

Behaviour Policy

2023/2024

PARTNERSHIPS | OPPORTUNITY | INTEGRITY | EQUITY | EXCELLENCE | PEOPLE-CENTRED

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Washington
Academy

Enriching Lives, Inspiring Ambitions

Rationale

At Washington Academy, we believe the key principle to our behaviour policy in school has to be to create excellent, mutually positive relationships between teacher and child. Good behaviour for learning is the responsibility of all including students, staff, parents and the Local Academy Board. This policy aims to create a safe, secure, orderly environment free from disruption so that students can achieve the most effective learning. To achieve this we have three simple overarching expectations: Ready, Respectful and Safe. Our behaviour policy takes a child centred approach where restorative practices are at the heart of all that we do to prepare children for future life and challenges.

Principles

- Students learn best in an ordered environment.
- All forms of bullying are unacceptable, including those against protected characteristics such as race, gender, sexuality and disability.
- All members of the school and wider community deserve to be treated with respect.
- Good behaviour is achieved through a positive learning culture of mutual positive respect.
- Pupils need to receive tangible recognition of achievement.
- Giving young people responsibilities helps to raise self-confidence, self-esteem and promote independence.
- Pupils will treat the school's environment and each other's property with respect.
- Equal opportunities and equal rights will be exercised at all times.
- A focus on restorative approaches to behaviour and an ethos of communication and reflection on behaviour by the whole Academy and wider community.

Aims

- To encourage, support and reward good behaviour and good learning habits
- To raise the level of attainment in the school by offering young people the necessary guidance, support, challenge and partnership to ensure they are able to take advantage of the maximum opportunities for learning.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To build and support the self-esteem of young people.
- To value the rights of the individual.
- To encourage the development of positive relationships in all areas of school activities.
- To define acceptable standards of behaviour.
- To ensure that the school's strategies and expectations of behaviour are widely understood by parents and students.
- To produce an environment in which students feel safe, happy, secure and respected.
- To ensure that students are confident of their right to be treated fairly.
- To promote/develop empathy and respect for self and others.
- To introduce a behavioural approach to reinforce a culture where sexual harassment is not tolerated

Roles and Responsibilities

Expectations of all staff

- Strive to be the best practitioner- use feedback and advice to continually review and improve practise within the classroom and wider Academy.
- Create an environment where all members of the Washington Academy community's thoughts and feelings are catered for and appreciated.
- Adapt the learning for all students in their class making reasonable adjustments for those who require it– make learning interesting and bespoke
- Ensure teaching is a positive experience for all students and develop exciting learning opportunities within their classroom.
- Be prepared for teaching- Including resources required and information and advice regarding the students within the lesson.
- Use Student Support Plans to plan to meet the needs of all children.
- Build positive respectful relationships with students within the classroom – smile and model positive behaviours.
- Provide a fresh positive start to every interaction – focus on restorative conversations and moving forward with positive resolutions to issues.
- Consistently apply classroom and school rules – apply behaviour management strategies to support learning and ensure consistency in dealing with students.
- Demand and expect the best from every student they teach continually seeking to raise the aspirations of all pupils within the Academy.
- Ensure students are meeting the presentation in books expectations
- Develop students skills to become effective learners
- Praise children, smile at them, ensure the lessons are engaging and those students feel safe and well cared for in the classroom environment.
- Make opportunities to reward students who meet their responsibilities well
- Provide a safe, secure and ordered environment
- Follow procedures and systems of the Academy consistently.
- Issue consequence fairly to all students who do not meet their responsibility
- Seek to provide opportunities within the curriculum and wider school activities to improve the cultural capital and wider life experiences of students.

Expectations of all Students

- Arrive on time to school and lessons, in full uniform, be equipped and willing to learn.
- Take an active role in their learning.
- Consider the feelings of others in their classroom, Academy and wider community.
- Strive to do the very best they can in all aspects of school life.
- Strive to develop skills for effective learning
- Follow school rules and develop mutual respect with everyone in school.
- Listen to and follow instructions without argument.

