WEST LAKES ACADEMY

Changing Lives Through Learning

BEHAVIOUR POLICY

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Related Policies	Child Protection Policy Positive Mental Health Policy Online Safety and Social Media Policy Rewards and Awards Policy Special Educational Needs Policy Child on Child Abuse Policy

1. Our Purpose

West Lakes Academy aims to change lives through learning by ensuring that all students have equal access to powerful knowledge. All of our staff will provide a culture of high challenge and high support. Our students will engage in an invigorating curriculum which will challenge them to think hard and gain skills. Alongside this, all students will develop their character and behaviour, and all of our learners will be equipped with the skills to apply this knowledge appropriately so that they are informed about who they are now and who they can become in adult life so that they can take an equal and meaningful place in society.

West Lakes Academy is an inclusive school, where every voice of every person matters, there is a respectful and cooperative learning environment for all and we work together to support each other to succeed.

The values we endorse, which underpin our policies, are:

Respect*:* strong relationships between all partners in our school are based upon a foundation of respect. These strong relationships support learning to happen. By getting to know every child, all staff can ensure that every child is supported to be successful and have their needs met.

These relationships are underpinned by the method of Unconditional Positive Regard. Positive Regard is a county-wide training programme to support high-challenge, high-support relationships that allow for dignified behaviour management in schools.

We expect all of our staff and students to respect the diversity of others and, as such, support the Trust wide Single Equality Policy. As such, we respect others' protected characteristics and challenge any deliberate incidents that may be in breach of this.

Resilience: We expect all persons in our school to strive to be the best they can be. This involves learning from their mistakes and working hard to improve both academically and personally. We expect all of our students to take accountability when things go wrong and for staff and students to work together in partnership to plan for positive outcomes. Compassionate conversations allowing for restorative justice are encouraged at West Lakes Academy.

Achieve: Students work hard with our members of staff in order to be successful. Lessons are planned to teach children in a safe, purposeful and enjoyable environment so that every student can make the most of every opportunity.

2. Our Moral Code

Respect is a core value at WLA. The relationships in the academy are built upon mutual respect. We always greet each other and use polite manners, such as ‘please’, ‘thank you’ and ‘excuse me’. We smile when we greet each other because everyone belongs here. We respect each other’s differences and our diverse school community.

We work together to enable everyone to succeed and to ensure that all students have strong positive relationships with grown-ups to instil positive learning habits.

To promote this positive ethos, it is essential that all members of the academy work alongside each other to achieve a common goal. Young people learn by example, so we expect high standards of conduct from staff.

We expect the parents and carers in our community to also engage with the academy and model the values we pursue with staff and students alike.

We positively promote British values and promote students' social, moral, spiritual and cultural development within the curriculum.

We recognise that a positive culture must celebrate success and is not solely based on consequences, and as such, we strive to promote and reward students when they model the expectations we have set. We are committed to a holistic and united approach to behaviour involving all key stakeholders, including inclusion, SEND, pastoral care, and relational experts, through the mindset of unconditional positive regard in order to make decisions regarding any behaviour incidents that fall below our expected standards.

3. Children with special educational needs

We will consistently and fairly promote high standards of behaviour for all students and provide additional support where needed to ensure pupils can achieve and learn as well as possible. Adjustments will be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet conduct expectations. These adjustments may be temporary, but always to support the pupil's needs. Consideration will be given as to whether a pupil’s SEND has contributed to the misconduct and if so, whether it is appropriate and lawful to consequence the pupil. In considering this, we will refer to the DfE guidance for schools on the Equality Act 2010 and the SEND code of practice: 0 to 25 years so that appropriate support can be provided to pupils who have additional needs. We will also consider whether any reasonable adjustments need to be made to the consequence in response to any disability the pupil may have and to try and ascertain the underlying causes of behaviour and whether additional support is needed.

4. Roles and responsibilities

We recognise that high standards of behaviour and a commitment to learning result from an effective partnership between students, parents and staff. All staff, teaching and non-teaching, are responsible for upholding high standards of behaviour throughout the school.

4.1. The Local Governing Board

The Local Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

4.2. The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

The Headteacher will also be responsible/accountable for:

4.2.1.1. Ensuring the strategies devised will satisfy the principles set out by the Trust Board.

4.2.1.2. Ensuring that the policy promotes good behaviour, self-discipline, and respect.

4.2.1.3. Preventing all forms of bullying; including bullying related to race, religion and culture; homophobic bullying, bullying of students with SEN or disabilities; sexist or sexual bullying; and cyber-bullying.

