Behaviour and positive relationships policy
Longspee Academy Secondary

Document Control	
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Appendix A: Zones of regulation / Incredible 5-point Scale

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1. Introduction

Audience

This policy is intended for use by all support, teaching staff and management, parents/carers and students of Authentic Education.

Revision History

Issue	Date	Author	Changes
V0.02	23/05/2026	L Bailey-Pearce	Update to legal framework and section 8.7 to reflect new restrictive intervention guidance.

2. Legal Framework

This policy is created in line with guidance from the Department for Education. It provides advice to the principal and staff on developing the academy's positive relationship policy and explains the powers members of staff have. The purpose of this document is to provide an overview of the powers and duties for staff.

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

- Behaviour in Academies: advice for Principals and Academy staff 2022
- Searching, screening and confiscation: advice for Academies 2022
- The Equality Act 2010
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in Academies
- Supporting pupils with medical conditions at Academy

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.
In addition, this policy is based on:

- Schedule 1 of the Education (Independent Academy Standards) Regulations 2014; paragraph 7 outlines an Academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the Academy to have a written behaviour policy and paragraph 10 requires the Academy to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and antibullying strategy

3. Vision & Aims, Core values and approaches

3.1 Vision

We are committed to providing a vibrant, inclusive, and high-achieving community where every student is empowered to excel, feel safe, and is valued as an individual. Research consistently highlights the crucial role of strong, positive relationships between students, teachers, and the wider community to promote academic success, emotional well-being, and personal development.

3.2 Aims

- To provide guidance to staff, parents and carers, Authentic Education Advisory Committee (LAB) and other stakeholders on how to support our learners to self-regulate, manage their behaviour and feel safe so they are ready to learn
- To provide a holistic, child-centred, inclusive model that supports our understanding of social, emotional and mental health needs (underpinning our beliefs with evidence-based practice and current research)
- To define what we consider to be unacceptable behaviour, including bullying and outline how pupils are expected to behave
- To summarise roles and responsibilities and outline our system for behaviour management
- Have a safe, secure, orderly and caring learning environment, where all members of the school community respect each other and the school environment
- Have fairness and equal opportunities for all students and for all student to feel supported to learn in an inclusive environment
- Develop a positive learning environment with high expectations, clear routines and boundaries
- Ensure that students feel good about their learning
- Develop good, healthy citizens who are honest and proud of their school community and beyond
- Develop a culture of positive achievement where students celebrate their own achievements and that of their peers
- Encourage students to take responsibility for their learning and to work towards aspirational goals
- Ensure that parents and carers are communicated with regarding the behaviour policy

3.3 Values

The Longspee secondary Academy's vision is to support young people to become independent, successful and confident adults.

At Longspee Secondary we have high expectations of all our learners and every day is viewed as an opportunity for social, emotional and academic progress. However, one of the biggest barriers to achieving this may be the learner's difficulty to self-regulate. It follows therefore, that an emotionally regulated learner is more able to make progress due to their readiness to learn and engage.

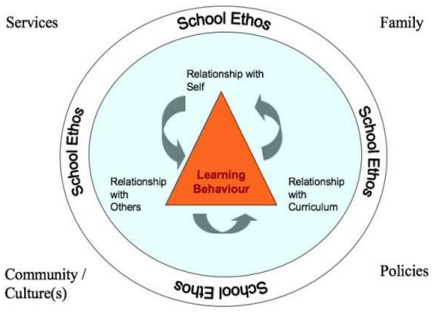
Our pupil code of conduct (school rules) define expected behaviour and are based on developing respectful, safe and resilient learners. The behaviour policy provides a framework to achieve this vision with our mantra in mind of ***safe, happy, progress***. Our curriculum is designed to provide

learning opportunities to develop personal social skills alongside academic knowledge to prepare them for post 16 life. The school promotes British values amongst our pupils and has a code of conduct based on respect, support and resilience.
The school's approaches, curriculum and code of conduct support this aim.

3.4 Our approach

All staff are responsible for setting the tone and context for positive behaviour within the school and understand that:

- The school approach is based on building positive relationships, in line with the Behaviour for learning models (below). Planning for cognitive, social and emotional development to support pupils in accessing education.
- Staff know that behaviour is a communication of an unmet need.