- Accept the consequences if responsibilities are not met
- Allow everyone to enjoy the right to learn.
- Listen to the views of everyone in the Academy.
- Keep the highest expectations in books which includes writing in pen, drawing in pencil, using a ruler to underline and draw diagrams and crossing out any incorrect work neatly.

Expectations of all Parent/Carer

- Ensure their child attends school every day and follow school attendance policy.
- Ensure their child arrives to school on time and prepared to learn, in full uniform.
- Download the Class Charts APP and follow their child's behaviour and attitude towards learning daily.
- Support and encourage their child to make the correct decisions.
- Build positive working relationships with the school and work together to support the child.
- Communicate concerns to the Academy at the earliest opportunity to ensure support.
- Support home learning.
- Check school communication channels regularly.
- Commit to and follow Washington Academy Home-Academy partnership agreement.
- Ensure their child is prepared for learning including pen, pencil and ruler, full uniform, school bag and PE kit.

Information and Data

All staff in Washington Academy are responsible for behaviour of children within their lesson. Where all behaviour management has been exhausted staff will use the RJC call out system and all incidents will be recorded on ClassCharts. All serious incidents including assault, fighting, threatening behaviour, possession of dangerous or illegal items, internal truancy and swearing at staff must be reported on ClassCharts to ensure immediate action. Further information to supplement these incidents must be recorded on CPOMS. Actions and communications to all serious incidents must be recorded on CPOMS. Heads of Year, supported by the Assistant Headteacher (Behaviour and Attitudes) are responsible for tracking behaviour over a range of subject areas and key target groups and will intervene when patterns of poor behaviour emerge. Individual student and whole-school data are analysed and used to inform short-term and long-term planning. Teachers use data profiles of their classes to prepare lessons and programmes of study. Individual student data are used to set students in a variety of subjects. Teachers will be supported by their Head of Department with departmental behavioural issues.

Communication and Parental Partnership

1. Home-Academy Agreement: Parents, students and school will sign this document and it is expected all parties will adhere to all aspects of the agreement.
2. A positive partnership with parents is essential to build trust and develop a common approach to behaviour, expectations and strategies for dealing with problems.
3. Where behaviour is causing concern, parents will be informed at an early stage, and will work in partnership with the school in rectifying the situation.

Praise/ Rewards

Washington Academy strives to promote a culture of encouragement and the promotion of desirable behaviour. Praise is an integral means of achieving this. We recognise that our students thrive on praise, the thrill of success and the glow of recognition. Praising our students and celebrating success is at the heart of our community. Staff are encouraged to focus on praising all students in all aspects of school life, and to ensure that personal commitment and achievement is acknowledged, rewarded and recorded on ClassCharts. Staff will work to a ratio of at least three positive points for every negative one given. These are beneficial motivational tools and encourage healthy competition within the school community. At Washington Academy students can earn praise in line with the academy expectations of Ready, Respectful and Safe. Tutors will reward students for full correct uniform, being prepared with equipment and being on time for school. Respect comes in many forms including respect for learning, respect for others, respect for self and respect for the Academy. As an academy we value the importance of developing literacy skills to enhance self-confidence and achievement across all subjects. Praise points are given for engagement with literacy activities within tutor as well as in lessons. Students who display attitude that goes above and beyond expectations and receive 10 additional Praise points.

ClassCharts praise points are used regularly to reward students throughout the year: During weekly year group assemblies, students are placed into a tutor group draw dependent on the number of praise points the previous week, 10 = once, 20 = twice etc. One student from each tutor receives a prize.

During the half term the students with the most improved number of praise points and those with the most praise points are rewarded during the day (e.g. ice cream van, donuts van, candy cart). Students can buy into activities in the last week of every term with their rewards points. Activities are formulated around student voice panels.

End of term celebration assemblies will recognise and reward students with the most praise points. During these assemblies, departments also reward students with a prize for effort and achievement within their subjects.

As an academy we acknowledge the link between good attendance and achievement and so reward students weekly for good attendance.

Students with 100% attendance for the week are placed into a prize draw every Friday morning in tutor to receive a prize to be collected at the end of the day.

Crunchie Friday celebrates students who have been nominated for a reward by the attendance team for improvement in attendance or for general good attendance.

