



NOTTINGHAM
ACADEMY

Primary

Behaviour Procedures and Curriculum.

Updated November 2024

1. Introduction

At Nottingham Academy we are committed to creating a learning environment where exemplary behaviour is at the heart of effective learning. Staff are dedicated to supporting children academically, socially, and emotionally and will provide clear and consistent boundaries for all children. We expect children to maintain high standards of behaviour, build respectful relationships with others and value their school environment.

2. Aims of the procedures and curriculum

Behaviour and wellbeing encompass all aspects of school life and the development of young people. The school's culture and environment must create an ethos and conditions which support positive behaviours for learning and successful relationships. Positive behaviour within a clear, supportive and consistent framework facilitates excellent learning in the formative primary years and lays the foundation for lifelong learning and mental health. We believe children should be taught explicitly what good behaviour looks like. We aim to do this through our behaviour curriculum.

We want children to develop in a safe, nurturing and friendly environment, in which they feel valued and build resilience and a positive attitude to lifelong learning. It is important that children are comfortable asking for support and not afraid of making mistakes. Children should complete the Primary stage of their education feeling safe, happy and valued, enriched with the academic and emotional skills required for their journey onward into young adulthood.

School leaders must demonstrate a commitment to the social and emotional wellbeing of all children and staff within a school. Developing strong, respectful relationships between school, learners and parents is a key contributing factor towards a productive school life. Adults in school should recognise the unique strengths, interests and areas for development of each individual child, and must be trained to understand and support children who may have particular behavioural difficulties arising from influences beyond the school.

3. School values

Our school values at Nottingham Academy intend to support the personal, social, and spiritual development of all pupils and underpin our learning behaviours. Our behaviour curriculum is designed to nurture these behaviours.





Nottingham Academy Values:




1. Respect
2. Aspiration
3. Pride

4. Behaviour Curriculum Content

Our behaviour curriculum is initially taught across school during the first week of the autumn term, alongside the National Curriculum subjects. The behaviour curriculum will be revisited and reinforced throughout the year by **all** members of staff. In line with our 9 principles of teaching and learning, retrieval practice will be used within the behaviour curriculum as with all other areas of the curriculum. Staff can reinforce the behaviour curriculum in every interaction they have with pupils by acknowledging and praising expected behaviours, giving clear reminders on expectations and consequences and being clear and consistent in the use of sanctions.

| Routines and Expectations for all at Nottingham Academy Primary | |
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| Start of the day: | <ul style="list-style-type: none">• I will arrive to school on time.• When the whistle goes, I line up with my class, 1 person, 1 square. |

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|  | <ul style="list-style-type: none"> • I walk calmly and quietly to the classroom. • I put my coat and bag away and sit down quietly ready to start the day. • When I have sat down, I begin my daily dash task. • Once I have entered the classroom I do not leave again unless I have asked an adult. |
| <p>Classroom Behaviours:</p>  | <ul style="list-style-type: none"> • During learning time, I use good listening which means I sit up straight, look at the speaker and pay attention. • I will expect that my teacher may ask me a question and I should do my best to answer. I know that it is ok if I am unsure of the answer, and it helps me learn to have a go. • I will use full sentences to share my ideas. • I will try my best in all lessons. • I will ask for help when I need it. • I know that it is ok to make mistakes and they will help me learn. • When the teacher signals, I stop what I am doing and listen. • I will demonstrate good manners, saying 'please' and 'thank you' to adults and peers. • I should use a calm and quiet voice inside. • Know that I should not leave my seat during a lesson unless I have asked to do so. • It is my responsibility to keep my work area tidy and to look after classroom resources. • I should try to use the toilet during break and lunch time. |
| <p>Completing my work:</p>  | <ul style="list-style-type: none"> • Know that I should always try to ensure my work is presented neatly. • Know that when I write a title, I must use a ruler to underline it. • Know that I should always start on the left of the page, next to the margin if there is one. • Know that in maths, I should use one digit per box. • Whenever I draw a line, I must use a ruler. • When I make a mistake, I should put 1 neat line through it, using a ruler. • I should always write neatly and clearly. • I can go onto the next page when I have finished. • I must keep the front of my books neat and tidy and will not draw on them. |
| <p>Playground behaviour:</p>  | <ul style="list-style-type: none"> • I will walk calmly and quietly to and from the playground. • I must play safely without hurting anyone. • I know that I must share and use equipment appropriately. • Know that if I have a problem, I must tell an adult straightaway. • Know that if I have a snack, I must put the rubbish in the bin. • Know that I must not go inside without permission from an adult on duty. • Know that on the first whistle I must stop and listen. • Know that on the second whistle I must put any equipment away and then walk carefully to line up. • Know that at the end of break time we line up, 1 person per square, quietly and calmly. |
| <p>Dinner hall behaviour:</p> | <ul style="list-style-type: none"> • I will walk calmly and quietly to and from the dinner hall. • Know that I should not leave my seat once I have sat down, unless directed by an adult. • If I have packed lunches, I will walk carefully to the trolley, collect my lunch and sit down in my class row. |

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|  | <ul style="list-style-type: none"> • If I have school dinners, I will sit down and wait until an adult directs the class to line up. • I will use my manners when getting my dinner saying 'please' and 'thank you'. • Once I have finished eating, I clear any rubbish from the table and either return my tray or my lunch bag and then sit down. • Know that I only line up when directed to by the adult. • I know that I must be respectful and listen to all adults during lunch time. • Know that I must not go inside without asking an adult first. |
| Assembly Behaviour:  | <ul style="list-style-type: none"> • I understand that assembly is an important time for cohorts to meet together. • I will walk calmly and quietly to assembly, so I don't disturb learning around school. • I will sit in my class row quietly. • I will sit smartly and look at the speaker during assembly. |
| End of day routine:  | <ul style="list-style-type: none"> • Know that, when directed by my teacher, I must collect my home time things and sit or stand quietly. • Know that I must leave my table tidy with my chair tucked in when I line up. • Know that I should walk through school calmly and quietly. • I must wait sensibly while the class are dismissed. • I must wait until an adult dismisses me so they know that I am safe. |

5. Dealing with behaviour

At Nottingham Academy we aim for children to learn from their mistakes and where possible, employ a restorative approach to move forward. As a school we recognise that individual circumstances can have a significant impact on behaviour. The behaviour framework below details how behaviour will be addressed in a consistent and proportionate way and how, as pupils move through levels 1-5, it will involve more senior staff to reflect the severity or regularity of the behaviour. We recognise that some children may need reasonable adjustments or individual behaviour approaches, which will be developed by our pastoral team and teachers. Positive reinforcement is the starting point for dealing with behaviour.

Where pupils do not behave appropriately, we aim to respond promptly, predictably and with confidence following the behaviour procedures.

| | Strategies | Examples |
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| Positive reinforcements | <ul style="list-style-type: none"> • We aim to 'catch' the children being good as we know this is an effective way to encourage the positive behaviour to continue. • We aim to celebrate children embodying our school values and demonstrating expected behaviours as outlined in our behaviour curriculum. | <ul style="list-style-type: none"> • Stickers • Explicit Verbal praise • Certificates • 'Star of the day' • Special responsibilities • Lunch time certificates • Head teacher's awards • Individual and class rewards. |
| Level 1 – low level classroom disruption | <ul style="list-style-type: none"> • Use positive reinforcement strategies. • Tactically ignore and seek out good behaviour nearby to praise. • Give pupil the chance to make the right choice. | Level 1 behaviour Low level disruption e.g <i>Calling out in class, not working, disturbing others, defiance, inadvertent physical contact with another child.</i> |
| Level 2 – actioned in classroom (such as a warning or | <ul style="list-style-type: none"> • Use an appropriate volume of voice to directly remind child of expected behaviour e.g”please put your | Level 2 behaviour <i>A continuation/ escalation of low level disruption.</i> |

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| <p>moved in the classroom.)</p> <p>This will be recorded on CPoms by class teacher.</p> | <p>pen down”, “please put all four legs of your chair on the floor”.</p> <ul style="list-style-type: none"> • If it continues- GIVE WARNING 1. Try to ‘catch’ improvements in behaviour and praise them to move back to being positive. • If behaviour continues- GIVE WARNING 2 – remind child of expectation. Explain the consequences if behaviour continues e.g. they will have to move/will be taken away/time out. Encourage them to make the right choice and try to catch improvements. • If behaviour continues- GIVE WARNING 3 – follow through with consequences in the classroom- move seat /takeaway/time out/ missed playtime etc . Explain that if the behaviour continues, they will be moved out of the classroom. | |
| <p>Level 3 – Actioned by class teacher, child to move to a different class and parents/ carers to be informed.</p> <p>This will be recorded on CPoms by class teacher.</p> | <ul style="list-style-type: none"> • If behaviour continues or escalates then child should be <u>moved out of the classroom</u>. The child will be asked to go to a different class for some reflection time. | <p><i>Persistence of low level disruption level 1 & 2 behaviour.</i></p> <p>Level 3 behaviour</p> <p>Inappropriate or abusive language e.g swearing</p> <p>Inappropriate physical contact e.g violent games, deliberately injuring others.</p> <p>Damage to property e.g defacing school equipment, deliberately breaking or damaging school resources.</p> |
| <p>Level 4 – Involve wider school staff, such as pastoral team and SLT.</p> <p>This will be recorded on CPoms by class teacher, with additional information from pastoral team or SLT.</p> | <ul style="list-style-type: none"> • If behaviour continues once child returns to the classroom the pastoral team and SLT will be informed. They will come and talk to the child at the earliest opportunity to outline expectations/ discuss issues surrounding behaviour. • Pastoral team or SLT will discuss next steps, such as whether an individual behaviour plan is necessary, or the child would benefit from pastoral support. • Pastoral team or SLT will make phone calls to parents to notify them of their involvement and discuss any issues at home that may be contributing to the behaviour. • Some behaviours may be so extreme that the pastoral team or SLT are informed immediately. | <p>Escalation of level 1-3 behaviour.</p> <p>Level 4 behaviour</p> <p>Dangerous behaviour e.g fighting, throwing objects, tipping over table</p> |
| <p>Level 5 – risk of exclusion, involve pastoral team and SLT.</p> <p>This will be recorded on CPoms.</p> | <ul style="list-style-type: none"> • If poor behaviour persists or an incident is so extreme, the pupil becomes at risk of suspension or exclusion, SLT or pastoral team will explore other avenues to prevent exclusion. Other actions may include: <ul style="list-style-type: none"> -A managed move to an alternative school. - Exclusion within the academy. <p>However, in the most serious cases, suspension and/ or permanent exclusion may be necessary.</p> | <p>Could be a repeat behaviour of level 4.</p> <p>Level 5 behaviour</p> <p>Extreme behaviour e.g racist abuse, use of weapons, severe damage to school property</p> <p>Peer on peer abuse</p> |

Some behaviours are considered to be very serious, and this may result in the incident being referred directly to a member of the Senior Leadership Team, Safeguarding Team or indeed to the Principal.

This may include:

- Drugs/ cigarettes/alcohol/offensive weapon related incidents.
- Physical aggression towards pupils and adults.
- Bringing the school into disrepute as a result of a serious incident outside of school.
- Significant damage to school property.
- Sexual Violence
- Sexual harassment
- Bullying

This list is not exhaustive but provides some examples.

6. Behaviour logs

All behaviours from Level 2 will be logged through CPOMs. The Pastoral Team analyse behaviours and trends on a weekly basis and explore restorative approaches to support children, staff and parents and carers.

The Senior Learning Mentor with responsibility for Behaviour, produces a weekly report and analyses of the logs, which is then reviewed and discussed by SLT on a weekly basis. Additional logs and analysis is completed to look at trends throughout each term and across an academic year. This information is considered and actions taken which may involve redeployment of staff, implementation of new strategies and referrals to external agencies.

We use the Routes to Inclusion framework to support a graduated approach.

7. Consequences

Consequences of poor behaviour will be age and stage appropriate. For poor learning behaviour, the teacher must consider whether the task set was inappropriate, leading to disruptive behaviour.

For behaviour at Level 1 and Level 2, the child may miss part of a play time to consider their actions. Missing a whole play time does not allow the child to reset and start the next lesson afresh. It is important to give children a break, even with low-level disruptive behaviour.

At Level 3, parents will be informed. This may have involved hurting other children or violence, or inappropriate language. The child should miss their playtime and/or lunchtime. Depending on the nature of the incident the child may still be given chance to have a break from the classroom, this may involve having 5 minutes with a learning mentor or other adult to talk or for a short run around on the playground before returning to the class.

At Level 4 and Level 5, depending on the nature of the behaviour, the child may spend part of or all their day or week with a member of SLT. They will be provided with work by the class teacher and the child will have a separate playtime which will be organised by the supervising staff. At this stage, removal to a different class may be considered. At this stage, SLT need to consider whether it is appropriate or safe for the child to attend off-site visits, residential trip or represent school teams.

Following any consequence, children will be encouraged to reflect on their behaviour and to identify better choices that can be made. The focus for these conversations is to encourage the pupil to take responsibility for their actions, to understand the need for a consequence, and to look forward to how a repeat of the situation can be avoided.

Suspension and exclusion will always be a last resort. Where a suspension is issued, a re-integration meeting will take place to review the incident which led to the suspension, to revisit the strategies and measures already in place to support the pupil and make amendments to these if they are deemed not effective at this stage and to discuss any new strategies

that may be used which would support the pupil going forward. Minutes of the re-integration plan are taken and a copy given to parents, signed by both parents and member of SLT. These minutes will be uploaded to CPOMs and appropriate staff members informed of any changes.

8. Positive Behaviour Reinforcements

At Nottingham Academy we believe that positive reinforcement is the most powerful way to promote good behaviour and ensure that it will continue, we aim to turn challenging behaviour around by ‘catching’ children being good. We consistently recognise, praise, and reward positive behaviour to motivate and maintain good learning behaviours. There are opportunities for pupils to gain rewards for themselves and for their team. These include:

| | Classroom | Lunch time |
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| EYFS and KS1 | <ul style="list-style-type: none"> • Each F2 teacher has a class mascot. Child is chosen at the end of each day to take home the class mascot suitcase and books (linked to promote reading for pleasure) • Weekly celebration assembly with certificates and SLT sticker. • Termly Head teacher awards • From year 1 up – Positive praise, behaviour points, in class rewards (raffle tickets, golden box) where a prize is given weekly. Star of the day certificate is awarded daily. • Whole class team reward, star in the jar – prize awarded when jar is full. | <ul style="list-style-type: none"> • Lunch time certificates for behaviour in the dinner hall. • Classes can earn points together for expected behaviours to earn a class certificate. |
| KS2 | <ul style="list-style-type: none"> • Class teacher selects a star of the day each day and child receives a certificate. • Weekly celebration assembly with certificates and SLT sticker. • Termly Headteacher awards • Individual reward cards (Behaviour points) • Whole class team reward, star in the jar – prize awarded when jar is full. | <ul style="list-style-type: none"> • Lunch time certificates for behaviour in the dinner hall. • Classes can earn points together for expected behaviours to earn a class certificate and Friday play on the MUGA. |
| General rewards | <ul style="list-style-type: none"> • Explicit verbal praise- given to reward the child displaying the behaviour but also encourage other’s around them to repeat this behaviour. • Written praise- in books or notes home. • Pastoral team/SLT phone calls home or certificates. • SLT stickers • Stars for transition and movement around school. • Special responsibilities earned through good behaviour. | |

9. Roles and responsibilities

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| All staff | <ul style="list-style-type: none"> • Use routines to explicitly teach and reinforce the behaviours expected of all pupils. • Ensure the behaviour curriculum is explicitly taught and revisited through routines, expectations and retrieval practice. |
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| | <ul style="list-style-type: none"> • Proactively develop positive relationships with all pupils. • Maintain the school behaviour policy and uphold the school values. • Create and deliver inspiring, engaging lessons and learning environments which promote risk taking, independence, and not being afraid of making mistakes. • Model respectful and positive behaviour with all children, all of the time. • Be aware of the children within school who may have unique needs/ behaviour plans and therefore may need reasonable adjustments and careful interaction. • Show respect to pupils by giving them reason for our rules and giving positive instructions and explicit praise for good behaviour. • Engage with professional development about behaviour and relationships. • Always use appropriate body language and tone in all interactions with pupils. • Be a good role model to children by showing kindness, respect and modelling hard working attitudes. • Value pupil voice and ensure children always feel listened to. • Follow the steps outlined in the levels of behaviour to deal with behaviour consistently across school. • To recognise and reward academic and non-academic achievements. • To recognise the contributions made by lunchtime staff and ensure they are appropriately trained so that they can support our school values and model play and positive behaviour. • Develop positive relationships with parents to ensure strong home- school partnerships. |
| Parents | <ul style="list-style-type: none"> • Ensure children attend school punctually and regularly with personal needs met (having had breakfast, suitable clothes etc.) and adequate school equipment/ kit. • Engage and communicate in an appropriate manner with staff around children's progress, attainment, behaviour and wellbeing. • Inform school of reasons children are absent from school. • Support staff in trying to modify any inappropriate behaviour. • Take an interest in children's learning by supporting with homework, listening to reading and attending parents' evenings and celebration events. |
| Children | <ul style="list-style-type: none"> • To show kindness and respect to others • Be determined to improve and achieve. • Show care and respect for their environment. • Maintain good behaviour so that everyone can learn in school. |

10. Classroom Learning Behaviour

Adults will be proactive in managing behaviour in their class or classes. All adults model calm and respectful behaviour towards children. Within the classroom there will be a shared agreement between staff and pupils outlining expectations. There will be an age-appropriate visual timetable prominently displayed so that children know what to expect during the day.

We will work with children on developing skills of cooperation within the classroom, sharing equipment, working together to complete a project and general collaboration skills. Adults at Nottingham Academy recognise that these are the key *soft skills* that will be essential in their future.

There will **never** be whole class sanctions, but children can work as a 'team' to earn points towards their class reward. Teachers must be constantly reflective on their practice and why things might not go as planned when dealing with behaviour.

11. Playtime/ Lunchtime Behaviour

Lunchtime and playtimes are different to the classroom; however we still expect children to follow the key principles above.

To ensure that playtimes and lunchtimes run smoothly, all staff:-

- Will escort their class to the appropriate play areas or dinner hall.
- Will be punctual and not leave their class unattended when another member of the team might be delayed.
- Join in with games where appropriate e.g. lead skipping games, referee a football match, supervise play equipment.

SLT and the Pastoral team will ensure that Midday Supervisors have training in behaviour management, conflict resolution and are aware of key children who may display more challenging behaviour.

In the dining hall, we expect the children to continue to follow the key principles. Children will have adequate time to eat and interact with others. We expect and will train the children to take plates, dishes, knives, forks and waste to the appropriate place.

12. Mobile Phones

The Academy discourages the bringing of mobile phones into school, however, we understand that some parents want their children to carry a mobile phone with them if they are walking to and from school unaccompanied by an adult. In these circumstances, it is expected that the pupil on entering their classroom, will hand their phone into the Class Teacher who will store it in a safe (and possible locked) place within the classroom. This will be returned to the child at the end of the day.

13. Outside School – travelling to and from the premises and collecting children from school.

In response to all non-criminal poor behaviour and bullying which is witnessed by a member of staff or reported to the school, the school will sanction the behaviour accordingly using the behaviour framework for consistency. This may include when the pupil is:

- Taking part in any school- organised or school related activities
- Travelling to or from school
- Wearing the school uniform
- Is identifiable as a pupil from the school

Negative behaviour that has repercussions for the orderly running of the school, poses a threat to another child or member of the public or could have an adverse effect on the reputation of the school will be dealt with according to the behaviour framework.

14. Handling pupils

On very rare occasions we may have to physically handle children either to keep them from hurting themselves or hurting others. If this happens, the handling log is completed, and parents contacted. If children need to be handled regularly, it will form part of their alternative behaviour provision and a risk assessment will be completed and shared with other adults in school and the parents.

15. Bullying

At Nottingham Academy, we treat allegations of bullying extremely seriously. If proven to be true, bullying can be escalated straight to Level 4, where SLT will work with the children and contact the parents of those involved.

The DFE defines bullying as-

- Deliberate
- Repeated, often over a period of time
- Difficult to defend against.

Different types of bullying include emotional, physical, racial, sexual, direct or indirect verbal and cyber-bullying.

| <u>Types of Bullying</u> | <u>Definition</u> |
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| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social-networking sites, messaging apps or gaming sites, |
| Prejudicial or Discriminatory Language | Comments based on prejudice of protected characteristics such as race, gender, religion. |

At Nottingham Academy we use the *motto* 'No, Go, Tell'. This is deliberately simple, where we discuss and teach children that bullying is unacceptable. We ask the children to report any incidents that have happened to either themselves or if they have witnessed bullying in any form.

Categories of bullying will be discussed with the children during core-value time at an age-appropriate level and also as required if incidents occur.

Bullying will be recorded through CPOMs and will be monitored by SLT, safeguarding and the pastoral teams.

16. Cyber bullying

Children at Nottingham Academy Primary are **not** old enough to hold accounts on Facebook, WhatsApp, Snapchat, Instagram, Twitter, TikTok amongst others.

We recognise that many children can access these accounts because of poor age verification systems with the different companies. Many parents may struggle to understand or keep track of their child's online activity. Whilst many children use these sites responsibly, it can be a medium whereby children think that they cannot be checked on. Our behaviour policy still applies for incidents that occur between children and/or adults online.

17. Pupil Transition

In addition to the existing transition arrangements between year groups, we recognise that in a large 3-19 Academy, transition between year groups can create stress, uncertainty, and fear for some children, particularly for those who may

struggle with change. For this group of children additional transitional days and events will take place to reassure them about the next stage of their education. This particularly applies to Y6 to Y7.

We work closely with our secondary transition team to ensure the smooth handover of information and other visits are conducted, to reassure and excite the children who are moving school.

18. SEND and Safeguarding

All staff have annual safeguarding training and understand some children’s behaviour may indicate that they have or may continue to experience significant harm or abuse. Staff will follow the safeguarding policy in recording concerns or disclosures and informing the safeguarding team.

We recognise that some continuous disruptive behaviour may be due to unmet educational needs or trauma. We understand that our behaviour strategies may not be effective for all children and for those reasonable adjustments should be made. Staff will follow the SEND processes, recording behaviour using CPoms and completing concern forms to notify SENDCo. Some children may require an individual behaviour plan and SENDCo, along with the pastoral team, will direct staff to the Routes to Inclusion framework. Risk assessments will be written for children displaying extreme behaviours. We will consider multiagency referral where necessary. Teachers will amend and adapt their practice to ensure their provision will support the needs of these children.

19. Pupil support

We recognise that for some pupils their behaviour may be caused by a range of emotional factors, including stress, anxiety and low self-esteem. At Nottingham Academy we are committed to understanding the root of challenging behaviour and identifying the triggers so that we can proactively prevent challenging behaviour from occurring in school. We aim to support children and keep them within their ‘window of tolerance’ by teaching strategies for self-regulation.

| Mental break | Physical break | Spiritual break- yoga, relaxation techniques. | Positive self- talk | Grounding activities |
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| <i>Reading corner Chat to a Learning Mentor Draw a picture Colouring in</i> | <i>Go for a walk Kick a football around Show your work to your last teacher Get a drink of water</i> | <i>Class yoga Juggling Play your ukulele Meditate</i> | <i>Star of the Day – say something kind about another member of the class.</i> | <i>Deep breathing Slow counting or counting games</i> |

Some children may need additional support to develop their personal, social and emotional well-being. These children will be identified by their class teacher for additional support, through pastoral referrals, which may take the form of:

- Counselling sessions
- Nurture groups
- Intervention groups which encourage social interaction skills e.g circle of friends, musical interaction group.
- Breakfast groups
- Mentoring
- ELSA support
- Lunch time groups

20. Staff Training

Working in school with large groups of children can cause anxiety and stress for teachers and other adults. It is the responsibility of SLT to ensure that teachers are adequately supported in their dealings with children, parents and other professionals. This will include ensuring all staff have training and are supported in their interactions with children, especially those who have their own behaviour plans, de-escalation plans and risk assessments.

Training may be provided by outside providers, for example the Autism Team, or may be dealt with internally by the SENDCo or other professionals. Likewise, staff are encouraged to speak to SLT if they are experiencing difficulties.

21. Complaints

An individual wishing to make a complaint regarding the school's actions in dealing with incidents of inappropriate behaviour should discuss this with Mrs French, Executive Principal, in the first instance. If the issue is not resolved then a formal complaint may be made, following the complaints procedure as set out in the Greenwood Academy Trust complaints policy.

22. Review of policy/procedures

This policy will be reviewed annually, and amendments made ready for the new academic year. In reviewing the policy, feedback will be sought from all stakeholders, including pupils, which will inform any decisions made. The effectiveness of the behaviour procedures forms part of the Academy's routine monitoring and evaluation cycle, which includes gaining the views and opinions of pupils relating to behaviour.

23. Related Policies

- Physical Handling of pupils guidance
- Attendance Policy
- SEND Policy
- Child Protection and Safeguarding Policy
- Home School Agreement
- Staff Code of Conduct
- IT Acceptable Use Agreements