Behaviour for learning model, adapted from Ellis & Todd

- Teachers and the Support team will plan and support pupils in developing behaviours for learning. Relationships with the others (Social planning), the curriculum (cognitive planning, e.g. SEN need such as dyslexia), and themselves (emotional planning) are key components in ensuring behaviour for learning. (See Behaviour for leaning model.) When exploring antecedents to a behaviour these areas should be explored to attempt to identify any disconnect related to these areas of relationships. This may be a basic Maslow need that is not being met.
- Ensuring that our approaches to managing behaviour are child centred and consistently adhered to on an individual student basis.
- The focus is always to support pupils in learning appropriate strategies for managing their emotions
- Attachment awareness and use of PACE (Playfulness, Acceptance, Curiosity and Empathy) (Dan Hughes, 2015) – alongside UPR (Unconditional Positive Regard) – helps frame the power of relationships
- The school implement strategies and approaches that are considerate of neurodiversity, and staff receive training in this area.
- Responses and approaches from staff are agreed and are consistent, using the PACE approach to create predictability for pupils
- The school uses restorative, therapeutic and holistic approaches to support the rebuilding and embedding of relationships.
- Teaching emotional regulation skills. Use of Zones of regulation taught at Primary to support transition to secondary and the use of the incredible 5-point scale from year 7. (See appendix)
- The quality of our relationships with our learners is crucial (underpinning strategies to support regulation).

4. Roles and Responsibilities

4.1 The Local Academy Board (governing body) is responsible for;

- monitoring this Positive Relationships policy's effectiveness and holding the Principal to account for its implementation

4.2 The Principal is responsible for:

- Reviewing and approving this policy
- Ensuring that the Academy environment encourages positive behaviour
- Ensuring that staff deal effectively with misbehaviour
- Monitoring how staff implement this policy to ensure rewards outweigh sanctions and are applied consistently to all groups of students
- Ensuring that all staff understand the expectations and the importance of using them as a scaffold to ensure positive discipline
- Providing new staff with a clear induction into the Academy's positive behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully through a positive rewards system
- Offering appropriate training in positive 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 students both sanctions and support when necessary
- Ensuring that the data from Arbor is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

4.2 Staff are responsible for;

- implementing the behaviour policy consistently, modelling Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the Staged Misbehaviour Policy consistently
- Communicating the Academy's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected positive behaviour and positive relationships and rewarding these
- Providing a personalised approach to the specific needs of particular students e.g. SEND
- Considering their own behaviour on the Academy culture and how they can uphold Academy rules and Expectations
- Recording behaviour incidents promptly
- Challenging students to meet the Academy's Expectations

4.4 Parent/Carers are responsible for;

- Get to know the Academy's Expectation, Rewards and Staged Behaviour documents and reinforce them at home, where appropriate
- Support their child in adhering to the above documents
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with appropriate members of staff promptly

- Take part in any pastoral work following behavioural concerns (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
- Attend parent carer meeting /annual reviews to monitor the progress of their child
- Provide any medical evidence to support the school in implementing reasonable adjustments to this policy in line with students' medical needs
- Take part in the life of the Academy and its culture

4.5 Students are responsible for;

- Follow the schools code of conduct
- Endeavour to meet agreed targets
- Seek and accept support as necessary

4.6 Staff support pupils to positively manage their communication needs by:

- Speaking clearly, slowly, calmly and giving pupils time to process and respond
- Ensuring that all staff have up to date and relevant training that supports progress in communication
- Using visual resources such as Visual timetables, 5-point scale symbols, social stories etc.
- Planning for, implementing and evaluating social interaction activities
- Following the advice and recommendations from external professionals such as Eps, occupational therapist, Speech and Language Therapists etc.
- Organising the environment carefully with adjustments informed by a Individual learning plan.
- Ensuring that pupils have access to resources that supports self-regulation (e.g. Chewy/fidget toys, adapted seating, weighted blankets, gym balls etc.)
- Teaching pupils to recognise when they are becoming dysregulated and select an appropriate regulatory strategy.
- Taking social demands of working with other learners with differing needs into account
- Sensory/movement breaks are timetabled and used if, and when needed

4.7 Pupils often have difficulty in regulating their emotions. We support pupils by:

- Helping pupils to recognise and regulate emotion appropriately
- Carefully risk assessing pupils' emotional needs in light of what has been observed, advise from external agencies e.g. CAMHS and close partnerships with parent/carers
- Ensuring staff have regular and up to date information about pupil needs (Impact Profiles reviewed half termly or when there has been a significant change in behaviour)
- Training staff in the most effective strategies for managing pupils' behaviour and ensuring that the supervision policy is stringently adhered to.
- Pupil's that attend Longspee Secondary have an SEMH alongside a diagnosis of ASC (or are moving towards a diagnosis of ASC). There may also be other complex needs including Sensory Processing, Communication & Interaction and Cognition & Learning needs, these can all impact on our pupils' ability to self-regulate and manage their behaviour.

