



# Midsomer Norton Schools Partnership

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LST: AWI

## BEHAVIOUR POLICY Secondary and All-Through Schools

Behaviour policies in this document are specific to all schools in the Midsomer Norton Schools Partnership (MNSP).

Please note that Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable." In response to all non-criminal poor behaviour and bullying which occurs anywhere off the School premises and which is witnessed by a member of staff or reported to the School, the School will sanction the behaviour accordingly. This includes any misbehaviour when the student is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a student of the school;
- misbehaviour at any time, whether or not the conditions above apply, that:

- a) could have repercussions for the orderly running of the school;
- b) poses a threat to another student or member of the public;
- c) could adversely affect the reputation of the school. In response to criminal behaviour the School will report this to the police or if it is brought to the School's attention by the police fully cooperate with them.

Each school in the Trust has a robust approach to **peer-on-peer abuse including that of a sexualised nature and cyber-bullying**. We take peer-on-peer abuse, unwanted sexualised behaviour and cyber bullying very seriously and will always investigate any reports of such behaviour. We will always support and believe victims and we will not engage in victim-blaming.

**Children should report** any concerns relating to peer-on-peer abuse of anything to an adult member of staff in their school. The member of staff should then pass on this information to the safeguarding team or DSL.

The Trust has a zero tolerance policy in regard to **prejudice-based and discriminatory bullying**. Schools will use all statutory powers to respond to such behaviour and also run programmes of education to support pupils in their learning about British values.

[Beechen Cliff Secondary School](#)

[Norton Hill Secondary School](#)

[Bucklers Mead Academy](#)

[Somervale Secondary School](#)

[Critchill School](#)

[St Dunstan's Secondary School](#)

[Hayesfield Girls' School](#)

[St Mark's Secondary School](#)

[Mendip Studio School](#)

[Writhlington Secondary School](#)

*Please also refer to Anti-Bullying Policy, Exclusion Policy and Drugs in School Policy for further clarification.*

**Please note that the DFE Use of Reasonable Force advice is attached as [Appendix 1](#)**



## Beechen Cliff Secondary School- Behaviour Policy

(This policy should be read in conjunction with the MNSP exclusions policy.)

### Governor Introduction

The Local Governing Body believes that in order to enable effective teaching and learning to take place good behaviour in all aspects of school life is necessary. This policy seeks to provide a clear picture of the expected high standards of behaviour for pupils, and how the school seeks to promote these standards through consistent application of rewards, support and sanctions.

### Our Vision

Our school vision is to enable our pupils and students to achieve their aspirations and become well-rounded, confident and compassionate individuals who go on to live fulfilled lives and make a positive contribution to society.

In order to realise this vision for our pupils, we believe they need to conduct themselves well in school, with respect for each other and school expectations. Our goal is to enable them to become self-regulating individuals who thrive in the classroom and beyond, have good well-being, feel they belong to a community, understand the rule of law and know how to be part of civilised society. There are values that do not change, for example, the need for self-discipline, good manners, respect for others and their property, and the need for courtesy towards everyone. We insist on the wearing of the full School uniform and Sixth Form dress code which creates, from the outset, an academic and business-like atmosphere. We aim to promote a scholarly atmosphere in which pupils naturally wish to work hard and achieve high standards.

In order to promote a civilized and caring environment, a sense of personal pride and loyalty to the School, we reject all forms of negative peer pressure and all forms of bullying. We take a zero tolerance approach to bullying and harassment of any kind. We ensure that all pupils can find success and fulfilment in activities within and outside the classroom.

We promote decency, mutual respect, tolerance and integrity. We expect all members of the School community to behave towards others as they would wish others to behave towards them.

Our culture of conduct, built on our four core values, provides the framework for how we expect pupils to conduct themselves:

Core Value	Related behaviour in culture of conduct
Independence	Be Ready
Aspiration	Be your best
Compassion	Be kind
Respect	Show respect

### Principles to Promote Good Conduct

- To have clear expectations;
- To build positive relationships;
- To use solution focused approaches;
- To be proactive in teaching and managing good conduct;
- To consider children in their context;
- To use consistent approaches;

- To model good conduct; and
- To ensure good communication between all parties in a child's time in school.

In all discussions about conduct, we will reflect our three-part approach of rewards, sanctions and support.

### **Roles and Responsibilities**

The Local Governing Body has oversight of this policy and will hold the executive leadership to account for ensuring that the policy is developed in consultation with, and communicated to, staff, pupils and parents, and that it promotes good behaviour, is non-discriminatory and that expectations are clear. Governors will support the School in maintaining high standards of behaviour.

The Headteacher(HT) will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Local Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality, whilst recognising the needs of the individual. They will also ensure that the concerns of pupils and students are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the School. They will be encouraged to work in partnership with the School to assist the School in maintaining high standards of behaviour and will have the opportunity to raise with the School any issues arising from the operation of the policy.

Pupils and students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils and students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. Pupils and students must not bring the school into disrepute by their actions outside of school.

### **Procedures**

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the pupils and students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the School has a responsibility towards the whole community.

Rewards and Sanctions will be recorded on the software package PARS to enable reporting on the outputs.

### **Our Approach**

We believe that encouragement and praise is central to the promotion of high standards of behaviour; rewards are an integral means of achieving this. We believe that rewarding pupils makes them feel valued, builds confidence and motivates them to achieve. In addition, rewarding good behaviour enables pupils to realise that desirable behaviour, self-discipline and responsibility to self and others is highly valued in our community. We recognise the importance of recognition, praising and rewarding our pupils in a way that is meaningful to the individual.

Alongside our rewards system, we have a clear sanctions system, extending from classroom management of behaviour to serious breaches of the school's behaviour policy or circumstances that may lead to exclusion. Fixed term and permanent exclusion will be used as sanctions of 'last resort' given the well-documented

negative impact exclusion has on a child's educational outcomes. If a fixed term exclusion is used, we will aim to ensure that the follow-up support to this enables a positive change in behaviour.

### **Rewards System Summary**

Throughout the whole school, we reward our pupils for a variety of achievements following our Core Values; Aspiration, Compassion, Independence and Respect and the Culture of Conduct. These include, but are not limited to:

- Being ready to learn and engaged in learning
- Excellent presentation of work
- Exceptional class work or homework
- Displaying outstanding effort in lesson
- Excellent organisational skills
- An act of kindness or generosity or emotional resilience
- Demonstration of superb progress
- Attending extra-curricular activities

### **Outcomes**

- Behaviour in school is good
- Pupils feel part of the house system
- Pupils value the individual, tutor and house rewards
- Staff can see the positive impact of the rewards system and use it consistently and regularly

### **Outputs**

- Number of positives given, analysed by-
  - Staff
  - Year group
  - Tutor
  - Subject
- Reduced number of C2 & C3's

### **Rewards table**

Positive	Points	Frequency	Awarded by	Action
Positive	3	Teacher / HoF discretion/policy	Teacher / tutor	Add on PARS
100% attendance and 98% attendance	10	Termly	Automatic on PARS	Postcard from Head of House (sent by attendance support officer)
100% punctuality	10	Termly	Automatic on PARS	Postcard from Tutor (sent by attendance support officer)
Character	5	Case by case basis and termly	Tutor / Head of House(HoH) / Senior Leadership Team Member (SLT)	Letter from Head of House (sent by Pastoral administrator)
Commitment to studies*	5	Following reports	Head of Faculty	Letter/Postcard from Head of Faculty

Community*	5	Case by case basis and termly	Tutor / HoH / SLT	Letter from HoH(sent by pastoral administrator)
Attainment/Progress	5	Following reports	HoF	Letter/Postcard from HoF
Service to school	10	Case by case basis and termly	All staff	Letter from Headteacher (sent by Head's PA)

Positives could be given out for:

- Classroom contribution
- Homework
- Demonstrating core values around school
- Participation in extracurricular club
- Representing your house in inter-house competitions
- Tutor contribution/completion of google classroom tasks

### **Points and prizes**

#### **Individual**

Points on PARS-

- Each year group to suggest ideas for vouchers and vote the 3 prizes
- Three tiers based on number of points
  - Tier 1- over x points = x raffle tickets
  - Tier 2- over x points = x raffle tickets
  - Tier 3- over x points = x raffle tickets
- Pupils select which prize they would like to enter
- Six £20 vouchers per year group

#### **HoH**

- One £20 amazon voucher per year group per house

Application/progress-

- One £20 amazon voucher per year group per house

#### **Tutor Group**

- Tutor winners will continue to be celebrated every two weeks through House Assembly, rewards board and Wednesday letter.
- The winning tutor group will receive a postcard to display in the class

#### **House / Year**

- The winning House (every 2 weeks) will be first into the refectory the following week. Displayed on the board, newsletter, flag. HT assembly - winning House announced.
- Year group winner (every 2 weeks) - postcard to tutor group to display, chocolate, parent newsletter.
- Winning House at the end of the year will be added to Honours board

### **Sanctions and Support System Summary**

Sanctions are needed to respond to inappropriate behaviour and a range of sanctions are clearly defined in the procedures and their use will be characterised by clarity so that pupils, parents/carers understand why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

**The information below should be read in conjunction with the following:**

1. The first page of the this Policy (Trust Behaviour Policy)
2. Other relevant Trust Policies including:

The Trust ICT Acceptable Use Policy [ICT Acceptable Use Policy & Declaration \(Students\).pdf](#)  
 The Trust Mobile Devices Acceptable Use Policy [Mobile Devices Acceptable Use Policy.pdf](#)  
 The Trust Exclusion Policy [Exclusion Policy.pdf](#)  
 The Trust Drugs In School Policy [Drugs in School Policy.pdf](#)  
 The Anti-Bullying Policy [Anti-Bullying Policy.pdf](#)

### **Consequences and Associated Support Overview**

*Examples of potential reasons for each sanction are included in italics. It is not possible to provide an exhaustive list of behaviours which may warrant sanctions and support. The Local Governing Body supports the staff body in the use of their professional judgement in the context of appropriate investigation in line with school procedures, the specific context of the pupil(s) and appropriate levels of consultation with colleagues/external agencies.*

Sanctions	Actions	Support & Intervention
C1 <i>E.g. for low-level disruption in classroom</i>	Verbal warning	Teacher to have conversation about their behaviour and explain why they received it and what the next step will be if they continue
C2 <i>E.g. for persistent low-level disruption in classroom</i>	Issue C2 detention on PARS Teacher detention at break/transition/lunch/after school	Teacher to have conversation about their behaviour and explain why they received it and what the next step will be if they continue Tutor, HoH and HoF to monitor and support
C3 <i>E.g. for significant disruption to learning, health and safety issue or defiance to a staff in classroom or on school site</i>	Call duty phone, pupil collected by SLT duty and taken to the Hub Record on PARS HoF to issue detention and notify parents through text/email/phone of Faculty detention Pupil to spend the rest of the period in The Hub Guided reflection completed and uploaded to PARS	Conduct Support Officer (in Hub) to go through guided reflection with pupil and have restorative conversations Tutor, HoH and HoF to monitor and support
C4 <i>E.g. physical aggression, vaping on site</i>	Friday/Saturday/internal isolation/FTE/PEX issued Use FTE/PEX checklist if necessary. Pastoral team run	HoH and Deputy Head (Pastoral) input
Three or more C2's in a week	If across one subject- HoF to issue C3 detention If across more than one subject- HoH to issue Headteacher detention Friday run by Pastoral Team	Stage cards (see exclusions policy) Behaviour support plans Attitude to Learning (AtL) cards

		Tutor and HoH to discuss with pupil
Three or more C3's in a week	Parent contacted by HoH Saturday detention issued and run by Pastoral Team	Stage cards Behaviour support plans AtL cards Tutor, HoH and Conduct Support Officer (in Hub) to discuss with pupil
Persistent conduct concerns <i>E.g. multiple C3s across fortnight period, persistent defiance towards staff</i>	Stage 1- Pupil placed on a stage 1 target card- targets agreed and set with pupils and parents HoH to complete Behaviour Support Plan Record and add <i>On report</i> on PARS Cards scanned, uploaded to Pars and filed	Report to Tutor or HoH at the end of each day Parents to sign report card every day Review after 2 weeks Support in demonstrating an improvement in behaviour
	Stage 2- Pupil placed on a stage 2 target card- targets agreed and set with pupils and parents HoH to complete Behaviour Support Plan HoH to record and add <i>On report</i> on PARS Cards scanned, uploaded to Pars and filed	Report to HoH at the end of each day Parents to sign report card every day Review after 1 week Support in demonstrating an improvement in behaviour
	Stage 3- Pupil placed on a stage 3 target card- targets agreed and set with pupils and parents Deputy Head to complete Behaviour Support Plan HoH to record and add <i>On report</i> on Pars Cards scanned, uploaded to PARS and filed	Report to Deputy Head (Pastoral) at the end of each day Parents to sign report card every day Review after 1 week Support in demonstrating an improvement in behaviour
Friday Headteacher detention <i>E.g. persistent lateness, multiple</i>	Reason recorded on PARS Letter sent by Pastoral administrator	Tutor to discuss incident, record on PARS Tutor to call home if necessary
Saturday Headteacher detention <i>E.g. physical aggression, vaping on site</i>	Reason recorded on PARS Letter sent by pastoral administrator	Tutor to discuss incident, record on PARS Tutor to call home if necessary
Internal exclusion <i>E.g. physical altercation, serious equalities incident</i>	Recorded on PARS HoH to contact parents and teachers Safeguarding check	Conduct Support Officer (in Hub) and HoH to work with pupil on Reflection, Reframing and Relaunching Restorative conversations with Conduct Support Officer (in Hub)
Fixed term exclusion (FTE)	FTE checklist completed	Reintegration meeting

See exclusion policy	Recorded on PARS HoH to contact parents and teachers Safeguarding check	Report card Follow-up letter 3 weeks post FTE
Permanent Exclusion PEX See MNSP exclusion policy	FTE/PEX checklist completed	

### **Classroom and site behaviour management**

Frequency/severity	Consequence	What to do
Low level first instance <i>E.g. talking when teacher is talking.</i>	Classroom management	Non verbal- a look Use pupil name Talk to the pupil about their behaviour
Second instance low level <i>E.g. continuing to talk when teacher is talking</i>	C1	Formal C1 verbal warning Tell pupil they are on the consequence ladder
Third instance low level <i>E.g. continuing to talk when teacher is talking</i>	C2	Issue C2 detention Record on PARS
Further low level or More serious offence <i>E.g. persistent low level disruption, defiance towards staff member</i>	C3	Call the duty phone Pupil to wait outside the classroom until collected Record on PARS

### **Homework**

Sanctions	Actions	Support & Intervention
H1- first	Teacher to record in planner and/or on PARS.	Teacher talk to pupil and ask to bring in the next lesson
H2- second instance	Record on PARS Teacher to set detention at break/transition/lunch/after school to complete homework	Tutor and subject teacher to monitor and support Attend homework club
H3- persistent	Record on PARS HoF to issue faculty detention and contact parents	Tutor and subject teacher to monitor and support Attend homework club, referred by Assistant Headteacher (Teaching and Learning)

### **Mobile phones**

Please note that mobile phones/devices are expected to be switched off and out of sight during the school day unless express permission is given to use them by a member of staff. At the start of the day tutors will remind pupils to switch off their phones/devices.



Sanctions	Actions	Support & Intervention
C1	Teacher to ask the pupil to turn off their phone and put it away	
C2	Teacher confiscates phone and record on PARS Pupil to collect from Pastoral office at the end of the day. (This is appropriate if the whole group has been reminded to turn off/put phones away.)	HoH to return phone at the end of the day and have conversation with pupil Tutor to monitor and support
Multiple C2's for use of phone	HoH to contact home and issue Friday Headteacher detention	

### **Punctuality**

Sanctions	Actions	Support
Three lates to tutor time or lessons in a term	HoH set Friday detention when three are accumulated	Contact to parents by tutor
Repeated 'three lates' in a term	HoH set Saturday detention	HoH to monitor and support

### **Uniform/Equipment**

Sanctions	Actions	Support
C1	Tutor to check if they have correct uniform/equipment at home Send pupil to Pastoral office (uniform)	Tutor to have a chat with pupil
C2	Tutor logs on PARS and contact home	Tutor to monitor and support

### **Conduct outside of School**

Pupils are expected to uphold the same high standards when representing the school away from the school site. This includes travelling to and from school and when participating in school trips, visits and sports fixtures. The systems of rewards and sanctions may be applied as appropriate in relation to conduct outside of school. This is in line with the statement on Page 1 of the Midsomer Norton Partnership Trust (MNSP) Behaviour Policy.

### **Training**

The executive leadership will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

### **Involvement of outside agencies**

The School works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils and students are met by utilising the range of external support available.

### **Review**

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Local Governing Body informed.

The Local Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff, parents/carers and students.

The outcome of the review will be communicated to all those involved, as appropriate.

## Bucklers Mead Academy Behaviour Policy

(Pending amendments)

### Rationale

To ensure our key aim of an Inspiring Education for All, we aim to create a positive learning environment and culture within the academy. In order to do this, we overtly teach the behaviour we expect from students in lessons and around the academy. Good behaviour is more than the absence of bad behaviour; good behaviour is where students take responsibility for their own learning through being **Ready, Respectful and Responsible**. In order to promote a positive culture we recognise and reward good learning habits.

Our goal is that every student is as successful as they can be. Our academy is a **community** where positive behaviour and attitudes, ensure students have **opportunities, enjoy** being part of the academy and can be **successful**. To that end, it is vital that students recognise that **every second of learning counts**, and that time is utilised well so that lessons are effective.

