



POLICY INFORMATION **STATUTORY**

Name of Policy/Procedure: **BEHAVIOUR POLICY**
 inc Statement of behaviour principles

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Introduction

Ruskin Community High School aims for a community in which students feel a sense of belonging and responsibility. The school believes that it is important to create an environment in which staff can teach and students can learn. Values of respect, fairness and inclusion are the basis of this policy. The school values good behaviour and seeks to create systems which will minimise and appropriately address all forms of unacceptable behaviour.

To do this we must provide a physically safe environment and one where people feel emotionally secure and where learning is valued. Fair, firm and consistent discipline is essential. We must insist on the following of the School Rules and Code of Conduct which will establish a school atmosphere and ethos which will enable the students to develop their aptitude and potential to the full.

Aims:

- to encourage a sense of responsibility and self-discipline in every student
- to encourage a caring and orderly environment where learning can take place
- to strengthen the partnership between home and school for the benefit of the students

All students have the following rights:

- to be taught and learn without distractions and disruptions
- to respect and fair treatment of themselves and their property
- to feel safe and valued in school and to and from school.

Students and staff have the right:

- to be treated with respect
- to be listened to
- to be treated politely
- to receive recognition for their achievements

In having such rights it is important that all members of the school community are responsible for:

- respecting other students and adults
- not being involved in the bullying of any members of the school community including malicious accusations against school staff
- being polite, kind and considerate
- praising each other

Expectations of the school to promote good behaviour are:

- to provide a safe school environment
- to provide a full, balanced and appropriate curriculum
- to respect each student as an individual
- educate each student to fulfil his/her potential
- provide information about student progress and offer regular meetings with parents

Expectations of parents are:

- to encourage a positive attitude to school and a high standard of behaviour, in accordance with school policy
- to ensure their children attend school regularly and punctually, with appropriate uniform and equipment

- to ensure that the school is notified of any absence by telephone and that it is confirmed in writing with the student's return
- to inform the school about any issues or concerns that might affect performance at school
- Insisting upon high standards of uniform, behaviour and discipline to and from school

Expectations of students are:

- to follow the Ruskin Core Values and 'Code of Conduct'
- to be polite and co-operative at all times
- to dress in the appropriate school uniform
- to attend school regularly and punctually
- to move about the school in an orderly manner
- to treat all members of the school with respect
- to follow the procedures in the Anti-bullying Policy
- not to bring cigarettes, alcohol, drugs or weapons to school
- to behave responsibly on their journey to and from school and when representing the school

The School Rules are posted in all classrooms and are in the school handbook. The Code of Conduct is in the handbook

Rewarding positive behaviour:

It is important to acknowledge good achievement, positive behaviour and regular attendance.

- All staff are expected to praise students with frequent use of encouraging language in lessons and around school so that positive behaviour and regular attendance is recognised.

All staff are expected to award positive points on Class Charts relating to the school Core Values and also award a 'Star of the Lesson' each lesson.

- Notice boards celebrate students' successes.
- Students are often rewarded during support week.
- The school Newsletter includes reports of positive achievements throughout the school.

Students in school 100% of the time each week receive a token to go towards the chance of winning a £100 equivalent prize at the end of the year.

- There are termly rewards to recognise achievement, behaviour and attendance.

Efforts are made to create a climate where praise and encouragement outweigh sanctions and punishments.

Sanctions:

Effective sanctions are designed to promote positive behaviour and attendance. It should be made clear to a student when his/her behaviour is unacceptable, not the person. Whole group sanctions that punish the innocent as well as the guilty should be avoided. Staff must follow the behaviour procedures for unacceptable behaviour and poor attitude.

All members of staff are encouraged, where possible, to give students a choice when they are engaging in undesirable behaviour. They can do as the teacher asks and comply with school rules or face the consequences. The behaviour procedures for staff indicate which behaviours are to be referred to which people and possible sanctions.

