

Birches Head Academy



Behaviour & Safety Policy

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Approved by Head of School:

L. Toach

Approved by Chair of Governors:

S. Finlay



Frank Field
Education Trust

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Our Vision

‘Aspire to Be More’

Our Purpose: We believe social justice can be achieved for our communities by providing excellence in education.

Our approach builds on the 2010 ‘Field Review’ into poverty and life chances, conducted by the founder of our Trust, Frank Field. This review found that the gap in cognitive, social and emotional skills between the most and least disadvantaged starts well before children enter the education system. This gap widens still further during school years.

Our aim is to run schools that buck this national trend with the aim of equalising life chances by the time our young people leave school. The high-quality education we aim to deliver will ensure that all children gain the cultural capital that enables them to have:

- Unlimited dreams and ideas beyond expectations.
- A vision of what they want to achieve in life and how to achieve it.
- A strong sense of duty, responsibility and service.
- Care and compassion towards each other, within the local community and the wider world.
- Choice-filled lives and the desire and motivation to develop as a good person.
- A positive contribution to local communities and wider society.

We want our pupils to have an education that gives them ‘fullness of life’, where the person that they become is of paramount importance. The promotion and development of cultural capital is at the core of the Trust’s vision for social justice, building social cohesion and providing outstanding opportunities for children and their offspring in turn to lead choice-filled lives in the future. Such a vision is increasingly necessary to counter the current stagnation in social mobility.

It is our purpose to ensure that all FFET academies remove those barriers and so ensure social justice outcomes for all our pupils.

Therefore, through a relentless commitment to delivering our purpose we will provide:

- An exceptional academic education to all children (Intellectual Capital)
- A values led approach to education for every child with the right environment for every child to flourish by building learning communities in partnership with parents/carers (Social Capital)

Achieving these commitments will ensure that when pupils leave our schools, they are ready for the next step in their journey: leaving with the necessary skills and knowledge, and the desire to serve others and to lead a choice filled life.

Our determination to do this, in its fullest sense, resonates with our motto inspired by the words of Oscar Romero “Aspire not to have more, but to Be More”.

Links with other policies

This policy has obvious links with the wider safeguarding agenda and specifically all policies that make up the safeguarding suite of documents. It should be read in conjunction with the Child Protection & Safeguarding Policy.

Moral Values:

We believe that all pupils should be aware of the standards of behaviour expected at our Academy community to take responsibility for living these out on a daily basis. Positive relationships throughout the Academy are built on a set of shared values:



Roles and Responsibilities

We aim to model these values and encourage our pupils to embrace them, developing skills and habits which will prepare them for the opportunities and challenges they will face in the future.

We believe that if we want excellent learning, we need excellent behaviour. We want BHA (BHA) to be a calm, safe and supportive community where everyone can fulfil their potential and go on to live choice filled lives. This policy outlines how we achieve this, so everyone is clear on what we expect, and how their choices will be celebrated or sanctioned.

Roles and responsibilities The Local Governing Board

The Local Governing Board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Executive Headteacher / Head of School:

The Executive Headteacher / Head of School is responsible for:

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

Staff

All staff are responsible for:

- Providing an environment in which pupils will develop through our academy values
- Creating a calm and safe environment for pupils by implementing Consistency Across the Academy
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the academy's expectations, routines, values and standards through teaching behaviour in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the academy culture and how they can uphold academy rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

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Parents and carers

Parents and carers, where possible, should:

- Support the moral development of their child
- Ensure their child attends the academy, daily in full uniform and is properly equipped and on time for each academy day
- Take an active interest in their child's academic progress by supporting the academy's homework programme and by attending review meetings and other relevant activities
- Support their child in adhering to the academy's behaviour policy
- Inform the academy of any changes in circumstances that may affect their child's behaviour

Pupils

Pupils will be made aware of the following expectations during their induction into the Academy:

- To respect and support the academy values
- To attend in full uniform daily, and arrive promptly and properly equipped for each day
- To be an ambassador for the academy whilst travelling to and from home
- The rewards they can receive when meeting academy expectations
- The pastoral support that is available to them throughout their time at the academy will be made aware of the following expectations during their induction into academy:

Pupils will be asked to give feedback on their experience of the behaviour culture through the academy council to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who arrive through an In-Year Transfer.