4.2.1.4. Ensuring the policy outlines the standard of behaviour expected of students at the school, the school rules, and any disciplinary penalties for breaking the rules.

4.2.1.5. Ensuring that the behaviour policy is publicised to staff, parents/carers, and students at least once a year.

4.2.1.6. Ensuring the policy is clear, that staff, parents/carers, and students understand it well, and that it is consistently applied.

4.2.1.7. Ensuring Behaviour for Learning is viewed as a core principle by all staff.

4.2.1.8. The implementation and day-to-day management of the policy and procedures.

4.2.1.9. Deciding which staff may impose consequences.

4.2.1.10. Decide on the lead professional for Behaviour for Learning in the Senior Leadership Team.

4.2.1.11. Ensuring that all staff are clear about the school's expectations regarding managing behaviour within the school.

4.2.1.12. Ensure that staff have access to advice, training, and development opportunities to meet their needs and that staff faced with challenging behaviour have appropriate support.

4.2.1.13. Enabling monitoring and assessing the policy's impact to ensure the strategies do not disproportionately or unfairly impact any students within the school through the provision of appropriate systems and support staff.

4.3. Staff:

All staff will:

4.3.1. Treat pupils, their families, and other colleagues with respect, dignity, and kindness.

4.3.2. Be respectful of each other's values and individual beliefs.

4.3.3. Plan and deliver engaging and interesting lessons which motivate students to learn and succeed.

4.3.4. Set appropriate work to support pupils' learning more and remembering more. They will allow appropriate time for pupils to practice, learn and succeed.

4.3.5. Ensure they are entirely up to date with the educational needs of pupils with a SEND passport. And an EHCP.

4.3.6. Celebrate student success inside the classroom, in extra-curricular activities and within assemblies.

4.3.7. Provide students with feedback using a range of verbal and non-verbal cues to encourage positive behaviour, be reasonable regarding the expectations placed upon students, and model the academy's values for students to see.

4.3.8. Approach incidents of poor behaviour in a curious and supportive manner. Providing students with high challenge when engaging with them, but also high support, and utilising UPR techniques.

4.4. Parents/carers

Parents/carers will:

4.4.1. Treat staff, students and other parents/carers associated with the academy with dignity, kindness and respect.

4.4.2. Ensure that their child attends the academy regularly and arrives on time. Inform the academy as soon as possible in case of absence or lateness.

4.4.3. Support the academy in using rewards and consequences, taking responsibility for their child's behaviour.

4.4.4. Support their child in arriving equipped and ready to learn, wearing the correct uniform.

4.4.5. Support their child to achieve their best.

4.4.6. Support their child in completing homework when set.

4.4.7. Report bullying, threats, intimidation, derogatory comments, and discrimination as promptly as possible to support the academy in dealing with issues effectively.

4.4.8. Keep the academy informed of any issues that may affect their child's ability to work or their child's behaviour; this should be done via classroom teachers/ tutors/ Head of Year or the senior team where necessary. Discussions are to be calm and constructive.

4.5. Students

Students will:

4.5.1. **Demonstrate respect** by treating all people with kindness. They will follow the instructions and guidance of all adults. They will interact with all adults and other pupils with polite language. They will move around the building calmly. They will arrive at the academy and lessons on time,

4.5.2. **Demonstrate resilience** by developing their ability to bounce back from setbacks, learn from their mistakes and manage their emotions effectively. They will arrive each day equipped and ready to learn.

4.5.3. **Demonstrate achievement** by maximising their learning by fully engaging with each lesson. They will recognise the importance of homework to their education and complete all homework to a high standard.

4.5.4. Be an advocate for their peers by reporting incidents to staff which may be identified as unkind, bullying, threatening, derogatory, or intimidatory.

4.5.5. Be considerate of the needs of others, understanding that in order to treat others with equality at WLA we respect diversity.

4.5.6. Accept responsibility for their own actions, valuing the opinions and ideas of others and leading by example inside and outside the classroom.

