention will be employed and the members of staff who will be involved. Every plan has several steps giving the pupil opportunities to disengage from the behaviour. Restrictive physical intervention is used as a last measure. The plan is shared with the parents and there is a requirement that all parties involved sign it.
- 19.4 The plan is reviewed regularly and changed if required. Risk assessments should be referred to by any member of staff working with those pupils particularly if there is a change to normal routine or an off-site visit is planned.
- 19.5 There are designated school staff who are trained to use Team Teach. These members of staff attend an annual training course and have an up to date understanding of what to consider whilst carrying out Team Teach techniques.
- 19.6 All members of staff are aware of who is trained in Team Teach and only these members of staff are called for once all other attempts at de-escalation have been unsuccessful.
- 19.7 All member of staff who are trained by Team Teach approach will be the members of staff who are called upon if RPI is need. Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”.
- 19.8 There are a number of staff across the school trained in Team Teach. Lists of these are in rooms for reference.

## 20. Use of Reasonable Force

- 20.1 All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom or around the school.
- 20.2 Trained staff authorised by the Principal can use such force as is reasonable when searching a pupil without consent, for prohibited items which may include:
- a) Knives
  - b) Alcohol
  - c) Illegal drugs
  - d) Stolen items
  - e) Tobacco and cigarette papers
  - f) Fireworks
  - g) Pornographic images
  - h) Any article that has been used or is likely to be used to commit an offence, personal injury or damage to property.

20.3 Any search undertaken by staff must always be carried out by two members of staff.

## 21. Children who Run Away from School

- 21.1 Children should never be allowed to leave the premises during school time without the principal's permission. It is possible that on very rare occasions a pupil may leave the premises without the knowledge or permission of the principal.
- 21.2 If a pupil cannot be found by his/her teacher, the principal must be notified immediately and told when and where the pupil was last seen. Time is of the essence and prompt actions must be taken by all. Available staff will conduct a thorough search of the pupil's classroom, play areas, storage areas, toilets, the school building and the school grounds.
- 21.3 If the pupil is not found within a short period of time, the principal, deputy principal or assistant principal will take the decision to notify the parents that their child is missing and phone the police. Available members of staff will be directed to search in the immediate vicinity of the school. They will take a mobile phone or walkie-talkie with them and maintain regular contact with the school.
- 21.4 When the pupil is located, the principal must be informed at once. Police and parents will be notified.
- 21.5 If the absconding pupil can be seen, the adult should call after the pupil or talk to them to try and persuade them to return to school safely. Under no circumstances should a member of staff attempt to physically restrain or grab the pupil unless the child is in immediate danger of hurting themselves, or about to put themselves in a dangerous situation e.g., by running onto a road. A member of staff should never put themselves at risk in this process and should not attempt to intervene without assistance unless it is an obvious emergency.
- 21.6 The Principal or Head of School or Deputy Head Teacher should investigate events leading up to the incident and take appropriate action.

## 22. Fixed Term Suspension

- 22.1 Decisions about fixed Term suspensions are made on a case-by-case basis. The circumstances, the severity of the misdemeanour, the pupil's prior behaviour history and any mitigating circumstances are all considered.
- 22.2 Should a pupil's behaviour be giving sufficient cause for concern that it has reached the attention of the principal and deputy principal, they consult:
- a) The behaviour logs on CPOMs
  - b) Account of the pupil involved
  - c) Accounts from staff and other children in the event of a severe incident
  - d) The fixed term exclusions already taken place
  - e) The number of withdrawals and internal exclusions already taken place.
- 22.3 The decision to exclude a pupil from school for any period is never taken lightly. For this reason, the decision is taken following consultation between three of the following: the principal, the deputy principal, the assistant principal or the learning mentor. The judgement about whether to suspend a pupil, and for how long, is made considering:

- a) The severity of the misdemeanour
  - b) The age of the child
  - c) The child's behaviour history
  - d) The appropriateness of the sanction
  - e) prior sanctions e.g., number of prior internal or fixed term suspensions
  - f) any mitigating circumstances or special educational needs
- 22.4 It should be noted that any severe incident which threatens the safeguarding of any pupil could result in a fixed term suspension, even if the pupil involved has no prior history of poor behaviour. Consistency is maintained by ensuring all records are kept up to date and referenced before any decision is made. The joint decision-making process includes a level of professional challenge to ensure pupils' advocacy and so support fairness and equality.
- 22.5 A fixed Term suspension may last up to 15 days in any term. The principal suspends a child by writing to the child's parents, the chair of governors, and to the Admissions and Exclusions department of the local education authority. This letter will state the number of days that the suspension will last and the reasons behind the decision and the time the suspension begins. Work is set by the class teacher for the child to complete during the suspension period.
- 22.6 If the pupil is suspended for more than 5 days, on the 6th day until the end of the suspension, alternative, suitable full-time education is provided by the school.
- 22.7 When the suspension ends, the pupil, parents/carers, learning mentor, and the assistant principal or deputy principal or principal meet to reintegrate the child into school and agree steps and reaffirm expectations to improve the child's behaviour. Following a fixed Term suspension, withdrawal or part-time attendance can be used, at the principal's discretion, as a step towards full reintegration until the pupil has demonstrated a sustained improvement in their behaviour and attitude.
- 22.8 Parents are expected to attend the reintegration meeting before a pupil can return to school after any Fixed Term suspension.

## 23. Permanent Suspension

- 23.1 In exceptional circumstances, the principal will inform the school governors that permanent suspension of a pupil should be considered.
- 23.2 Within 15 days of the notice to permanently suspend, a discipline committee, comprising three governors, meets with the family, the principal and a local authority representative to ask questions about the suspension and present any reports.
- 23.3 At the meeting, the governors will decide either to support the permanent suspension, informing the education officer that in their opinion the child should not return to Ambleside, or to instruct the Principal to accept the pupil back into school.
- 23.4 During a suspension process, the child remains a pupil of Ambleside Academy until such time as the discipline committee confirms a permanent suspension. The school and the class teacher should continue to set and mark work for the pupil.



## 24. Stakeholder Roles

### 24.1 Role of staff:

- a) Develop an atmosphere where children are valued and promote high self-esteem
- b) Ensure fairness and consistency in all approaches
- c) Adhere to the policy
- d) Complete the agreed school behaviour log records promptly
- e) Ensure sanctions are consistently followed through
- f) Report incidents and record appropriately
- g) Ensure effective communication with parents
- h) Complete a personalised wellbeing plan in collaboration with everyone involved with the pupil
- i) Model positive behaviour at all times
- j) Praise and reward good behaviour
- k) Have clear, high expectations and routines for classroom organisation.
- l) Role of the Principal and Governing Body:

### 24.2 Role of the Principal and Governing Body:

- a) Ensure procedure is consistent throughout the school
- b) Ensure that the behaviour policy is being implemented by challenging inconsistency and those staff who fail to follow the behaviour policy
- c) Monitor behaviour issues and act on any patterns or trends identified
- d) Carry out all sanctions
- e) Provide pastoral care for staff accused of misconduct.

### 24.3 Role of the Parent/Guardians:

- a) Support the school in the implementation of the behaviour policy
- b) Communicate with the school about any issues or concerns.

## 25. Equality Statement

- 25.1 All pupils have equal access and inclusive rights to the curriculum regardless of their age, gender, race, sexual orientation, ethnicity, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Ambleside Academy is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.