The promotion of positive behaviour

Our aim is to create a culture that promotes excellent behaviour which ensures that pupils can learn in a calm, safe and supportive environment and protects them from disruption.

We are passionate about our communities and the world around us and commit to make a positive contribution. Everything we do is based on the values we share. We believe that all pupils should be aware of the standards of behaviour expected at our Academy which are underpinned by our values. Positive relationships throughout the Academy are built on a set of shared values:

- | | |
|--------------|---|
| • Justice | our academy rules are fair and reasonable. |
| • Humility | we aim to ensure that everyone in our community has a place and a voice that will be heard. |
| • Respect | treat others how you would wish to be treated yourself. |
| • Courage | the quality of having strength in the face of difficulty. |
| • Integrity | the quality of having strong values |
| • Compassion | the quality of having concern for others. |
| • Honesty | the quality of being truthful. |
| • Gratitude | the quality of being thankful and showing appreciation. |

We want our pupils to do this not only because they must, but because they want to, and are mature enough to know how to do the right thing.

The image below demonstrates the reasons why pupils behave well. We want all our pupils to aim to consistently do the right thing and to demonstrate our moral virtues.

I behave well because:



- **It's who I am** – we afford our pupils opportunities to demonstrate our moral values in all aspects of Academy life and beyond
- **I want praise** – we want our pupils to be rewarded within the BHA's social capital curriculum
- **I want everyone to think positively about me** – we want our pupils to demonstrate BHA's social capital curriculum
- **I want to have a great future** – we want our pupils to experience all that BHA's cultural and intellectual curriculum can offer to allow pupils to flourish

We aim to model these values and encourage our pupils to embrace them, developing skills and habits which will prepare them for the opportunities and challenges they will face in the future.

We believe that if we want excellent learning, we need excellent behaviour. We want BHA to be a calm, safe and supportive community where everyone can fulfil their potential and go on to live choice filled lives. This policy outlines how we achieve this, so everyone is clear on what we expect, and how their choices will be celebrated or sanctioned.

