



# **The Ecclesbourne School**

**"Learning together for the future"**

## **Behaviour and Discipline Policy September 2022**

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**The Policy was ratified by the Student and Curriculum Committee on the 12<sup>th</sup> November.**

**It will need to be updated by September 2023**

**This is a Statutory Policy**

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## **1. Introduction**

The Ecclesbourne School's behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across the school. Good behaviour and self-discipline lead to effective learning and helps prepare children and young people for life beyond the school gate.

This policy outlines the high behavioural standards the school expects from all our students and the rewards given for those that do so, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the school's other policies, exclusions and suspensions, anti-bullying, drugs, SEND, Online Safety, Child on Child Abuse and Child Protection and Safeguarding, all of which can be found on the school's website. The policy will be reviewed annually by the students and curriculum sub-committee and ratified by the full Governing body.

## **2. Aims and Objectives**

By setting high standards of expected behaviour, the school aim[s] to:

- promote positive relationships that safeguard and promote the welfare of students, creating an effective learning environment;
- maximise the quality of the learning experience for all students enabling everyone to learn effectively;
- enable students to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the school community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between students and their peers, and between staff and students;
- raise awareness amongst students to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst students for the need to recognise and manage their emotions and reactions; and
- support students whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

## **3. Application of this Policy**

This policy applies to all members of our school community this includes staff, volunteers' parents and students and it is displayed on the school website. The policy will be shared and reinforced through staff training, assemblies and through its consistent use by all daily.

The school will monitor behaviour incidents using the SIMS application tool which all staff have access to. Where there has been a significant breach of the behaviour policy then this should be immediately referred to the relevant school office. The school can also identify behaviour concerns through an anonymised reporting system called Tootoot.

### **3.1 Behaviour outside of school**

The school will apply sanctions for behaviour that takes place outside of the school premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours and is reported to the relevant school office.

When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school staff will consider:

- whether the student is taking part in any school-organised/related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a student at the school at the time of the poor behaviour; and/or
- the severity of the misbehaviour, whether the student's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another student or member of the public or could adversely affect the reputation of the school.

### 3.2 Needs of the Individual

A concern to promote appropriate behaviour and to modify inappropriate behaviour is at the heart of the educational enterprise. We must, of course, see it as natural that young people will, from time to time, misbehave: what we must never do is see them as being incapable of improvement. We owe it to our students to have high expectations and it is ultimately contemptuous of young people for us not to be prepared to make demands of them.

A demand is not a demand unless we are prepared to enforce it by appropriate means and these will depend both on the nature of the offence and the situation of the offender. For example, students with severe behavioural problems must be regarded as having a type of special educational need; it is, therefore, neither rationally nor morally justifiable to treat them in the same way as students whose misdemeanours are merely casual.

However, it must be understood that the educational rights of any individual are not absolute. There is a practical limit to the amount of time any school can spend on trying to persuade an individual to comply with its rules. There is also the question of hierarchy of needs: in stark terms the rights of the bullied will always take precedence over those of the bully.

### 3.3 Needs of the Community

A community shows its values not by talking about them or even by incorporating them in published policies, but by acting. Unless a community is prepared to act in defence of its values it cannot expect them to be taken seriously. By responding sympathetically to the needs of individuals, and by striving to make its goals and attitudes relevant to those who do not readily perceive their relevance, a school improves the service it gives to all its students. However, to accommodate those who actively reject its values - for whatever reason - is to undermine those values and thereby to damage its service to other students. There is a point at which concern for the many will outweigh concern for the needs of any one individual.

In modifying inappropriate behaviour, we must pay due regard to all three of the classical theories of punishment:

- **Reform** must be our first concern when dealing with errant individuals, for one of our primary aims is to assist in the development of good citizens whose underlying beliefs uphold the rule of law. However, we owe it to our own community to ensure that our actions also act as a
- **Deterrent** to those on the verge of misbehaviour.
- **Retribution** will normally be a less prominent motive, but there may be times when the need to assert the community's values in uncompromising terms is paramount.