Alternative provision is a possible sanction that the school may use as well as exclusions and the sanctions available in school.

See: Exclusion of Students - School Policy and Guidelines and Students at Risk of Exclusion

Detentions:

Students may be detained during breaks and lunchtimes (unless the child goes home for lunch – with parental consent) with the proviso that time is allowed for them to eat lunch and visit the toilet.

Break and after school detentions are issued for students who are late to school.

Parents will be notified on the day if a pupil is required to attend a detention of up to 15 minutes after school. The school will give at least 24 hours' notice of an after school detention lasting longer than 15 minutes.

Racist Incidents:

see Procedures for Staff and as above

Ruskin Community High School is an ethnically and culturally diverse community, where a large percentage of students are from ethnic minorities and may have English as an additional language. The school recognises that all members of its community, students, parents and staff, have the right to be treated with equal respect.

Racism includes all practices and procedures that discriminate against people because of their race, colour, nationality and national or ethnic origins including religion and language.

Racist incidents will be investigated by the school and can take numerous forms:

- verbal abuse and threatening behaviour – derogatory name calling, insults, racist jokes, threats, racist language
- racist comments – ridicule of an individual's cultural differences
- physical assault because of colour, race or ethnicity
- racist graffiti
- discriminatory behaviour – refusal to co-operate with others due to ethnic origin
- incitement to behave in a racist manner

Issues of race and racism are taught in a structured and progressive way to all students through the PSICHE programme.

Students are reminded in assemblies of the school's policy on Racist Incidents and the likely consequence of such behaviour.

Ruskin Community High School has a zero-tolerance approach to racist incidents and will result in a suspension from school for 1-5 days.

Drugs related incidents

Ruskin Community High School has a duty of care for the education, safety and well-being of all its students.

The use of tobacco and alcohol are prohibited at all times in and around the vicinity of the school.

The use of tobacco and alcohol will result in the disciplining of students depending on the persistence and the severity of the behaviour.

Ruskin Community High School in its duty of care will protect its students from the dangers of an illicit drug culture. There is no reason why any student should come into contact with drugs whilst at school. The school will act firmly in incidents related to drugs.

Students who are involved in dealing in the supply or exchange of drugs will be permanently excluded.

The possession of drugs (non-prescription and prescription not prescribed to the child) could lead to permanent exclusion.

The police may be informed in all cases where reasonable suspicion of possession or use of illegal substances has taken place. The school may take advice from the LEA and the Cheshire Healthy Schools Partnership.

see policy on Illegal Drugs, Solvent Misuse and Drugs Education

Student Behaviour outside school

The behaviour policy will be applied to all students:

- Taking part in any school-organised or school related activity or
- Travelling to or from school or

- Wearing school uniform or
- In some ways identifiable as a student of Ruskin Community High School

The policy will also be applied to poor behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the school. In addition, behaviour that may be criminal will be reported to the police.

Searching and confiscation:

SLT can search a student for any item banned under the school rules if the student agrees.

A female member of staff must search a female student with another member of staff present.

A male member of staff must search a male student with another member of staff present.

The school must have reasonable grounds for suspecting a student is in possession of a prohibited item before searching (items that can be searched for are knives or weapons, alcohol, illegal drugs and stolen items).

The school can confiscate any banned or prohibited item found as a result of this search or which the school considers harmful or detrimental to school discipline. Prohibited items include inappropriate items or clothing and jewellery, items brought into school for the purpose of selling to make a profit (including items bought in such a manner), cigarettes, tobacco and other smoking related items, knives or weapons, alcohol, illegal drugs, stolen items and any other items that may endanger the health and safety of others.

Mobile Phones:

Pupils are not allowed Mobile phones in school. If a member of staff has sight of or hears a mobile phone in a lesson it will be confiscated and handed to the main school office for safe keeping. A parent will be required to collect the phone from the main school office at the end of the school day or as soon as possible.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and Ruskin Core Values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Positive points on Class Charts
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a curriculum leader/YAM
- Letters or phone calls home to parents
- Putting a pupil 'on report'

We may use the support centre/remove room in response to serious or persistent breaches of this policy. Pupils may be sent to the support centre/remove room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are also sent to the support centre/remove room.

