



University of Brighton

Academies Trust



SILVERDALE
PRIMARY
ACADEMY

SILVERDALE PRIMARY ACADEMY BEHAVIOUR MANAGEMENT POLICY

REVIEW DATE: JULY 2020

Silverdale Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our core value that 'Learning Is For Everyone'.

Aims of our behaviour policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Silverdale Code of Conduct & Rules

We have three simple statements regarding our code of conduct, all our Academy rules are framed around these 3 core behaviours, which are then broken down for different aspects of Academy life e.g the classroom, corridors, lunchtime etc. These rules are displayed across the Academy, and are referred to frequently.

- **Ready**
- **Respectful**
- **Responsible**

Behaviour Guidelines - Rewards

At Silverdale we focus on praising the behavior we want to see. It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Whole Academy Reward System: Smileys, Ninjas & Houses

The academy has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smileys'. Smileys may be awarded for any actions, deeds or attitudes which are deemed noteworthy.

When awarding the Smiley the member of staff should reinforce the good behavior, referring to the 3 rules wherever possible e.g. 'You can have a Smiley for waiting patiently – being respectful.'

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The children's smileys are recorded using 'ClassDojo', an online record system. Smileys should be awarded in the following quantities:

- Good behavior, manners, effort or other note-worthy behavior = 1 smiley
- Recognition sticker from a member of SLT = 5 smileys
- Happiness Ninja = 10 smileys.

They are intended to help staff focus on positive rather than negative behavior. A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'smileys' at all times to reward and reinforce positive behavior as it occurs (smileys can be represented by a sticker). This reinforces our philosophy that **the care of all our children is the responsibility of all adults in the academy.**

Ninjas

Each week the whole academy will have a 'Learning Ninja' focus, which will be one of: determined, ambitious, courageous, dynamic, inspirational & resilient. During the week teachers will have 5 special Learning Ninja stickers, which they can award to children demonstrating that particular learning behavior. Each of these stickers has a 'value' of 10 smileys and will be recorded using ClassDojo.

Houses

The Academy operates a house system based on the 6 ninjas: determined, ambitious, courageous, dynamic, inspirational & resilient. Each child is allocated a house, which is used for participation in whole Academy events such as sports' days. In addition, smileys are totaled up at the end of each week to give a running total in the annual house contest, which concludes with the awarding of the much sought after 'house cup'.

Smiley shop

Children can 'cash in' their smileys for a range of small tangible rewards every time they reach 50 additional smileys as the 'Smiley shop' which will be co-run by the volunteers from our Year 6 cohort. Children are encouraged to save up their smileys for bigger rewards, including 'experiences' such as movie nights.

Principal awards

A weekly 'Celebration Assembly', where Principal's Awards and other certificates are handed out, is dedicated for the praise and recognition of children who have demonstrated the weekly Ninja learning behavior.

Lunchtime Behaviour Cup

A weekly behaviour cup will be awarded by the lunchtime supervisors to a class in the academy. This will be based upon good manners, lining up appropriately at the end of lunch and conduct within the dining halls. This award will be presented in the Celebration Assembly.

Postcards and phone calls home

Staff are encouraged to send notes home, speak to parents after school and ring home in the event of examples of exceptional/significantly improved behaviour/work.

Behaviour Guidelines - Sanctions

Pupils learn from experience to expect fair and consistently applied sanctions which differentiate between serious and minor offences. ***Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances and individual behaviour plans.***

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from academy.

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- To provide a safe working environment for pupils and adults.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child**. **Frame the sanctions in the context of the 3 rules wherever practicable.**

Sanctions - Procedures

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include permanent exclusion.** However, as a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory. The Silverdale Academy day will be split into **THREE sessions**. All yellow cards will be rescinded prior to the start of a new session. If the child has received a red card during a session, and has undertaken their sanction (paired class, loss of breaktime), then the red card is removed for the afternoon.

In addition to the procedures below, if a child doesn't complete work as a result of refusal/lack of reasonable effort, then they may be required to complete the work set during a break or lunchtime.

If unacceptable behaviour occurs:

(Classroom teacher)

Use normal strategies:

e.g. Polite but firm requests, warnings (no more than two per session). Consider repositioning, separating etc.

Step 1 (Classroom teacher)

Give a final warning:

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Classroom teacher)

Time Out (A)

YELLOW CARD

- Child sent to designated chair/area of classroom (if class teacher deems this as necessary)
- 5-10 minutes in order to reflect, calm down etc without causing disturbance.

*If behaviour improves return to class - if not, or if child doesn't comply, move to **Step 3***

Step 3 (Paired class)

Time Out (B)

RED CARD

- Child escorted to paired class by a member of staff.
- A period to time, at the discretion of the Class Teacher, working alone without causing disturbance. Child sent with pre-prepared work that they can complete unaided.
- If there is no time for Time Out to be completed within the session, or an incident has occurred during morning break, then children should be sent to the intervention room in the KS2 corridor for reflection time.
- Member of staff records details of the incidents on CPOMS.
- If deemed necessary the class teacher is to contact parents regarding a one off red card incident.
- If a child receives 3 red cards over the course of a week then parents must be contacted to arrange a meeting with the Class Teacher to discuss and agree a strategy to improve behavior going forward. This meeting should be recorded on the Silverdale Parent/Career meeting form and added to the class file.
- If a child receives 3 red cards during more than one week in a term then SLT should be informed so that a joint meeting can be set up to discuss further steps in improve a child's behavior.

If behaviour improves return to class.

*If not or if child refuses, move to **Step 4***

Step 4 (SLT)

Time Out (C)

- Child escorted to SENCo THRIVE Coordinator/ Assistant Principal

If behaviour improves return to class.

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Uniform policy

The Academy Uniform Policy is available on the website, and regular reminders feature in the school newsletter. The policy does not require the wearing of specifically branded uniform and provides a range of comfortable and affordable options. Consequently, the Academy expects children to be smartly turned out in the correct uniform every day. Breaches of the uniform policy will initially result in a reminder being sent to parents. Children may also be provided with for the day, and required to wear, replacement items of uniform if they come to school in the incorrect uniform e.g. a school jumper, black shoes etc. If children continue to be sent to school in the incorrect attire, a meeting will be arranged with parents to reinforce the expectations of the Academy.

Defiance

Outright refusal by a pupil to comply with the school behavior policy is in itself serious. It undermines the credibility of the staff involved and the Academy's established routines. If a child refuses a direct instruction by a senior member of staff, that child's parents will be called to attend school for a meeting as soon as possible, and always before the beginning of the next school day. This meeting is to discuss the child's behavior and consequences of it, not to debate or dissect the events themselves. If a parent cannot/will not attend such a meeting promptly, the child may need to work in isolation.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them: Causing disorder; hurting themselves/others or damaging property. Incidents of physical restraint 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 and be recorded using CPOMs.

Exclusion

The academy follows the [University of Brighton Academies Trust exclusions policy](#). This policy, and government guidance, makes it clear that a fixed period, or permanent exclusion, may be issued in the event of serious or repeated breaches of this behavior policy. Permanent exclusion can be used for serious "one-off" offences such as: Serious actual or threatened violence against a pupil or a member of staff; activities involving drugs or substance abuse; criminal offences; bringing offensive weapons onto the academy site; sexual abuse or sexual assault; repeated breaches of the academies' behaviour policies.

Searching, screening & confiscation

The Academy reserves the right to search, screen & confiscate as appropriate. In doing so, we follow the Department for Education guidelines (Appendix C).

Behaviour management in EYFS

Each classroom has a reflection area which has a positive reinforcement visuals when in use. There is also a traffic light system. Children will be given two warnings to unacceptable behaviour, if there is a subsequent warning they will move onto the amber section of the traffic light and finally move to red if behaviour continues to deteriorate. Once on red the child has time to reflect in the 'reflection area' with a timer. They move back onto green. If the process is repeated the child is sent to the paired class's reflection area. For outstanding behaviour the children move to the gold section above the green. This signifies and celebrates brilliant achievement, which may be academic or behaviour.

Repeated poor behaviour, or more serious incidents, will be reported to SLT for further action.

Vulnerable children - Guidance

The academy acknowledges that a small minority of children may, for whatever reason, may need additional support to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for Educational Health Care Plans and those in public care. Preparation for life beyond primary school is an essential part of our role and it is important therefore that SEND is viewed as an explanation, rather than an excuse – we aim to build personal responsibility within our pupils.

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Key staff work with the SENCO to ensure behaviour management strategies and practice are, where necessary, appropriately and reasonably adjusted to support and manage the behaviour of pupils with SEND. These adjustments are documented through an 'Assess, Plan, Do (APD)', which is a working document and is updated as necessary. Where needed, an individual risk assessment is also developed.

The Academy aims to include the views, wishes and feelings of the pupil with SEND and their parents/carers when planning outcomes related to behaviour and attendance.

Where there are behaviour concerns there will be collaborative work with families and pupils and an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health needs.

In these exceptional circumstances the academy will try to avoid exclusion. It is important that parents are informed and involved when behaviour plans and behaviour targets (in conjunction with the SEN Dept.) are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and the academy as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of a home/academy book and/or daily report cards.

Malicious Accusations against Silverdale Academy staff members

Where a child is found to have made a malicious accusation against a member of staff this will be dealt with using an appropriate sanction (as deemed necessary by the Principal) in line with our sanctions procedures, or by exclusion if appropriate.

Pupils' conduct outside the academy gates – teachers' powers - What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the academy premises "to such an extent as is reasonable". Silverdale Academy will respond to non-criminal bad behaviour and bullying which occurs off the academy premises and which is witnessed by a staff member or reported to the academy. Silverdale Academy staff may discipline pupils for:

- misbehaviour when the pupil is:
 - taking part in any academy-organised or academy-related activity or
 - travelling to or from the academy or
 - wearing academy uniform or
 - in some other way identifiable as a pupil at the academy.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the academy or
 - pose a threat to another pupil or member of the public or
 - could adversely affect the reputation of the academy.

In all cases of dealing with misbehaviour outside of the academy premises, parents or carers will be contacted and a course of action decided in line with our sanctions procedures. Academy staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Behaviour – Offsite Visits

The academy has a clear code of conduct for academy offsite visits based on the Behaviour Management Policy. Expectations of pupil behaviour off-site are the same as in school and group leaders need to be very clear about the

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steps that they will take in the event of unacceptable behaviour. This code of conduct will be part of the condition of booking by the parents/carers, and includes the potential of withdrawal of a child, prior to and during the visit, if such conduct is inappropriate. If a child's behaviour in school could cause risk to that child or others in the group, the child should not be taken off-site unless the Senior Leadership Team is satisfied about the child's future conduct. The child's parent/carer may be asked to accompany the child on the visit. A separate risk assessment should be written for pupils whose behaviour may give cause for concern. Any relevant documentation such as Behaviour Support Plans must be taken into account. Any decision not to take a pupil on an off-site visit must be documented in the risk assessment following agreement of the SLT.

OFFSITE SANCTIONS PROCEDURE

Where reasonably possible the following steps, that are in-line with the academy sanctions procedures, should be adhered to.

Step 1 (Responsible adult)

Give a final warning:

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Responsible adult)

Time Out (A)

YELLOW CARD

- Child sent to adult leading the offsite visit (Group Leader)
- 5-10 minutes to reflect, calm down etc without causing disturbance.
- Child returns to responsible group

If behaviour improves return to responsible adult.

*If not or if child refuses, move to **Step 3***

Step 3 (Responsible adult)

Time Out (B)

RED CARD

- Child escorted to adult leading the offsite visit (Group Leader) for the remainder of the visit
- Group leader records information on risk assessment or other relevant documentation

(Other relevant documentation – Silverdale Primary Academy Offsite Activities and Educational Visits Policy)

Step 4 (Group Leader)

- Group leader to contact Vice Principal/Principal to inform the academy that child is to take no further part in the offsite visit
- Academy or Group Leader to contact parents to collect child. If this is not possible then other options to be carefully considered
- Group leader records information on risk assessment or other relevant documentation

N.B

In all cases of a child being removed from an offsite visit (including residential), parents should incur any costs involved in this process.

Behaviour management and discipline in schools, what the law says:

- [Government guidance](#) (2016) makes it clear that all paid staff at schools have the power and responsibility to discipline pupils for misbehavior. Schools should have: "a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions."
- Teachers (and other paid staff such as Teaching Assistants) have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The guidance sets out a range of potential sanctions that can be imposed by school staff, providing they are proportionate and reasonable. These include, but are not limited to: A verbal reprimand; Extra work or repeating unsatisfactory work until it meets the required standard; The setting of written tasks as punishments, such as

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writing lines or an essay; Loss of privileges – for instance the loss of a prized responsibility; Detention including during lunch-time, after school and at weekends; School based community service or imposition of a task – such as picking up litter or weeding school grounds; Scheduled uniform and other behaviour checks; Being placed “on report” for behaviour monitoring.

- In more extreme cases schools may use temporary or permanent exclusion.

The Equality Act 2010

Silverdale Academy has a legal duty under the Equality Act 2010. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

In practice, any persons acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions, and the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

ANTI-BULLYING POLICY

Silverdale Academy has a separate Friendship and Anti-Bullying Policy (see Appendix B).

Written by	Assistant Principal
Owner	SLT
Status	Approved
Approval date	July 2019
Review date	July 2020



Silverdale's Sanction Procedures

If unacceptable behaviour occurs:

(Classroom teacher)

Use normal strategies:

e.g. Polite but firm requests, warnings (no more than two per session). Consider repositioning, separating etc.

STEP 1 (Classroom teacher)

Give a final warning:

Use the agreed phrase, *'This is your final warning. Do you understand?'*

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS, TAKE ACTION!

STEP 2 (Classroom teacher)

Time Out (A)

YELLOW CARD

Child sent to designated chair/area of classroom/table. (If the teacher deems this as necessary)

5-10 minutes in order to reflect, calm down etc without causing disturbance.

If behaviour improves return to lesson.

If not or if child refuses, move to Step 3



STEP 3 (Paired Class)

Time Out (B)

RED CARD

Child escorted to paired class by a member of staff.

Up to 30 minutes, at the discretion of the Class Teacher, working alone without causing disturbance. Child

sent with pre-prepared work that they can complete unsided.

If there is no time for Time Out to be completed within the session, or an incident has occurred during morning break, then children should be sent to the intervention room in the KS2 corridor for reflection time at lunch time. The length of reflection time is at the discretion of the member of SLT supervising and will depend upon the nature of the behaviour.

Teacher or TA records: when, why on CPOMS. Include any actions taken and 'tag' any relevant children and adults.

If deemed necessary, the class teacher is to contact parents regarding a one off red card incident.

If a child receives 3 red cards over the course of a week then parents must be contacted to arrange a meeting with the Class Teacher to discuss and agree a strategy to improve behavior going forward. This meeting should be recorded on CPOMS.

If a child receives 3 red cards during more than one week in a term then SLT should be informed so that a joint meeting can be set up to discuss further steps in improve a child's behavior.

If behaviour improves return to class.

If not or if child refuses, move to Step 4



STEP 4 (SLT)

Time Out (C)

- Child escorted to SLT.

If behavior improves return to class.

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**FRIENDSHIP & ANTI-BULLYING POLICY
(IN CONJUNCTION WITH THE BEHAVIOUR MANAGEMENT AND DISCIPLINE POLICY)
JANUARY 2019**

As an academy, we pride ourselves on the high quality, professional relationships that all staff form with the children. This concept of nurturing and trusting relationships is at the centre of our practice and integral to ensuring that this policy is successful in its implementation. We believe that all children need to develop a sense of self-worth and value and need to feel emotionally safe within their learning environment to enable them to behave appropriately and therefore learn. For this reason, we expect all staff to offer children a safe and secure learning environment which is based on consistency and trust as well as mutual respect. All staff need to display a sense of warmth for their children to enable the children to feel a sense of belonging. Every child should be made to feel that they matter and are therefore confident in their place.

To support teachers in establishing this safe and secure learning community, we expect them to operate an open door policy both for parents and pupils so that children are always encouraged to talk about their anxieties and share their concerns. The children should always be greeted with a sense of warmth and a smile at the start of each session to again encourage that sense of warmth between teacher and pupil.

Aims

At Silverdale we take all forms of conflict, friendship problems, and bullying behaviour very seriously.

We aim to:

- Provide a safe and secure environment for all children in our care.
- Create a happy atmosphere in which both parents and staff work together for the welfare of the pupils.
- Encourage an environment where everyone is mutually valued and respected regardless of gender, race, sexual orientation, beliefs and ability.
- Encourage children to adopt agreed standards of conduct and values in order to develop a sense of self-discipline and to take responsibility for their own actions.

Definition of Bullying Behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying behaviour is defined as - **“The repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power.”** (Anti-bullying Alliance 2011).

Bullying can take many forms:

- **Physical** bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property)
- **Verbal** bullying (name calling, put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm)
- **Indirect** bullying (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection)
- **Cyber** bullying (sending nasty phone calls, text messages or e-mails/chat rooms.) Linked to academy's Acceptable Use Policy (ICT)

Some bullying is done because a child is deemed to belong to a certain group. This has been labelled 'prejudice based bullying', and includes homophobic bullying, racist bullying, sexual or gender bullying, and bullying of students with learning or other disabilities. (Linked to Equalities Policy)

Whole academy strategies for preventing bullying behaviour

- Issues surrounding friendships and bullying behaviour are taught through the Personal, Social, Health and Economic Education Curriculum and the Citizenship Curriculum. Children are taught to explore some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of relational conflict.

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- Whole academy assemblies are also used to discuss bullying and raise children's awareness of what bullying looks like, and how they can respond.
- Circle Time provide opportunities for more detailed discussions and role play activities to explore the nature of bullying.
- Class and Pupil Voice will provide a forum for discussing any bullying issues and for the children to decide ways of preventing it and supporting those who are bullied.
- The Academy rules will be upheld at all times. All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying to develop. Staff on playground duty will inform class teachers of any incidents.
- National Anti-Bullying Week is a whole school focus which links to our PSHE curriculum.

Strategies for responding to bullying behaviour

Where bullying does occur this will be followed, by an immediate and appropriate response, including the use of disciplinary sanctions where necessary.

Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reasons for bullying.

Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/TA or any member of support staff.
- Speaking to a parent/other adult who then may contact the school in any of the ways listed.
- Speaking to their Academy Council representative or a playground buddy.

When bullying is known to have happened or be ongoing

The Class Teacher will discuss the incident(s) with the child being bullied. It is important that they are listened to and believed. The incident will then be discussed with the child engaging in bullying.

Information will be gathered from witnesses to explain what they saw. The Principal will be informed or in their absence the next Senior Leader in the Academy.

Sanctions in line with the school's Behaviour Management and Discipline Policy will be used where appropriate. These might include:

- Official warnings to cease offending or withdrawal of certain school privileges
- Detention
- Involvement of the Schools Police Liaison Officer
- Exclusion from certain areas of school premises
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion
- Parents of those involved will be informed of any action taken.
- Records will be kept using CPOMs
- Referrals to ESBAS for individual or small group work.

Where a child or group of children deny involvement in bullying behaviour the children concerned will be observed and monitored. The child being bullied may be asked to record and report any incidents which cause them concern. These incidents are logged and tracked by the SENCO and the class teacher.

This policy will refer to 'the person bullying' and 'the person being bullied' rather than 'bully' and 'victim', both of which can be defined as negative labelling.

Monitoring and Evaluation

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.

Complaints

The Hastings Academy Trust has established a formal complaints procedure and this may be used by a parent/carer if necessary.

Policy Status

Written by	Assistant Principal
Owner	SLT
Status	Approved
Approval date	July 2019
Review date	July 2020

Behaviour Management Policy

Appendix C – Department for Education advice on Searching, Screening and Confiscation.

Please contact the school office if you wish to see a copy of this guidance. It can also be read online via the government website at: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>