4.5.7. Be an ambassador for the academy, including when wearing the academy uniform outside of the building.

4.5.8. Use their school iPad as an educational device. As such, this is not to be used for any other purpose than to complete tasks in their lessons or for their studies beyond the classroom, such as homework. Online technology is to be used in line with the Trust's policy.

4.5.9. Respect the academy rules and expectations and abide by the prohibited items list.

5. Rewards:

Pupils at West Lakes Academy are rewarded in a number of ways:

5.1. Verbal praise - this allows for students to receive recognition for modelling our Academy values.

5.2. Merits linked to our values; achievement, resilience and respect. These are awarded via Edulink/Sims. Students and parents will receive notification of these when allocated.

5.3. Golden tickets are exchanged for every three merits a student receives. Students can then enter the golden ticket prize draw. Prizes are selected and voted for by the whole student body. The draw is held at the end of each term.

5.4. Strive for five attendance awards.

5.5. Letters/phone calls/postcards home to parents/carers.

5.6. Achievements recognised in assemblies.

5.7. Termly rewards ceremonies, these include an annual sports awards ceremony.

5.8. Pop-up rewards – in and out of school- for merit milestones met across the academy/ year group/ tutor

6. Restorative practice

Restorative practice is a process that restores relationships when there are problems. It is an opportunity for both parties to discuss what happened and work together to establish a solution.

All consequences at the academy will have a restorative opportunity at the heart of them. Trained adults will support reflection and allow the student an opportunity to make amends.

Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how the academy works. It involves providing a culture of high challenge and high support throughout all aspects of the school.

Restorative practice ensures that every voice in the academy is heard. It encourages pupils to respect others and understand why relationships are meaningful.

Our restorative approach helps pupils:

- Understand how their actions can affect others.
- Develop positive characteristics they can use in and out of school.
- Understand themselves and each other better.
- Learn why it's important to see another person's point of view.
- See that we all learn through making mistakes and being successful.
- Learn how to move through conflict creatively.

- Repair relationships with pupils and staff following an incidence of poor behaviour or relationship breakdown.
- Restore working practices after resolving relationships.

7. Consequences

Consequences must be applied consistently and fairly by all staff across the school. In line with Section 3 of this policy, flexibility of consequences will be given in consideration to the needs of SEND pupils, to ensure that these pupils are not discriminated against.

Although there will always be an element of professional judgment, all staff should endeavour to apply consequences consistently in line with the details set out in this policy. **A staff member may issue a consequence where a student does not act safely, respectfully or responsibly.** The consequence issued will be appropriate to the seriousness of the incident, taking those factors into account. Consequences will generally be part of a graduated response to incidents of low-level disruption and inappropriate behaviour. *See Appendix 1 for Behaviour Management Ladder.*

Each day, pastoral and behaviour-trained leaders will discuss events and prepare provision or consequences for students requiring additional behavioural support. When considering a student's behaviour, responses will be considerate, fair and proportionate, taking into account the individual needs of the child. Responses from staff will be immediate to restore a calm environment. Further investigations may be considered to explore an incident further. We always want our students to take responsibility for their behaviour and will always aim for a restorative approach to allow for students to reflect and make amends. We want to ensure that all students understand that actions have consequences; as such, we cannot accept behaviour undermining our academy community's positive atmosphere.

Consequences include, but are not limited to:

- Detention: break-time
- Detention: lunch-time
- Detention: after school
- Fixed term suspension
- Permanent exclusion

8. Detentions

Break time detentions will be set within departments to challenge negative behaviour. If a student arrives late for their break detention or fails to arrive, this will escalate to the next day's after-school detention. It may also be appropriate for a Head of Department to issue a temporary lesson ‘time out’, in which the student will spend a lesson in a different classroom within the department to allow for a cooling off period

The school currently runs two types of detentions, break-time and afterschool.

Afterschool detentions will not be set the same day.

Parents are notified about detentions via text message, e-mail and EduLink. Pupils receive notifications via EduLink if they have a detention.

9. Behaviour Monitoring

We have a behaviour support card system to promote positive behaviour across all of our students. This allows us to closely monitor how well pupils are doing with their behaviour, allowing us to praise positive choices and challenge anything that falls below our expectations by applying appropriate interventions. This is a hierarchical system, which will escalate if behaviour remains below our expectations. The flow chart for this hierarchical system is included in Appendix 2. All students working through this system will have tailored meetings with a support plan negotiated between the pupil, staff member and parents/carers. Parents/carers will be updated and will receive communication throughout the time a student receives behaviour support. This will occur at a minimum on a weekly basis.