The support centre/remove room is managed by Claire Harrison (Senior Assistant Headteacher).

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

Ruskin Community High School Behaviour Systems are based on the Ruskin Core Values.

Ruskin CORE Values



Our students demonstrate **respect, kindness** and **tolerance** of people from all beliefs, cultures and backgrounds.

All areas of our school life are designed to **educate, celebrate** and **appreciate** our diverse school community and beyond.

By promoting **independence**, we empower our students to build high levels of **self-respect**, allowing them to recognise and value their own **strengths**, and also to accept and act upon any areas of **development** that they have.



Through all of our lessons, we facilitate students to retain **deep knowledge and understanding**, thus enhancing students' confidence in their own abilities.

We consistently provide support to develop our students into **confident communicators and readers**.

Our students are encouraged to be **inquisitive, self-assured** learners who value and are **actively involved** in their education and development.



Through embedding **careers** and **work-related learning**, we promote a **value of education** and an understanding of its context for our students' futures both in a local and national context.

We want our students to demonstrate **ambition, adaptability and resilience** in all aspects of life

We encourage students to **be the best that they can be** and offer students a **multitude of opportunities** to maximise their potential.



Within our caring and **supportive** learning environment, we focus on **building strong relationships** between staff and students, meaning that all students **thrive and develop**, both inside and outside of the classroom.

Effective classroom management

Lessons at Ruskin are sacrosanct and are to be protected from disruption.

In order to implement our school behaviour policy, we should all strive to further improve students' BfL by: -

1. Placing an emphasis on attendance in lessons, learning and progress (Every member of our community has a part to play in this).
2. Use lesson monitor data and other key indicators of under-performance such as behaviour and attendance records to intervene early to prevent regression in progress.
3. Rigorously and consistently apply the school behaviour policy and consequences/rewards.
4. Reward good learning behaviour and celebrate academic success and progress of individuals.
5. To meticulously monitor the progress of all students and intervene when any student is making less than expected progress to ensure appropriate action is taken to get them back on track.

Ruskin behaviour expectations are posted in all classrooms and are in the school planner. The Core Values are in the planner, displayed around the school and communicated in assemblies/PSHCE.

All teaching staff are expected to follow the 'Chance, Choice, Consequence' system in lessons and adhere to the following classroom routines:

Teacher Classroom Routines

- Line students up outside the classroom.
- In silence, students should enter the classroom and stand behind their chairs.
- Check uniform – including chewing gum and jewellery (you may have done this outside your classroom depending on space).
- Ask students to get their equipment out in silence and complete an equipment check.
- Students should sit down in silence and complete the retrieval task you have set for them.
- Monitor behaviour and expectations closely in lessons, following the **Chance/Choice/Consequence** system.
- At the end of the lessons, award one student the '**Star of the Lesson**'. Ask students to stand in silence behind their chairs.
- Dismiss students in silence from your door and see them onto the corridor. All staff must step out onto the corridor at lesson change over.

Star of the Lesson

- At the end of every lesson, one student should be awarded the 'Star of the Lesson'.
- Class Teachers should inform their class or who this is and award it using the 'Star of the Lesson' button on Class Charts.
- 'Star of the Lesson' is worth 5 points of Class Charts. Please only award one 'Star' each lesson.

Form Tutor Routines

As well as the Teacher classroom routines, form tutors should:

- Meet students on the yard and ensure they are lined up in silence. Take students into school, collecting the black folders from outside the main office.
- Check students have all of the correct equipment for the day and complete a thorough uniform check.
- Give daily reminders about behaviour and uniform expectations and also reminders about toilet use and filling up water bottles (break/lunch only).
- First point of contact with parents/carers. Please liaise with YAMs for further support/guidance.

Using Code 1 / Support timetable

For low-level disruption students **must** be given the opportunity to correct their behaviour before using the Support Timetable, using the **Chance/Choice/Consequence** system. Only if the student fails to respond should further action be taken.

Where reasonably possible, for low level disruption, **support from Curriculum/Subject Leader or a colleague from within the department should be sought**. If staff know they have a troublesome student in their class, **a pre-arranged plan of departmental support should be used**. Parents/carers must be informed of this.

If no other support is available and the low-level disruption continues, Code 1 should be called and the Support Timetable should be used.

Once a student has been removed due to poor behaviour/low level disruption, **it is the teacher's responsibility to apply a curriculum area sanction** which should involve contacting parents. The incident must also be logged in Class Charts by that member of staff and copied to the Curriculum Leader.

For incidents of a more serious nature Code 1 should be called immediately

Code 1 Response

When Code 1 arrive at a classroom, at least one of the following actions will take place:

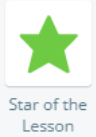
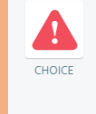
- Removal of the student to another classroom on Support Timetable.
- Removal of the student to YAM or SLT if on YAM/SLT report.
- Removal of the student to the Remove Room.
- If a student refuses to leave the classroom, Code 1 has the authority to ask the rest of the class to leave the classroom and ask for the class teacher to take them to the nearest free classroom. Code 1 may then request further support from the Curriculum Leader or SLT if the student they are called for persistently refuses to leave.

Chance, Choice & Consequence System

Chance (warning)	Choice (second warning)	Consequence
<p>Student: I am not following the Core Values and need to change this.</p> <p>Teacher will inform the student that their behaviour is not following the Core Values (explain which one) and why, and inform them that this needs to be changed.</p>	<p>Student: I am still not following the Core Values and it is disrupting my learning/the learning of others/impacting on the social time of others</p> <p>Teacher will explain to the student that they have a choice to either improve their behaviour/attitude relating to the Core Values or be given a consequence. Make it clear that they have now been given a choice.</p> <p>Negative 'Choice' point to be awarded.</p>	<p>Student: I have been unable to follow the Core Values and I therefore will have a consequence for this.</p> <p>The student will receive either:</p> <p>An Immediate Sanction: This could be a detention set for that day, removal to Support Timetable, removal to the Remove Room, removal to a designated member of staff (e.g. YAM/SLT)</p> <p>A Delayed Sanction: Detention set for another day, a phone call home, meeting with parent/carer</p> <p>More serious consequences as always will be time in the Support Centre, a suspension, a period of time at another school (alternative provision).</p>
Everything MUST be logged on Class Charts using the correct Core Value		

Examples of next steps to improve behaviour in lessons and build positive relationships:

- Move student seat/change seating plan
- Phone call home
- Detention (Break/Lunch/Afterschool)
- Discussion with Curriculum Leader
- Use of Support Timetable
- Parental Meeting
- Temporary removal to another class within the department
- Class/student report

Positive	Negative
Confidence	
Excellent Participation Excellent Perseverance Courageous Verbal Participation	Insolence Not Completing Retrieval Practice
High Aspirations	
Outstanding Contribution Good piece of classwork/homework Above and Beyond Outstanding Contribution Ready to Learn Excellent Progress Using Initiative Excellent Effort	Lack of Homework Lack of Effort Lack of Equipment Late to School Late to Lesson Incomplete Classwork
Respect	
Helpful Excellent Uniform Correct Equipment Polite Caring	Not Meeting Expectations (Add comment) Dangerous Behaviour Physical Abuse Peer Physical Abuse Staff Verbal Abuse Peer Verbal Abuse Staff Disrespectful Behaviour Dishonest Threatening Behaviour Refusal to Follow Request Fighting
Community	
Kindness Good Citizenship Random Act of Kindness Excellent Team Work Extra-Curricular Participation Community Events	Poor Behaviour to/from School Poor Behaviour Educational Trip/Visit Poor Behaviour Extra-Curricular Bullying Incident Racist Incident Sexual Harassment Smoking / Vaping Use of Mobile Phone Chewing Vandalism to School Site Theft
 <p>Star of the Lesson must be awarded at the end of each lesson.</p>	 <p>If a student gets to the 'CHOICE' stage, they must be awarded a 'CHOICE' negative with a reason why.</p>

Behaviour Procedure – All Staff

Abuse to staff (swearing or personal comments) loud enough so staff can hear to face of member of staff clear threats directed at staff using violence with intent sustained refusal to follow instructions	Code 1 called for any abuse to staff
Bullying calling names taunting/pushing using physical violence as part of bullying	Support Timetable or Code 1
Sexual misconduct sexual misconduct sexual misconduct, humiliation, threats	Code 1
Smoking/Alcohol smoking on school site alcohol on school site (possession and or drinking)	Escort to YAM
Drugs possession on school site supplying	Code 1
Racist/Sexist/Homophobic/Transphobic comments and behaviour comments behaviour/incitement	1-5 days Suspension
Dangerous behaviour unsafe behaviour being physical towards other students	Support Timetable or Code 1
Weapons air rifle (in school) BB gun (in school) knives (in school)	Code 1
Using Mobile Phone in School used/seen at break or lunchtime used or goes off during lesson time	Confiscate phone and hand into main school office. Parent only to collect (except Friday).
Refusal to follow instructions	Support Timetable
Refusal to go to Support Timetable	Code 1



Incidents must be written up on Class Charts by the end of that school day at the latest.

For action by: Year Achievement Manger (YAM)

NB: Only YAM's or SLT can put students into the Support Centre. This is important to maintain consistency and liaison with Steve Hartley should take place by 4pm.

Behaviour Procedure - Sanctions

All these incidents must be referred during or immediately after the lesson to YAMs.

Abuse to staff:

(swearing or personal comments)

Loud enough so staff can hear

To face of member of staff

1 day in Inclusion Centre

2-5 days in Inclusion Centre – alternate provision – Suspension

Clear threats directed at staff

Suspension

Suspension – Permanent

Using violence with intent

Permanent exclusion

Bullying:

Calling names

(informed)

(1st offence)Off timetable 1-2 days (parents

(2nd offence same student) 1 day in

Inclusion Centre

Taunting/pushing

(1st offence) 1 day in Inclusion Centre

(2nd offence) 2-3 days in Inclusion Centre

Using physical violence as part of bullying

5 days in Inclusion Centre – alternate provision – Suspension

Sexual misconduct:

Sexual misconduct

Suspension

1-5 days Suspension

Sexual misconduct, humiliation, threats

5 days in Suspension

Smoking:

Smoking on school site

(1st offence)

1 day in Inclusion Centre

2nd offence within 2 weeks) 2-3 days in Inclusion Centre

(drinking)

2-5 days in Inclusion Centre

Drugs: police informed

Possession on school site

Supplying

Long Suspension - Permanent Exclusion

Long Suspension - Permanent Exclusion

Racist/Sexist/Homophobic comments and behaviour:

Comments

/incitement

Suspension 1-5 days

Dangerous behaviour:

Ruskin Community High School

Unsafe behaviour	Remove Room/Off timetable/ Inclusion Centre - Suspension
Being physical towards other students	Remove Room/Off timetable/Inclusion Centre - Suspension
Weapons: police informed BB gun (in school) Knives (in school) Air Rifle	Long Suspension/Permanent Exclusion Permanent Exclusion Permanent Exclusion
Refusing to follow instructions and code 1 called:	Off timetable/Remove Room/ Inclusion Centre - Suspension
Disruption in lessons: 5th day off timetable (no gap of half-term)	1 day in Inclusion Centre
Fighting	Remove Room/Off timetable/Inclusion Centre - Suspension

Abuse to staff:

(regarding spreading the virus to them)

Loud enough so staff can hear	1 day in Inclusion Centre
To face of member of staff	2-3 days in Inclusion Centre – Suspension

Persistent offenders from the list above: Suspension/attendance provision at another school/ Inclusion Centre.