5 Behaviour Expectations

5.1 Pupils must adhere to the schools code of conduct;

I will…

Act and speak respectfully

Care for myself and support others

Try my best and persevere

- Pupils will adhere to the school's uniform (with adjustment for sensory needs if required)
- Pupil will accept support when offered
- Pupils will uphold British Values
- Work towards achieving the statements outlined in the Readiness for adulthood (ReAD). Pupils' progression towards becoming independent, confident and successful young adults is measured through REAd targets – readiness for engagement in adulthood. These align with our mantra of ensuring Happy, Safe, Progress for our pupils

5.2 Mobile Phones and electronic devices

- Mobile phones and electronic devices must turn them off and given to staff on arrival to be stored in Reception
- If a phone is used in class, pupils will be asked to it to a member of staff or take it to Reception themselves
- In the case of any other inappropriate use of phones, it may be necessary for staff to request parents or carers collect the device

5.3 Jewellery

- A pair of studs and a watch are permitted as jewellery.
- Pupils will be requested to remove any additional items of jewellery.
- It may be necessary for staff to request parents or carers collect the jewellery if the pupil refuses to remove it.

5.4 Valuables

- Valuables should not be brought into the Academy.
- Mobile phones and electronic devices are brought to the academy (for use on transport) at your own risk.
- Confiscated valuables will be stored in a secure location to be collected at the end of the school day. The exception to this rule is where a senior member of staff has given special permission for a pupil to collect it due to a need for the pupil to be offsite early.

5.5 Pupils with exceptional behaviour needs:

The majority of our pupils will respond positively when staff work within the guidelines outlined in this policy. Some our pupils will need additional support to learn to self-regulate and manage their behaviour. We do this by:

- Working in line with this policy

- The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour is differentiated to cater to the needs of the pupil.
- Updating and adapting Impact Profile risk assessment, putting in additional support tailored to meet specific needs of the pupil and effectively communicating adaptations to all stakeholders
- Drawing on additional resources beyond the school e.g. CAMHS, EP support, Social care and medical specialists
- Working collaboratively with parents/carers
- Where there is persistent unsafe behaviour there may need to be a meeting between a member of the senior leadership team and parents/carers. This meeting may lead to the drawing up of a support plan which will be carefully monitored and reviewed
- Some learners need very specific and detailed planning which could include a shortened day or off-site education. When significant adaptations are made to a pupil's day, we always plan jointly with parents/carers, the local authority and external agencies

5.6 Safety on School Trips

- Prior to any trip taking place a full risk assessment is completed.
- The safety of children, staff and the public is of paramount importance. In some cases, the risk may be considered too high to allow the child to take part in the trip.
- Where possible this decision is made with parents prior to the trip. On occasion the decision is made on the day the class are due to depart e.g. if the pupil is exhibiting high risk behaviours on arrival to school that day.
- If difficulties and challenging behaviour occur whilst on a school trip, then staff will employ all the training and expertise they have in order to resolve and calm the situation. Staff will also maintain regular contact with the school and Senior Leadership Team for guidance. It may be deemed necessary to return a child to school.

6 Definitions of misbehaviour

6.1 Misbehaviour is defined as any actions by students does not adhere to the schools code of conduct;

- Act and speak respectfully
- Care for myself and support others
- Try and my best and persevere

6.2 Serious Misbehaviour is defined as any actions by students does not adhere to the schools code of conduct and can result in significant damage, harm or risk.

This can include but not limited to;

- Any form of bullying
- Any form of sexual abuse or harassment, meaning unwanted conduct of a sexual nature.
- Comments or actions target at those with protected characteristics. (such as racism, homophobia etc.)

- Physical aggression towards others
- Significant damage to property and possessions.
- Brining weapons, or contraband onto school site.

6.3 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power**.**

Bullying is, therefore:

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

(also sometimes defined as S.T.O.P.: Several Times On Purpose to support pupils understanding)

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 ● Gendered (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

Please refer to the Academy Anti-bullying policy for more information.

6.4 Online behaviour

The Academy will ensure all incidents of concern are addressed and suitable support for the pupil put in place. This includes behaviour that:

- Poses a threat or causes harm to another pupil
- Could have repercussions for the orderly running of the Academy
- Adversely affects the reputation of the Academy
- The pupil is identifiable as a member of the Academy

7 Positive behaviour and rewards

Rewards:

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have positive consequences. Where appropriate we will reward/praise the process rather than the end result of positive behaviour.