## 4. Roles and Responsibilities

All members of the school community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations are set out in detail below.

### 4.1 The Governing Body

The Governing Body will review and monitor the application and implementation of this policy by receiving regular reports from the Designated Safeguarding Lead on behavioural sanctions and support put in place for students at the school. The Governing Body will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the school. The Governing Body will also analyse the recorded data on discriminatory

incidents and sexual harassment and where there has been an increase/decrease in numbers they will seek to understand why.

## **4.2 Headteacher**

The Headteacher with support from their Strategic Leadership Team (SLT), will ensure that staff are supported and are up to date with policy and legislative changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on students sharing particular protected characteristics. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

## **4.3 Head of Year/School**

The Head of Year/Head of School will:

- support all staff where a behaviour issue has arisen that is seen as a serious breach of the behaviour policy
- support staff where there is consistent low-level disruption in lessons, that continue, even when intervention from Head of Subject/Faculty has taken place
- ensure that students are clear on the behaviour policy through regular reinforcements through the assembly program
- identify students who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve student behaviour and provide support. This could include:
  - more frequent engagement with parents
  - home visits
  - mentoring and coaching
  - report cards
  - time out of the classroom for a period of time
  - Internal isolation during unstructured times
  - engaging with local partners and agencies to address specific challenges
  - consideration of whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan; and/or]
  - designing an Individual Behaviour Plan

## **4.4 Staff**

All staff will:

- communicate the contents of this policy to all students and parents to ensure that the schools' expectations are transparent to all students and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this, through the Personal Development and Citizenship Program (PDC) and Thought for the Day.
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable students may face;
- make reasonable adjustments for disabled students as required;
- promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge students to meet the school expectations and maintain the boundaries of acceptable conduct;

- record incidents of poor behaviour using SIMS and apply sanctions using the Head of Subject/Faculty where appropriate and following the behaviour pyramid;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively and report to the relevant school office;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole school community and ensure that the majority of students' education is not jeopardised by the disruptive behaviour of a minority of students;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need;
- report to the relevant school office if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour, this should be recorded using My Concern
- set, mark and monitor homework and provide facilities for children to do homework in the school if required at lunchtimes or after school;
- send parents an annual written report on their child's progress and attend Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

#### **4.5 Parents**

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any contracts put in place;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning using Show My Homework to monitor;
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensuring that their child is not present in a public place during school hours without reasonable justification and, attend a reintegration interview at the school with their child.

#### **4.6 Students**

The rights and responsibilities of students are set out at the Annex to this policy along with a list of the school rules to which all students must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Students are expected to have a positive attitude to learning and maintain high expectations for themselves. All parents and students must sign the home school agreement at the start of each academic year.

### **5. Effective Teaching Strategies and Behaviour Management**

#### **5.1 Consistency is the most powerful element of whole school behaviour management.**

Prevention is better than cure. Behaviour management can be learned and is rooted in high quality lessons that engage and challenge. The most effective behaviour management looks light touch precisely because it is founded on shared understanding of expectations arising out of a teacher's routine practice. Problems are normal where children are learning and testing the boundaries of acceptable behaviour. We judge our success not by the absence of problems but by the way we deal with them. The advice and guidance in Appendix 1 and 2 is intended to be **practical and focused on what works**.

## 5.2 Classroom Expectations

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect. When children are bored they will become disruptive and they have no respect for teachers they consider to have weak discipline.

The following is an attempt to summarise the key elements of effective practice, which, if applied consistently across the school, will ensure good order and an atmosphere conducive to high quality teaching and learning.

