

Behaviour Policy

Document Control	
Document Title:	Behaviour Policy
Ratified By:	Governors
Date Ratified:	Pending Ratification
Name of Originator/Author:	M Lawson - Principal
Review By Date:	TBC

1.0 Rationale

We believe that a positive school climate will enhance teaching and learning. A positive school climate will foster cooperation, willingness and responsibility thus building a sense of community, which we call 'Our School Community,' and we strive to 'Empower and Enable' our learners in school and throughout their lives.

2.0 Intent

Kinson's strong community is led by strong relational practice and communication skills. In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate. The policy also takes regard of the following DFE guidance Behaviour in Schools - Advice for headteachers and school staff, and the DfE Suspension and permanent exclusion guidance, August 2024.

3.0 Ethos

At Kinson mutual respect is expected between all individuals, enabling everyone to thrive. We believe in a strong relational practice, where children always present themselves to our high standards and are recognised when they go above and beyond. On those rare occasions when children do not meet our expectations, we offer a nurturing and highly supportive restorative approach to rectifying these behaviours. Whilst poor behaviour is never excused, understanding the underlying issues behind incidents is key.

Kinson Academy believes that all pupils can succeed personally, and Kinson Academy can provide a calm, safe and supportive environment which pupils will want to attend, learn and thrive. Kinson Academy believes that, to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of Academy life. Kinson Academy has established a baseline of expectations it requires pupils to meet during their day-to-day learning. The underlying message with this expectation is that all pupils are 'prepared to learn' and have high expectations. We aim to 'empower and enable' every child to achieve and become the best version of themselves.

4.0 Partnership

Strong partnerships with home are essential in maintaining a culture of excellence and continuous improvement. By working together with families, we ensure that our expectations are consistently reinforced, allowing students to develop the self-discipline and motivation needed to succeed in all facets of life.

Our commitment to relentless positivity and unwavering high expectations means that every student is challenged, supported, and inspired to become the absolute best version of themselves.

5.0 Positive Relational Practice

A school-wide framework designed to foster respectful, supportive, and high expectation relationships between students, staff, and the wider community. We have evolved the focus from traditional behaviour management towards building stronger connections, promoting positive relationships and emotional intelligence, and restorative approaches. It is based on the principle that human behaviour is influenced by both:

a. Positive acknowledgement – are rewards and recognition strategies used to motivate, encourage, and emphasise desirable actions that make us feel good (praise/recognition/tangible and non-tangible rewards)

b. Negative Motivators – actions that negatively impact positive relationships (adverse recognition, loss of trust, damage to reputation, loss of opportunity)

5.1 Staff at Kinson Academy

a. use BOTH positive and negative motivators effectively;
b. use positive incentives MORE than negative motivators;
c. build positive relationships with all pupils;
d. control negative behaviour in the short-term and long-term;
e. change the negative behaviour into positive behaviour.

Our Positive Relationship approach provides:

f. a clear set of Standards and Expectations – Our Academy Values
g. pupil rewards
h. a clear Behaviour system to address misbehaviour

5.2 Misbehaviour

Misbehaviour is tackled through our Misbehaviour system, and is defined as any actions by pupils which wilfully go against the Academy Expectations such as:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform Page

Serious misbehaviour is defined as repeated breaches of the Academy Expectations such as:

- Any form of bullying

● Any form of sexual abuse or 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
● Vandalism
● Theft
● Fighting
● Smoking / Vapes
● Racist, sexist, homophobic or discriminatory behaviour
● Possession of any prohibited items, such as: Knives or weapons, Alcohol, Illegal drugs, stolen items, Vapes, tobacco and cigarette papers, Fireworks, Pornographic images.

Any article a staff member reasonably suspects may be used to commit an offence, personal injury or damage to property or people.

5.3 Baseline Expectations
● Maintain and promote high expectations in everything they do;
● Work hard and to the best of their ability;
● Treat others as they would like to be treated,
● Promote and develop Kinson's Character traits in all areas of Academy life
● Make positive contributions to class discussions and value differing points of view;
● Take responsibility for their learning and ask if they do not understand;
● Listen carefully whilst other children and adults are talking;
● Work sensibly with other children in the classroom;
● Behave sensibly and in an orderly fashion when moving around the Academy
● Take good care of the Academy environment;
● Develop the self-esteem of everyone in the Academy,
● Promote mutual respect;

6.0 Roles and Responsibilities
The LAB (Local Authority Board) will have overall responsibility for:
• Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
• Promoting a whole-Academy culture where calm, dignity and structure

encompass every space and activity.
• Handling complaints regarding this policy, as outlined in the Academy's Complaints Procedures Policy.
• Ensuring this policy is published on the Academy website.

The principal will be responsible for:
• The monitoring and implementation of this policy and of the behaviour procedures at the Academy. This includes monitoring the policy's effectiveness in addressing any SEMH related drivers of poor behaviour.
• Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
• Determining the Academy rules and any disciplinary sanctions for breaking the rules.
• The day-to-day implementation of this policy.
• Publicising this policy in writing to staff, parents and pupils at least once a year.
• Reporting to the LAB on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Personal Development lead and Senior Leadership will be responsible for:
• Overseeing the whole-Academy approach to mental health and well-being, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the Academy engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
• Supporting behaviour management in line with this Policy.
• Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
● Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND,

The SENCO / Inclusion Lead will be responsible for:
• Collaborating with the LAB, Principal and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the Academy.
• Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND, in line with the Academy's Special Educational Needs and Disabilities (SEND) Policy
• Supporting SEN Lead in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:
• Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO/Inclusion team and, where appropriate, the pupils themselves.
• Aiming to teach all pupils the full curriculum, whatever their prior attainment.
• Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
• Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
• Being responsible and accountable for the progress and development of the pupils in their class.
• Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:
• Adhering to this policy and applying it consistently and fairly.
• Supporting pupils in adhering to this policy.
• Promoting a supportive and high-quality learning environment.
• Modelling high levels of behaviour.
• Being aware of the signs of behavioural difficulties.
• Setting high expectations for every pupil.
• Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
• Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: -SENCO / Inclusion Lead - Principal -Assistant Principal - DSL - As authorised by the Principal, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:
• Their own behaviour both inside Academy and out in the wider community.
• Reporting any unacceptable behaviour to a member of staff.

Parents/Carers will be responsible for:
• Supporting their child in adhering to the Academy rules and reinforcing this at home.
• Informing the Academy of any changes in circumstances which may affect their child's behaviour

7.0 Positive Behaviour Strategies

Our teaching and support staff play a key role in fostering a supportive and positive learning environment, where excellent behaviour and respect thrive throughout the Academy.

7.1 General Expectations

• Arrive on time and ready to engage in your learning.
• Show kindness and respect to staff, fellow students, and the Academy property.
• Follow instructions and align with the Values
• Keep the Academy a safe and positive space by not bringing inappropriate or unlawful items.
• Wear the Academy uniform with pride and ensure it is worn correctly at all times.
• Be mindful to remove outdoor coats when the classroom
• Maintain uniform standards when traveling to and from the Academy. The following are not allowed: makeup (including false nails and eyelashes), jewellery except for a watch and/or single ear stud. For full details, please refer to the Academy's uniform policy.
• Respect the one-way systems in place for everyone's safety and convenience.
• Eat and drink in designated areas (water is fine everywhere).
• Dispose of litter responsibly and recycle where possible.
• Come prepared with the necessary equipment for every lesson, including wearing your PE kit on PE Day, reading books, and a bag for your materials.
• Treat everyone on the Academy site with courtesy and respect, and respond to staff requests promptly and positively.

7.2 Classroom Entry

• Arrive on time each day, ready to learn.
• Enter the classroom calmly and begin start of session learning

7.3. Mobile Phones

• Pupils may bring mobile phones to the Academy but must keep them turned off and then hand them into their class teacher/main school office on arrival. Phones should not be visible or heard during the school day. Mobile phones/smart watches are brought to the academy at your own risk.

7.4. Jewellery

• A pair of studs and a watch are permitted as jewellery. Any additional jewellery will be collected, and stored by the class teacher for collection at the end of the day.

7.5. Valuables

• Valuables should not be left unattended at any time. If you have to bring large amounts of money or expensive items in to the academy, ask your class teacher to look after it at the start of the day.
• Do not bring items such as iPads, hand-held computers, laser pens etc. into the academy.
• Confiscated valuables will be stored in a secure location to be collected at the end of the school day.

8.0 Safeguarding

The Academy is committed to ensuring the safety and well-being of all students. If there are any concerns that a student may need additional support or protection, the Academy will take appropriate action in line with its Child Protection and Safeguarding Policy. This may involve offering pastoral support, early help interventions, or making a referral to children's social care.

For more details, please refer to the Academy's Child Protection and Safeguarding Policy.