Positive reinforcement may take the form of (Graduated):

- Verbal or visual praise
- Positive communicated to parents
- LEP Coins (related to ABC)
- Included on the daily special mentions (for exceptional work or endeavour)
- Individual and class rewards specific to each class grouping
- Positive postcard home
- Head teacher commendation letter
- End of half term rewards

8 Responding to misbehaviour

8.1 Consequences:

We believe in positive reinforcement however, there may be occasions when there is a need to challenge behaviours which are not reflective of our Academy standards and may have a detrimental effect on the health, wellbeing and learning of others.

it is important for pupils to clearly link a specific behaviour with its consequence. The consequence should be a natural consequence to support the pupils' understanding of both positive and negative consequences. However as we move to preparing pupils for adult life where imposed consequences are evident we will incorporate sanctions.

Sanctions may include (graduated);

- Verbal warning / reminder of code of conduct, success reminders
- LEP Coins not awarded
- Reflection during break
- Catch-up / repair during enrichment
- Reparation
- Working away from the class/ lesson
- Meeting with parent
- Suspension/Exclusion
- Police involvement

8.2 Application of graduated response

The level that the school may enter the graduated response will vary depending on;

- the severity and circumstances of the behaviour**,**
- individual needs,
- previous support and actions taken to attempt to reduce occurrence of such behaviours.

Although staff will always try to de-escalate poor behaviour where possible, they have statutory authority to discipline students whose behaviour is unacceptable and fails to adhere to expectations (section 90 and 91 of the Education and Inspections Act 2006).

Staff also have the power to discipline students beyond the Academy gate where their misbehaviour is deemed to bring the Academy's reputation into disrepute.

We must consider the six principles of repair when applying consequences (Louise Bomber);

- *Keep stressors low*
- *Keep shame possibilities low*
- *Remain warm, open and engaged*
- *Consider who needs to be involved*
- *Be actively involved so anything completed is in partnership*
- *When the time is right to involve the individual, who got offended or hurt*

- It is important for pupils to identify a clear link between a given negative behaviour and its relevant repercussion. Staff always seek to balance consequences (that may involve sanctions) with support (understanding the antecedent to a behaviour to enable them to respond more appropriately).
- Class teams should meet for a daily debrief and discuss the events of the day to review any incidents our response to them.
- Where appropriate staff should use restorative approaches to reflect on behaviours and consequences to understand the impact on themselves and others. Pupils should always be given the opportunity to repair (after an incident of inappropriate behaviour). Where appropriate, we support pupils to take responsibility for their actions and to repair it with the other person(s) involved/affected.
- The school will work with the parent/carer to explore approaches to reduce risk where there is an ongoing persistent pattern of behaviour.

8.3 Suspensions and permanent exclusion

- We do not believe that exclusions are the most effective way to support learners with SEND and we will always try to adapt and personalise provision for all our pupils in order to ensure they are able to access education. In exceptional circumstances it may necessary to suspend a pupil and this would always be considered carefully and in line with the AE exclusion policy.
- If the suspension does not result in a positive change in behaviour and similar incidents follow then the as per our graduated response, the school may consider seeking police involvement (however victims can involve the police at any time at their discretion).
- Parents and pupils are required to attend a reintegration before returning to school. Adaptations are made to ensure this is a positive and supportive process for the pupil.
- The reintegration meeting aims to ensure that pupils are safe to return to their class. They would also be made aware of the next steps and the potential consequences should there be a recurrence of the behaviour. It also aims to re-engage the pupil and establish expectations regarding rules and routines of the school. This offers opportunity for restorative action, where appropriate. A graduated bespoke reintegration plan may be used if in the best interest of re-engaging pupils safely. The reintegration meeting should explore the antecedents to the behaviour, and seek to support pupils to avoid a recurrence of the behaviour.

8.4 Permanent Exclusions

The Principal reserves the right to permanently exclude a pupil. There are two main types of situation in which a permanent exclusion may be considered;

- a graduated response to challenging behaviour where strategies and support have been unsuccessful or;
- a single more serious incident, in which the safety of a member of the Academy community has been put at risk and the risk cannot be mitigated.
- There may be other situations where the Principal makes the judgement that a permanent exclusion is an appropriate sanction. Permanent exclusions are subject to a formal hearing and appeals panel.