The stages of monitoring card are:

9.1. Form Tutor
9.2. Head of Year / Department
9.3. Assistant Headteacher or SLT Link (Attached to Year group)
9.4. Deputy Headteacher
9.5. Headteacher

10. Behaviour in The Classroom

Creating a calm, positive, vibrant classroom environment is critical for successful learning. Good behaviour management aims to keep the child engaged with their learning in the classroom. Consequences can encourage pupils to comply with your expectations of behaviour, and detentions should be used to discuss what improvements the pupil needs to make to their behaviour.

A culture of high expectations and positive reinforcement is expected of all staff.

All staff will apply the following steps to manage classroom behaviour:

10.1. Create a seating plan for each class. The seating plan often changes throughout the year to meet the needs of the pupils in the classroom.
10.2. Ensure each lesson is planned to meet the objectives of the curriculum and the needs of the pupils in the class. Lessons will be planned to promote student participation and learning.

10.3. Ensure that any pupil's additional learning needs are considered and planned for. Adaptive teaching strategies will be a strong feature of such lessons.
10.4. Ensure that each lesson starts with the WLA lesson-ready routine. The teacher will greet pupils at the door, and a starter activity (Train Your Brain) will be ready for all pupils to begin immediately.
10.5. Positive praise will be used as a tool to promote positive behaviour.
10.6. Intentional monitoring will be used to support students and keep learning on track. This will involve discrete verbal and nonverbal cues as appropriate.
10.7. Verbal warnings will be given to students if they are not meeting their expectations.

If student behaviour continues to distract the learning and/or safety of other students after a warning, the teacher will use alternative measures to support students in refocusing and regulating their behaviour—this may include a seat change, a private conversation in the corridor with the member of staff teaching the student, or another nearby colleague.

11. The On-Call System

The On-Call system will request the assistance of a colleague in extreme situations where a pupil chooses to prevent the total teaching and learning within a classroom. Such events may include:

- ➔ Repeated failure to follow staff requests, resulting in a climate which prevents teaching and learning from occurring
- ➔ Violence or verbal abuse, including threatening behaviour
- ➔ Dangerous behaviour

The On-Call system aims to ensure that learning in the classroom can continue. Sometimes, a colleague attending the On-Call situation will manage the situation and place the student back in the classroom. If the current situation needs time to be rectified, the pupil will not be placed back in the lesson. The student will receive an 'Amber 1' log and engage in a reset conversation if they are involved in an incident in which 'On-Call' support is required. The student will be placed on a break time detention the following day, solely to repair and rebuild the relationship and focus on resolution moving forward.

The use of amber allows for students to reflect, be in control of changing their behaviour and return to their learning.

A second 'On call' for the same student on the same day will result in an Amber 2 log and warning. At this point, the student will be made aware that they are currently at risk of escalated consequences due to their poor behaviour. Pastoral staff will seek

ways to intervene supportively with the pupil to reduce the risk of further escalation that may result in going to Red.

A further escalation of events in the same day will be logged as ‘Red’, and the Headteacher will consider the next steps for the pupil.

Incidents of violence, threats and abuse will be logged as immediate ‘Red’ on calls and will be referred to the Headteacher for consideration of response. A flow chart demonstrating the individual steps within the on-call process is included in appendix 3.

The teacher will deal with all classroom-related issues in the first instance and be supported by the Head of Department. Subsequent consequences, such as break time detentions, will be issued.

12. The WIN Conversation

All staff will use the WIN technique to tackle poor bahviour.

What happened: What happened? Staff are expected to keep this strictly about the behaviour, not the child. For example, ‘We need to discuss that you were calling out during cold-calling.’

Impact: What is the impact of the behaviour? For example, ‘The behaviour of calling out interrupted the lesson and prevented others from sharing their ideas’.

Next steps: This is the correction and should have positive framing. Make it hopeful. For example, ‘You have worked well for the first 20 mins, next time wait your turn, I know you can do it. What do you need from me to help you succeed?’

13. Behaviour around the school building and grounds

All students are expected to walk calmly around the school and be on time for their lessons. A student not acting **safely, respectfully or responsibly** will be challenged and potentially receive a consequence, depending on the severity of their behaviour.