### You should:

- arrive promptly to lessons ready to engage the students to learn.
- be prepared with a well-planned, engaging and challenging lesson: behaviour issues arise when students are bored or disengaged;
- take a register in SIMS in the first five minutes of the lesson;
- be consistent, firm, rational and fair;
- teach students specific practical routines that put you in control;
- begin and end lessons with a quick and unobtrusive uniform check;
- students in Lower School will stand at the start of the lesson and wait till they are invited to sit by you;
- never allow students to sit on the desks;
- never allow students to have a mobile phone - if a student has a mobile phone in your lesson or around school then you should send them to reception to hand in and they should return with a slip to say that they have done this;
- use sanctions appropriately and in escalating intensity as set out in this policy and the behaviour pyramid;
- deal with transgressions yourself first and refer to your line manager/Head of Subject/Faculty only if needed. There is a hierarchy of response, and the intervention of the pastoral system is designed as the stage that follows on from action at Faculty level;
- report a serious transgression in your lesson to the relevant Head of School;
- Where there is a disruption to learning that is impacting on the learning of others or a safety breach then press the SLT call out where a member of SLT will take the child away from the classroom to work in isolation and follow-up on the behaviour transgression;
- go out of your way to ensure that you know every student's name and something about them;
- mark work promptly, incisively and constructively in line with the whole school assessment policy;
- set appropriate homework regularly to schedule;
- encourage creative dialogue – confidence in discussion is important;
- keep an attractive, clean and tidy room;
- use first names, never nicknames;
- insist that everyone has their own equipment and where they do not allow them to borrow from the equipment trolley. Where this is happening on a regular basis then please inform the relevant school office
- praise strengths; don't dwell on weaknesses;
- refer to the behaviour pyramid displayed in the school classrooms;
- give and receive respect;
- establish discipline clearly and effectively at the start of the lesson;

- make clear the learning intentions of the lesson;
- spend time establishing a routine with each class so that students know your expectations;
- be aware of all students with special needs and plan for them;
- complete class monitoring reports and individual reports;
- make use of SIMS Behaviour Module to record behaviour that you wish the pastoral teams to be aware of but don't use it simply to pass the problem on. A behaviour incident is not a sanction in itself. When an issue has been resolved by either yourself or your line manager then please record this on SIMS. Even if a situation has been resolved 'in-house' it does help to build a picture of a child's interactions in lessons and see whether we need the intervention of the Head of Year/School;
- reward students for getting it right and going above and beyond by following the rewards section of this policy;
- challenge the use of discriminatory language or behaviour at all times and report it to the relevant school office immediately either by email or in person, where this is aimed directly at another student then please press the SLT callout button immediately.

## **5.2 Expectations of Students**

Students should:

- arrive punctually, correctly dressed and equipped;
- enter rooms sensibly and go straight to their seat;
- take off and put away any outdoor wear (not on desks);
- take out books, pens and equipment, (torn or graffiti damaged books and folders must be replaced at the student's expense);
- put bags away (not on desks);
- remain quiet and attentive during the register.

## **5.3 Teachers should make the following clear:**

- you dictate the seating arrangements;
- when you talk to the whole class students remain silent;
- if the class is asked a question, different techniques can be used. 'No hands up' questioning is a highly effective method for ensuring maximum engagement and inclusion. Putting a hand up is also an acceptable way of offering an answer;
- if a student arrives late without reasonable cause they must expect to make up the time;
- homework will be set on Show My Homework;
- eating and chewing are not allowed;
- students must not leave their seat without permission.

## **Have an established routine for orderly dismissal:**

- summarise briefly what has been achieved in the lesson and confirm homework;
- Ecclesbourne is a 'no bells' school, the clock, if you use one, is a signal for you so students should not begin to pack away or put on outdoor wear until told to do so;
- when asked to, students stand and push in or put-up chairs and tidy resources or pick up litter;
- check students are correctly dressed before they proceed to their next lesson;
- students move to the exit when you say and in the order you determine.

## **5.4 Finally, ask yourself the following questions:**

### **Plan:**

Do I have an overall strategy for the management of classroom behaviour? Do I have a clear plan of how I will respond to appropriate and inappropriate behaviour? Have I taught this plan to my students? Does my classroom plan fit into the school's overall discipline policy and practice?