8.5 Restrictive interventions and reasonable force

- The DfE guidance (2026) 'Restrictive interventions including use of reasonable force in schools' provides definitions for the terms: restrictive intervention; reasonable force; significant incident; seclusion; and restraint.
- Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have the legal authority to use reasonable force, in specific circumstances to ensure the safety of students and others in the Academy.
- Reasonable force may be used to prevent a student:
    - causing injury to themselves or others;
    - committing a criminal offence;
    - damaging property; or
    - causing serious disorder.
- Any use of force must be reasonable, necessary, proportionate, and applied for the shortest time possible.
- The use of force will always be a last resort, following attempts to de-escalate the situation using appropriate strategies.
- Force will never be used as a form of punishment.
- Staff will always consider whether there are less restrictive alternatives being using force and will assess whether intervention is likely to reduce risk or escalate the situation.
- When using force, staff will take into account the individual needs and circumstances of the student, including age, size, medical needs, and any special educational needs or disabilities (SEND).
- Staff will act with regard to the student's dignity, welfare, and emotional wellbeing, and will communicate clearly and calmly throughout any intervention, where possible.
- The Academy does not operate a 'no contact' policy and recognises that appropriate physical contact may be necessary and beneficial in a range of situations.
- Certain practices are strictly prohibited, including any use of force that restricts breathing, affects circulation, or places a student at risk of harm.
- Following any incident involving the use of force, the Academy will ensure that appropriate support is provided to students and staff, including opportunities for reflection and restoration.
- All incidents involving the use of reasonable force will be recorded accurately and promptly and reported to parents in line with statutory requirements.
- The Academy will ensure that all staff receive appropriate and regular training in de-escalation, behaviour support, and the safe and lawful use of reasonable force. In the rare event of an unforeseen incident – including before training has taken place – staff may act

to prevent harm, using on reasonable and proportionate measures. Any such incident will be recorded, reviewed and communicated with parents/carers, and staff will receive guidance and support.

- The Academy will take proactive steps to minimise the need for the use of force through strong relationships, effective behaviour management and early intervention strategies.

9 Searching, screening and confiscation

9.1 Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vapes, tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Force cannot be used to search for items banned under this policy.

9.2 Searches without consent

- The Principal and staff authorised by them have a statutory power to search students or their possessions, without their consent, where they have reasonable grounds to suspect that the student may have a prohibited item.
- A students' possessions (any goods over which the student has or appears to have control such as a bag) may be searched. Force should not be used when conducting a search.
- When a search is required, there will be two members of staff present. The person carrying out the search must be the same sex as the students and the students' possessions may only be searching in the presence of the student themselves and the other member of staff.

9.3 Searches with consent

- Searches will only be carried out by a member of staff who has been authorised to do so by the Principal. The authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness.
- In exceptional circumstances, an authorised member of staff of a different sex can carry out a search without another witness if:
    - They reasonably believe there is risk that serious harm will be caused if the search is not carried out urgently; and
    - In the time available, it is not reasonably practicable for the search to be carried out by the same-sex staff or with a witness.
- Before carrying out a search the authorised member of staff will:
    - Assess whether there is an urgent need
    - Assess whether or not doing the search would put others at risk
    - Consider whether the search would pose a safeguarding risk
    - Explain to the student why they are being searched
    - Explain what a search would entail

- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

9.4 Searching students' possessions

- Possessions means any items that the student has or appears to have control of, including:
  - Desks
  - Lockers
  - Bags
  - Blazers
- A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items and items identified in the Academy rules.

9.5 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 student was in possession of a prohibited item
  - 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 the Academy's safeguarding system, My Concern.

9.6 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

9.7 Confiscation

- Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

10 Managing incidents of misbehaviour

10.1 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, the Principal / Vice Principal 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.

10.2 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.

10.3 Online Misbehaviour

10.31 The Academy can issue behaviour sanctions to students for online misbehaviour when:

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

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

10.4 Malicious Allegations

10.4.2 Where a student 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 student in accordance with this policy.

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

10.4.4 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 student 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.

10.4.5 The Academy will also consider the pastoral needs of staff and students accused of misconduct.

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

10.5 Pupil transition:

Changing school or class is often a time of increased anxiety for pupils and may result in them being dysregulated. To ensure a smooth transition to the next year/class or school, pupils have transition sessions with their new teacher(s) prior to the end of the academic year when possible. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupils' behaviour needs will be transferred to relevant staff prior to transition. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. We aim to support pupils and parents/carers wherever possible to ease the transition of both coming into and leaving our school.

