



# THE ECCLESBOURNE SCHOOL

Learning Together for the Future

## BEHAVIOUR AND DISCIPLINE POLICY

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September 2023

The policy was ratified by the Full Governing Body July 2023

It will need to be updated by July 2024

**This is a statutory policy**

## Contents

1.	Introduction .....	3
2.	Aims and Objectives .....	3
3.	Application of Policy .....	3
4.	Roles and Responsibilities .....	4
5.	Rewards .....	6
6.	Sanctions .....	12
7.	Pupils with Special Educational Needs and/or Disabilities .....	15
8.	Investigating Incidents .....	16
9.	Search, seizure and confiscation.....	17
10.	Use of reasonable force .....	18
11.	Bullying .....	19
12.	Child-on-Child Sexual Abuse.....	20
13.	Complaints .....	20

## **1. Introduction**

- 1.1** 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. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gate.
- 1.2** This policy outlines the high behavioural standards the school expects from all our pupils, 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 exclusions and suspensions policy, anti-bullying policy, drugs policy, SEND and safeguarding and child protection policy, all of which can be found on the School's website. It will be reviewed annually by the Board of Governors.

## **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 pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils 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 pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils 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 pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

## **3. Application of Policy**

- 3.1** This policy applies to all members of the school community. The school uses SIMS and My Concern to track and monitor pupil behaviour and the Pastoral Leadership Team organised into Lower School Office, Senior Section, Upper School Office and Sixth Form Office are responsible for keeping parents informed about pupil behaviour. The school will apply sanctions within this policy for behaviour that takes place outside of 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 are reported to the school.
- 3.2** When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:
- 3.2.1** whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or

- 3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

## **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 of each section of the school community are set out in detail below.

### **4.1 Board of Governors**

The Governors will work with the school's Strategic Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending the school. Governors will ensure that they receive relevant training on suspensions, exclusions, behaviour and discipline at least every three years. The Governing Body will review and monitor the application and implementation of this policy by receiving regular reports from the Head Teacher on behavioural sanctions and support put in place for pupils. Governors will scrutinise relevant data, review relevant suspension and exclusion decisions and, where necessary, review decisions taken by the Head Teacher.

### **4.2 The Head Teacher**

The Head Teacher will ensure that this Behaviour Policy is applied consistently and will report back to the Governors on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management. The Head Teacher with support from their Strategic Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Head Teacher will ensure that the teaching of behaviour expectations is included in induction for all staff and pupils. The Head Teacher 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 pupils sharing particular protected characteristics. The Head Teacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

### **4.3 Staff**

All staff will:

- communicate the contents of this policy to all pupils and parents to ensure that the School's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by through routine reminders of expectations, e.g. assemblies, part of Personal Development and Citizenship (PDC) lessons. Behaviour expectations will be a core element of pupil induction to the school by the PLT.
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required;
- promote a teaching and learning ethos which encourages all pupils 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 pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- 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 pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
  - more frequent engagement with parents;
  - home visits;
  - mentoring and coaching;
  - report cards;
  - time in an external pupil referral unit;
  - 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 a Pastoral Support Plan with set targets and support strategies;
  - contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
  - set, mark and monitor homework and provide facilities for children to do homework in the school if required;
  - send parents an annual written report on their child's progress and arrange 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.

#### **4.4 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;
- 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;

- 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, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

#### **4.5 Pupils**

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the school rules to which all pupils must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

#### **4.6 Punctuality**

Arriving on time and being prepared to learn are essential for success at school and beyond. They encourage an important lifelong skill for the individual and ensure an orderly start to learning for all students. Students will be welcomed into school through a consistent meet and greet routine each day. They will be welcomed into school by members of SLT, the PLT and duty staff. This will provide a welcome to the day and set the tone for positive and supportive relationships with staff; encourage punctuality; provide opportunities to check uniform, preparedness to learn and well-being concerns. Concerns will be recorded as to uniform, lateness and well-being and passed to the relevant school office. Punctuality to lessons requires that all staff will meet and greet students at their classroom door. This will provide a positive welcome, a check of being ready to learn and will encourage other students off the corridor and into classrooms to begin learning. It also provides support for colleagues who are not present at their classroom, due to teaching or other commitments across the school site, and supervision for students who are awaiting the arrival of their teacher. SLT, PLT and CLT will provide a presence on corridors and around school corridors at lesson changeovers. Students remaining on the corridor after the start of lesson will be taken to lessons and lateness recorded. Students will be considered late to lesson if so not arrive on time at the start of the lesson. Students must have a toilet pass or out of lesson pass if they are on corridors after lesson start time. No students are to be allowed out to collect water during lesson time or between periods 2 and 3 and periods 4 and 5. Students are to collect water before 09:00, at break and at lunch. Please note: during occurrences of hot weather this will be reviewed by SLT.

