L.E.A.D. Academy Trust
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L.E.A.D. Academy Trust

Behaviour Policy

Policy Information

Document name	Behaviour Policy
Date approved	Trust approval Autumn Term 2026 AGB approval Autumn Term 2026
Date issued	**Autumn Term 2026**
Date of review	**Autumn Term 2027**

Introduction

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

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

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

Underpinning our policy are the following principles:

Cross Reference: Suspensions and Exclusions Policy

Legislative Framework

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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

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

Academy Expectations

The Trust expects each academy to:

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

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

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

The Trust expects each Academy Governing Body (AGB) to provide clear guidance to its academy relating to:

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

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

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

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

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

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

Consequences

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

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

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

- Behaviour plans
- Pastoral Support Programmes (PSPs) if pupils are at risk of suspension or exclusion
- Use of alternative provision (AP)
- A referral to local partners and external agencies may also be considered if it is felt that there are other issues affecting the pupil's behaviour that could be better addressed through a multi-agency approach. Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required. See Working Together to Safeguard Children 2023.

Outside agencies may include:

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

Suspension and Exclusion

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

Equality Statement

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

Safeguarding

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

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

Bullying

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

Monitoring, Evaluation and Review

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

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

Sir Edmund Hillary Academy

Behaviour Policy

Review frequency: Annual

Policy/Procedure management log

Document name	Behaviour Policy
Date approved	
Date issued	**September 2026**
Date of review	**Autumn 2027**
Approved by	Academy Governing Body

Aims

At Sir Edmund Hillary Academy, it is our aim to support our pupils in the best possible way, in relation to their behaviour, in order to allow teachers to teach and all pupils to Learn. The policy makes the expectations for behaviour management explicit in order to ensure Sir Edmund Hillary Academy is a calm and disciplined environment, where everyone follows the rules.
We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with SEND.

In our academy we aim to:
Create a secure, orderly environment in which effective learning can take place
Create a school in which there is mutual respect between adults and pupils
Provide a consistent approach to behaviour management that is applied equally to all pupils
Create a positive culture that promotes excellent behaviour

At Sir Edmund Hillary Academy, our underlying principles are:

Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 23
- Suspension and permanent exclusion - 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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

Definitions

At Sir Edmund Hillary Academy, misbehaviour is defined as:

- Minor physical assault e.g. push, shove, kick (childhood play that is not as controlled as it should be)
- Incorrect uniform
- Poor attitude
- Non-completion of classwork or homework
- Low level disruptive behaviours in the classroom and in the corridors

These will be dealt with through the academy behaviour systems. Parent's maybe contacted as a result of a pupil's behaviour at the discretion of the class teacher. Sanctions will be given such as loss of break/lunch time.

If a pupil is involved with major incident then staff will log it on DCPro 'Record an Incident' section. Staff must add all members of SLT to the notification section of the form. Violence to staff will also be recorded on Myconcern. The pupil will be sent to the member of the Senior Leadership Team on duty at that time, who will after investigation contact the parents/carers of all involved and decide on an appropriate sanction. The Head teacher will be informed at all times of any serious incidents.

At Sir Edmund Hillary Academy serious misbehaviour is defined as:

- Malicious allegations against staff
- Repeated breaches of the academy rules
- Any form of bullying
- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Child on Child abuse
- Theft
- Vandalism
- Fighting
- Smoking and Vaping
- Racist, sexist, homophobic or other discriminatory behaviour

Possession of any prohibited items. These are:

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

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

At Sir Edmund Hillary Academy bullying is defined as:

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Sexist • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, this includes harmful online challenges and hoaxes.

Roles and responsibilities

The AGB and Executive Headteacher

The AGB and Executive Headteacher is responsible for:

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

The Head of School

The Head of School is responsible for:

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

Academy Staff

All staff are responsible for:

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

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

Parents and Carers

Parents and carers, where possible, should:

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

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

Pupils

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

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

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

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

Behaviour curriculum

At Sir Edmund Hillary Academy positive social and academic behaviours are expected, as a result of our stakeholders high expectations we have created a culture that promotes excellent behaviour. The positive behaviour in our academy is a reflection of our C.L.I.M.B.. values.