We recognise the need for parents and carers to share and celebrate student success. For this reason, in addition to ClassCharts praise points, staff are encouraged to:

- Nominate 'Students' of the Week' to be announced in the weekly academy bulletin, which is posted on social media and presented during tutor every Monday.
- Superstar students are also nominated weekly by staff for outstanding effort and

achievement and presented on the bulletin. These students are also rewarded with a certificate which is sent home for parents/ carers to see.

- Students at Washington Academy are driven by praise postcards which are awarded in class by staff to be taken home.

The student council and student voice panel will be consulted to seek feedback on desirable rewards, the structure of rewards and how we can further develop/ improve our rewards systems.

Restorative justice – Behaviour Process

At Washington Academy we believe that when things start to go wrong within lessons and behaviour becomes a concern students and staff must work together to ensure safe, orderly and respectful environment . Where behavior falls outside of the expectations of Washington Academy the following process will be used for behavior within the classroom.

Level	Strategies	Example behaviours
Failure to Follow Instructions 1 st Time	Classroom teacher based sanctions and actions - Behaviour management strategies applied in the classroom by the classroom teacher – e.g. moved seating, redirecting to work, and classroom support. This should be logged on ClassCharts.	Low level behaviour e.g. talking/not on task/ turning around.
Failure to Follow Instructions 2 nd Time	Classroom teacher based sanctions and actions. This should be logged on ClassCharts.	Repeated low level behaviour.
Request Call Out	Request call out button pressed via ClassCharts which triggers an email alert requesting assistance. Walkabouts are requested to attend the classroom via walkie talkie system. Callout supports a discussion between class teacher and walkabout staff whether to remove the student or reintegrate back into the class.	Repeated disruption within the classroom despite management strategies. If a student walks out of the lesson.
Removal	If discussions are unsuccessful and it is decided that a student is to be removed from the classroom the child will be relocated within the department or an alternative class for the remainder of that lesson (this decision will be at the discretion of walkabout staff). Classroom teacher presses the removal button immediately after walkabout removes the child from their lesson. Details of the incident should be added to class charts. HoD will automatically be alerted via an email from Class Charts for the incident within their	

	department.	
No removals during first ten minutes of a lesson, nor going to a straight removal unless it is a serious incident.		
Restorative Justice Conversation (RJC)	<p>If a pupil is removed from a lesson, they are expected to self-present at the RJC detention room for a 15 minute RJC. Students must attend for a RJC with that teacher that evening. They will be marked as attending this detention by the HOY. If a child does not attend a RJC detention with the teacher, HOY to add onto the list for the following day. The child will be collected by HOY on walkabout during period 5 for a 30-minute centralised detention the following day. HOY will collect these students. If the 30-minute detention is not completed, the child will be referred to Turnaround for the following day</p> <p>If a child is removed from two lessons in a day, they will be collected by the lead walkabout on that period and taken to Turnaround for 4 periods.</p>	Refusal – If a child does not attend the RJC hall or refuses to have the conversation this will be classed as a refusal and the student will receive a sanction related to their refusal stage.
Two Removals in one day	<p>Heads of Year will automatically be alerted via an email from Class Charts if a student has received 2 removals in a day. Pastoral admin will notify the Head of Year/ walkabout staff who will then withdraw the student for the rest of the day and the student will be placed in the Turnaround room to prepare them for the following days learning back in lessons. Students will do a minimum of 4 periods in turnaround. For example, if this is period 5 then the student will complete the AM session in turnaround the following day.</p>	