### **5. Rewards**

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. 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 from the assembly platform, in a prize-giving ceremony or in membership of a roll of honour. The student reward system at 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 simple '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 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' Award Evening**

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 Head Teacher 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.

### **Wellbeing Record of Achievement and Target Setting (WRATS) Process**

The Wellbeing Record of Achievement and Target Setting process takes place three times a year and involves every student and their tutor meeting one-to-one to discuss progress and 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.

Form attendance is monitored weekly and celebrated on the screens around school.

## **Posts of Responsibility:**

**House Captains** - In Year 12, 15 students from each House are 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 form throughout the school with a Whole School Student Council of 14 students, a boy and girl from each year group. 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.

**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.

**Wellbeing Ambassadors** – these positions are available to all students from Year 7 up and are focused on providing support and positive reinforcement to any students who might need some help or encouragement from their peers. The Wellbeing ambassadors have a key role to play in buddying other students and in staffing the welfare hub and safe-spaces at lunchtime.

## **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 Head Teacher 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 Assessment Week 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
<p><b>Above expected</b></p> <p>Students meet expectations and one or more of the following:</p> <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
<p><b>Exceptional</b></p> <p>Highly ambitious homework/ classwork/ contribution/ effort</p>	2
<p><b>Postcard Home</b></p> <p>Staff are to award at least 1 post card per half-term to a student for exceptional contributions to either their own learning or the school. This does not need to be posted. This must be recorded on SIMS.</p>	3

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

### 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

### Guidance for Students on the Rewards for Good Conduct

All students will be reminded of the rewards for good conduct and the sanctions for poor behaviour in form time and PDC and will review them with their tutors at the start of each academic year.

If You:	Then:
Work hard and produce your best work	You will know you have done as well as you possibly can. You will gain the qualifications needed to ensure you are highly employable and will give yourself the best possible chance of succeeding in life. You will reduce your stress and enjoy school.

<p>Are a good friend and try hard to be kind and get along with others</p>	<p>You will make friendships that last long after you leave school. You will receive friendship and support from others in return. You will contribute to a happy and safe environment. You will grow in maturity and become a better communicator and more confident in your dealings with others; a skill that will help you all your life.</p>
<p>Represent your form, House or the School in sport or music and drama.</p>	<p>You will learn the value of teamwork and the connection between effort and reward. You will be healthier and more resourceful. You will have the honour of representing your School. You will have the opportunity to take your place in the history of the School through breaking athletic records or starring in a school production. You will gain the admiration of your peers for real achievement. Anyone who has taken part in activities like these will tell you how much fun it is and how good it makes you feel.</p>
<p>Wear your uniform correctly and with pride</p>	<p>You will look smart and business-like – ready to work rather than comparing yourself to others and wasting time on what to wear. You will set a good example to younger students. You will show you take pride in your appearance and feel a sense of belonging. Your school is one of the very best in the country: as you make your way to, from and around school you carry its reputation with you.</p>
<p>Take on positions of responsibility such as buddy readers, sports leaders, prefects, student council, being or helping house captains, co-head boys and girls, sitting on School Governor Committees.</p>	<p>You will develop leadership skills and learn how to communicate with and inspire confidence in others. You will gain in confidence and the skills valued by employers. You will be demonstrating that you are an Ecclesbournian and that this is <i>your</i> school. You will be able to take pride in representing the ethos and values of your school. You will gain the satisfaction that comes from knowing you have been able to help others. You will have status and a position of authority among your peers. We will be able to comment on your role in references for university and employment.</p>
<p>Look after the physical environment of the school ensuring litter, graffiti and vandalism are not acceptable</p>	<p>You will benefit from a pleasant, clean and inspiring school environment. You will signal to the school's leadership that it should continue to invest in better facilities for students by showing that you value and will look after them.</p>
<p>Behave and work in a way that reflects credit on you and the School</p>	<p>Behaviour that limits the learning opportunities of others will not be tolerated. Positive contributions to the ethos and culture of the school will be rewarded through the merit system, prizes, roll of honour, positive reports to your parents/carers, exciting opportunities such as school trips including abroad (in</p>

	<p>the last few years: New York, China, Peru, Germany, France, Spain, Denmark, Slovakia – and many more!) You will also receive acknowledgement in the form of thanks and a quiet word; we know that some pupils are a little shy about public applause. Most importantly it will give you a sense of personal pride and achievement.</p>
<p>Do not tolerate bullying of any kind and report it if you see it.</p>	<p>If you show compassion for others and are not afraid to expose bullying behaviour school will be a safer and happier place. Your courage and character in doing so will be recognised and your help will be treated in confidence. We expect students to ‘Be an Upstander’.</p>

## 6. Sanctions

- 6.1** Where a pupil’s conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The school will impose sanctions in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil’s age, any special educational needs or disability and any religious requirements.
- 6.2** 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 or reflection;
  - confiscation of a pupil’s property;
  - missing break time;
  - extra work or repeating unsatisfactory work until it meets the required standard;
  - 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 school events;
  - internal seclusion;
  - detention including during break or 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;
  - education off-site for a designated period;
  - suspension or permanent exclusion.