Sir Edmund Hillary Academy have established this culture by creating an environment where good conduct is expected which makes poor conduct less likely. This behaviour is taught to all pupils during their induction to their new classes, assemblies, PSHE and is embedded throughout all aspects of the day. This practice ensures pupils understand what behaviour is expected and encouraged and what behavior is not. This policy defines those expectations and the resulting positive and negative consequences that reinforces taught element of the curriculum.

- Pupils at Sir Edmund Hillary Academy are expected to:
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the academy
- Treat the academy buildings and academy property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the academy into disrepute, including when outside academy or online

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

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

- Be proud to be part of their community and treat everyone with respect

- Be courteous and respectful
- Engage positively with everyone within the academy community
- Walk calmly but purposefully around the academy following the movement structures that have implemented, respecting other people's physical space
- Talk politely using developed language and not shout out
- Actively engage with staff and visitors- good morning and good afternoon is the standard response that should be expected

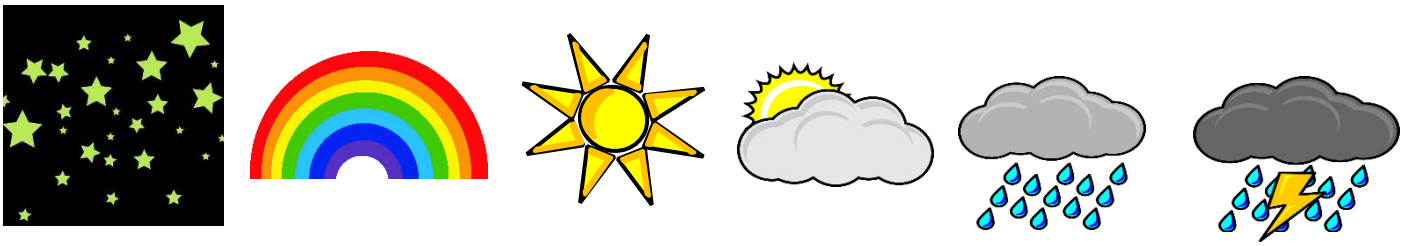
Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile Phones and Devices

Pupils who choose to bring their devices into school must hand them into the school office at the start of the day. Devices are not permitted within the classroom. (See separate policy)

Responding to Behaviour

Pupils who do not break the code of conduct and rules for a week will be awarded a sticker or stamp on a treat-chart in their classroom and their success will be celebrated in assembly each Friday by standing up on our role of honour during an assembly. Every week that the pupil stands up in assembly will equate to 15 minutes of the treat afternoon at the end of the half term; where there will be fun activities to take part in.



At Sir Edmund Hillary Academy, we aim to use positive reinforcement to encourage pupils to express the desired conduct. However, there are times when the behaviour of individual pupils may require sanctions. These will be addressed in the following way:

Every pupil will begin on a ray of the sunshine. This is where we expect pupils to stay as a result of displaying the conduct expected of pupils in our academy. Conduct that exceeds expectation will be rewarded through raffle tickets.
However, we are promoting our pupils at Sir Edmund Hillary to reach for the stars and to carry out acts of kindness within the community and to develop their understanding of our code of conduct values.

- If a pupil carries out an act of kindness for an individual or the whole academy, they may move up to the rainbow and receive 3 raffle tickets for doing so.
- If a pupil displays one of our 6 values; **C.L.I.M.B.** that is beyond our high standards of expectation our pupils can reach for the stars and receive 5 raffle tickets for their effort.

If a pupil goes through an entire week without moving from the sun, they will be rewarded with a stamp/sticker towards the 'special reward afternoon'. They will also stand up in assembly as a sign of achievement and be entered into the class dip in the box.

If a pupil breaks one of our agreed rules, their picture/name will be moved from the ray of the sun to the centre of the sun (the pupil will be told which rule they have broken). At this stage, there are no further consequences. Pupils should recognise that their behaviour must improve. They will still get their 15 minutes towards the treat afternoon at the end of the half term.

If a 2nd rule is broken, the pupil's picture/name will be moved to the sun cloud. The pupil will then be moved to a separate location within the class for 5 minutes.
If a 3rd rule is broken, the pupil's picture/name will be moved to the rain cloud. They will then be given a green form and taken to another class for 20 minutes. The pupil must complete the green form, explaining how they will immediately improve their conduct.
If a 4th rule is broken, the pupil's picture/name will be moved to the thunder cloud. The pupil will then be taken to the office where the pupil will telephone their parents/carers to explain their behaviour before returning to their class.