Walkout	If a student walks out of lesson the student walkout button is pressed on Class Charts. Pastoral admin notifies walkabout the student is returned to lesson if student refuses they will be placed in Turnaround.	
Serious Incident Callout	A pupil can be removed immediately without warning following the warning procedures following a dangerous behaviour. This is requested via Class Charts- Serious Incident button which triggers an email alert to Pastoral Admin who co-ordinates immediate response via walkie talkies.	Threatening aggressive behaviour that poses a safety risk, fighting, assault, possession of dangerous or illegal items.
Internal Truancy	If a student who has been present for previous lessons does not arrive to a lesson it is the responsibility of the class teacher to log that the student has not arrived to lesson on class charts to enable the HOY or walkabout to investigate. Once found and deemed appropriate the internal truancy button will be pressed via Class Charts. Parents will be notified, and the student will receive an hour's truancy detention in turnaround that evening. Parents will be notified when this is the case.	Should be in a lesson but has taken themselves to the Learning Support Unit without permission.
Out of Lesson Behaviour	Staff may issue an RJC for their conduct outside of lessons which fails to meet academy expectations. Pupils are expected to self-present at the RJC.	Not purposefully making their way to lessons; dropping litter; not clearing up after themselves following lunch and inappropriate behaviour.
Defiance and failure to follow expected standards of behaviour	If a student refuses to follow basic instructions throughout the course of the day a 1 hour detention may be issued by pastoral staff. If a student fails to respond with the expectations as set out in the behaviour policy further sanctions such as cool downs at another trust school or suspensions may be considered.	A student is refusing to go to turnaround for poor behaviour or walks away from a member of staff

Restorative Justice Conversations – RJC's

At Washington Academy restorative justice and building relationships is at the heart of our community. A RJC is a 15 minute conversation by the member of staff and student to move forward. A maximum of 2 RJC's can take place in any evening. The conversations are based around 5 key discussion points.

- What has happened?
- What were you thinking at the time?
- How are you feeling now?

- Who was affected and how?
- How can we make things right?

Truancy and Defiance detentions

At Washington Academy students learn best when they are actively taking part in lessons. Students who fail to turn up to lessons and are found to be truanting will be given an hours detention after school on the day in our turnaround room. Additionally, those students who do not respond appropriately to staff requests can be given an hours defiance detention in the turnaround room. The decision to issue these detentions will be by pastoral and SLT staff only. Parents of students who receive the hours detention will be informed via text message. Students who fail to attend the hours detention will be placed in turnaround for five periods the next day.

Inclusion Offer

There are further key areas of behaviour intervention for our students to ensure we provide a curriculum offer accessible for all students.

The Learning Support Unit (LSU) – The LSU offers timetabled small nurturing group sessions for students who experience barriers to learning related to social, emotional and mental health and provides a stepping stone into mainstream education for school refusers. A range of interventions support our students within the LSU such as art therapy, drawing and talking therapy, mindfulness, social skills, anger management, raising aspirations sessions and emotional resilience. In addition the LSU provides supplementary support for students with poor literacy and numeracy levels to ensure they have the ability to access mainstream work. The LSU also offers a safe space for students who are in crisis to aid a swift recovery, supporting students back into lessons at the earliest appropriate opportunity.

Turnaround - Our Turnaround room accommodates students who display continued low level poor behaviour in lessons identified by two removals from lessons in one day or failure to turn up to truancy and defiance detentions. It also offers a suitable working environment for students whilst serious incidents are being investigated. Small numbers of students work on their mainstream work within this room supporting their reintegration into lessons the subsequent day or later in the same day which is down to the discretion of pastoral and senior staff.

Outreach – Our specialist behaviour team offer support in some lessons for identified students who are struggling in lessons to manage their social, emotional and mental health. Outreach also forms part of any reintegration back into lessons following work in the LSU, Personal Development Centre or Enrich.

Escalation Process - RJC's

Form Tutors and Heads of Year will keep a careful check on the total of RJC's and Praise Points gained by students to help monitor low level disruption and to spot students who are beginning to cause concern across the school. There should be a regular discussion between tutors and students about this process and students should be reminded about where they are within this process.

The pastoral staff will conduct a formal review of every student once a half term where students may be placed within the Sunderland Ranges for Social, Emotional, Mental Health dependent on their behaviours over the previous half term. The academy actions for students placed on the ranges is entirely supportive to modify behaviours and promote achievement.