14. Behaviour travelling to and from school

All students are expected to travel calmly to and from school. A student not acting **safely, respectfully or responsibly** will be challenged and potentially receive a consequence, depending on the severity of their behaviour.

15. Behaviour on trips and fixtures

All students who are on a trip/fixture are representing the school. A student not acting **safely, respectfully or responsibly** will be challenged and potentially receive a consequence, depending on the severity of their behaviour.

16. Behaviour outside of the school

All students must ensure they act **safely, respectfully or responsibly** outside of formal school time. Any student found to be bringing the school into disrepute or infringing on the rights of staff can expect to be challenged and potentially receive a consequence, depending on the severity of their behaviour.

17. Bullying

West Lakes Academy will not tolerate harassment, bullying, physical threats, or abuse in any form, whether online or outside of school. Our Child-on-Child Abuse Policy is on our website and is reviewed annually.

18. Child on child abuse

We recognise that children can abuse their peers, and all staff understand the importance of challenging inappropriate behaviours between peers. This is generally referred to as child-on-child or peer-on-peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, abuse in intimate personal relationships between peers; the consensual or non-consensual sharing of nude and/or semi-nude images/videos and initiating/hazing type violence and rituals. This can also include images generated using AI technology.

Downplaying certain behaviours, for example, dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;

- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

Guidance on dealing with cases of child-on-child abuse is included in our Child Protection and Safeguarding Policy and procedures.

19. Sexual violence and sexual harassment (SVSH)

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stages. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

We have a zero-tolerance in relation to any form of sexual discrimination, sexual violence, or sexual harassment amongst or directed at staff or pupils in the school.

We believe that it is essential that all victims of SVSH are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

Types of conduct that are inappropriate and may constitute sexual violence or sexual harassment include, but are not limited to, the following:

19.1. unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity;
19.2. sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;
19.3. sexual "jokes" or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;

19.4. unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.;
19.5. physical behaviour, such as deliberately brushing against, grabbing, massaging, or stroking an individual's body;
19.6. taking, displaying, or pressuring individuals into taking photos of a sexual nature;
19.7. exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting" (which is a criminal offence), "down blousing", or flashing;
19.8. purposefully cornering or hindering an individual's normal movements;
19.9. engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
    19.9.1. Accessing, downloading, or uploading pornography
    19.9.2. Sharing pornography via the internet, email, or mobile phones i.e., consensual and non-consensual sharing of nude and/or semi-nude images/videos
    19.9.3. Creating or maintaining websites with sexual content
    19.9.4. Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication.

Consequences for incidents of sexual violence or sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents. In some cases, the school will involve the Police when it is suspected that a crime may have been committed.

20. Punctuality

Punctuality to school and lessons is crucial for effective learning. Pupils who are consistently late to school or lessons or who choose to be truant from learning will be challenged and can expect a consequence to be put in place if this behaviour does not improve.

21. Mobile Phones

Students in KS3 & KS4 are not permitted to use their mobile phones during the school day. They are allowed to have them in their possession. They must be 'off and away all day'.

KS5 pupils are permitted to use their mobile phones only in the 6th Form common room.

If a student is seen using their mobile phone, it will be confiscated. If this is the first time in a half term, they will receive it back at 3pm from the school reception.

If a student is seen using their mobile phone for a second time in the half term, it will again be confiscated. A parent/carer will have to collect the phone at the end of the school day.

If a student is seen using their mobile phone for a third time in the half term, it will again be confiscated. A parent/carer will have to collect the phone at the end of the school week.

Refusal to hand over a mobile phone, will result in further consequences.

22. Uniform

All students are required to attend school in the correct uniform. Students must bring the correct uniform with them for their PE lessons. Students who choose not to follow the uniform policy will be challenged and can expect a consequence to be implemented if this behaviour does not improve or becomes a regular occurrence.