Some of the options that may be discussed with the parent could be:

- Pupil will go on a target card
- Implementing the local authority's Routes to Inclusion process
- Behaviour contract
- Internal removal (within the academy; which is time limited; with appropriate education and supervision)
- Internal suspension (within the Trust at another academy; which is time limited; with appropriate education and supervision)
- Suspension
- Permanent exclusion

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

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

Sanctions may also be applied where a pupil has misbehaved off-site as recommended in Keeping Children Safe in Education 2023, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Target cards

Pupils who continue to have their name moved over a period of a week and collect 5 negative points associated with name moves will be placed on a target card.
Sir Edmund Hillary has two different target cards one for Key Stage 1 and one for Key Stage 2 due to pupil's cognitive understanding which means they require alternative formats.
Pupils will be placed on **Green** target card to their class teacher for 2 weeks to help focus them on making positive choices. 2 or 3 targets will be set in a positive manner i.e.:

- ✓ I will complete all my work to the best of my ability
- ✓ I will be kind to staff and pupils

If after 2 weeks there is a reduction in name moves they will be removed from target card. If there is not they will be moved to **Orange** target card for a further 2 weeks and report to a member of the leadership team. If they improve their choices they will go back to a **Green** target card. However if they continue to have name moves and choose not to behave in accordance with the high standards at Sir Edmund Hillary Academy, they will be placed on a **Red** target card to the Senior Leadership Team.
Green – Reporting to class teacher
Orange – Reporting to the Phase Leader

Red – Reporting to Inclusion lead, Deputy Head of School, or Head of School

On occasion, pupils experience ACES - adverse childhood experiences – which have an adverse effect on their behaviour in school. In order to support these pupils in maintaining expected standards of behaviour, Senior Leaders may decide to provide a **Lilac** report card which the pupil will bring to a member of SLT. This target card indicates extenuating circumstances that the pupil may be experiencing and differentiates between the normal negative behaviour seen in school.

Suspension and Exclusion

At Sir Edmund Hillary Academy we work with other schools across the Trust in an attempt to reduce any suspensions or permanent exclusions. Therefore there may be occasions when we isolate a pupil in another keystage within the academy in the first instance (this could be for 1 or more days). Then we may consider sending them to another school in the Trust; particularly Cloudside Academy with a teaching assistant. (This could be for more than 1 day depending on the severity of the incident). We will ensure that a reintegration meeting takes place with a member of the senior leadership team takes place before the pupil returns to class.

We do not wish to suspend or exclude any pupil from the academy but sometimes this may be necessary. Our academy adopts Government Guidance for the list of reasons for exclusion. We refer to this guidance in any decision to suspend or exclude a pupil from school;
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688 /Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf

Strategies for Promoting Positive Behaviour

Good quality teaching
Interesting and exciting learning
Clear and consistent high expectations
Praise for good behaviour
Celebrating
Class and whole-school assemblies make use of appropriate stories and real-life experiences to reinforce a positive and moral ethos
Pupils involved in making the rules
Pupils involved in agreeing consequences
Pupils are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
Recognition when behaviour has improved
Giving pupils responsibility for areas around the academy or helping adults
Individually Agreed Rewards
Dip in the box every Friday
A sticker or stamp on the chart for pupils who stand in assembly
A 'treat' at the end of every half term (half a day fun activities chosen by the pupils)
Stickers
Lunchtime Awards
Reader of the week
Work of the week
Mathematician of the week
Cleanest classrooms
Attendance Awards
Raffle tickets – get caught doing what you should!