**Rules:**

Do I have clearly defined classroom rules? Have I taught these rules to my students? Do all students know exactly what is required of them throughout the lesson and when they are in my department area? Do I use of the School Rules and 'The Code of Conduct?

**Reinforcement:**

Do I provide positive reinforcement to students when they follow the classroom rules? Do my students know what positive reinforcement they can expect? Have I developed a positive vocabulary?

**Teaching Style:**

Is my classroom management strategy merged with my routine teaching of curriculum? Do I teach my behaviour expectations as I would other areas of curriculum? Do I regularly rehearse behavioural expectations with students? Do I try to create a positive focus by highlighting good behaviour and minimising negative attention?

**Giving directions:**

Do I give clear activity directions to students when I need them to move into various learning activities? Have I taught the specific behaviour expectations for all the major learning activities that students engage in within my lessons?

**Positive support:**

Do I positively recognise students who follow my directions first time?

**Setting limits:**

Do I consistently provide disciplinary sanctions for those who do not follow my directions?

**6 Rewards**

Promoting appropriate behaviour depends to some extent on our ability as teachers to catch children 'doing it right' and show that we have noticed. Praise received in class and around the school reinforces the community's values not only to the recipient but to all others in earshot.

This reinforcement can be more powerful and will reach a wider audience when such praise is delivered in a public manner during assemblies, in a prize-giving ceremony or in membership of a roll of honour.

The reward system is underpinned by the following principles;

- Fair – students systematically receive weekly rewards for attendance, punctuality and positive behaviour. Thusly, students are constantly recognised for 'getting it right' every day and every week. All students who deserve reward are rewarded. For those who go beyond the expectations they will receive additional reward but this will be appropriate.
- Consistent – rewards are given for all aspects of school life and are given consistently by all staff.
- Simple – what is rewarded is clear and follows a consistent criterion.

**6.1 Staff can offer rewards in the following ways;**

- Verbal praise in lessons
- Comments on work linked to the school's assessment policy
- Certificates issued by subject staff, Heads of Subjects/Faculties/Year/School
- Nominations for Prize Day
- Positive contact with home via postcards or letters
- Public Display of work

- Celebration opportunities with the Headteacher/Head of School
- Awarding of merits
- Acknowledgement through assemblies
- Nominations for Governors' reception

## **6.2 How we reward good behaviour across the school**

The student reward system at The Ecclesbourne School is wide and varied. Outlined below are the main recognised forms of student reward, but in addition to these we emphasise that there are less tangible, yet equally important, rewards that occur on a direct 'as it happens basis' such as a 'pat on the back' or a 'well done'!

### **Prize-Giving Day**

In addition to Prizes awarded for academic achievement and progress, School Motto prizes are presented to two students in each form for their 'Integrity, Tenacity and Service'. In addition, there are subject prizes and endowed prizes gifted to the school by past students or friends of the school. The aim of Prize Day is to celebrate student achievement and character and to distribute reward to the widest possible range of deserving students.

### **Roll of Honour**

During September and October, a Roll of Honour is posted in a prominent position within the school. This lists all students who have represented the school in a whole range of sporting activities and also recognises those students who have worked to serve the community.

### **Merit/Colour Ties**

These are awarded to those students who are selected to represent their County or Country in sporting or musical activities and, on occasion, Merit Ties have been given for outstanding service to the school.

### **Sports Certificates and Sports Award Ceremony**

These are presented to students for participation in Sports Day and for representing the School in any of the Sports Teams, as well as for particularly meritorious achievement or participation in sport.

### **Governors' Reception**

This is a special presentation evening for those students and their families who have achieved an exceptional level of performance, such as reaching the national finals of their chosen activity.

### **Letters of Commendation**

Letters from the Headteacher and Head of Year are sent to the parents of those students who have achieved outstanding reports either for academic attainment or exceptional effort. Letters of Commendation are also sent from the School Governors to students who achieve outstanding success over and above the norm.