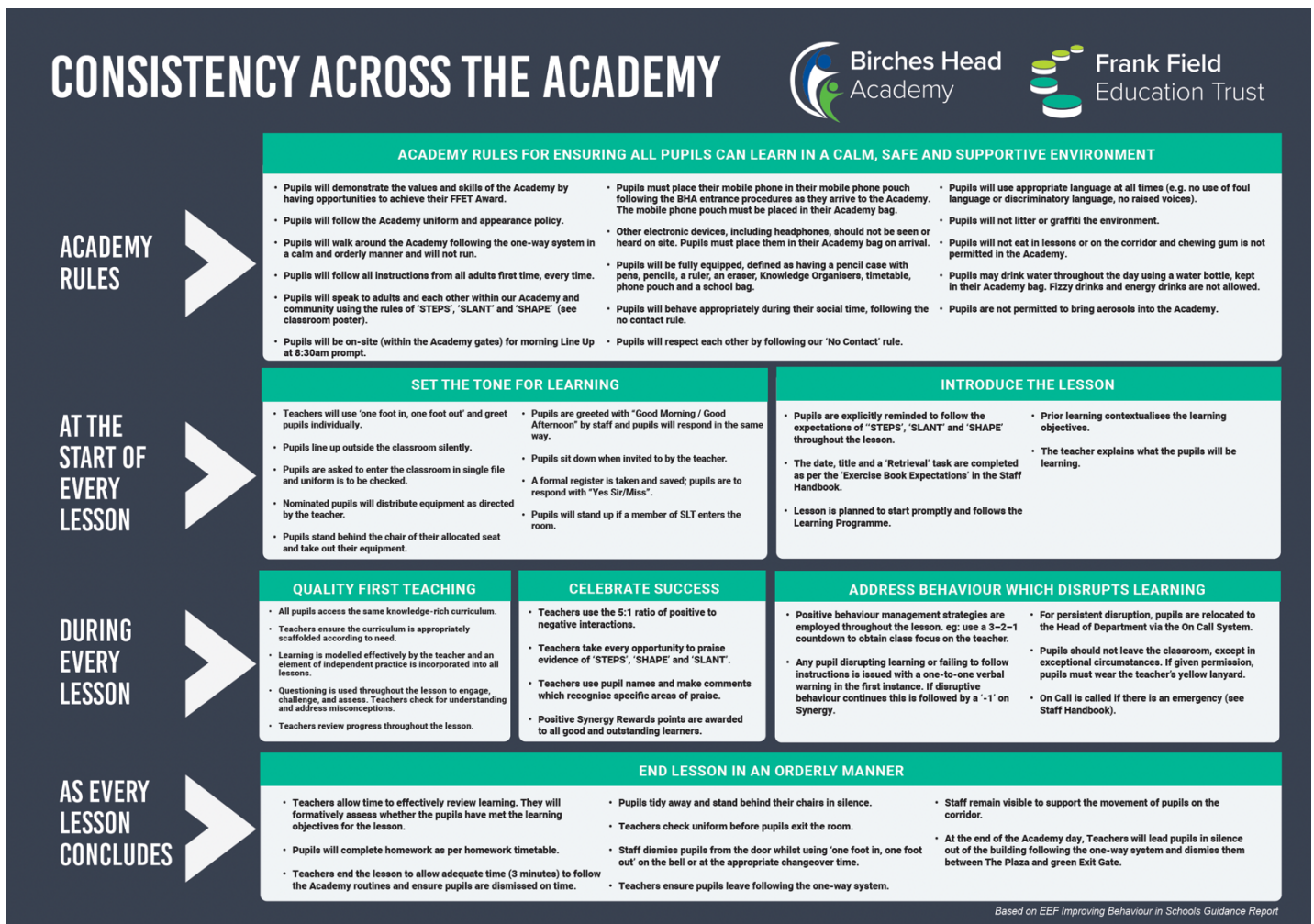
Consistency Across the Academy

Our “Consistency Across the Academy” rules ensures that there are clear and consistently high expectations regarding routines and behaviour and that this is centered around always establishing a positive safe working environment which enable teachers to teach and pupils to learn.

We expect staff to prepare lessons that are well planned, sequenced, organised, informative and engaging. We expect pupils to come to school prepared to learn and to engage with their learning positively and respectfully. Teachers will have very high expectations of their pupils.

There are four strands to our 'Consistency Across the Academy' approach to learning which outline our rules regarding behaviour before during and after lessons in Academy. All staff and pupils are expected to follow these ensuring that a consistent, clearly understood approach to learning takes place.

- Academy Rules
- At the Start of Every Lesson
- During Every Lesson
- As Every Lesson Concludes



STEPS, SHAPE and SLANT

Pupils will speak to adults and each other within our Academy and community using the rules of 'STEPS', 'SHAPE' and 'SLANT'. These simple rules must be insisted upon whenever you are interacting with pupils. Children will quickly learn that this is the expected standard of behaviour and in doing so, will paradoxically make BHA a calm, safe and supportive environment. SHAPE will be used to support the oracy skills of pupils within all lessons.

The poster illustrates our STEPS, SHAPE and SLANT in detail:

SLANT, SHAPE & STEPS

Part of the Frank Field Education Trust

PUPILS ALWAYS ADOPT THE RIGHT

'SLANT'

ON BEHAVIOUR

Sit up straight and pay attention

Listen carefully to instructions

Ask or answer questions at every opportunity but...