23. Prohibited items in school

The following items are prohibited in School and on the journey to or from school:

23.1. All tobacco products and associated paraphernalia.
23.2. All vaping products and related paraphernalia.
23.3. All nicotine products, including snus and nicotine pouches.
23.4. Alcohol in any form.
23.5. Fireworks, matches, lighters or associated paraphernalia.
23.6. Illegal items, substances, drugs and associated paraphernalia. This extends to items which are illegal due to age restrictions.
23.7. Weapons of any description. This includes ‘trick knives’, ‘keyring knives’ or similar items. These are deemed inappropriate for a school environment
23.8. Chewing Gum

24. Toilets

Students are not permitted to be in the same toilet cubicle as another student. Students are not permitted to use the staff toilets. Due to safety concerns, students are likely to be searched if they are found in a toilet cubicle with another student. Any student who is in a cubicle with another student can expect a consequence to be issued. Regular occurrences of this behaviour will escalate the consequences.

25. Searching

Searching, screening and confiscation are conducted in line with the Department for Education's latest guidance on this matter.

Any item believed to be unsafe for a young person may be removed.

Only the Headteacher or a member of staff authorised by the Headteacher can carry out a search. All searches will be recorded in CPOMS.

Any prohibited items found in students' possession will be confiscated. Items which are illegal for a student to have will either be passed to the police or disposed of.

26. Use of Reasonable Force

WLA uses the guidance given in the Department for Education's ***Use of reasonable force and other restrictive interventions in schools Guidance for schools in England February 2025.***

All members of school staff have a legal power to use reasonable force in certain circumstances. Our staff who are most likely to need to use reasonable force and/or other restrictive interventions hold Team Teach Training.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury 'Reasonable' in these circumstances means 'using no more force than is needed'.

The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact, such as leading a pupil by the arm out of the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

Any use of force by staff will be reasonable, lawful, and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;

- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs, and disabilities.

27. Staff training

Behaviour management training is part of our staff induction programme for new staff. Behaviour management training will feature as part of our annual staff training. All staff receive training based on the Unconditional Positive Regard framework.

28. Safeguarding

West Lakes Academy recognises that changes in behaviour may be an indicator that a pupil needs support or protection. We will consider whether a pupil's behaviour may be linked to their suffering or being likely to suffer significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to the Safeguarding policy, Child on Child abuse policy or the Child Protection policy for more information.

Appendix One - *Behaviour Management Ladder*

Preliminary stage	
Minor breach of student expectations	Discussion between staff and student The student reminded of expectations
Level 1	
Low-level breach of code of conduct	Behaviour point issued by school staff member and recorded on Sims/Edulink Loss of break-time
Level 2	
Concern Repeated breach of code of conduct	Loss of break-time Loss of social-time at lunch After school detention
Level 3	
Significant issue Continued breach of code of conduct	After school detention Suspension - Issued by **Headteacher**
Level 4	
Major issue/concern Persistent or serious breach of code of conduct	Suspension Permanent exclusion Sanctioned by Headteacher

Be Safe, Be Respectful, Be Responsible

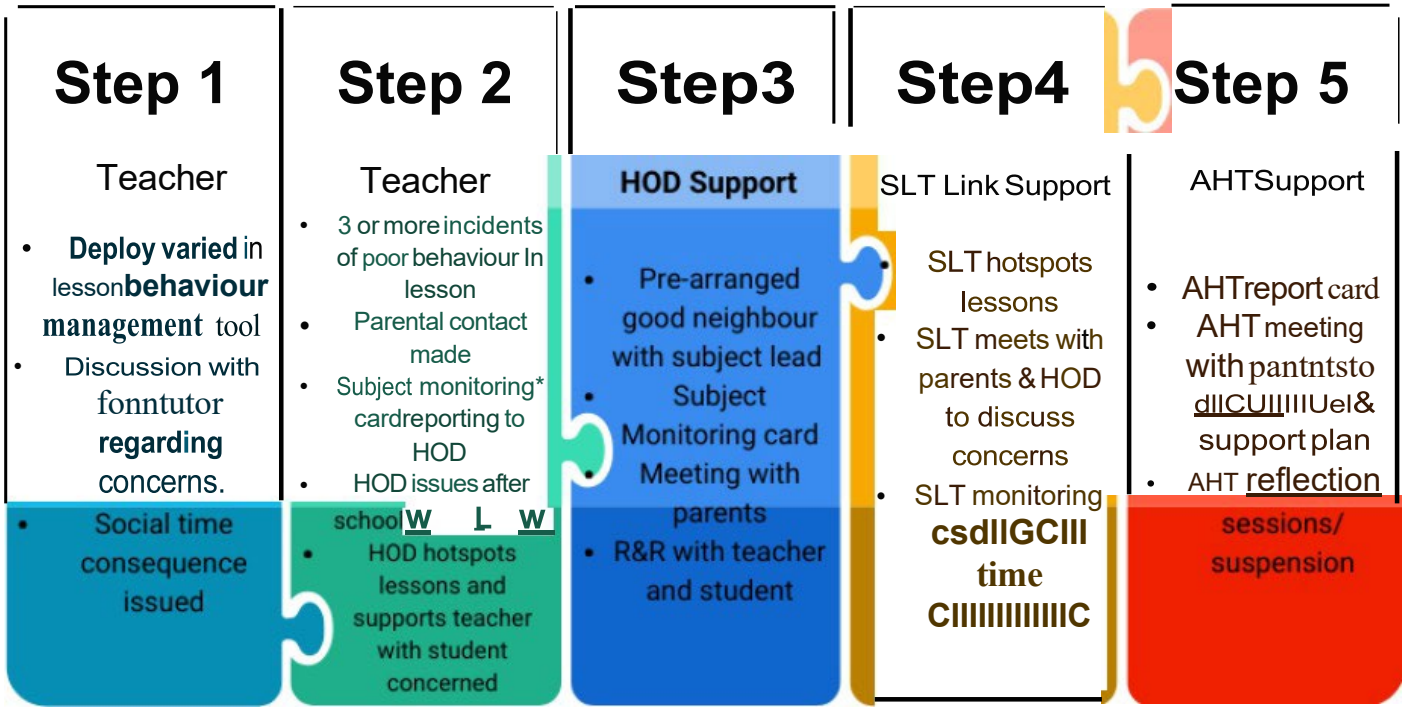
	Level 1	Level 2	Level 3	Level 4
Be Safe	• Breach of code of conduct	• Repeated breach of code of conduct	• Continuous or significant breach of code of conduct • Possession of prohibited items.	• Persistent and/or major infringement of the code of conduct. • Alcohol on the school premises • Possession of prohibited items. • Smoking/Vaping within school • Supplying of prohibited items • Possession of weapons • Truancy from the school site • Major breach of health and safety that places students at risk of harm.
Be Respectful	• Rudeness to another person at WLA.	• Unkind behaviour to another person at WLA • Disruption to learning /lesson • Damage to school property • E.g accidental breakage through carelessness • Inappropriate use of social media	• Bullying and/or aggressive behaviour to include cyber-bullying, racist and homophobic language • Child-on-child abuse. • Sexually inappropriate behaviour. E.g sexually inappropriate language • Swearing at a staff member • Malicious use of social media	• Physical violence • Sexual abuse or assault
Be Responsible	• Failure to meet learning expectations. • Not properly equipped. • Littering • Lateness to lesson	• Repeated failure to meet learning expectations. • Failure to follow instruction.	• Truancy from lesson • Persistent disruption to learning/ lessons • Theft • Persistent abuse of the school's phone policy. • Signification repeated failure to follow instructions.	• Cheating in an external examination • Unsubstantiated serious or malicious allegations against staff • Persistent failure to follow instructions.

Every case is dealt with on its own merit, and the above is an example of where various behaviours would be placed; it is not an exhaustive list. The Headteacher reserves the right to make the final decision as to how to sanction a negative behaviour.

Appendix 2

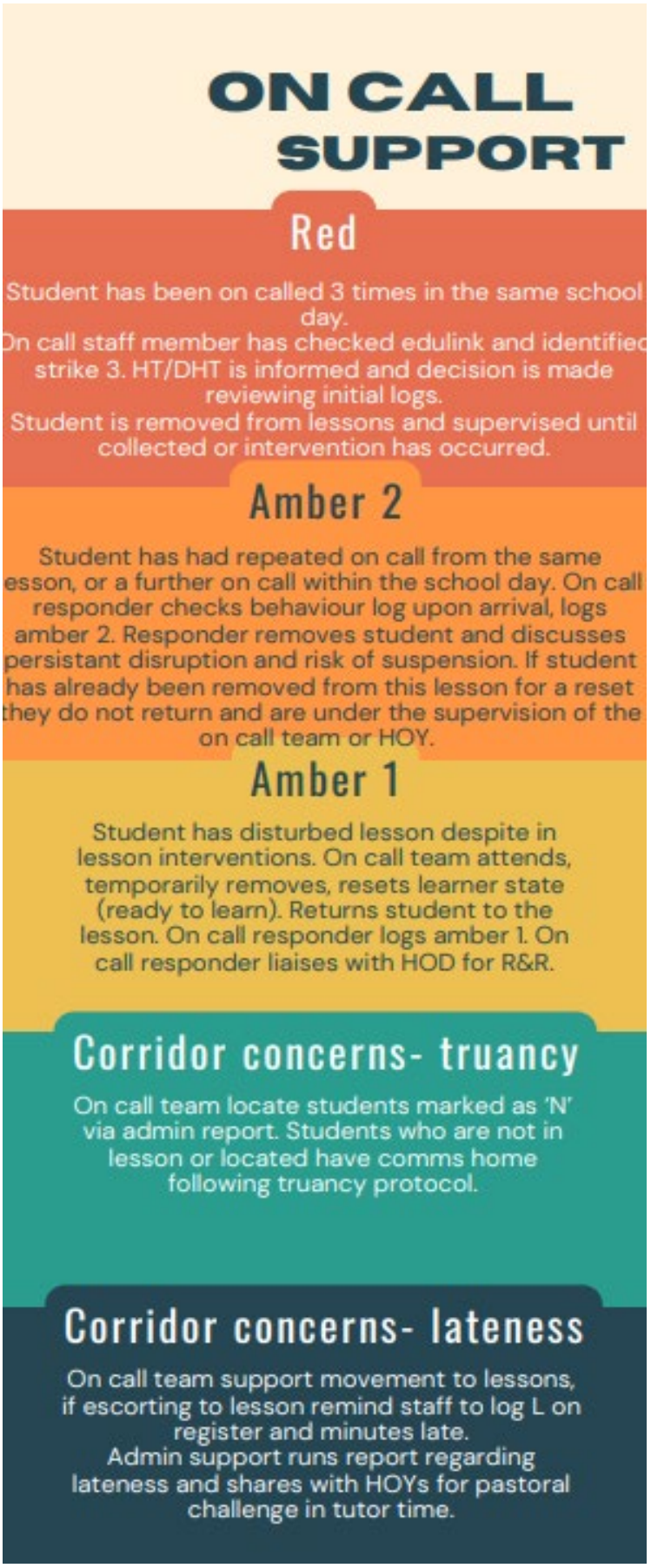
Pastoral Behaviour Support Process
Step 1
Tutor Support
5 behaviour incidents
Tutor meeting
Support plan
Tutor monitoring card
Form tutor contacts home and updates parents weekly
Step 2
HOY Support
Additional 5 points after 2 weeks of TSP
HOY support plan with parents (meeting)
HOY Monitoring card
Step 3
SLT Link Support
2 weeks of HOY support plan and further 5 or more behaviour incidents occurred
SLT Monitoring card
BMP
Step 4
AHT Support
Failed BMP review
AHT Report card
Internal AP referral
Child centred crisis meeting
Step 5
DHT/HT Support
Governors disciplinary panel
External AP referral
Off site provision

Subject Behaviour Support Process



*If student is already on a report card, additional subject specific card does not need to be issued. Report card allocation to be confirmed via discussion with tutor

Appendix 3


ON CALL SUPPORT
Red
Student has been on called 3 times in the same school day.
On call staff member has checked edulink and identified strike 3. HT/DHT is informed and decision is made reviewing initial logs.
Student is removed from lessons and supervised until collected or intervention has occurred.
Amber 2
Student has had repeated on call from the same esson, or a further on call within the school day. On call responder checks behaviour log upon arrival, logs amber 2. Responder removes student and discusses persistant disruption and risk of suspension. If student has already been removed from this lesson for a reset they do not return and are under the supervision of the on call team or HOY.
Amber 1
Student has disturbed lesson despite in lesson interventions. On call team attends, temporarily removes, resets learner state (ready to learn). Returns student to the lesson. On call responder logs amber 1. On call responder liaises with HOD for R&R.
Corridor concerns- truancy
On call team locate students marked as 'N' via admin report. Students who are not in lesson or located have comms home following truancy protocol.
Corridor concerns- lateness
On call team support movement to lessons, if escorting to lesson remind staff to log L on register and minutes late.
Admin support runs report regarding lateness and shares with HOYs for pastoral challenge in tutor time.