### **Assembly Commendations**

All students attend two assemblies each week. 'Whole School' Assemblies are used for the celebration and commendation of student achievement. The range of activities covered in these assemblies is wide and varied as is the cross-section of those being rewarded. Form tutors and subject teachers are charged with bringing the achievements of their students to the attention of the Head of Year. House assemblies celebrate individual and team successes within the vertical house system.

### **Record of Achievement and Target Setting (RATS) Process**

The Record of Achievement and Targeting process takes place twice a year, in January and June, and involves every student and their tutor meeting one-to-one to discuss progress, achievement and to set targets. This is an opportunity for all

students to receive acknowledgement and praise from pastoral staff for their academic and wider achievements both inside and outside school.

### **Attendance Certificates**

These are presented to students during assemblies for those who have achieved 100% attendance. 100% attendance prizes are also awarded during Prize Day.

## **6.3 Posts of Responsibility:**

**House Captains.** In Year 12, 10-12 students from each House apply for and are then selected for this position which involves supporting the Head of House and leading younger students.

**Peer Mentors** are trained to work together with form tutors and support Year 7 students when they arrive at Ecclesbourne.

**Co-Head Prefects** – These are five Head Boys or Girls who apply for the responsibility of leading the Prefect team. Co-Heads are the senior students in school and are chosen on the basis of their exemplary track record of progress, achievement and conduct.

**Prefects** – are responsible for upholding the ethos and values of the school by their conduct and example and through formal supervision of the school during lunchtime.

**Sports Leaders** are trained to support the work of the PE Department in school and local primary schools, gaining leadership skills in the process.

**Buddy Readers** work with Year 7 students to help them improve their literacy and confidence as readers.

**Subject Mentors** in the VI Form work to provide targeted support to students who benefit from one-to-one help with their GCSE studies.

**Student Councillors** – drawn from every year group throughout the school. Students have to apply for this and are selected based on their application and attitude to school learning. Student Councillors advise the SLT and CLT on matters relating to student welfare and learning as well as advising the Governing Body on facilities (Facilities committee) and general student matters (Students & Curriculum Committee). Student Councillors also take part in selection panels and act as guides for visitors to the School. The student council is led by the Co-Heads in Sixth Form, co-heads are elected by their peers.

**Anti-Bullying Ambassadors** - drawn from Years 10-13. These positions have to be applied for and are selected by the anti-bullying co-ordinator. They are trained using the Princess Diana trust framework. They attend the Student and Curriculum meetings to report on the work that they do. They are also working towards the respect badge using the Diana Trust framework.

## **6.4 Merit Awards**

This system is House-based. Merits are awarded for any worthy achievement, not necessarily tied to outstanding academic work and so are spread across the whole ability range. The merit system operates for students in all years. A merit may be awarded by a teacher for an outstanding piece of work or work of a consistently high standard or consistent effort. Merits are accumulated for individual and House competitions and recorded on SIMS. Individuals can gain certificates and letters of commendation from the Headteacher which are awarded throughout the year. The House Competition contributes to trophies awarded at Prize Giving Day each year. Weekly updates appear on the screens around school. Please see below on advice on when and how to award merits.

All students are systematically rewarded merits for meeting the Ecclesbourne School Expectations. Students receive 1 merit weekly for each of the following:

- 100% attendance.
- No late marks.
- No behaviour points.

After each data point students are also awarded additional achievement points based on their average effort levels across all subjects.

Effort Level	Merits
>4.6	5
>4.1	3
>3.6	2

Students who attend extra-curricular activities will receive 10 merits per half-term for each of the clubs they attend.