Never interrupt anyone when they are talking

Track the teacher when they are talking to the class

PUPILS ALWAYS PROVIDE THE RIGHT

'SHAPE'

TO THEIR RESPONSES

Speak in full sentences when responding to a question or building upon the response of another pupil

Have your hands away from your face when talking

Articulate your speech instead of mumbling. Your teachers will ask you to say it again.

Project your voice to be heard by others. It is polite to ensure that others can hear you

Eye contact is used to address the person you are talking to

PUPILS ALWAYS ADOPT THE RIGHT

'STEPS'

ON BEHAVIOUR

Sir or Miss. Address all adults in this manner or end each reply this way.

Thank anyone who does anything for you by clearly saying 'Thank You'

Excuse me. Use this word when trying to get someones attention

Please. Use this word when you request anything either at the start or end of the sentence.

Smile. A positive facial expression, tone of voice and body language leads to more positive outcomes.

Based on 'Teach like a Champion' by Doug Lemov

Pastoral Care

Pastoral Care is designed in such a way to ensure that all pupils feel that they belong. They are individually known, valued and supported by all staff to ensure they maximise their progress throughout their journey. Our team ensure that pupils feel they are included and empowered to be an important part of our community. It also means that pupils are challenged through an ongoing dialogue about their participation and progress as they aspire to be more.

The Head of School is assisted in the planning and delivery of pastoral care by a team of staff.

Belonging enables everyone to thrive. When our community feels safe, respected, included and empowered, they engage more deeply, behave more positively, and achieve more highly. Belonging is therefore central to our purpose, our values, and our approach to education.

We are dedicated to ensuring that our Academy environment supports learning and the well-being of pupils and staff through a strong sense of community cohesion. Good behaviour and self-discipline have strong links to effective learning. We work hard to provide a safe Academy where pupils feel included in every aspect of Academy life and comfortable to voice their opinions.

We will ensure all of our pupils gain the necessary cultural capital that will ensure they are able to have a choice-filled life. As part of this, pupils develop social capital through exposure to key positive behaviours such as our moral values and LORIC skills that enhance their ability to succeed in life.

- **Senior Leadership Team** have the strategic overview for all pupils in the Academy. The Senior Leadership Team ensure that pupils receive the support they require to progress academically and socially.
- **Head of Learning** have a strategic overview of their year group supporting children's progress academically and socially. Heads of Learning manage Learning Coaches and Form Tutors to ensure all pupils receive the support they need.
- **Learning Coaches** are non-teaching members of staff who support children pastorally throughout their journey at the Academy.
- **Form Tutors** are the first point of contact for pupils to review their academic progress and provide support both academically and socially.
- **Attendance Team** provide support to pupils and families in breaking down barriers to attending school. The Attendance Team works in conjunction with all of the above roles.

The School Day & Academic Review

The Academy Day begins at 8.30am with Lesson 1 beginning at 8.40am.

Academic Review takes place for 30 minutes in the middle of each day and it is an opportunity for staff and pupils to spend time with Form Tutors to monitor the progress pupils are making. It is an opportunity for Form Tutors to get to know their pupils in a pastoral setting and to develop a holistic view of all aspects of the pupil's life.

The role of the Form Tutor is central to the smooth running of Academy routines and for the best possible education and care of pupils. They are the daily point of contact with the pupils and have a unique opportunity to shape and mould their form in tune with the ethos and vision of the Academy community.

A daily uniform and appearance check is carried out to ensure the highest of standards are maintained. Assembly is a weekly timetabled event for every year group.

Pupil Leadership & Academy Council

Pupil leadership is an important element of our Be More curriculum and provides opportunities for our pupils to develop their LORIC skills and demonstrate our moral values in the wider community and acting as role models.

Pupil leadership plays a vital role in the communication between pupils and staff. It provides an opportunity for pupils to represent the school in the wider community and to act as role models. We have a wide range of opportunities for pupils to become leaders.