**6.3** Sanctions are needed to respond to inappropriate and unacceptable behaviour. In lessons, teachers use a clearly designed, and consistent array of warnings. A range of sanctions are clearly defined in the procedures and the consistent use of these will be monitored carefully. The procedures make a clear distinction between the sanctions applied for low level disruption and major offences.

#### **6.4 Low Level Disruption**

To support the management of good classroom behaviour, teachers are expected to address low level disruption. Students will be given one chance to correct their behaviour, if the behaviour persists a teacher detention will be issued. Examples of continued poor behaviour that would require a teacher detention include but are not limited to: talking after a warning, refusal to work after a warning, speaking out of turn, defiance after a warning, disruption after a warning, two warnings, failure to complete classwork.

If the low-level disruption continues a student will be asked to leave the classroom and be removed to the subject removal room.

Teachers should aim to be consistent and measured in their approach to using these events and will receive regular explicit CPD throughout the year on implementing classroom expectations. Students are also frequently and explicitly reminded of classroom expectations. If the low-level disruption continues a student will be asked to leave the classroom and be removed to the subject intervention room.

#### **6.5 Detentions**

Detention is one of the sanctions schools can use in cases of misbehaviour. Section 5 of the Education Act 1997 gives schools authority to detain pupils after the end of a school session on disciplinary grounds.

The Education Act 2011 removes the legal requirement to give parents 24 hours' notice before detaining pupils after school. The Act confirms schools' powers to use detentions by making it lawful for schools to put students aged under 18 in detention without parental consent at a variety of times outside school hours. The sanction of detention can only be applied to students aged under 18.

Whilst no longer statutory, and thus not obligatory, the school will endeavour to give parents 24-hours' notice. This period is intended to inform parents of where their child is expected to be, and to allow parents an opportunity to make alternative arrangements for travel for the child.

The times outside normal school hours when detention without parental consent may be given are evenings, plus weekends and certain non-teaching days (INSET Days).

Where detentions of 20 minutes or more are given, the parents/guardians will be notified via email, text or a telephone call home.

All detentions must be recorded in SIMS Behaviour module and parents must always be notified. This ensures that the Form Tutor, Head Of Year and Head Of School can monitor the pupil's behaviour

Detentions must be given only to individuals and never to a whole class.

#### **6.6 Types of detention**

**Teacher Detention:** up to 30 minutes during break or lunchtime or directly after school.

**Faculty Detention:** up to 60 minutes during break or lunchtime or directly after school.

**Senior Detention:** up to 60 minutes after school. This is held every evening after school and is supervised by senior staff and the Pastoral Leadership Team. Senior Detentions are set for serious misdemeanours and repeated failure to respond to

**Behaviour expectations in detention:** pupils must arrive on time and work silently throughout. It is the student's responsibility to bring work to complete during the detention. There must be no disruptive

behaviour of any kind. Failure to abide by detention expectations will result in seclusion or suspension and a parental conversation.

- 6.7** School staff 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 designated safeguarding lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, 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.
- 6.8** The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.9** 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.
- 6.10** Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:
- verbal abuse to staff and others;
  - verbal abuse to pupils;
  - physical abuse to/attack on staff;
  - physical abuse to/attack on pupils;
  - any form of bullying (to the extent not covered above);
  - indecent behaviour;
  - damage to property;
  - gambling on school property;
  - recording or taking images of pupils or staff without their express consent;
  - consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs" and "vapes";
  - carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
  - theft;
  - serious actual or threatened violence against another pupil 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 pupil's behaviour;
  - malicious allegations against staff;
  - racist, sexist, homophobic or other forms of discriminatory behaviour;

- truancy and lateness;
- possession of items prohibited under the school rules

**6.11** 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 pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

During the period of removal the pupil will receive continual, supervised education in a suitable environment. The length of time for a lesson removal will be tailored to the needs of the pupil, proportionate to the reason they were removed and considerations will be made for a planned successful reintegration, back into the classroom.

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 pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

If a child has a social worker or is a looked after child, the Head Teacher will ensure that the social worker and/or Virtual School Head (as applicable) are informed of the lesson removal and adaptations to the Personal Education Plan are made to reflect the behaviour support in place.

**6.12** Detentions can be issued by any member of teaching staff]. Staff will issue detentions outside of school hours so long as parents/carers have been informed with 24 hours notice. Exceptions can be made at staff discretion when

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

During a lunchtime detention, staff will ensure that sufficient time is given for the pupil to eat, drink and use the toilet.

**6.13** 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 pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the School's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

## **7. Pupils with Special Educational Needs and/or Disabilities**

**7.1** In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils 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.

**7.2** 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 pupil receives appropriate support. The school is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face because 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 pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The School will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school considering the facts of the situation.

**7.3** A 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.

**7.4** The school will, as far as possible, anticipate likely triggers of misbehaviour for pupils 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 pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

**7.5** Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil'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.

## **8. Investigating Incidents**

**8.1** 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 two staff together. Pupils who are interviewed will be asked to provide written, signed and dated statements or they may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

**8.2** When more than one pupil 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.



**8.3** In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

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

**9.1** If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Head Teacher or staff authorised by them. 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 pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

**9.2** The Head Teacher 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 pupils and staff with support from the designated safeguarding lead (or deputy). The Head Teacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

**9.3** Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property 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.

**9.4** A teacher or someone who has lawful control of the child can search a pupil with their consent to look for any item banned by the school rules. Pupils 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 pupil 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 pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

**9.5** The Head Teacher and other members of staff authorised by them have the power to search a pupil without the pupil's consent if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil 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 pupil).

A member of staff can use reasonable force to search for prohibited items (see above). Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

- 9.6** Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil 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.
- 9.7** When conducting a search pupils 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.
- 9.8** 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, school staff retain a duty of care to the pupil(s) involved and will advocate for pupil wellbeing at all times. Before calling police into the school, staff will assess and balance the risk of a potential strip search on the pupil'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 designated safeguarding lead and school Head Teacher, 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 pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.
- 9.9** Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:
- the date, time and location of the search;
  - which pupil was searched;
  - who conducted the search and any other adults or pupils 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.
- 9.10** 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 designated safeguarding lead. 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.

## **10. Use of reasonable force**

- 10.1** The School strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Head Teacher has given the responsibility to be in charge or in control of the pupils) are lawfully

permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

**10.2** This power extends to times when staff are lawfully in charge of pupils 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.

**10.3** Sometimes, pupils may get anxious or agitated and strategies used to help pupils 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 pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

**10.4** All incidents where pupils need to be held to help them to calm down will be recorded, any Pastoral Support Plan reviewed and parents will be informed as a matter of course.

## **11. Bullying**

**11.1** The school will take all reasonable measures to ensure the safety and wellbeing of all pupils 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.

**11.2** The school wants to make sure that all pupils 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.

**11.3** Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. 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 pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils 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.

**11.4** 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 Head Teacher;
- 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/or as a whole group depending on the circumstances. 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, and if appropriate and acceptable to the bullied pupil, bring them together so the perpetrator considers 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 considering the circumstances.

**11.5** The school recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil 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 school’s Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil 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 pupil.

## 12. Child-on-Child Sexual 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 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.

## 13. 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 Head Teacher in accordance with the School’s complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

### Annex 1 – Rights and Responsibilities of Pupils and School Rules

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 pupil

## **School Rules**

- 1** Attend school and classes on time.
- 2** Bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day.
- 3** Keep your appearance smart and tidy, and wear specified uniform as set out in the uniform policy at all times to and from the school.
- 4** Follow the school's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.
- 5** Do not use rude, derogatory, racist or defamatory language.
- 6** Do not bully, belittle, or intentionally harm other pupils or staff.
- 7** Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
- 8** Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- 9** Complete schoolwork and homework on time and to the very best of your ability.
- 10** Take care of your environment, both on the school site and outside. Do not litter or vandalise property in any way.
- 11** Take care of school equipment.
- 12** Follow staff instructions politely and respectfully.
- 13** Do not eat during lesson times.
- 14** Stay on the school premises at break and lunch time , including adhering to instructions relating to the areas you can be in during break and lunch time.
- 15** Do not bring into the school under any circumstances:
  - alcohol and drugs including "legal highs";
  - e-cigarettes, cigarettes, matches, and lighters;
  - chewing gum;
  - weapons of any kind or instruments/substances intended to be used as weapons;
  - material that is inappropriate or illegal for children to have such as racist or pornographic material;
  - mobile phones/other non-authorized electronic or recording devices;
  - BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon;
  - any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

## Annex 2 - The Behaviour Pyramid- an overview