Range	Indicators	Suggested actions
1	<ul style="list-style-type: none"> Daily behaviour warnings of Call Outs. 	<p>Tutor – discussion around behaviours. Ensure home aware.</p> <p>Class Teacher – consistent expectations. Appropriate pace. Differentiated activities, materials & questioning.</p>
2	<ul style="list-style-type: none"> 1/ 2 call outs per week 2/3 out of lesson behaviour reported per week and/ or internal truancy Serious incidents are rare – 1 per half term. Peer related incidents are rare – 1 per half term. Multiple daily behaviour for learning logs. No time in the Personal Development Centre 	<p>Head of Year - Personalised reward systems covering targeted lessons/ activities. Pre-Code of Practice meeting with parent & student & 6 week review.</p> <p>Head of department – Consider opportunities for small group work based on identified need</p> <p>Class Teacher - consideration of group dynamics within class and work with pre-cop strategies</p>
3	<ul style="list-style-type: none"> Occasional refusal to take part in social activity 2/3 call outs per week. Daily out of lesson behaviour reported (5 per week) and/ or internal truancy Occasional serious incident logged – 1 per week?? Occasional peer related incidents are rare ½ per week 1 or 2 sessions in the Personal Development Centre per half term 	<p>Head of Year - Personalised reward systems known to all staff in school who have contact with the pupil, implemented consistently across the curriculum. Code of Practice meeting with parent & student & 6 week review.</p> <p>Placed on the SEND register for SEMH.</p> <p>Learning Support Team (Behaviour Manager & HLTA SEMH) – Behaviour Intervention Programme, other interventions & consideration of withdrawal from key lessons for these interventions.</p> <p>Staff Behaviour Mentor – regular check in and support.</p>
4	<ul style="list-style-type: none"> Daily Call Outs Daily out of lesson behaviour reported (5 per week) and / or Internal Truancy 2/3 serious incident logged per week Refusal to take part in Practical Subjects or PD where group work is required. Regular peer related incidents (2 or more in a week) Weekly sessions in the Personal Development Centre 	<p>AHT B&A & SENDCO, Safeguarding Lead & Head – fortnightly discussion in school VPP regarding strategy. Considered: Ed Psych, Alt curriculum, managed move, RJ Project, other agency involvement</p> <p>Assistant SENDCO/ HLTA - in class support for identified subjects</p> <p>Learning Support Team (Behaviour Manager & HLTA SEMH) - Daily teaching of social skills to address behavioural targets and outcomes</p> <p>Staff Behaviour Mentor – regular check in and support</p>
5	<ul style="list-style-type: none"> Daily Call outs (5 per week) Daily serious incidents. (5 per week) Daily peer related incidents (5 per week) Weekly sessions in the Personal Development Centre Daily Call outs (5 per week) Daily serious incidents. (5 per week) Daily peer related incidents (5 per week) Weekly sessions in the Personal Development Centre 	<p>AHT B&A & SENDCO, Safeguarding Lead & Head – fortnightly discussion in school VPP regarding strategy. Review: Ed Psych, Alt curriculum, managed move, RJ Project, other agency involvement. EHCP to be applied for.</p> <p>Learning Support Team (Behaviour Manager & HLTA SEMH) - bespoke work in LSU</p>

Disengagement and Refusal

Washington Academy seek to gain a culture where all students and staff engage with the restorative approach to build strong mutually respectful relationships. Where students refuse to engage with the restorative approach the following process will be applied:

No. of Refusal	Process To be followed	Sanction
Parenthub message home by issuing member of staff for all of their RJC's not attended		
2	Form Tutor phone call home to discuss academy expectations and behaviour policy	Form Tutor phone call home
3	Head of Year phone call home to discuss academy expectations and behaviour policy	Head of Year phone call home
4	Head of Year phone call home Break time in the Personal Development Centre - <i>collected by SEMH HLTA (Head of Year when unavailable)</i> Class teachers to attend for RJC, <i>timetable permitting</i>	Break in the Personal Development Centre
5	Head of Year phone call home Lunchtime in the Personal Development Centre - <i>picked up by Head of Year</i> Class teachers to attend for RJC, <i>timetable permitting</i>	Lunch in the Personal Development Centre
6	Head of Year parental meeting - behaviour contract signed Break and lunchtime in the Personal Development Centre - <i>collected by HLTA SEMH/ HOY</i> Class teachers to attend for RJC	Break & lunch in the Personal Development Centre
7	Head of Year phone call home. 0.5 day in the Personal Development Centre - afternoon 2.15pm-4pm Class teachers to attend for RJC	PM in the Personal Development Centre
8	Head of Year phone call home. 0.5 day in the Personal Development Centre - afternoon 2.15pm-4pm Class teachers to attend for RJC	PM in the Personal Development Centre
9	Behaviour manager parental meeting & contract re-signed 1 day in the Personal Development Centre, AM 8-10am and PM 2.15-4pm. Class teachers to attend for RJC	1 day in the Personal Development Centre
10	Head of Year phone call home. Community service 2 days - HLTA SEMH Class teachers to attend for RJC	3-4pm x 2 days
11	Head of Year phone call home. Community service 5 days - HLTA SEMH Class teachers to attend for RJC	3-4pm x 5 days
12	AHT parental meeting & contract re-signed Cool off period in alternative school 2 days	Cool off placement
13	Cool off period in alternative school 5 days	Cool off placement
14	DHT parental meeting & contract resigned - advised of next steps with governing body panel	DHT meeting

DEESCALATION – Where students refuse to engage with the restorative approach and subsequently reengage by attending 3 consecutive RJC's, their HOY will deescalate them down to the previous stage.

Suspensions

The Head Teacher, or the Deputy Head Teacher delegated to be in charge of the school in the event of the Head Teacher's absence, may use suspension or permanent exclusion in response to incidents of a very serious nature.

When deciding upon an exclusion, the Head Teacher will take account of any special educational needs, any disability that might affect the decision and any relevant cultural or religious issues. The Head Teacher will ensure that the school keeps a record of actions taken during the investigation of any incident leading to suspension/ exclusion.

If a child is suspended from school, the school will:

- Inform the parent immediately, in writing, of the reason for the suspension;
- Set work for the first 5 days of any suspension;
- Provide alternative provision from Day 6 of any suspension; the Local Authority (LA) will provide this in the case of a permanent exclusion;
- Arrange a readmission meeting, at which the reasons for the exclusion will be further discussed;
- Where appropriate, arrange for a Governors' Disciplinary Committee to consider any permanent exclusion.

A student will normally be placed in Turnaround during investigations leading to a possible suspension and for the remainder of the day on which a decision to exclude has been made, unless they are collected by a parent/carer. Students may also be placed in the Personal Development Centre/Turnaround on their return from suspension.

Parents have a legal responsibility to supervise students during the first 5 days of any suspension or permanent exclusion and can be subject to fixed term penalties if a child is seen out and unsupervised during that time.

Permanent Exclusion

A decision to exclude a pupil permanently should only be taken in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.

(DfE 'Exclusion from Maintained Schools, Academies and pupil referral units in England 2012)

Therefore failure to conform to the high standards, expected of all students, may result in permanent exclusion by the Head Teacher. For example, if a student:

- Absolutely refuses to conform to reasonable requests by a member of staff;
- Makes a malicious allegation against a member of staff;

- Makes an unprovoked physical assault on another member of the school;
- Is involved in the bullying of another pupil;
- Is involved with substance abuse during the school day. This includes being in possession, supplying or using drugs, or those substances referred to as “legal highs”.
- Brings an offensive weapon to school;
- Is in possession of pornographic material or is involved in inappropriate sexualised behaviour;
- Uses social networking media inappropriately with respect to the school or its members;
- Sells counterfeit or stolen goods on school premises;
- Engages in unlawful activity;
- Uses audio or visual recordings of members of the school community in a way which could be construed as harassment, bullying or an invasion of their privacy via social media;
- Takes up an inordinate amount of staff time dealing with his or her misbehaviour;

The list above provides examples for which permanent exclusion may be deemed appropriate, however it is not possible to foresee all possibilities and permanent exclusion may result from any similar serious misdemeanour. Permanent exclusion will be considered where The Head Teacher feels that a students’ behaviour or actions brings the school’s name into disrepute. In the case of arson, the trafficking of drugs, sexual assault, theft, the carrying of a weapon or assault causing injury the police will be contacted.