Strategies for dealing with persistent unacceptable behaviour may include:

Regular discussion with pupils and parents
Instigating the Routes to Inclusion package
Home/academy message books, so that pupils showing persistently unacceptable behaviours are made aware of the importance of liaison between the academy and parents
Target card cards
Tracking the progress of a child's behaviour in school
Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support where necessary)
Structured learning time (the day is broken down into small manageable tasks)
Internal seclusions (learning away from other pupils, on the academy premises but not in class)
Team of adults working closely together to support the pupil
Knowing individual pupils well, to understand possible triggers for their behaviour and avoid or manage those triggers
Referral to outside agencies
Reasonable force (A group of staff are trained in using 'Positive Handling' techniques. De-escalation is the first strategy and handling pupils is a last resort. Restraint of pupils is only used when: a child is at risk of hurting themselves or others; is damaging property or is seriously disrupting the learning of others. Parents are informed.)
Referral to support workshops
Referral to the ELSA
Reduced timetable
Fixed term exclusion
Permanent exclusion

Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
Please refer to our child protection and safeguarding policy for more information.

Responding to Bullying

Procedures

- Pupils should report bullying incidents to a member of staff or someone who they can trust.
- Parents or staff reporting any bullying incidents must use the attached form
- In cases of bullying, the incidents will be recorded by staff on DCPro and addressed initially by the class teacher, followed by the following individuals if an incident is not then resolved; The phase leader, Mrs Wingfield and ultimately the Head of School.
- In cases of bullying, parents of the pupils accused of bullying will be informed and will as necessary be asked to come in to a meeting to discuss the problem.
- Appropriate feedback will be given to parents reporting bullying in a timely manner.
- The academy accepts that any child could display bullying behaviour, and our approach is to help those doing so to change their behaviour.
- If necessary and appropriate, external agencies will be consulted to provide support.

Outcomes

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

Prevention

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

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

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

Reasonable Force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.
Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.
Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (template in appendix 3)
- Reported to parents

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

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

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

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

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

Off-site Misbehaviour

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

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

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

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

Online misbehaviour

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

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

Sanctions will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected Criminal Behaviour

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

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

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

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

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

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

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

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

The academy's response will be:

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

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

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

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

Malicious Allegations

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

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

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

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

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

Serious Sanctions

Removal from Classrooms

In response to serious or persistent breaches of this policy, the academy may remove the pupil from the classroom for a limited time.
Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Arrangements for removal from classrooms at Sir Edmund Hillary Academy are as follows: The pupil will be asked to go to their partner class and complete a reflective piece of work and considering how to make the right choices on return to class. This will be for a limited period of time.
Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.
Removal can be used to:

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

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head of School.
Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The academy will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.
The academy will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with parents
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment
- Off-site direction or use of alternative provision with parents'/carers' consent (see off-site and alternative provision policy)

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

Suspension and Permanent Exclusions

The academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.
The decision to suspend or exclude will be made by the Headteacher and only as a last resort.
Please refer to our suspensions and exclusions policy for more information.

Responding to Misbehaviour from Pupils with SEND

Recognising the Impact of SEND on Behaviour

Sir Edmund Hillary Academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) an as such we have made adaptations to both the curriculum and the behaviour policy and system to ensure that they are not disadvantaged as a result. This will be managed on a case by case matter

and will be different depending on the needs of the pupil. We aim to be able to record the information regarding their presentation in a manner that does not penalise them for behaviour that is not of their choice

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies

As part of meeting these duties, we will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. We will use the Local Authority's Routes to Inclusion.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.
Our approach may include examples such as:

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

Adapting Sanctions for Pupils with SEND

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

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

If the answer to any of these questions is yes, the academy will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering Whether a Pupil Displaying Challenging Behaviour may have Unidentified SEND

The academy's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other bodies.

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

Supporting pupils following a sanction

Following a sanction, we will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the academy. This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A Target card with personalised behaviour goals
- Implement Routes to inclusion
- Access to lunchtime nurture
- Reasonable adjustments within the classroom
- Liaise with outside agencies
- Access to our school counsellor
- Generate a pupil on a page

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

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

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

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

Training

As part of their induction process, our staff are provided with an in-depth understanding of our behaviour policy as well as regular training on managing behaviour. Behaviour management will also form part of continuing professional development.

Monitoring and evaluating academy behaviour

Sir Edmund Hillary Academy will collect data on the following:

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

The data will be analysed every half term by our inclusion lead.
The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

Pupil Transition

Inducting Incoming Pupils

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

Preparing Outgoing Pupils for Transition

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

Monitoring this Policy

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

Links with Other Policies

This behaviour policy is linked to the following policies

- Exclusion and suspensions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Equality Policy

Appendix 1 – searching screening and confiscating.

Searching a Pupil

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil;
- or It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

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

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

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the academy premises or where the member of staff has lawful control or charge of the pupil, for example on a academy trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply.

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

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

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in prohibited items) and items identified in the academy rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in 'prohibited items'
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in My Concern.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the academy has taken, including any sanctions that have been applied to their child

Support after a search

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

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present?

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

Electronic devices

Introduction

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

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

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

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

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

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

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

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

Responsibilities

The Head of School is responsible for ensuring that Sir Edmund Hillary Academy policies reflect the requirements contained within the relevant legislation. The formulation of these policies may be delegated to other individuals or groups. The policies will be taken to Governors for approval. The Headteacher will authorise those staff who are allowed to carry out searches.

This statement has been written by and will be reviewed by: Deborah Eccles, Head of School

The Head of School has authorised the following members of staff to carry out searches for and of electronic devices and the deletion of data/files on those devices:

Deborah Eccles – Head of School

Cheryl Trazcykowski – Assistant Head of School

Rebecca Wingfield – Assistant Head and Inclusion lead

Grace Clarke – Business Manager

Training/Awareness

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

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

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

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

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

Electronic devices statement

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

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

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

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

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

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

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

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

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

Care of Confiscated Devices

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

Audit/Monitoring/Reporting/Review

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

These records will be reviewed by Online Safety Governor at regular intervals; during AGB meetings.

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

Appendix 2 – Physical Restraint Log (Model)

Physical restraint form

Section A

Name of child		**Date of Birth**	
Class		**Year Group**	
SEND (If yes, state need)		**Date of Incident**	
Place where incident occurred		**Time Incident commenced**	
Time Incident concluded		**Approximate time being handled**	
Name/s of staff involved:			
Name/s of staff witnesses:			
Names of pupil witnesses:			

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

Pupil Voice if appropriate:

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

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

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

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

Sir Edmund Hillary ACADEMY
Racist allegation/ incident form

Date of Incident:	**Time of Incident:**
Report Completed by:	
NAMES OF PUPILS INVOLVED	**CLASS**

BRIEF SUMMARY OF THE ALLEGATION AND THE TYPE OF BEHAVIOUR.
REASON FOR REFERRAL TO SLT (e.g. one of a number of recent incidents, referral via parent)

Referral to SENCO:	**Lyndsey Newton**	
Referral to Head of school:	**Deb Eccles**	
Referral to Assistant Head of School:	**Cheryl Traczykowski**	
Referral to Executive Head Teacher:	**Nicola McIntyre**	

BRIEF SUMMARY OF RESULTING ACTION TAKEN BY SLT
DETAILS OF ACTION TO BE TAKEN
Checked for earlier incidents involving same pupils
Notified parents/carers
Individual discussion with pupils involved
Group discussion with pupils involved
Notified class teacher
Medical treatment

Specific support from staff
Follow up date set

FOLLOW UP RECORD			
Date	**Action Taken By**	**Brief Description of Action**	**Outcome**

INCIDENT REVIEW

ACADEMY VOICE
What action has been taken to resolve the problem and how effective has it been?
PUPIL VOICE
How well did we deal with the problem? How do you feel now?
PARENT VOICE
How satisfied are you with the way in which the situation has been dealt with?

Sir Edmund Hillary ACADEMY
Child-on-child/sexual violence or harassment

Date of Incident:	**Time of Incident:**	
Report Completed by:		
Version of document:		
Myconcern number:		
NAMES OF PUPILS INVOLVED	**CLASS**	**ROLE**

Details of the incident
REASON FOR REFERRAL TO SLT (e.g. one of a number of recent incidents, referral via parent)

Referral to SENCO:	**Lyndsey Newton**	
Referral to Head of school:	**Deb Eccles**	
Referral to Assistant Head of School:	**Cheryl Traczykowski**	
Referral to Executive Head Teacher:	**Nicola McIntyre**	

BRIEF SUMMARY OF RESULTING ACTION TAKEN BY SLT
DETAILS OF ACTION TO BE TAKEN
Checked for earlier incidents involving same pupils
Notified parents/carers
Individual discussion with pupils involved
Group discussion with pupils involved

Notified class teacher
Specific support from staff
Follow up date set

FOLLOW UP RECORD			
Date	**Action Taken By**	**Brief Description of Action**	**Outcome**

Sir Edmund Hillary ACADEMY
Risk and needs assessment with record

Risk and actions to be taken	Information	Comments/Actions
How serious is the incident?	H M L	
Was it a crime?	Y N	
Do we need to make arrangements to limit contact between the pupils involved?	Y N	
Was it reported directly or by someone else with knowledge of the incident?	Directly Indirectly	
Do the pupils share a peer group?	Y N	
Are people in their friendship group likely to take sides?	Y N	
Do they all attend our academy?	Y N	
Do other people know about the incident?	Y N	
Do those people understand: Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing. The importance of confidentiality. If, how and who may need to be involved in any further investigations	Y N	
Are they likely to be the subject of gossip, bullying or further harassment?	Y N	
Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)?	Y N	
Do they risk being alienated from their friend group(s) as a result of this incident?	Y N	
Do they feel, or continue to feel, physically threatened by the other pupil?	Y N	
Do you have reason to believe they pose a continued risk to the safety and wellbeing of the victim, or other pupils and staff?	Y N	
Are they at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)	Y N	
Do they share classes/break times/etc.?	Y N	
Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident)	Y N	

outside of the academy? How can such contact be limited?		
Do they live in a home where violence or abuse has occurred?	Y N	

Risk and actions to be taken	Information	Comments/Actions
Are they active on social media? If so, how? Do they know how to protect themselves from online grooming?	Y N	
What activities do they take part in outside of the academy?	Y N	
Are parents clear about: How the academy (and partner agencies) are handling the incident Confidentiality The conduct expected of them while an investigation is ongoing	Y N	
Do they live in/near an area or location known to police to be high risk for sexual harassment or assault?	Y N	

INCIDENT REVIEW

ACADEMYVOICE
What action has been taken to resolve the problem and how effective has it been?
PUPIL VOICE
How well did we deal with the problem? How do you feel now?
PARENT VOICE
How satisfied are you with the way in which the situation has been dealt with?

Sir Edmund Hillary ACADEMY
Bullying allegation form

Date of Incident:	Time of Incident:
Report Completed by:	
NAMES OF PUPILS INVOLVED	**CLASS**
BRIEF SUMMARY OF THE BULLYING ALLEGATION AND THE TYPE OF BULLYING. INCLUDE THE TIME PERIOD FOR THE BULLYING	
REASON FOR REFERRAL TO SLT (e.g. one of a number of recent incidents, referral via parent)	

Referral to SENCO:	**Lyndsey Newton**	
Referral to Head of school:	**Deb Eccles**	
Referral to Assistant Head of School:	**Cheryl Traczykowski**	
Referral to Executive Head Teacher:	**Nicola McIntyre**	

BRIEF SUMMARY OF RESULTING ACTION TAKEN BY SLT
DETAILS OF ACTION TO BE TAKEN
Checked for earlier incidents involving same pupils
Notified parents/carers
Individual discussion with pupils involved
Group discussion with pupils involved
Notified class teacher

Medical treatment
Specific support from staff
Follow up date set

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INCIDENT REVIEW

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Sir Edmund Hillary Academy
A L.E.A.D. Academy

Sir Edmund Hillary Academy ABC Form

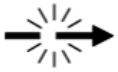
Name of Pupil:

Date of incident: Time:

Name of person reporting the incident:

Antecedent: (What happened prior to the behaviour)
Behaviour:(Describe the behaviour)
Consequences:(What happened following the behaviour)

Duration:(How long did it last)
Additional comments:
Headteachers comments:
Date: Signed:



What has happened?

Sir Edmund Hillary Academy
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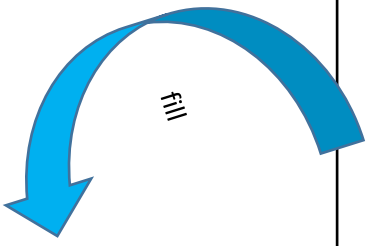
Who was affected and in what way?



What could you have done differently to make it better?

What do you need to do to make things better again?