10.51 If a pupil absconds from school site:

- Staff will follow pupils and encourage them to return to school
- Staff carry radios which enable to them to update staff at school
- If the pupil is deemed high risk to themselves or other people then the police will be called and physical intervention may be used (see above)
- If the pupil is not deemed a high risk then the pupil will be followed at a safe distance
- If staff lose sight of the pupil they will contact the school office giving details of their location and clothes the pupil is wearing
- The academy office will contact the pupil's parents/carers

10.6 Incident Reporting

In the event of an incident the following referral protocol will be followed:

- Class teams discuss and analyse incidents during the class debrief (when pupils have gone home)
- Staff discuss the nature of the incident with a member of the behaviour for learning team and/or a member of SLT
- Staff complete an online incident form, found in the shared file. A member of the learning support team is available to help with appropriate language and regular staff training is provided.
- A phone call home may be made by the class teacher / learning support team dependent on the severity of the incident and pattern of behaviour
- If a significant physical intervention has occurred staff complete an RF1 form in addition to the incident form,
- then a phone call home is always made to inform the parents of the incident occurrence (see Physical interventions above.)

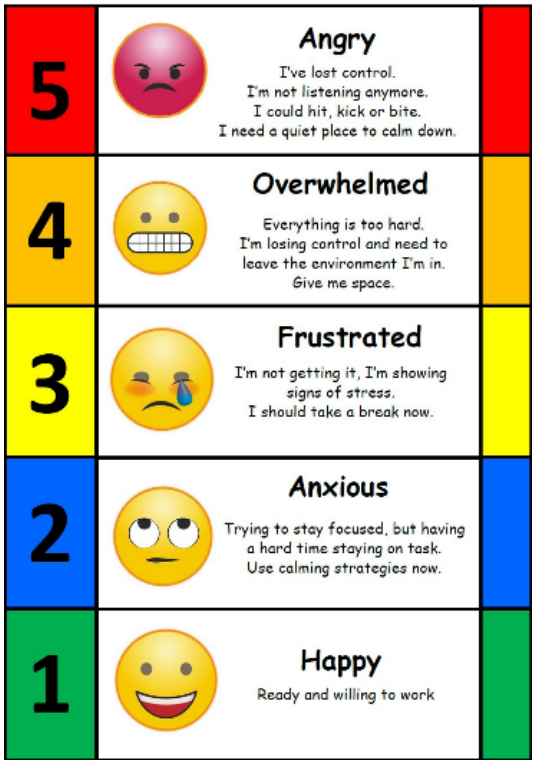
- If there are safeguarding concerns, then a *MyConcern* record is created in addition to the incident form.
- If there has been an accident or injury, then the accident book is completed by a member of staff
- All incidents that are put onto teams are saved and are given an incident number which is attached to the incident file so that they are easy to locate if needed to re-visit.
- Incident data is recorded in monitored daily and weekly by behaviour leads and SLT
- By collating all of the incident data we are able to identify patterns and trends to allocate support where needed whether that be focused to a pupil, a whole class or a certain day of the week. The school can offer different therapies, interventions, timetable changes or additional support for specific students In or outside of class.
- Risk assessment should be updated in there is an increased risk, or a new risk that has become apparent after an incident. Risk assessments should be reviewed at least termly.

Appendix A;

Zones of regulation / Incredible 5 point scale



Incredible 5 point scale



Appendix B:

Pupils' progression towards becoming independent, confident and successful young adults is measured through ReAd targets – readiness for engagement in adulthood. These align with our mantra of ensuring Happy, Safe, Progress for our pupils.

Happy:

- Cope with change and recover from setbacks
- Think positively about myself
- Respond kindly and considerately
- Make fun, strong and helpful decisions
- Be active, positive and connect with others

Safe:

- Be ready, prepared and respectful
- Engage with others and keep myself healthy
- Be self-reliant and think critically
- Learn, reflect and take responsibility
- Co-operatively regulate my emotions
- Take notice of others and my environment

Progress:

- Participate, listen and engage with my learning
- Am curious, motivated and accepting of others
- Practise, learn and apply knowledge
- Show that I am an independent learner
- Set goals and know how to reach them
- Challenge myself and think about the future

Appendix C:

LONGSPEE
ACADEMY

Supporting young people to be Independent, Successful and Confident adults.

Code of Conduct

I will …

***A**ct and speak respectfully*

***C**are for myself and support others*

***T**ry my best and persevere*

Happy – Safe – Progress