Pupil leadership Teams:

- **Be Kind Team** - The Be Kind Ambassadors support the promotion of kindness and positivity in the school community. They are available at social times for other pupils to talk to at social times.
- **Global Team** – The Global Ambassadors promote the relationship with schools and cultures across the world.
- **Eco Team** - The Eco Team Ambassadors are responsible for the school environment and eco awareness.
- **School Council** - The School Council Ambassadors represent pupil voice and promote positive change. Each form group is represented within the year group council who feed into the whole school council.
- **Library Team** - The Library Ambassadors promote literacy across the school and support the smooth running of the library.
- **Be More Team** - The Be More Ambassadors help support pupils understanding of the moral values to embrace opportunities in the co-curriculum to engender a choice filled life.
- **Transition Team** – The Transition Ambassadors are responsible for supporting pupils at the Year 6 to Year 7 transition and will represent the school at a range of events.
- **Sports Leadership Team** - The Sports Ambassadors assist in leading sporting events within the school and the wider community.
- **Trust Council** - The Trust Council Ambassadors represent each school and meet with the Executive Team and Trustees to develop the Trust approach.

Equally important is the promotion of social capital which we call the Be More Curriculum. This includes not only wider opportunities for sport, music, drama, art, outdoor education and travel, but also the necessary behaviours to be good citizens focusing on the development of our children's moral values and skills.

The FFET Be More Curriculum consists of two strands: a taught strand and an experiences strand. The taught strand is a universal offer for all pupils at every Be More stage. It is delivered through dedicated PSHE and careers education lessons. There is a strong focus on oracy across the curriculum to develop pupils' confidence, communication skills and ability to articulate their ideas effectively.

Rewards & Sanctions

We aim to create a culture where pupils and staff flourish in safety and dignity. We have developed a rewards system that recognises pupils positive behaviours at all times.

Our rewards system celebrates positive attitudes to learning and ensures pupils have the opportunity to have their effort and achievements recognised in line with our values and LORIC skills. We have a range of ways in which we recognize and celebrate pupils achievements.

We believe in working closely with parents, as partners in the life journeys of our pupils. Parents and staff use a secure online system called Synergy which records the academic progress of each pupil, as well as all positive and negative behaviour points that are awarded, so parents can see how their children are doing and be informed of any issues or challenges that arise. Staff can use this system to identify where they need to either reward good behaviour or intervene to address poor choices.

How do we praise and reward our pupils:

 Daily Rewards	<ul style="list-style-type: none">★ Positive Praise Points★ Praise Phone Calls★ Praise Postcards	
 Weekly Rewards	<ul style="list-style-type: none">★ Fantastic Friday★ Attendance Rewards★ Positive Behaviour Rewards	
 Every LP	<ul style="list-style-type: none">★ Head of School Lunch★ Senior Leader Letters★ Principal Letter★ HOL Afternoon Tea★ Reward Assemblies★ Positive Behaviour Rewards	
 Annual Rewards	<ul style="list-style-type: none">★ Awards Evening★ Pupil Leadership Recognition★ End of Year Celebration	

Frank Field Education Trust Awards (FFET Awards)

The FFET Awards are our flagship award scheme, created to recognise the achievements of pupils at each stage of the “Be More” Curriculum.

Pupils will receive an FFET Award at three different levels at each of the different stages of the “Be More” curriculum (Gold, Silver or Bronze level). Our aim is that all children achieve at least a Bronze award at each stage during their school career.

To achieve each level of the FFET Awards pupils gain FFET points when they complete and participate activities and challenges within all elements of the “Be More” curriculum.

In addition to the curriculum and extra-curricular activities that allow pupils to earn FFET points. Every subject and Year Group sets an FFET Award Challenge in each Learning Programme.

At two occasions during the year, a trust wide FFET Awards Ceremony is held to award Gold Awards to pupils across the Trust. Bronze and Silver FFET Awards are presented during school rewards assemblies.