We ensure that many of our staff members are PACE (playfulness, Acceptance, Curiosity and Empathy) trained which is then used as a strategy to encourage positive behaviour. This framework for understanding a child's emotional needs and responding to them in a way that fosters a sense of safety and security can prevent pupils from becoming heightened or dysregulated, therefore maintaining a calm and purposeful learning environment.

9.0 Responding to Positive Behaviour

Students are incentivised to develop their character and display good behaviour by our inclusive rewards package. Students can be rewarded for any aspect of their academy life. This is represented as House Points, and Values Rewards. Other awards for recognising a positive contribution to our Academy includes;

- V.I.P Award
- Homework Recognition
- Star house points
- Sports Awards
- Values Awards
- Attendance Awards

10.0 Responding to Misbehaviour (Positive Relationships)

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

This authority applies to all paid staff with responsibility for students. 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. The Academy has a monitoring system in place, through the use of a student report system. Individual circumstances and needs may be taken into consideration when issuing sanctions.

If the disruptive behaviour of the student is persistent then the Academy will begin an assessment of the students to determine whether there are any unmet educational or other needs. This will be led by the SENCO and/or Pastoral Leaders. It may also involve assessments from external agencies. Incident Logs are used by staff to record any incidents of student misbehaviour and is monitored regularly by the Pastoral team & Leadership team to identify where additional support and sanctions may need to be applied to support students in modifying their behaviour. Students who receive too many escalated misbehaviours, where there is evidence of warnings not being heeded, may be placed on report. Further sanctions will be considered if behaviour does not improve.

10.1 Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy.

Bullying will not be tolerated at this school. Pupils who feel they are being bullied either in or outside school by another pupil can report it to any member of staff. This also applies to parents/carers, who are encouraged to report any incidents of bullying.

A thorough investigation will take place of any reported incidents of bullying. Any pupil seen to be the perpetrator of bullying will be sanctioned in line with this policy and the Anti-Bullying Policy. Consequences range from restorative justice meetings to permanent exclusion. Pupils will be taught empathy and

understanding and to recognise the impact of their behaviour. Please also see our Safeguarding Policy.

10.2 Isolations and Suspensions

This government supports principals in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both students and staff can work in safety and are respected. To achieve this, suspensions and permanent exclusions are sometimes a necessary part of a functioning system, where it is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the school.' (DFE Suspension and permanent exclusion guidance,)

Suspensions may be considered if there is an escalation or repeated poor behaviours that fall short of the Academy, or for more serious negative behaviours such as:

- Premeditated or one-off assault on another student or adult
- Inappropriate language or rudeness which is deliberately discriminatory, i.e. racial, homophobic or sexual
- Threatening behaviour towards a member of staff or student
- Single or repeated incidents of bullying
- Wilful vandalism to Academy Property
- Bringing in any item which could possibly cause harm or injury to anyone

This list is not exhaustive and there may be other situations where Senior Leaders decide that a suspension is appropriate.

When a student is first issued a suspension, they will be immediately become a focus child to be monitored by the Inclusion Team. Senior leadership will be informed of the progress of the focus children. Incident Logs is the system used to monitor, record, and track the specific behaviours over time. It helps observe patterns, identify triggers, and assess progress in terms of behaviour change or goal achievement.

When a focus child fails to engage, and more interventions, agencies or services need to be deployed, it may be necessary to use longer suspensions. Suspensions are a minimum of a half of a day and can rise to 3 or more days for subsequent incidents. This will be linked to the tracker and will be informed by the range of interventions available. The Academy is keen to ensure a balance is met between the use of suspensions and the impact on the student's ability to re-engage with their learning. For this reason, the Academy has anticipated that in most cases

suspensions will not exceed 5 days for any single incident. Where it is necessary to suspend a student for a longer period, the academy will ensure that provision is offered from the 6th day.

The Principal retains full authority to vary the length of any fixed term exclusion, at any time: however, no student will receive greater than 45 days exclusion in any one academic year without being permanently excluded for persistent disruption and defiance. 'The DfE Guidance 2017 Exclusion from maintained schools, academies and student referral units in England' states that where a student has been fixed period suspended for 15 days or more in a term, the Governor disciplinary panel must meet.

Please note that the Principal also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days. Where the Principal is concerned that a student is subject to a large number of suspensions and therefore days lost to learning, or has accumulated a large number of negative incidents, in any one academic year, it is recognised that the Academy is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by this student. In addition, the Academy recognises that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support.

At this point, the Principal would be likely to consider at a permanent exclusion. In order to maintain good order and authority in the Academy, a student who is disruptive or defiant may be placed in internal isolation for a half day or more. A student who disrupts internal isolation during the day, should, with their parents/carer's permission, be sent off site and will receive a suspension. Upon return to the Academy a student, at the discretion of the Principal, may be required to complete a day in isolation before returning to class.

Students who receive a suspension may not be allowed to represent the Academy in extra- curricular activities. For further information please refer to the Academy's Exclusion Policy

10.3 Reintegration back into Academy following a suspension

There is a set procedure for those students who return to Academy following a Suspension. This will involve:

● A meeting with the child, parent/carer and a member of the Senior Leadership Team to discuss the expectations for them to return to Academy. This meeting must take place within 24 hours of the planned return date.

● Possible implementation (or review) of a Behaviour Support Plan. Where appropriate, additional intervention may be necessary to support students in modifying their behaviour.
● The success of this reintegration period will determine whether students can return to representing the Academy in a range of activities. Failure to cooperate with this reintegration may result in further escalation of sanctions.

11.0 Permanent Exclusions

The Principal reserves the right to permanently exclude a student. There are two main types of situations in which permanent exclusion may be considered:
1. A graduated response to repeated disciplinary issues where a range of behaviour modification strategies have been implemented without success. Such incidents include when a student takes up an inordinate amount of staff time dealing with his or her misbehaviour. A verbal, written and final written warning may be issued prior to a permanent exclusion. If a final written warning is giving notice that if there is one more incident of misbehaviour then it will result in a permanent exclusion. Final written warnings last for a period of 24 months from the date they are issued.

2. Single, more serious incidents, in which the safety of members of the Academy community has been placed at risk. This could be a 'one off' offence. Such incidents include:
● Making false accusations against a member of staff, which could precipitate action by the Police or Safeguarding Children's Board
● Unprovoked serious act of violence towards any member of the Academy Community
● Possession of offensive weapons. These include offensive weapons such as manufactured weapons, items adapted to cause injury, or items that are carried with the intent to cause harm.
● Serious actual or threatened violence against another student or a member of staff
● Sexual abuse or assault
● Arson
● Theft of Academy property or a member of the Academy community's property
● Uses ICT in a way which could be construed as harassment and/or bullying of other members of the Academy community, or an invasion of their privacy
● Uses audio or visual recordings of members of the Academy community in a way which could be construed as harassment, bullying or an invasion of their privacy
● Is involved with illegal drugs or alcohol during the Academy day e.g. using or supplying to others

● Damage to Academy property
● Swears at, or is personally insolent to a member of staff
● Is involved in activities which are prejudicial to the health and safety of member(s) of the Academy community.
● Deliberate activation of the fire alarm without good intent

These are not exhaustive lists and there may be other situations where the Principal makes the judgement that a permanent exclusion is an appropriate sanction. The Academy will consider police involvement for any of the above offences where appropriate. Permanent exclusions are subject to a formal hearing and appeals panel.

12.0 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student 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 and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions. Staff follow the statutory guidance comes Restrictive Interventions including the Reasonable Use of Force: Use of reasonable force and other restrictive interventions guidance.

13.0 Confiscation and Searches

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

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

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.
Subject to the exception below, 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 to the search.

14.0 Off-Site Misbehaviour
Sanctions may be applied where a student has misbehaved off-site when representing the Academy. This means misbehaviour when the student is:
● Taking part in any Academy-organised or Academy-related activity (e.g. Academy trips)
● Travelling to or from Academy
● Wearing Academy uniform
● In any other way identifiable as a student of our Academy
Sanctions may also be applied where a student 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 student
● Could adversely affect the reputation of the Academy

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

15.0 Online Misbehaviour
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

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

16.0 Suspected Criminal Behaviour
If a student 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 / Assistant 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.

17.0 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. Students 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

18.0 Malicious Allegations

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.

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.

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

19.0 Responding to Misbehaviour from Students with SEND

The Academy recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from students 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 student caused by the Academy's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student 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, the Academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

19.1 Adapting sanctions for students with SEND

When considering a sanction for a student with SEND, the Academy will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the Academy to sanction the student for the behaviour. The Academy will then 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 student displaying challenging behaviour may have unidentified SEND. The Academy's special educational needs co-ordinator (SENCO) may evaluate a student 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 student, 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.

19.2 Students 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 student 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.