In addition to the systematic awarding of merits students can receive further merits in every lesson under the following criteria:

Awarding Criteria	Additional Merits
<b>Above expected</b> Students meet expectations and one or more of the following: <ul style="list-style-type: none"> <li>• Contributing positively to the lesson.</li> <li>• Producing work above the expected standard.</li> <li>• Especially kind and supportive towards others.</li> <li>• Students challenge themselves</li> </ul>	1
<b>Exceptional</b>  Highly ambitious homework/ classwork/ contribution/ effort	2
<b>Postcard Home</b>  Staff are to award at least 1 post card per half-term to a student for exceptional contributions to either their own learning or	3

the school. This does not need to be posted. This must be recorded on SIMS.	
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In addition to daily and weekly merits, Heads of Year will also award merits as follows:

Achievement Criteria	Additional Merits awarded
Student of the half term	5
Most improved student	5
Head of School award for inspirational work in the school or community	5

### 6.5 Rewards for accruing merits

Students are systematically rewarded for accruing merits as follows:

#### Individuals

- Top 5 students in each Year Group each week receive a queue jump pass for the following week. Certificates are awarded in assemblies each half-term for:
- Top 10% merits
- Top Extra Curricular merits
- Student of the half-term and Improved Student of the half term.
- Students in the Top 10% for merits are into a prize draw and displayed on screens around school

#### Collective

- Form of week receive a form award based on the number of merits they receive
- Form of the term as agreed by the SLT and staff nominations
- Most successful year group of the term as agreed by the SLT and staff nominations

### 7. Sanctions

**7.1** Where a student's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of students and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. These may include giving a verbal warning to the student, reiterating the behaviour policy and praise the good behaviour in the classroom. The school will impose sanctions in response to behavioural incidents/misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the student's age, any special educational needs or disability and any religious requirements.

The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions include;

- verbal reprimand;
- requiring a written apology;
- confiscation of a student's property;

- missing break time;
- repeating unsatisfactory work until it meets the required standard;
- the setting of written tasks as punishments, such as writing lines or an essay;
- school-based community service or imposition of a task – such as picking up litter, weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular academy events such as sports day or leavers day;
- internal exclusion;
- detention including during lunch time or after normal school hours
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring;
- removal from a class or groups for a period of time;
- education off-site for a designated period;
- suspension or permanent exclusion.

**7.2** Staff will aim to work in cooperation with parents to understand the reasons behind their child’s behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the DSL making enquiries into circumstances outside of the school and/or having a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The school recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for Looked After Children, regarding students’ behaviour when necessary. When a sanction is imposed, parents will be informed in writing.

**7.3** The school encourages restorative justice and students are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

**7.4** The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school’s safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.

**7.5** Under no circumstances will illegal or inappropriate items be tolerated in the school, and all students will respect and look after the school’s premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions, possibly suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others;
- verbal abuse to students;
- physical abuse to/attack on staff;
- physical abuse to/attack on students;
- any form of bullying (to the extent not covered above);
- indecent behaviour;
- damage to property;
- gambling on school property;
- recording or taking images of students or staff without their express consent;
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs” (please also refer to the school’s drug policy);
- vaping on the school site;
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;

- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness.

**7.6** Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- to enable disruptive students to be taken to a place where education can be continued in a managed environment; and
- to allow the student to regain calm in a safe space.

Where a member of staff wishes a student to be removed they need to press the SLT call out button and a member of SLT will attend to remove the student. During the period of removal, the student will receive continual, supervised education in a suitable environment. This will usually be with the Head of Year/School. During this time, it is expected that the student will be provided with work that they can complete without the support of specialist teacher by their classroom teacher. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the student and parents which facilitates reflection by the student, sets out any support to be put in place for the student to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

**7.7** Detentions can be issued by any member of teaching or support staff. Staff will only issue detentions outside of school hours when it is reasonable after having considered whether:

- the detention may put the student at increased risk or compromise their safety;
- the student has known caring responsibilities or religious requirements;
- the detention timing conflicts with a medical appointment;
- parents ought to be informed of the detention; and
- whether suitable travel arrangements can reasonably be made by the parent for the student, disregarding any inconvenience for the parent.

**7.8** Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school. The school will follow its exclusion policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

## **8 Students with Special Educational Needs and/or Disabilities**

**8.1** In the context of this policy, a child is considered to have SEND if they:

- has difficulties in learning which are significantly greater than the majority of other students of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress;

**8.2** The school is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the student receives appropriate support. The school is conscious of its legal duties under the Equality Act 2010 in respect of students with disabilities and will make reasonable adjustments to this

policy to avoid any substantial disadvantage that a student may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a student whose behaviour is in consequence of their disability than would be imposed for a student exhibiting the same behaviour who does not have that disability. The school will not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

**8.3** An Individual Behaviour Plan and/or Pastoral Support Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the schools special educational needs policy for more information.

**8.4** The school will as far as possible, anticipate likely triggers of misbehaviour for students identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a student with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

**8.5** Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a student's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

## **9 Investigating Incidents**

**9.1** Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences should be carried out by members of staff. Staff should complete an incident form and ensure that this is uploaded onto My Concern and record it as a behaviour incident on SIMS. Students who have witnessed the behaviour will be asked to provide written, signed and dated statements, again these should be uploaded onto My Concern. Any questions raised by staff will be open and non-leading. If the police wish to question the student, the school will ensure that a responsible adult is always present and will inform the student's parents of what has happened as soon as possible. Where possible police investigations should be carried out at the family home rather than in the school environment.

**9.2** The school uses Close Circuit Television ("CCTV") within its premises. One reason why the school uses CCTV is to provide a safe and secure environment for students, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction.

**9.3** When more than one student is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

**9.4** In exceptional circumstances, students may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other students may be compromised by that student remaining in the school. **Please refer to the suspension and exclusion policy for more detail.**

## **10. Search, seizure and confiscation**

**10.1** If an investigation or an allegation leads to reasonable suspicion and the search of a student's clothes, bags and lockers is deemed appropriate, a search may be carried out by a member of the SLT alongside another member of staff, for example the Head of Year. Staff will follow the latest DfE guidance on searching, screening and confiscation when

conducting a search. Staff will take into consideration the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.

**10.2** The Headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all students and staff with support from the DSL (or deputy). The school will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a student who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

**10.3** Staff may confiscate or seize items in the possession of students that pose a risk to staff or students, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of a student's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated. Where appropriate a member of staff may retain or dispose of a student's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

**10.4** A teacher or someone who has lawful control of the child can search a student **with their consent** to look for any item banned by the school rules. Students must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the student refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

**10.5** The Headteacher and other members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. The DSL (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- e-cigarettes, tobacco and cigarette papers;
- fireworks;
- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the student).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are only identified only in the rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

**10.6** Any search without consent must be conducted by a member of staff of the same sex as the student in the presence of another member of staff. A member of staff can only carry out a search of a student of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

**10.7** When conducting a search, students must not be required to remove any clothing other than outer clothing. 'Outer clothing' is any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

**10.8** Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, staff retain a duty of care to the student(s) involved and will advocate for student wellbeing at all times. Before calling police into the school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the DSL and Headteacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff will inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

**10.9** Staff should keep a record of any searches conducted on students and inform parents that a search has been carried out as soon as reasonably practicable. Records stored on My Concern should include:

- the date, time and location of the search;
- which student was searched;
- who conducted the search and any other adults or students present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

**10.10** Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the DSL. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

## **11. Use of reasonable force**

**11.1** The school strives to provide a safe learning environment for all students. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the students) are lawfully permitted to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

**11.2** This power extends to times when staff are lawfully in charge of students but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

**11.3** Sometimes, students may get anxious or agitated and strategies used to help students calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the student's own safety, the safety of other students and staff, or to ensure that property is not seriously damaged.

**11.4** All incidents where students need to be held to help them to calm down will be recorded on My Concern, any Individual Behaviour Plan and/or Pastoral Support Plans will be reviewed and parents will be informed as a matter of course.

## **12 Bullying**

**12.1** The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. [The school has a separate Anti-Bullying Policy which should be read in conjunction with this policy]. 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. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

**12.2** The school wants to make sure that all students feel safe in the school and are accepted into the school community. The school's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

**12.3** Bullying can be verbal or physical, by person or by electronic, online or written means and can be directed at both staff and students. The school practices a preventative strategy to reduce the chances of bullying, and the school's anti-bullying strategy is instilled in the school's curriculum, through the active development of students' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

**12.4** If an allegation of bullying does come up, the school will:

- take it seriously;
- investigate as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances.

**12.5** The school believes students should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of students and staff at its school. Where a member of staff has reasonable grounds to suspect that a student is using social media in an inappropriate way, which could cause harm to another person in the school community, the member of staff should report this to a member of the SLT. Following any such report an investigation will follow during which an authorised member of staff may ask that the student gives them access to their social media account. In the event that the student refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the student.

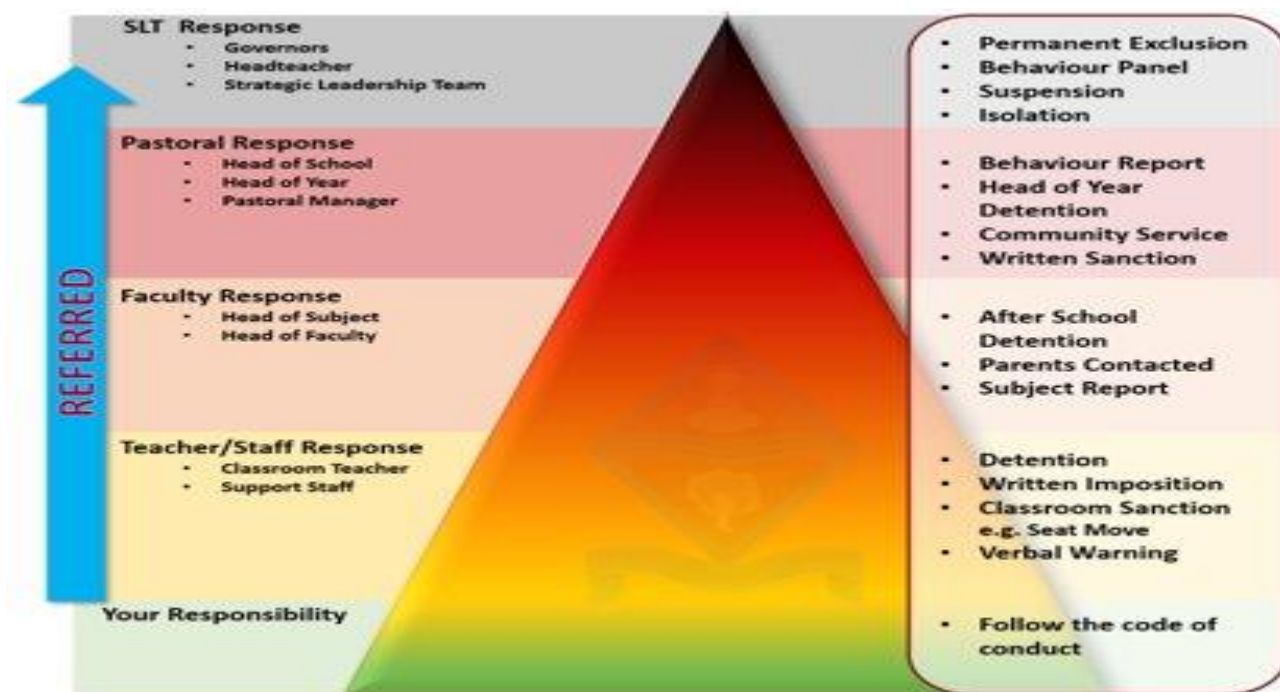
## **13. Child-on-Child Abuse**

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow its child protection and safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy. This may include referrals to the Police and Social Services.

## 14. Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with the school's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusion's guidance will be followed.

### Annex 1 - The Behaviour Pyramid- an overview



### Annex 2 – Rights and Responsibilities of Students and The Ecclesbourne School

Rights	Responsibilities
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for school equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the school rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another student