Overview of our Sanctions Systems

A sanction may be issued by a member of staff where a pupil does not act safely, respectfully, or responsibly or does not accept responsibility for their actions. When determining the sanction to be issued, the member of staff will consider the pupil's circumstances (including their age and any SEND) alongside the circumstances of the case. The sanction issued will be appropriate to the seriousness of the incident taking those factors into account. Sanctions will generally be part of a graduated response to incidents of inappropriate behaviour, although there may be occasions where the serious nature of an incident requires a greater sanction to be issued. Restorative justice and forgiveness are integral to this.

Examples of graduated response could be as follows (although this is not an exhaustive list):

Level of Behaviour	Examples of Behaviour	Suggested Strategies	Actions for Teachers
Level 1 – Low Level (Class Teacher / Form Tutor)	Chatting/noisy; distracting others; not listening; out of seat; late to lesson; inappropriate language; passing notes; time wasting; teasing; chewing; daydreaming; fiddling; rocking on chair; homework not completed	Consistency across Academy; STEPS, SLANT and SHAPE; clear classroom boundaries; well-planned lessons; refocus activity; varied teaching style; TA support; SEND plans; seating plan; low-key voice; proximity; praise; humour	Verbal warning; move seat; catch up work; note to parent; detention/loss of free time; classroom community service; reset homework deadline; log -1 on School Synergy; phone parent/carer; mobile/electronic device use → Emergency On Call
Level 2 – Moderate Level (Class Teacher / HOD / TLR Holder / All Staff)	In class: persistent disruption; arguing back; stopping others working; repeated refusal to follow instructions; persistent lateness; repeated lack of work/homework; truancy to subject; no contact. Out of lesson: repeated running/shouting on corridors; uniform/appearance issues; loitering; eating/chewing on corridors; dropping litter; not following one-way system;	Consistency across Academy; STEPS, SLANT and SHAPE; clear boundaries; refocus activity; TA/SEND support; seating plan; calm voice; proximity; praise; role modelling expectations out of lessons	In class: departmental removal via On Call; log -2 on School Synergy; detention; HOD phone call/letter home; departmental isolation; extra work; Behaviour Improvement Plan; HOD/HOL communication for AIM. Out of lesson: removal to HOL/TLR; detention; phone call/letter home; community service; pastoral isolation; BIP; possible ISC placement if repeated

	boisterous/foul language; ignoring instructions		
Level 3 – High Level (All Staff / SLT Emergency On Call)	Urgent safeguarding issue; out of control behaviour; dangerous behaviour; threatening behaviour; pupils walking out of lessons; physical assault; refusal to cooperate with HOD/HOL/SLT; homophobic and racist remarks; fighting; off-site at break/lunchtime without permission; defiance/non-co-operation of Academy rules; use of mobile-phone / smart watch	Use School Synergy to alert Emergency On Call; refer to SLT Emergency Call Out Flowchart; On Call used only for emergencies and ideally made by HOD	Removal by SLT; pupil placed with HOD/TLR or ISC; SLT records incident on School Synergy; immediate parental contact by SLT; HOD/HOL completes Level 3 Incident Form and collates statements; next-day parental meetings; possible ISC placement; departmental report card or BIP; placement at another high school; suspension; permanent exclusion; HOD/HOL communication with SLT link for AIM; mobile/electronic device use → Emergency On Call

It is expected that if a pupil is issued with a sanction, they complete it. This is about pupils being responsible for their own behaviour, actions and learning. If a pupil fails to complete a sanction, then further support and/or sanctions will be issued at the discretion of the Executive Head Teacher/Head of School. The sanction will work in conjunction with restorative justice / forgiveness.

Behaviour outside of the Academy gates

Where behaviour occurs which is not safe, respectful or responsible when a pupil is outside of the Academy, an appropriate sanction will be given, in line with the 'Overview of Our Sanctions System'. This is particularly in relation to violent conduct e.g. a physical assault or bullying incidents. Pupils are encouraged to wear their Academy uniform correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy. The expectations of pupils behaving safely, respectfully, and responsibly apply to Academy trips and visits and the same sanctions will be used if necessary.

Reintegration Meetings

Parents/carers will be expected to attend a reintegration meeting following a suspension. The purpose will be to discuss the suspension and a way forward for the pupil with the aim of modifying their behaviour so they are safe, respectful and responsible.

Reporting to Parents

Consequences, sanctions and suspensions will also be reported.

Prohibited items

Children should only bring in equipment to support their learning. The items below are prohibited on the Academy site.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers/Vapes
- Fireworks
- Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

If a child is suspected to be in possession of any items that may harm themselves or others, then a search will be carried out. Searches will only be carried out by a member of staff who has been authorised to do so by the Executive Head Teacher/Head of School, or by the Executive Head Teacher/Head of School themselves. There will be another member of staff present as a witness to the search.

Permanent Exclusion

A permanent exclusion can be issued by the Executive Head Teacher/Head of School for extreme violation of our expectations of pupils to be safe, respectful or responsible. Whilst this list is not exhaustive, the following are examples of behaviour which can result in permanent exclusion:

- a) serious actual or threatened physical assault against another pupil or a member of staff
- b) sexual harassment, sexual abuse (including online) or sexual violence
- c) supplying an illegal drug
- d) possession of an illegal drug with intent to supply
- e) carrying an offensive weapon (items judged by the Executive Head Teacher/Head of School to be carried with the potential to inflict injury on another individual)
- f) making a malicious serious false allegation against a member of staff
- g) potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm
- h) persistent disruption and defiance including bullying (which could include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises
- i) deliberate activation of the fire alarm without good intent

- j) repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network
- k) repeated verbal abuse of staff
- l) any other offence not listed but is, in the opinion of the Executive Head Teacher/Head of School, so serious that it warrants a permanent exclusion.

The governors must meet by Law to decide if the exclusion was an appropriate one.

Suspension

In an Academic Year, the Head of School and only the Head of School, can suspend a pupil for a period of up to 45 days. These can be for a range of reasons deemed by the Head of School. If a pupil is suspended for more than 15 days, in any one term, the governors must meet by Law to decide if the suspension was an appropriate one.

Off-site direction

In some circumstances the Head of School and Governing Body may direct a pupil to attend somewhere offsite to receive education, full or part-time, that is intended to improve their behaviour. This may lead to a Managed Move which is a permanent move following a successful off-site direction to another provision.

Discretion

No behaviour policy can cover all eventualities. The Head Teacher reserves the right to use their discretion, in line with this policy, to help BHA pupils make better choices. If pupils find it difficult to meet our high expectations of being safe, respectful or responsible, we will support them through appropriate reasonable adjustments and interventions.

Consideration will be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy will consider whether a multi-agency assessment is necessary.

It is expected that if a pupil is issued with a sanction, they complete it. This is about pupils being responsible for their own behaviour, actions and learning. If a pupil fails to complete a sanction then further support and/or sanctions will be issued at the discretion of the Head of School.

No Contact Rule

The Academy operates a no contact rule; this includes aggressive and non-aggressive physical contact such as but not exclusive to handshakes, fist bumps, holding hands, cuddling.

We recognise that 'play-fighting' during social times is often the catalyst for more serious incidents. Physical aggression, even towards friends, can result in injury and cause harm and distress to others. As stated in our mission statement, we aim to create a calm, safe and supportive environment in which no pupil is in fear of harm.

There are certain times throughout the curriculum that contact is necessary for example in PE or Drama lessons, this is always under the supervision of an adult. Equally, staff may intervene if they deem an accident or injury imminent.

Reasonable Adjustments

Where appropriate, we will make reasonable adjustments for pupils, including those with special educational needs and/or disabilities, whose specific needs mean that they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means that some pupils need additional support to ensure that they meet the high expectations that we have for all of our pupils. We will support pupils to be safe, respectful and responsible in order to make progress by offering support, training, advice, and other interventions to help them.

