



POLICY DOCUMENT

Behaviour In Schools Policy

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Spring 2027

Document Control	
Title	Behaviour in Schools Policy
Purpose	To show staff approaches to behaviour across the Wise Owl Trust
Supersedes	Behaviour in Schools Policy version 3
Amendments	To reflect the updated DfE's guidance documents; 'Behaviour in Schools – February 2024 and 'Suspensions & Exclusions' - September 2023
Related Policies/Guidance	Child Protection/Safeguarding, Anti-bullying.
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Wise Owl Trust
is a Multi Academy Trust
Registered in England and Wales number 8053288
Registered Office: Trust House, c/o Seymour Road Academy, Seymour Road South, Clayton,
Manchester, M11 4PR

The Wise Owl trust has a number of Trust-wide policies which are adopted by all the academies in the Trust to ensure an equitable and consistent delivery of provision. The Trust Board has responsibility for the operation of all academies and the outcomes of all students; however, responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body/Governors relate to the members of the Local School Committees representing the Trust Board.
- School/Academy will be used throughout the policies in reference to Academies within the Trust.
- Headteacher/Principal will be used interchangeably throughout policies and will relate to the Principal of the Academy.

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1. Behaviour Management Policy

Section 89 of the Education and Inspections Act 2006 for maintained schools, and the Independent Schools Standards Regulations 2010 for Academies and Free Schools stipulate that all schools must have a behaviour policy. It is the responsibility of the governing body, in consultation with the Principal, school staff, parents and pupils, to establish the general principles underpinning the behaviour policy.

2. Rationale

The purpose of the policy is to provide a detailed framework for behaviour management at Wise Owl Trust. It not only outlines our principles but also why we believe in them. By adhering to these principles, we aim to create an environment that fosters growth, self-determination and wellbeing. We have high expectations of all pupils' behaviour and see behaviour as everyone's responsibility.

We believe that every pupil has the right to learn, free from disruption. We ensure that children have clear guidelines for behaviour which are consistent throughout their time at our schools. Children need to see the purpose for the systems that are in place and that these systems are fair and equitable and devised for the good of the school community in order to nurture respect for others and the environment.

Achievements are recognised and acknowledged with every child playing a vitally important role to the life of the school.

In consultation with parents/carers and/or other agencies, a small number of pupils may need further support and adapted approaches to help them succeed in school.

3. Aims and Objectives

We aim to create a stimulating and caring environment where all children irrespective of race, gender or disability learn:

- to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements;
- to value others and their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their achievements
- to develop a feeling of corporate responsibility by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

Wise Owl Trust works to achieve these aims by:

- planning a broad and balanced curriculum (inclusive of character and Wise Owl Wellbeing) to develop each child's intellectual, physical, spiritual, moral, social and cultural development;
- structuring activities and routines to enable children to behave in a positive and appropriate manner;
- providing clearly-defined and consistent boundaries which are explained to the children;
- acting as role-models by demonstrating the positive behaviour we wish to encourage;
- providing a supportive environment where appropriate behaviour is encouraged, noticed and praised.

We recognise that all members of our school community play an integral part in establishing a positive whole school ethos.

Good behaviour at the Wise Owl Trust means;

- all children and adults show RESPECT to one another
- all staff model our virtues and refer to our values (RESPECT) in all aspect of our practice
- staff explicitly teach children and model what good behaviour looks like
- parents support us in ensuring that we are providing a calm and purposeful learning environment for ALL, and that any concerns are raised with us appropriately, showing RESPECT for all.

Staff

- teach effectively without disruptions
- meet the needs of all children
- work positively with Parents/Carers

Parents/Carers:

- feel confident that their children are being taught in a safe and secure environment

4. Expectations

RESPECT

Developing pupils' **emotional intelligence** helps them to recognise and manage their emotions, and the emotions of other people. Research has shown that people with higher levels of emotional intelligence enjoy more satisfying and successful careers and relationships. (Goleman *et al* 1995).

At the Wise Owl Trust we are committed to every pupil and providing every individual the very best chance at a life of opportunity and choice. In order to develop emotional intelligence and focus on the development of character we explicitly teach and the live the seven values;

- Resilience
- Empathy
- Self-Awareness
- Positivity
- Excellence
- Communication
- Team Work

Form the first day at Wise Owl Trust, children are expected to practice and model our values in order to build habits. In doing so, each pupil will have the opportunity to thrive and have the necessary skills to support them beyond the school gates.

Classrooms

Careful classroom organisation encourages positive and appropriate behaviour. The behaviour of all adults in the school, including visitors, will influence the behaviour of the children. At Wise Owl Trust we aim to be fair and consistent and set realistic expectations. We believe it is necessary to define, both by example and by explanation, what constitutes appropriate behaviour.

Transitions - Movement around the Academy

Suggested procedures for large groups:

- Teacher should stand at the front of the line. Give out any instructions and set expectations;
- Make sure all children are settled, jumpers on and shirts tucked in before setting off;
- Use set points to walk to and wait i.e. corners, doors etc;
- Encourage a child to hold the door for others to pass through;
- Staff to consider their position to allow maximum supervision of the class

Non-Verbal - Transitions in class - When pupils transition from the carpet to tables and vice versa, teachers will give the non-verbal 1,2,3 command. Pupils and groups who do this effectively will be recognised

- 1 finger: Tidy up your work space/Stand up if sat at the carpet
- 2 fingers: Stand up and tuck in chair/ Move silently to place (carpet, line, table)
- 3 fingers: Start to move in the line/ sit down

**changes are based on starting circumstance*

Non Verbal cues

STAR

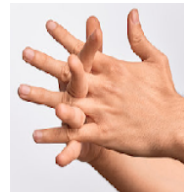
The **STAR** approach is used in all classrooms across the Wise Owl Trust;

Sit up, look interested and stay engaged

Track the speaker to show other people that their ideas matter

Ask, Answer / Appreciate your classmates' ideas by nodding, smiling when they speak

Rephrase the words of the person who spoke before you so they know you were listening/
RESPECT peers and their contributions



Narrate the Positive - Use positive phrases when focusing pupils' attention back to you - "Bobby has put his pen down, well done." "Well done Nicola, Nicola is ready to learn." This enables you to **normalise** the good behaviour.

Non Verbal - Hands up signal (one arm held up) – When an adult puts up their hand all children will put up theirs. Hands remain up until the adult lowers their arm. This strategy can be used when lining up, in the corridors/dining room in order to gain attention and reinforce expectations. Adults must insist on compliance.

Lunchtimes - At Wise Owl Trust we expect the children to behave in a responsible manner in the dining hall and in the playground. We expect the children to enter and leave the dining hall in a sensible manner. Whilst eating their dinner, we expect them to talk quietly to their friends and stay seated until they have finished eating.

Lunchtime organisers / Kitchen staff must be an excellent role model for the pupils and encourage:

- Good table manners
- The correct use of cutlery
- Children to take their time to eat their lunch
- Children to play sensibly in the playground

Lunchtime clubs will take place as a preventative measure for some children.

5. Rewards and Sanctions

Rewards and sanctions at Wise Owl Trust play an important part in helping children think about their behaviour and develop a positive attitude. We promote good behaviour, self-discipline and respect, by teaching children how to behave rather than using sanctions for control. We understand that people are driven by extrinsic and intrinsic motivation.

At Wise Owl Trust we believe that intrinsic motivation plays a much greater role in the development of children's emotional intelligence. Staff encourage intrinsic motivation by making children feel good about doing the right thing, this might take the form of a thumbs up, a smile or a simple well done.

Rewards

At Wise Owl Trust we expect positive behaviour to be the norm. We encourage this by;

- Being consistent and making our expectations clear;
- Acknowledging the children when they behave well or set an outstanding example to others;
- Letting parents know how well their child/ren is/are doing;
- Sending home postcards linked to the RESPECT curriculum;
- Giving the children responsible and interesting jobs to do around school;
- Sharing their achievements with the whole school in the celebration assembly;

Sanctions

At Wise Owl Trust we deal with all incidents in a consistent and fair manner. We investigate incidents thoroughly and take account of individual children's needs. We identify vulnerable children in advance and use proactive strategies to identify/remove barriers that may make it difficult for them to follow and understand particular school rules and procedures. We plan how to overcome these barriers, working with all staff and the parents of the child.

Our priority is to teach pupils how to manage their own behaviour. We teach self-control through the use of positive logical consequences (consequences that teach a more appropriate behaviour). When a pupil disrupts learning or behaves inappropriately, there are consequences for those actions. The level of sanction relates very much to the specifics of the incident (see appendix A). It is essential that all staff are consistent in following through on sanctions and that the system is used consistently and fairly.

In the event that a child makes the wrong behaviour choices, it is the responsibility of staff to support them in making positive ones. The child will be given a warning as a chance to correct their behaviour before being given a consequence. Some examples of consequences may include:

- Verbal reminder
- Verbal reprimand
- Missing part of play time / lunchtime to make up for lost learning time

Post incident conversations, as part of a problem solving framework, are used to understand and prevent repeated incidents.

Staff explore the following areas during post incident learning:

- What happened?



- How it made the pupil feel?
- How it made others feel (impact)?
- What the pupil can do the next time they feel that way?

Should behaviours be recurrent staff will work alongside the SENDCo to further understand the circumstances. Staff may be asked to complete an ABC Chart to try to ascertain what children are communicating through behaviours.

Within this chart staff working with children will identify

- A (Antecedent) – the event/circumstances leading up to the behavior being exhibited. This can include what a person was doing, who was there, location, smells, temperatures;
- B (Behaviour) – clear description of the behavior that occurred
- C (Consequences) – what happened after the behavior, if there was a consequence what was this and what was the impact?

Extrinsic Motivation

Where intrinsic motivation is not enough to support children in understanding the impact of their behaviour, extrinsic motivation may be used in the form of personalised reward charts. The reward chart should be carefully structured and personalised to the individual with targets that are reviewed regularly.

Anti-Bullying

At Wise Owl Trust we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is not tolerated at our Academies. If bullying does occur, all pupils should be able to speak out and know that incidents will be dealt with promptly and effectively. More detail is outlined in our school's Anti Bullying Policy.

Racist/Discriminatory incidents

All members of the school community (staff, children, parents and visitors) have a right not to experience racism/discrimination at school, whether or not this is directed at them. Wise Owl Trust values all children and seeks to ensure that they learn that hurtful behaviour and discrimination will be challenged as part of our inclusive ethos and is central to our role in promoting British values to prepare children for life in modern British society.

At Wise Owl Trust we work actively:

- to develop a climate which is intolerant to racism
- to ensure an atmosphere in which all pupils feel valued and listened to
- ensure pupils feel confident that their concerns will be addressed

Children are taught about racism and the associated impact.

As a school we aim to recognise, value and celebrate our diversity by ensuring that:

- all children have an equal and strong sense of belonging within our diverse school community
- there are few racist incidents and these are dealt with effectively
- children from different ethnic, faith and cultural backgrounds value and show respect to one another

Consequently, any incident which is perceived by anyone to be racist will be investigated, recorded and monitored as such. This designation does not necessarily mean that racism has occurred. In investigating any incident, as defined above, the school will be seeking to establish whether any behaviour, language or expression has occurred which has caused harm or offence in relation to colour, culture, ethnic group or religion.

In some incidents it may be found that the motivation was to cause harm or offence, in others it may have been unintentional, but both would still be recorded. Intentionally racist behaviour will be dealt with differently to unintentional incidents. For example, younger children may unwittingly use offensive language which they do not understand and did not intend.

It is important to note that racist incidents and racist bullying can be subtle and may not always be racially explicit. These kinds of incidents can be just as damaging to victims as explicit racism. Children may also suspect the motives and intent of other children when perfectly acceptable language is being used.

Importantly, wherever offence is caused it needs to be understood and resolved, and where it concerns elements related to colour, culture, ethnicity or religion it will be recorded as a racist incident.

It should be noted that under the prescribed definition racist incidents can occur without a victim or target being present, for example telling a racist joke or making derogatory remarks about a particular ethnic community. Such incidents will also be recorded and resolved.

Some racist incidents may involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity or religion. Where such an allegation is made this too will be recorded and investigated as a racist incident.

Racist incidents may include (but is not exhaustive to):

- Threatened or actual physical assault
- Verbal abuse
- Racist graffiti (on school furniture, walls or books)
- Distributing racist literature – including internet links
- Wearing of badges or symbols belonging to known racist organisation
- Name calling
- Teasing in relation to language, religion or cultural background
- Expressions of prejudice calculated to offend or to influence the behaviour of others
- Intimidation
- Isolation and spreading of rumours
- Inappropriate and hurtful humour

Homophobic Incidents

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

Our school recognises and nurtures the identity of children of all sexual orientation and gender identity. Wise Owl Trust strives to develop positive anti-homophobic, anti-biphobic or anti-

transphobic language, awareness, images and strategies in order to create policies, practice and an environment which reflect that all people are equally valued and that no harassment will be tolerated. We are proactive in celebrating achievements, both of individuals and groups of all sexual orientations and gender identities. All of our children need to positively value all sexual orientations and identities and through appropriate PSHE lessons, school assemblies and the wider curriculum, pupils will be shown that homophobia, biphobia and transphobia, in any form, is unacceptable.

If any homophobic, biphobic or transphobic incidences take place staff will deal with the issue immediately. This might also involve counselling and support for the victim, and opportunities to educate the offender. Time is spent talking to the child who carried out the homophobic incident, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is involved in homophobic, biphobic or transphobic incidences repeatedly, we then invite the child's parents/carers in to discuss the situation. We ensure that all parties involved are satisfied that a satisfactory resolution has been reached. Children must feel safe as well as being safe. It is essential that work to address issues of homophobia, biphobia and transphobia; and equality should take place at every opportunity through the taught curriculum.

Child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment are never acceptable and will not be tolerated. Pupils whose behaviour falls below our expectations both in language as well as action will be sanctioned. This could include a fixed term suspension or a permanent exclusion. This is because we strongly believe that all students and staff deserve to be in an environment which is free of the risk of sexual harassment and sexual violence.

Behaviour incidents online

When considering behaviour incidents online we are clear that the behaviour policy applies to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect the school, pupils, or staff in any way.

Instances of prohibited online behaviour may include:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- misuse of school IT and passwords
- use that may harass, bully, or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Even where a student commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, staff and/or could have repercussions for the orderly running of the school or adversely affect the reputation of the school.

Misuse of social media can be reported to a child's class teacher or a member of the Senior Leadership Team who are best placed to then support with resolving any concerns raised. Pupil involvement in behaviour incidents online is likely to lead to pupils being sanctioned for this behaviour.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect, and dignity. Where an incident involves nudes or semi-nude images and/or videos, this will be referred to the designated

safeguarding lead or deputy safeguarding lead who will act to ensure that students are appropriately safeguarded.

Logging

All staff are responsible for logging behaviour incidents in order to analyse patterns/trends and implement strategies/further support as required.

6. Pupils with Special Educational Needs and/or Disabilities (SEND)

In line with the DfE guidance document 'Behaviour in schools' (February 2024), we ensure our schools have an approach to behaviour that meets the needs of all pupils including those with SEND. This enables pupils in the Wise Owl Trust to feel that they all belong within the school community. Our high expectations of behaviour create calm environments which benefits pupils with SEND, enabling them to learn. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND, however we recognise that behaviour often needs to be considered in relation to a pupil's SEND. The Wise Owl Trust understands the schools' duties under the Equality Act 2010, to avoid any substantial disadvantage to a disabled pupil caused by its policies and practices. For further information, please refer to page 13 and 14 of the DfE guidance document 'Behaviour in schools.'

7. Further support

Where a pupil's behaviour and choices start to impact on not only their learning, but also the learning of those around them, further support will be implemented. This will be in consultation with the pupil, their parents / carers, the class teacher and where appropriate the SENDCo. Boxall profiles and completed analysis of ABC charts will outline;

- Pupils strengths and needs
- The pupil's anxiety, defensive and crisis behaviours;
- The pupil's depression stage, recovery and follow up behaviours;
- How the pupil feels they can help themselves and how others can help them at each stage;
- The pupil's triggers;
- De-escalation strategies that the pupil, teacher and family feel will be effective.

SMART targets will be identified and reviewed every term (as a minimum) alongside pupil voice and a parent's meeting. The effectiveness of interventions and the pupils' progress towards self-regulation and self-awareness will also be considered.

In order to further support pupils and their families we may also make referrals to other multi agencies e.g. Educational Psychology, Early Help, MThrive,

For cases of continued serious, unacceptable behaviour, consideration will be given to starting the process of permanent exclusion from the school. The decision to exclude a child can only be made by the Principal.

Where a pupil is at risk of permanent exclusion a number of strategies will be implemented. Staff will refer to the **Manchester Inclusion Strategy** that has been developed to help the Local Authority, early years' settings, schools, Post 16 providers and other services work in a more coherent way to support young people to attend well and/or to reduce the risk of exclusion. This

strategy provides an outline of approaches, interventions and services, to support all Manchester settings, schools and Post 16 providers to ensure the needs of all young people are understood and addressed in order to support good attendance and prevent the use of exclusion wherever possible.

The offer is made of four identified strands of intervention:

Strand 1 – Universal Provision – The consistent vision and ethos agreed by all staff

Strand 2 – Early Identification of children presenting challenging and school refusing behaviours

Strand 3 – Alternative Provision or Specialist Support fully embracing the individual needs of any young person who requires a different kind of support and / or setting

Strand 4 - Ensuring Best Practice in the Use of Exclusion - reducing the use of fixed term suspensions and permanent exclusion for incidents of persistent disruptive behaviour by ensuring that the root causes of such emerging behaviours are understood and appropriately addressed as early as possible through early intervention and innovative multi-agency planning.

The document itself can be found at:

https://secure.manchester.gov.uk/directory_record/376574/manchester_inclusion_strategy/category/1479/childrens_services.

As detailed in paragraph 32 of the Department for Education guidance document ‘Suspension and Permanent Exclusion’ (September 2023), to prevent a school exclusion, Principals can consider an ‘off-site direction,’ where a pupil can attend another education setting to improve their behaviour under their general powers. Where interventions or targeted support have not been successful in improving a pupil’s behaviour, off-site direction should be used to arrange time-limited placements at an Alternative Provision or another mainstream school, within the Trust.

8. Fixed-Term Suspensions and Permanent Exclusions

At the Wise Owl Trust we believe that children have the right to learn. If a pupil seriously breaches the school’s behaviour policy and if the pupil remaining in the school would seriously harm the education or welfare of the pupils or others in the school, the Principal may take the decision to suspend* the pupil for a fixed period. In all cases of suspension and exclusion, we follow the Department for Education guidance document ‘Suspension and Permanent Exclusion’ (September 2023). In line with the changes to the most recent guidance, if the decision is taken to suspend or permanently exclude a pupil, regardless of the length of the suspension, the Principal will notify the local authority without delay. In cases where the pupil is looked-after or has a social worker, the Principal will notify the Virtual School Headteacher or social worker without delay. Principals may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. Again, the parents will be notified of this without delay.

Work will always be set for a pupil to complete at home. Following a fixed period of suspension, the pupil and parents must meet the Principal, or in their absence, one of the Assistant Principals, SENCo and any other relevant staff to discuss the pupil’s reintegration into school. Following a fixed period of suspension, post exclusion documentation will be completed.

This reintegration process provides a further opportunity for circumstances to be considered

* Use of the term suspend in this guidance is a reference to what is described in the legislation as an exclusion for a fixed period.

9. Use of Physical Restraint

At Wise Owl Trust we are committed to avoiding the use of any form of restraint unless a child is a danger to themselves, other children or members of staff. It is not advisable for staff to restrain a child if they are on their own. They should send a child for another member of staff.

Reasonable force may be used to;

- Prevent a child leaving a room if it would risk their safety or that of others;
- Prevent a child attacking a member of staff or another pupil;
- Stop a fight taking place in the school; and
- Restrain a pupil at risk of harming themselves or damaging property.

For further information – see:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Where a pupil has begun to show aggressive or violent outbursts a thorough risk assessment will also be put in place. This document will include a description of the pupil's behaviours and triggers, but also the strategies that the pupil would prefer to be used, in the event of them feeling overwhelmed, angry, violent or destructive. Risk Assessments will be reviewed termly, in consultation with the pupil and parents / carers or more regularly if required. Pupils' and parents' views are recorded on the form.

10. Items Banned in School

By law all school staff can search pupils for any item with their consent; however, it is up to the Principal to identify who is authorised to carry out the searches within the school. When designating a member of staff to undertake searches under these powers, the Principal should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Searching without consent can be carried out for prohibited items within the parameters of the guidelines. 'Prohibited items' are defined in the Education Act 1996 and the Schools Regulations 2012 as:

- Knives or weapons, alcohol, illegal drugs and stolen items;
- Tobacco and cigarette papers, fireworks and pornographic images (please refer to our safeguarding policy) ;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school rules which have been identified in the rules as an item which may be searched for.

11. Use of Reasonable Force

The guidance issued by the DfE, 'Use of reasonable force', gives clear advice on the definition of reasonable force and how schools should apply the guidance. The principal should consider whether members of staff require any additional training to enable them to carry out their responsibilities as defined within the school behaviour policy.

12. Malicious allegations against school staff

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as a referral to the police if there are grounds for believing a criminal offence may have been committed).

13. Monitoring and Review

At Wise Owl Trust we understand that consistency is an important part of behaviour management. Consistency of this policy will be addressed at two levels. The first level will involve everyone in the school taking ownership of the policy and recognising when people's rights are not being considered. The second level is the monitoring undertaken by the Senior Leadership Team. This will ensure that there is consistency of approach to behaviour throughout the school. Part of the monitoring will be ongoing and relate to observations of children's behaviour during lessons, assemblies, lunchtimes and playtimes. Senior leaders will also gather the views of pupils, staff, parents and carers, and act on information gained.

Wise Owl Trust schools collect data on a termly basis. This is analysed, acted upon and reported to Trustees and Governors. School leaders and staff analyse data at school level, group level and individual staff and pupil level. School leaders use this information to identify possible factors contributing to behaviour. Analysing the data by protected characteristics and using those findings to inform policy and practice helps the Wise Owl Trust to ensure that it is meeting its duties under the Equality Act 2010.

Appendix A: Escalating Behaviour

Teacher led sanctions	Referral to SLT/AHT	Referral to Lead AHT/Deputy *Principal
<ul style="list-style-type: none"> - Low-level disruption - Calling out - Off-task chatter - Talking over a teacher - Distracting others - Bickering or unkindness - Rudeness - Physical contact - Refusal to follow instructions - Shouting - Refusal to work - Leaving seat without permission - Eating in class - Swinging on chair - Turning around on seat - Failing to sit up straight and pay attention - Head on the desk or in your arms - Not facing the speaker - Not completing independent work in line with school expectations. - Empathy to learning e.g. Daydreaming - Play fighting during social time - Anything that slows down learning 	<ul style="list-style-type: none"> - Arguing with or undermining staff - Throwing an object - Fighting (<i>*escalated if necessary</i>) - Defiance (<i>*escalated if necessary</i>) - Receiving a second sanction in a lesson - Anything that slows down learning 	<ul style="list-style-type: none"> - Absconding - Fighting - Intimidating/obstructing/manhandling/ swearing at staff - Violence/threats of violence/sexual harassment - Highly disruptive behaviour - Bullying including racist, homophobic or cyber-bullying incidents - Damaging equipment or property - Vandalism - Defiance - Treating others in a disrespectful manner <p>Any other behaviours adjudged to be 'high level' by the Headteacher/Principal / Senior Leadership Team</p>