Year Managers and SLT will determine which students are placed in the School Support Centre. The Inclusion Centre Manager will receive a list from YAMs by 4pm each day so that work and planning is in place for the next working day. Work will be set on Classcharts for students to complete. Where feasible there may be direct contact with their normal lesson via TEAMS.

CLASS TEACHERS

INCIDENT

ACTION TO BE TAKEN

Swearing at another student Threatening other students Abusive behaviour / bullying Inappropriately challenging to Member of staff / rude Continuous disruption of lesson Refusal to co-operate	Exclude to Support Timetable/within curriculum area Follow up by class teacher/parental contact
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Refer to curriculum leader and log on Classcharts

For action by: Curriculum Leader and Class Teacher

**INCIDENT
ACTION TO BE TAKEN
BY CLASS TEACHER**

SUGGESTIONS FOR

Chewing	seating plans
Not wearing uniform correctly	break/lunch/after school bring back discussion on one to one regarding problem and methods to resolve
Calling out	
Holding conversations across class	record behaviour incident in planner, on readiness for Learning Card and on Classcharts
Out of seat	Detention
Throwing equipment around	(if after 3 different interventions there is no improvement refer to Curriculum Leader)
No homework	
No equipment	Parental contact
Disrespectful behaviour	Visit student in RR/SC to repair relationships.



Class teacher to deal with incidents and record in planner and record on SIMS/Classcharts

FORM TUTOR

ISSUE

ACTION

No shoes } Hair Uniform Jewellery Make-up No planner Lack of daily equipment (pens etc)	Take off timetable (including break and lunchtime) note in Planner/ Classcharts and contact Office. 2 nd offence, YAM detention issued and phone call home by Form Tutor Take off timetable a. Form Tutors write in Planner requesting a reason.
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Any parental contact by phone or letter to be logged	b. Followed up by letter. Letters (L1, 2, 3, 4). Record on SIMS and in Planner. Communication button on Class Charts
Persistent problems with general appearance Persistent late to form Student welfare concerns Target students for progress interview report widespread behaviour concerns	Report made on Class Charts, note in Planner. Note in Planner. Letter sent by Attendance Team if late 2 or more times within a week. Put on CPOMS and let YAMs know.



YAMs

CURRICULUM LEADERS

Incidents occurring within Curriculum Area

Suggestions for possible action

1. Take off **Timetable** following day, make arrangements (inform Form Tutor, YAM and Office prior to taking off timetable)
Parents informed before / on actual day.
2. Letter indicating change of Teaching Group, (possibly).
3. Discussion on classroom management/teaching and learning with class teacher.
4. Discussion of individuals at CL meetings – sharing of strategies.
6. Refer to YAM with details of strategies used if required.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- 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
- Be recorded and reported to parents

8.3 Searching and Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. See the school Mental Health and Wellbeing Policy.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Prevention strategies, intervention, and sanctions for unacceptable behaviour

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. Regular monitoring through Class Charts by Year Achievement Managers and SLT ensure they are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching, with bespoke mentoring sessions on targeted behaviour areas
- Short-term behaviour report cards
- Long-term behaviour plans
- Use of the Inclusion Centre
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

10. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. All staff will be completing the Trauma Informed Schools training during the 2023/24 academic year, as the school works towards becoming a Trauma Informed School. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

11. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection and Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

12. Training

Behaviour management also forms part of continuing professional development.

13. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Governing body every year. At each review, the policy will be approved by the headteacher.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Student Mental Health and Wellbeing Policy
- Allegations of abuse against staff Policy

Appendix 1. Written Statement of Behaviour Principles

Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All students, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to students at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by students and staff

The suspensions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions

Students are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body every year.