

Policy for

Inclusion, Behaviour and Relationships

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Principal	

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002

- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

All AET policies are written to support our schools and communities. We do this by ensuring they are always in line with our Colleague Values:



Applying these values to everything we do means always acting with integrity, in the interests of others, being honest, open and transparent and putting the safety of our children first.

Underwood West Academy is a school committed to core values of inclusion and relational practice. We aim to work with each other to build and maintain a community within the school. Underwood West Academy has a reputation of being a relationship led, highly inclusive school. We are proud of our diversity and our inclusive approach which creates a rich, cohesive learning environment. We work to create a strong foundation for all pupils to ensure they have the best opportunity to reach their full potential.

We encourage all our pupils to achieve their full potential and we provide a wide range of pastoral, safeguarding and emotional well-being support to enable them to meet their targets. We work restoratively to secure positive relationships with our pupils so that they are able to enjoy the positive learning environment that we provide. In order to achieve this, we expect all pupils to commit to positive relationships at all times, and we have a range of policies, process is and procedures to support this.

Principles for Behaviour

All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.

Underwood West Academy is an inclusive school. High standards of behaviour are expected and set out in this policy. Leaders expect all staff to work restoratively with high levels of challenge and high levels of support. Leaders expect a wide range of rewards to be consistently and fairly applied in such a way as to encourage and recognise good behaviour and character around school. Consequences for unacceptable behaviour should be known and understood by all staff and pupils and applied with professional judgement. Wherever possible, a restorative approach to resolution will be used alongside a sanction.

It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil, and staff are expected to use their discretion. Consequences should however be applied fairly, consistently, proportionately and reasonably, considering special educational needs and disability and the needs of vulnerable children. Support and assessment from within the school and from external agencies should be available to support as necessary for pupils who display continued disruptive behaviour. We expect pupils and parents/carers to co operate as 'partners in learning' to maintain an orderly climate for learning.

We strongly believe that fixed term exclusions/suspensions must only be used as a last resort.

We expect that parents/carers will

- Work with the school to help pupils make wise and informed decisions that impact their attendance, achievement and well-being. Including avoiding term time, holidays.
- Work with the school to ensure their child follows expectations and procedures.
- Encourage their child to show respect for members of the community and the environment.

- Support the school in modelling polite, positive relationships.
- Work in partnership with school staff to ensure that their child is able to achieve to the best of their ability.
- Be good role models for other members of the community.
- Leaders wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards the school's staff will not be tolerated. If a parent/carer Does not conduct themselves appropriately, the school may choose to restrict their access to the school premises.

Caring for the school environment

We expect all pupils to respect the school building, facilities and equipment, to use the bins provided for litter and look after school property. Pupils who do not adhere to this are expected to contribute to the cost of any damage caused to the school buildings or equipment.

Caring for property

We expect all pupils to respect other people's work and property and to take pride in the displays around school. Pupils are asked to avoid bringing valuables into school.

Restorative practice

We believe children should be given opportunities to work restoratively and be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how the school works. It involves providing a culture of high challenge and high support throughout the school. Restorative practice ensures that every voice in school is heard. It encourages pupils to treat others with respect and to understand why relationships are important.

Our restorative approach helps pupils:

- Understand how their actions can affect others.
- Develop positive characteristics they can use in and out of school.
- Understand themselves and each other better.
- Learn why it's important to see another person's point of view.
- See that we all learn through making mistakes as well as through being successful.
- Learn how to move through conflict creatively.
- Repair relationships with pupils and staff following an incidence of poor behaviour or a relationship breakdown.
- Restore working practises after resolving relationships.

Rewards and Recognition

Pupils at Underwood West Academy are rewarded in many ways:

- Positive recognition.
- Verbal praise.
- Stickers.
- Praise notes home.
- Over and above status.
- Feedback to parents.
- Celebration assembly awards.
- Prize box raffles.

Actions if pupils are not meeting expectations

Each circumstance is treated individually. Staff are trained to make professional judgments on the course of action based on the nature and the severity of the incident. There are a wide range of consequences/ sanctions available to staff to support the child in taking responsibility for their actions, repairing any harm caused or repairing relationships.

Sanctions include:

- Gentle reminders.
- Verbal warnings.
- Triage pastoral support
- Moving seats.
- Moving to another area/classroom.
- Inviting parents in to support learning.
- Completing work at home.
- Detention after school.
- Being placed on report.
- Removal of breaktimes.
- Removal of privilege.- participation in activities.
- Suspension/exclusion

Behaviour in the community

Some of the ways we have maintained good relationships with our local community is due to the reinforcement of high expectations outside of school for our pupils. We may need to impose sanctions for negative behaviours outside school including those that arise when witnessed/reported by others:

- Taking part in school, organised or related activity.
- Travelling to or from school.
- Affecting members of the school or our local community.
- Wearing their school uniform.
- Posing a threat to another pupil, a member of staff at the school or a member of the public.

Safeguarding

Underwood West Academy recognises that changes in behaviour may be an indicator that a pupil needs support or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. While this may be the case, we will follow our safeguarding and child protection policy, and consider whether pastoral support and early help intervention or referral to children social care is appropriate.

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

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

Serious breaches of acceptable behaviour

Underwood West Academy defines “serious breaches of acceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Theft
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger

Exclusions and suspensions

In some cases, the school may suspend/exclude a pupil. If their conduct is deemed to warrant this sanction. We feel that the reintegration of a suspended/excluded pupil is an important process, as it is essential that we take the approach of ‘partners in learning’ with families. It is therefore expected that parents/carers will attend the reintegration meeting to discuss with the school strategies to be introduced to avoid a repeat of the behaviour that led to the sanction.

Positive handling

Underwood West Academy believes that it is Important. To establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, we recognise that, in certain circumstances, managing aggressive behaviour through positive handling interventions could be used. This is a last resort and rare, but may be needed on occasion. Staff are appropriately trained to do this. Please see our Positive Handling policy.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. The staff induction package of basic training includes:

- Restorative conversations with pupils, staff and families
- De-escalation training
- Signs of safety