Part-time timetables

The Executive Head Teacher/Head of School, in limited circumstances, may make use of a part time timetable to support a pupil where necessary. This will be for a limited time and will be agreed with parents.

Additional Provision

This may include the following:

The ISC - This provision, within the Academy, offers opportunities for pupils with more challenging behaviours to be supported to modify behaviours that are preventing them from reaching their potential. This is a bespoke provision, which also ensures that pupils do not fall behind academically.

The Aspire Centre is our main resource where our team of Teaching Assistants work from, alongside teaching staff. The Aspire Centre is dedicated to meeting the needs of all children. The staff within Aspire Centre support pupils' learning opportunities, through using this bespoke environment, we aim to develop the holistic needs of all the pupils who access the Centre. The Aspire Centre follows the same curriculum delivery as timetabled lessons.

Our Romero Centre supports pupils presenting with emotional regulation/oppositional and challenging behaviour, some of whom are at risk of permanent exclusion. The cohort is agreed by SLT and will include pupils who have received a high number of sanctions and support at waves 1-3 but are still failing to thrive. The placement is a time bound intervention within a Learning Programme.

The placement aims to offer further observation/assessment/intervention and referral for these pupils to support a successful reintegration back in to mainstream school.

The Bungalow is used as an alternative to off site suspension. This is staffed by our behaviour team, giving pupils time to reflect and make better behaviour choices, whilst reflecting on issues to date.

The Use of Reasonable Force to Control or Restrain Pupils

Government legislation provides schools and Academies with the power to use reasonable force or make other physical contact. The academy also has a restraints procedure that should be adhered to. Academy staff can use force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Prevent a pupil from attacking another pupil or member of staff or to stop a fight
- Restrain a pupil at risk of harming themselves or others through physical outbursts.
- Prevent a pupil behaving in a way that disrupts a academy event, trip or visit, including

damage or vandalism.

Staff to which this power applies are:

- Any person whom the Head of School has authorised to have control or the charge of pupils including Support staff such as Heads of Learning, Pastoral Staff and Senior Leaders.
- People to whom the Head of School has given temporary authorisation to have control or the charge of pupils.

Confiscation

Confiscation is used as a disciplinary act. Items that may be confiscated include those that may be deemed to be interfering with learning or that could impact upon the welfare, health and safety of other members of the academy community. Possessions in relation to a pupil can include any item over which they appear to have control.

Staff have the right to seize, retain and/or dispose of such items. Whilst every effort will be made to return such items at a given time, the academy does not accept liability for these items. Where appropriate, parents may be requested to collect items from academy. Where pupils refuse to 'hand over' items to a member of staff, powers of search may be used.

Powers of Search

If a suspicion remains that a pupil is in possession of a prohibited item and the pupil does not surrender the item staff should refer the matter to the duty staff. Examples of prohibited items are: (this list is not exhaustive)

- Weapons/ Knives or other dangerous items
- Alcohol/Energy Drinks
- Cigarettes/E-Cigarettes
- Drugs

The powers of search are given to:

- Head of School
- Vice Principals
- Assistant/Associate Principals
- Senior Pastoral Leader
- Heads of Learning

All searches will be conducted in line with current DfE guidance.

If the pupil refuses to cooperate with the search, the Police and pupil's parents/carers may be contacted, however this is not a legal requirement.

For further information, please see the Suspension and Permanent Policy.

Child on Child abuse

BHA will not tolerate Child on Child abuse. Please refer to our Safeguarding and Anti-Bullying policies for further information.

Links to other school policies

This Policy will be read in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this school.

The policies listed below are all available on the Academy website:

- Child Protection and Safeguarding Policy
- Staff Conduct Policy
- Anti-Bullying policy
- Behaviour policy
- Equality and Diversity Policy
- ICT Acceptable Use Policy
- Whistleblowing Policy
- Managing Allegations against Staff Policy
- eSafety Policy
- First Aid Policy
- Attendance and Punctuality Policy
- Relationships and Sex Education
- Safer Recruitment