Searching Students

Identified School staff can search students with their consent for any item which is banned by the school rules. Identified staff will follow good practice guidance and searches will be performed in the presence of 2 members of identified staff one of whom will be the same sex as the person being searched. Parents will be notified of the child being searched where appropriate. The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the student has a prohibited item.

Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- 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
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Should items be found, the response of the school will be based upon the item found and any relevant information regarding its use. Generally this will involve contacting the police. In the case of knives and weapons a referral will also be made to appropriate support services including but

not limited to together for children.

Possession of Illegal Drugs

Any student bringing drugs into school to sell or with the intention of selling will be permanently excluded. Any student buying drugs in school will be permanently excluded.

Any student found with drugs on their person or involved in drugs related incident will potentially face permanent exclusion based upon the facts ascertained during the investigation.

The above points also include any school based activity or residential, off school site

Use of Reasonable Force

School staff may use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom where the health and safety of other or themselves is at risk.

The Headteacher and staff authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules. Staff will reasonably limit the movement of student/s to identified areas of the Academy to ensure the health and safety of staff and students in some incidents. Washington Academy's behaviour policy should be read in conjunction with Washington Academy Positive Handling policy and DfE guidance 'Use of reasonable force ' 2013

Abuse and Threatening Behaviour to Staff

The school has a duty of care to its staff as well as its students. Incidents of abuse, harassment and threatening behaviour will at all times be taken seriously whether these occur in school or out of school. In an ever increasing digital world, targeting of staff through electronic modes of communication including the use of social media will also be taken seriously. In serious cases these can all lead to permanent exclusion.

Allegations of Abuse Against Staff

Allegations of abuse will be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension of a member of staff will not be used as an automatic response when an allegation has been reported.

Should a student make a malicious accusations against school staff, the matter will be taken seriously and will result in either a fixed term or permanent exclusion from the school.

Addendum to Behaviour Policy due to the circumstances of Global pandemic (COVID-19)

Due to the current unprecedented circumstances of the COVID-19 virus it is necessary that all schools are prepared and have appropriate arrangements in place in relation to the management of any behaviour concerns both on and off site during this time. Therefore, we have produced an addendum to the Academy's Behaviour Policy to ensure all staff, students local academy board members and Parents understand our protocols for managing behaviour concerns directly relating to COVID-19.

Expectations of children and young people

Social distancing:

- Stay in your own seat in the classroom or sit in the space you have been asked to.

- Keep a sensible distance from other children as you move around any area of the school or when lining up.
- Use facilities such as the toilet at specified times, ensuring you follow good hygienic practise
- Put up your hand if you want to speak to the teacher instead of moving from your seat.
- In the yard and outdoor spaces as much as is reasonably possible, stay 2m apart from other children,
- Follow the instructions and direction of staff on moving around the school. Ensuring you move quickly and sensibly to your required areas.
- Enter and exit the building via your identified point.
- Pupils to adhere to the no smoking policy on site.

Infection control:

- You must not cough, spit cough or sneeze towards any other person.
- Do not share equipment
- Do not share water bottles
- If you sneeze or cough you must cover your mouth with your elbow or preferably use a tissue using the 'catch it, bin it, kill it approach'.
- Wash your hands using the sanitizer provided or with soap and water for 20 seconds when you have been asked to do so.

Illness

- If you feel ill with the following symptoms at home you must tell your parents immediately and you must not come to school.
- If you feel ill at school with the following symptoms you must tell a teacher immediately so your parents can be contacted.

The main symptoms of coronavirus (COVID-19) are:

- A high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- A new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- A loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

To protect others anyone displaying the above symptoms should self isolate and request a COVID 19 test continuing to self isolate until results are confirmed. Those testing positive should follow all further advice given to them.

Children will be given reminders of these expectations throughout the day as we understand that these expectations are new and may not come naturally at first, especially to the younger children. However, we must ensure that these expectations are adhered to as much as is reasonably possible in order to keep our children and staff safe.

Deliberate non-compliance of these expectations will be taken seriously and parents will be contacted immediately if we feel that any child is deliberately placing children or staff at increased risk.

This amendment follows guidance as published by the Government, which can be found on the following link:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles>