



THE ECCLESBOURNE SCHOOL

Learning Together for the Future

BEHAVIOUR AND DISCIPLINE POLICY

March 2026

The policy is to be reviewed annually at the Student and Curriculum Sub-Committee

This is a statutory policy and it is reviewed annually.

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 students, 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 is updated at least annually, or sooner if national statutory requirements relating to behaviour management change."

2. Links to other policies

This policy should be read in conjunction with the following school policies;

- Exclusions and suspensions policy
- Anti-bullying policy
- Drugs policy
- SEND Policy
- Child Protection Policy and Safeguarding Policy
- Tackling Radicalisation and Extremism
- Online Safety Policy

3. Aims and Objectives

By setting high standards of expected behaviour, the school aims 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 among 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.

4. Application of Policy

This policy applies to all members of the school community. The school uses Arbor and My Concern to track and monitor student behaviour and the analysis is aided by the use of our internal data

dashboard. The pastoral system is organised into four school offices, Lower School, Senior Section, Upper School and Sixth Form and are managed collectively by the Senior Deputy Head responsible for pastoral care. Each school office is responsible for keeping parents informed about student behaviour and next step actions. 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.

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

4.1.1 whether the student 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 student at the school at the time of the poor behaviour; and/or

4.1.2 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.

5. Roles and Responsibilities

All members of the school community are expected to follow this policy and treat one another with dignity, kindness and respect. The rights and responsibilities of staff, Parents and Students are set out in the Home Schools agreement which is in appendix 1. These align with the 4C's which are displayed prominently in each classroom.

Responsibilities and expectations of each section of the school community are set out in detail below.

5.1 The 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 students 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 Headteacher on behavioural sanctions and support put in place for students. Governors will scrutinise relevant data, review relevant suspension and exclusion decisions and, where necessary, review decisions taken by the Head Teacher.

5.2 The Headteacher

The Headteacher will ensure that this Behaviour Policy is applied consistently and will report back to the Governing Body on educational outcomes, behaviour management, support strategies and early intervention for students requiring additional support. They will ensure that senior staff receive regular continued professional development and training on behaviour management. The Headteacher 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 Headteacher will ensure that the teaching of behaviour expectations is included in induction for all staff and students. 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. The Headteacher will also

ensure that at least annual training takes place for all staff on behaviour management. This can be tailored for individual staff where additional support is identified, for example through learning walks etc.

5.3 Heads of Faculty/Subject will;

- Set high expectations of behaviour in their faculty area and clearly communicate this to their colleagues
- Have a clear system for referring pupils to the removal rooms to support colleagues
- Track and monitor behaviour incidents in their faculty areas, looking for patterns and trends and then taking action to improve behaviour and learning outcomes
- Liaise with the Pastoral Leadership Team where intervention from themselves has not remedied the behaviour incidents
- Conduct learning walks at least half-termly and more frequently where a behaviour issue has been identified
- Support colleagues where they have identified a behaviour issue with a student or class, this could include training
- Undertake detentions that have been escalated from classroom detentions
- Be a visible presence in the faculty area modelling expected standards for all colleagues in the faculty/subject area to follow

5.4 Pastoral Leadership Team:

- Will monitor behaviour incidents at least weekly looking for patterns and trends across faculties, year groups or groups of students that share the same protected characteristics
- Take action where data shows patterns of incidents, this includes the use of sanctions and liaising with the relevant faculty/subject area and then tracking any improvements
- Conduct learning walks and feedback to the Pastoral Leadership Team on areas of strength and development that feeds into further actions to be taken
- Support pupils returning to school following a period of suspension, this can include report card, daily contact and Pastoral or Behavioural Support Plan. This is referred to as a transitional period.
- Provide a reward system that sets high expectations for students to aspire to
- Be a visible presence around school, this includes at the start and end of day and during unstructured time
- Use a tiered system for behaviour management to help analyse and track pupils to address what support a pupil may need to move forward, this will include aims and strategies that are individual to the needs of that child which could encompass the following;
 - more frequent engagement with parents;
 - home visits;
 - mentoring and coaching;
 - report cards;
 - seclusion
 - fixed period of suspension
 - time in an external student 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;

5.5 All staff will:

- Maintain high expectations of behaviour and effort in lessons, form time, around school including in unstructured time, through assemblies and Personal Development and Citizenship (PDC) lessons.
- Prevent disruption to teaching, learning or school routines and taking responsibility for proportionate action to restore acceptable standards of behaviour.
- Treat students fairly, consistently, proportionately, and without discrimination, considering SEND as well as the additional challenges that some vulnerable students may face.
- Make reasonable adjustments for SEND students.
- Encourage students to attend regularly, punctually and participate in learning whatever their level of ability or need.
- Model positive behaviour.
- Record incidents of poor behaviour and any given sanctions in Arbor. Information recorded needs to be concise, clear, and written in language that is measured and professional. The information recorded will be used to keep parents informed about their child's achievement and behaviour. The actions taken and sanctions imposed by the member of staff recording the incident must be recorded also.
- Provide praise, rewards and reinforce positive behaviour.
- Deal with incidents of bullying, discrimination, aggression, and derogatory language quickly and effectively making use of SLT Call-Out. Never turn a blind eye and always refer this behaviour to the Pastoral Leadership Team.
- Use de-escalation and preventative strategies to minimise behaviour issues.
- Engage with staff training and ensure that it becomes part of your daily practice. Staff are also responsible for asking for more support as and when needed.

5.6 Form Tutors

- Form tutors have a vital role in setting the tone for the day and should use form time as an opportunity to triage and respond to any issues that might impact on students' readiness to learn. Having well established routines and high expectations is important in making the most of the opportunity to settle and prepare students first thing in the morning and in the afternoon. Uniform and equipment checks should be regularly conducted.
- Form tutors have the primary responsibility for communicating and fostering the school's ethos and high expectations in pastoral and academic terms. Students will know that their form tutor will be informed and will follow up on their successes and merits and their behaviour infringements.
- Tutors are responsible for taking the statutory register in the morning and afternoon and should ensure a calm and orderly start to the morning and afternoon session starting, form period on time and recording and responding to lateness. Tutors will ensure that students are seated for the register, that they are well behaved, polite and respectful and that they are wearing their uniform correctly.
- Form tutors daily contact with their forms is the first line of defence in the behaviour and safeguarding system. Tutors are well placed to notice changes in student behaviour and to sense if students are unhappy or troubled. Tutors should notify their Head of Year with any concerns and record them in Arbor (Behaviour) or MY Concern (Safeguarding) as appropriate.
- Assigning students with specific responsibilities is an effective way of developing their sense of identification with the school and its ethos. Form tutors should assign roles to students to assist in the smooth running of form time and to give students a sense of ownership of the school's rules and expectations. These class officer positions should include register collection, form

noticeboard, house merits and notices, form buddy responsibility, uniform and equipment and may include others at the form tutor's discretion.

5.5 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 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.

5.7 Students

The rights and responsibilities of students are set out in Annex 2 of this policy along with a list of the school rules to which all students must adhere to. 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 and maintain high expectations for themselves.

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

6. Punctuality and readiness to learn

6.1 Students will be welcomed to school each day by senior pastoral staff with a consistent meet and greet routine. This sets the tone for positive and supportive relationships with staff; encourages punctuality; provides opportunities to check uniform, preparedness to learn and well-being concerns. Concerns will be recorded regarding uniform, lateness and well-being and passed to the relevant school office.

6.2 Form tutors have a vital role in setting the tone for the day and should use form time as an opportunity to triage and respond to any issues that might impact on students' readiness to learn. Having well-established routines and high expectations is important in making the most of the opportunity to settle and prepare students first thing in the morning and in the afternoon. Uniform and equipment checks should be regularly conducted.

6.3 Staff will meet and greet students at their classroom door to encourage punctuality to lessons and ensure supervision of Faculty areas at lesson changeovers. This ensures a positive start to the lesson, checks that students are ready to learn and 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. Engage students immediately with a starter activity that settles them to work quickly.

6.4 Students remaining on the corridor after the start of lessons will be taken to their class and class teachers should ensure their lateness is recorded in Arbor for PLT follow-up. Students will be considered late to lesson if they do not arrive on time at the start of the lesson. Apart from Sixth Formers, students must have a corridor pass or medical note if they are on corridors after lesson start time.

7.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 acknowledge 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 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

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 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.

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.

Rewards Days and trips

At the end of the academic year students are able to participate in a rewards day activity. Students who adhere to the schools behaviour system will be given priority to attend the activities. The school is also introducing trips where students are selected, if the trip is oversubscribed, based on their behaviour points and merits rewarded.

7.1 Posts of Responsibility:

House Captains - In Year 12, twelve 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 Head 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 7-13. 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.

7.2 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 Arbor. 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.

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 one 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 5 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>Above expected</p> <p>Students meet expectations and one or more of the following:</p> <ul style="list-style-type: none"> • Contributing positively to the lesson. • Producing work above the expected standard. • Especially kind and supportive towards others. • Students challenge themselves | 1 |
| <p>Exceptional</p> <p>Highly ambitious homework/ classwork/ contribution/ effort</p> | 2 |
| <p>Postcard Home</p> <p>Staff are to award at least one 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.</p> | 3 |

| 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 |

In addition to daily and weekly merits, Heads of Year will also award merits as follows:

Rewards for accruing merits

Students are systematically rewarded for accruing merits as follows:

Individuals

Pin Badges and merit ties are awarded in assemblies each half-term when students receive the following number of merits;

- Bronze- 80
- Silver- 120
- Gold – 160
- Platinum 200
- Merit Tie 250

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. |
| Are a good friend and try hard to be kind and get along with others | 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 throughout life |
| Represent your form, House or the School in sport or music and drama. | 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. |
| Wear your uniform correctly and with pride | 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. |
| 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. | 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. |
| Look after the physical environment of the school ensuring litter, graffiti and vandalism are not acceptable | 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. |
| Behave and work in a way that reflects credit on you and the School | 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 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 students are a little shy about public applause. Most importantly it will give you a sense of personal pride and achievement. |
| Do not tolerate bullying of any kind and report it if you see it. | 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'. |

8. 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.

8.1 Behaviour Management Strategies

The following management and de-escalation strategies will help minimise behaviour incidents:

- a. **Meet and Greet:** Starting the lesson by meeting students at the door sets a positive tone from the start.
- b. **Seating Plans:** For behaviour management and for teaching and learning – this is one of the most powerful tools at your disposal. You control the environment – it is set up for work not for socialising. Also do not be shy about changing the plan regularly – keep things fresh.
- c. **Look after the pennies:** Begin and end lessons with a uniform check. Record uniform infringement in Arbor. Where a student accumulates 3 uniform infringements in a week they will automatically be assigned a 30 minutes detention and this can escalate as needed. Engage students immediately with a starter activity that settles them to work quickly. Simple routines that put you in charge and reassure by their consistency.
- d. **Mountains and Molehills:** Remember the most effective behaviour management is lessons packed with engagement and challenge. When a child is late – be inclined to get them active with the minimum of fuss. The learning comes first. Deal with the lateness later.
- e. **Voice Matching:** Your voice should be assertive but pitched at the volume and intonation you expect from the student. A loud and aggressive voice may result in a loud and aggressive response.
- f. **Stay Calm:** Practice all your self-calming skills. Give yourself time to think and breathe. Your calmness will usually be contagious.
- g. **Move In:** If you are speaking to an individual student, do not shout across the room or remain rooted behind your desk; move in. Be aware of your speed of approach.
- h. **Move Out:** Once you have spoken to the student, the temptation is to remain close by, waiting for compliance. You are far more likely to see success if you move away, expecting compliance. This enables the student to make a good choice without the stress of your presence.
- i. **Personal Space:** For most of us, personal space is approximately the radius of an outstretched arm; any further away, and it is difficult to work out who is being spoken to. Any closer and you begin to invade intimate space. If you need to be that close, consider standing slightly sideways and avoid a confrontational manner.
- j. **Hierarchy of Response:** Allow yourself the thinking time needed to deal with student behaviour by ensuring you have graduated levels of response and aiming to use the responses to keep the student at the lowest level possible; not to escalate the problem.
- k. **Teamwork:** You are not alone. Work with your faculty and the Pastoral Leadership Team to manage behaviour and make use of SLT Call-Out when you need to.
- l. **Positive Ethos:** Set a positive ethos in your classroom from the outset. Be on time, be prepared and concentrate initially on the students who are on-task and complying with the classroom guidelines.
- m. **Proximity:** This is like personal space — simply standing near the off-task student will often be sufficient to make them consider their behaviour.
- n. **Proximity Praise:** Spot the off-task student and make sure you praise the student nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour.
- o. **Non-verbal Language:** Be aware that much communication is non-verbal. What is your body language saying?
- p. **Positive Reinforcement Bounce:** Try to catch students getting it right rather than watching hawk-like for a slip to pounce on. Try sending the target student to a colleague with a note or message. The note says, 'Tell (student's name) "Well done for..." and send him or her back!' The student has been removed from the problem situation, received praise, and has returned in a fresh state of mind.

- q. **What? What?** Avoid confrontations caused by expecting students to *explain* why they are misbehaving. Focus on 'What?' not 'Why?'. **Ask 'What are you doing?' Then 'What should you be doing?'**
- r. **Refocusing on behaviour:** Avoid engaging in an argument and be prepared to repeat your instruction or direction up to three times using the exact same wording before raising the level of your response. **Use the wording: "I need you to..."**
- s. **Time Out:** A change of environment will often help to focus a student. This can be as simple as changing seat, arranging with a colleague to send the student to a nearby class or a short period in the corridor. Have a plan of how to reintegrate the student back into your teaching group. Make use of you Faculty Removal Timetable if a longer period of reflection is required.

8.2 Consistency and Routines

The following elements of effective practice should be applied consistently by all staff.

- a. Teach students specific practical routines that put you in control and reinforce school expectations.
- b. Use sanctions when you are not satisfied with student behaviour. Do not tolerate poor behaviour or allow learning to be disrupted.**
- c. Arrive before the class and greet students on arrival using the opportunity to supervise the corridor on entry. If for any reason you are delayed, you may rely on Faculty colleagues to manage student movement and queuing on corridors.
- d. Be prepared with a well-planned, engaging, and challenging lesson. Be aware of students with special needs and plan for them.
- e. Take a register in Arbor in the first five minutes of the lesson. Alert the pastoral team if you have a missing child using the MISSING email address.
- f. Make clear to students that you dictate the seating arrangements. Keep copies of your seating plans in a labelled folder on your desk to help cover supervisors.
- g. When you talk to the whole class, students should remain silent; if the class is asked a question, students should not call out.
- h. Begin and end lessons with a quick and unobtrusive uniform check. Record uniform infringement in Arbor. PLT will monitor weekly uniform infringements in SIMS and assign a detention beginning at 30 minutes and escalating as needed.
- i. Never allow students in Years 7 to 11 to use a mobile phone. If you hear or see one the student is to be asked to turn it off and take it to the General Office. An email will be sent to you to confirm that they have received it, they will receive a detention and parents will be informed. Sixth form students may use their mobile phones and headphones in the Sixth Form Centre only but are expected to put them away when moving around the main site. They may be directed by a teacher to use them in lessons for specific learning-related tasks but otherwise they should not be visible or be used in lessons.
- j. Students should be issued a corridor pass or medical slip if they are sent to the toilet or Medical Room. Teacher to supervise child to dispose of the single use cardboard pass on their return to the classroom. Students should not ask to fill water bottles in lesson time or between periods 2/3 and 4/5.
- k. 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 so make sure you dismiss students in time to arrive on time for their next lesson. When asked to do so, students should stand and push in or put-up chairs and tidy resources or pick up litter.
- l. Check students are correctly dressed before they proceed to their next lesson.

- m. Students move to the exit when you say and in the order you determine.
- n. **Use sanctions when you are not satisfied with student behaviour.** Do not tolerate poor behaviour or allow learning to be disrupted.
- o. Deal with behaviour yourself first and refer to your line manager or pastoral team if needed. Use SLT Call-Out if you require a student to be removed immediately from a lesson.
- p. If you are not satisfied with a student's behaviour warn them using the words: **'This is a warning. I expect you to...If I need to speak to you about this again you will be given a detention.'**
- q. In the first instance this should be a teacher detention which must be for 30 minutes and can be administered at lunchtime or after school. It must be recorded in Arbor so that parents and pastoral staff are informed. (See above under 'Sanctions'.)
- r. Use Arbor to record any behaviour that you wish the form tutor and pastoral teams to be aware of but do not use it simply to pass the problem on. If you issue a behaviour point you must make clear what it was issued for and ensure the student knows this. Make clear what action you have taken and what sanction you have imposed including sanctions short of a detention.

9. Sanctions

9.1 Where a student's conduct falls below the expected standard our priority is to ensure the safety of students and staff and to ensure learning is not disrupted.

9.2 If de-escalation techniques fail to resolve a behaviour incident, then staff must impose a sanction in response to student misconduct. 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.

9.3 The level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances.

9.4 Sanctions which staff may use include but are not limited to verbal reprimand; detention; a written apology or reflection; lesson removal according to the faculty removal timetable or, if necessary, to the appropriate pastoral office; confiscation of 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.

9.5 Sanctions which pastoral leaders may use include but are not limited to loss of privileges – for instance, the loss of a position of responsibility or not being allowed to participate in a non-uniform day or extra-curricular activity; internal seclusion; reporting for uniform and other behaviour checks; being placed "on report" for monitoring; removal from a teaching group; education off-site for a designated period, instruct students to wear trousers if they consistently wear skirts incorrectly, instruct students to remove excessive make-up. It is not acceptable to put a whole class on report.

9.6 Sanctions which the Headteacher may use include suspension or permanent exclusion.

9.7 If a student does not respond positively to a staff member's warning to amend their behaviour, they should be issued with a teacher detention. This is for 30 minutes and must be recorded in Arbor. For a detention issued by non-teaching staff this should be notified to Learning Services who will arrange for the recording and supervision of the detention.

9.8 Consistency: To ensure learning is not disrupted and a safe environment is maintained staff must be consistent in their expectations and use of sanctions. When a member of staff judges a student's behaviour to be below the school's expected standard or it disrupts learning they will be given one chance to correct their behaviour.

9.9 Staff should use the following wording so that students are aware they must change their behaviour: "This is a warning. I expect you to...If I need to speak to you about this again you will be given a detention." (Describe the desired behaviour/action.)

9.10 Student understanding of expectations: Assemblies and messaging by staff and classroom posters will ensure that students know this wording is the precursor to a detention if their behaviour does not change. If the behaviour persists a behaviour point, and teacher detention should be issued. Examples of continued poor behaviour that would require a teacher detention include, but are not limited to, repeating the behaviour for which the warning was issued, talking after a warning, refusal to work after a warning, speaking out of turn, defiance, disruption, failure to complete classwork.

9.11 If disruption continues in the same lesson after a detention has been issued the member of staff will use SLT Call-Out. This will result in contact with parents/carers by senior staff and an automatic Senior Detention.

9.12 Before using SLT Call-Out staff should use the following wording: 'Are you refusing to follow my instructions?'

9.13 Student understanding of expectations: Assemblies and messaging by staff and classroom posters will ensure that students know this wording is the precursor to a SLT Call-Out, a Senior Detention and a conversation with their parent/carer if their behaviour does not change.

9.14 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 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.

9.15 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.

9.16 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.

9.17 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.

9.18 During the period of removal the student 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 student, proportionate to the reason they were removed, and considerations will be made for a planned successful reintegration, back into the classroom.

9.19 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.

9.20 If a child has a social worker or is a looked after child, the Headteacher 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.

9.21 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 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.
- whether suitable travel arrangements can reasonably be made by the parent for the student, disregarding any inconvenience for the parent.

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

10.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.

11. Detentions

11.1 The law: Section 5 of the Education Act 1997 gives schools authority to detain students 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 students 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.

11.2 Informing parents: parents will always be informed when their child is given a detention. It is the responsibility of the staff giving the detention to record it correctly in Arbor which will ensure parents are informed. School will give parents 24-hours' notice of an after-school detention. 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 may be given are evenings, plus weekends and certain non-teaching days (INSET Days).

11.3 Recording: All detentions must be recorded in SIMS and parents must always be notified. This ensures that the Form Tutor, Head of Year and Head of School can monitor the student's behaviour and it automatically informs parents about the detention.

The Detention System

Teacher Detention: 30 minutes during lunchtime or after school. Use when behaviour does not meet school expectations and does not improve after a warning.

Faculty Detention: 60 minutes after school.

Senior Detention: 90 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 sanctions. They provide escalation if a student fails to amend their behaviour after a Teacher Detention and a Faculty Detention. An SLT Call-out will result in an automatic Senior Detention.

11.4 Behaviour expectations in detention: students must arrive on time and work silently throughout. It is the student's responsibility to bring work to complete during the detention. If they fail to do this, they will be given a written task to complete. Materials for this will be provided. 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. Failure to attend a Senior Detention will result in a meeting with parents/carers in school.

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

11.6 Exceptions can be made at staff discretion when: 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; suitable travel arrangements cannot reasonably be made by the parent for the student, disregarding any inconvenience for the parent.

11.7 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.

12. Serious Breach of the Behaviour Policy

12.1 The following behaviour is regarded as a serious breach of the Behaviour Policy and will usually result in suspension or exclusion:

- a. defiance or verbal abuse of staff
- b. racist, sexist, homophobic or other forms of discriminatory behaviour
- c. physical assault
- d. bullying
- e. indecent behaviour
- f. vandalism
- g. recording, taking or sharing images of students or staff without consent
- h. consuming, carrying or supplying illegal substances including vapes
- i. theft
- j. carrying an offensive weapon
- k. unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying behaviour
- l. malicious allegations against staff

12.2 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 the School's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

13. Students with Special Educational Needs and/or Disabilities

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 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.

13.1 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 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 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 considering the facts of the situation.

13.2 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.

13.3 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.

13.4 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.

14. Investigating Incidents

14.1 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. Students 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 student, the school will ensure that a responsible adult is present at all times and will inform the student's parents of what has happened as soon as possible.

14.2 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.

14.3 In exceptional circumstances, students may receive a suspension pending an investigation if there is a possibility that the welfare of other students may be compromised by that student remaining in the school.

15. Search, seizure and confiscation

15.1 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 the Headteacher 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 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.

15.2 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 students

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 student who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

15.3 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 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.

15.4 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.

15.5 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 designated safeguarding lead (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 prohibited items (see above). 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.

15.6 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.

15.7 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.

15.8 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 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 designated safeguarding lead and school 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.

15.9 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 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.

15.10 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.

16. Use of reasonable force

16.1 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.

16.2 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.

16.3 There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions. Examples include:

- Giving first aid.
- Guiding or escorting pupils, such as holding the hand of a pupil when walking around the school or on a school trip.
- Comforting a distressed pupil.
- Congratulating or praising a pupil, for example a pat on the back or a handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

16.4 Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which immobilises a student or limits their movement, and this may or may not include direct physical contact. This can include holding or binding a pupil's body, securing them to a fixed object or depriving them of an aid usually used to help them move. This will be avoided where at all possible.

16.5 Staff will only use seclusion – a non-disciplinary intervention to keep a pupil confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a pupil is experiencing high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The pupil must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:

- Physically obstructing the pupil's way of leaving the place,
- Securing the place so that the pupil cannot leave it, or
- Causing the pupil to believe that they will be punished if they leave the place.

16.6 Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:

- Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff
- Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the pupil including any relevant protected characteristics under the Equality Act 2010.
- The pupil's welfare – including that pupil's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the pupil is feeling.

16.7 Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.

16.8 Consideration will also always be given to the rights of the pupil concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The school recognises that some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The school will seek to understand the underlying triggers of challenging behaviour to provide proactive support, create an

inclusive environment, and utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the school's SEND policy that sets out the provision for SEND pupils and the school's approach generally, but in the context of restrictive interventions this might include;

- Pupil [behaviour plan and/or pastoral support plan and/or individual provision maps].
- Risk assessments.
- Specific adjustments for that pupil that are known to reduce the need for restrictive interventions.
- Distracting techniques.

16.9 The school will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual pupils.

16.10 Whole-school measures include:

- Consideration of how the school and classroom environment can support all pupils to achieve and thrive.
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and outdoor spaces.
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.
- Development of working staff-pupil relationships and trust.
- Recording and analysing data on the use of restrictive interventions to inform improvement planning.

16.11 Individual approaches could include:

- Working closely with parents to support individual pupils
- Implementing strategies to support individual pupils based on their identified needs, including the development of [behaviour plans and/or pastoral support plan and/or individual provision maps]. Where a pupil has a disability, the academy has a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the schools offer.
- Giving pupils time, space and strategies to calm down before their behaviour escalates.

16.12 Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. The following information must be recorded in the school's safeguarding system:

- Names of pupils and staff directly involved.
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEND status code.
- Time, date, location and approximate duration of the intervention.
- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- A brief account of why the use of force was assessed as necessary in that instance.

- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
- The pupil's account of what happened, as well as any witness accounts.

16.13 A report will also be made to parents where there is a significant use of force, apart from where:

- It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

16.14 A report of the incident made to parents will include the following details as a minimum:

- Time, date, location and approximate duration of the intervention.
- Brief account of why the intervention was assessed as necessary in that instance.
- Brief account of what type of force was applied, and the degree of force.
- Details of any physical injuries sustained, if applicable.

16.15 Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the school's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:

- Names of pupil and staff directly involved.
- Time, date, location and approximate duration of the intervention.
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
- A brief account of why the intervention was assessed as necessary in that instance.
- Details of any physical injuries sustained, if applicable.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

16.16 Apart from in the circumstances as set out in 16.13, a report must be made to parents where a pupil is subject to seclusion, restraint or immobilisation, even if that is included within a pupil's [behaviour plan and/or pastoral support plan and/or individual provision maps]. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future.

16.17 Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out at 16.12-16.14 will be used, with parents not needing to be informed twice.

16.18 The academy will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

16.19 Where appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the academy's procedures and reported as appropriate to the Health and Safety Executive.

16.20 Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The academy will carry

out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the schools' duties under the Health and Safety at Work etc. Act 1974.

17. Bullying

17.1 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.

17.2 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.

17.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and 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.

17.4 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 student, 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.

17.5 The school recognises that there are inherent threats in using social media which could harm the welfare of students and staff at its academies. 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 school's Senior Leadership Team. 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. If 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.

18. Child-on-Child Abuse

This is set out in detail in the Child Protection Policy and cross reference should be made between the two policies.

Child-on-Child abuse can include the following.

- physical abuse such as shaking, hitting, biting, kicking or hair pulling
- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- sexual violence and harassment such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- up skirting, which involves taking a picture under a person's clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) including pressuring others to share sexual content
- abuse in intimate personal relationships between peers (also known as teenage relationship abuse) - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse
- initiation/hazing – used to induct newcomers into sports team or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond
- It can also include causing someone to engage in extremist or radicalising behaviour.

Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

All staff recognise that that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported.

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.

19. 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 Students 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 student |

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 students 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 must not be brought onto site under any circumstances. Where they are, staff may confiscate or seize the device in accordance with this policy.
- 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 student).