Our lessons and the site in general should be a calm and pleasant environment in which to learn and work.

Development of our behaviour policy has taken account of research cited in The OFSTED Inspection Framework (Overview of Research) 2019 and Education Endowment Fund research as well as practice and policies of several other successful schools.

### Values

Our core purpose is to ensure an Inspiring Education for All, we will create a positive learning environment in which all students are able to be as successful as they can. Our values are:

- We have high expectations of all
- We take all reasonable steps to create a positive learning environment
- We recognise and reward effort
- We believe every second of learning counts
- We expect students to take responsibility for their own learning
- We expect students to accept responsibility for their own actions and choices
- We encourage students to be resilient and to overcome challenges
- We expect students to act on and learn from feedback
- All staff are responsible for securing good behaviour

All members of our academy community know the behaviour expectations. We proactively teach these expectations in assembly, tutor periods and lessons at the start of every term. The expectations are:

- Be punctual
- Every second of learning counts – swiftly and quietly stand behind your seat, settle in seat upon request of staff, bags away, coats off, equipment out READY to learn.
- Be RESPONSIBLE and have equipment READY
- Have high expectations of yourselves and be RESPECTFUL to all.

### Rewards

In an effort to create a positive learning environment and to promote success, we strive to recognise and praise good learning behaviours. Positive and negative behaviours are awarded and recorded using Class Charts; we aim to award positive and negative points on a 5:1 ratio or better.

Celebration Assemblies are held at the end of each academic term and are one of the main ways in which we formally recognise and celebrate success. Additionally individual teachers and departments will celebrate success as a normal part of the daily routine.

Positive behaviour points are recognised in the following ways:

25 points – tutor notified and writes good news postcard

50 points – Year Coordinator notified and writes good news postcard

100 points- Year Coordinator notified, Head teacher's Bronze award certificate and badge awarded in Celebration Assembly

200 points- Year Coordinator notified, Head teacher's Silver award certificate and badge awarded in Celebration Assembly

300 points- Year Coordinator notified, Head teacher's Gold award certificate and badge awarded in Celebration Assembly.

In addition, the following are recognised and rewarded in assemblies:

- 100% attenders – rewarded on the basis of a draw
- Tutor "Star of The Term"
- Year Coordinator "Star of The Term"

Students can be successful by gaining positions of responsibility (prefect, house captain, sports captain, etc.) are also recognised in assemblies and awarded badges.

Celebration assemblies are also where other achievements both inside and outside of school are recognised and rewarded.

### **Classroom Expectations**

Every second of learning counts, students need to be ready to learn. In order to maximise learning students are required in lessons to:

- All students line up appropriately.
- All students enter the classroom (sanitise) and stand in silence behind their chairs.
- When silent teacher will ask students to sit.
- Teacher will take the register in silence.
- Students will take out their equipment and place it on the desk.
- Teacher will do an equipment check. To ensure students are ready to learn.
- Teacher will check uniform, ensure students are dressed appropriately for the day.
- A task will be provided to the students to engage them in this short registration period.
- At the end of the session the students should stand in silence behind their chair before being dismissed by their teacher.
- Teacher should check the class is neat and tidy before allowing the students to leave.

### **Toilet Visits**

Adequate time to use the toilet is provided at break and lunchtime. Children and adults without diagnosed medical needs should not use the toilet during lesson times. Every second of learning counts.

### **Attendance and Punctuality**

If a student is late for school or a lesson, the teacher must award a negative point on Class charts. A student late for school on more than 1 occasion will receive an after school detention, to be issued by the tutor. A student late for lessons on more than 1 occasion will receive an after school detention, to be issued by the teacher.

### **Equipment**

Students are expected to have the following equipment

- Planner
- Black/blue pens
- Pencil x2
- Ruler
- Rubber ? Pencil Sharpener ? School Bag.
- Scientific Calculator.

Tutors carry out Ready to Learn checks every morning to ensure students have the correct equipment for learning. Year coordinators may supply students with key equipment as part of their work to remove barriers to learning.

If a student does not have appropriate equipment for a lesson, the teacher will take steps to loan equipment where appropriate but will ensure a negative behaviour point for lack of equipment is assigned.

### **Mobile Communication Devices (inc Earphones)**

Buckler's Mead Academy are very clear that MCD (inc Earphones) **should not be seen or heard** during the academy day, when on the academy site. This includes on the pathways in and out of the academy. If an MCD is seen or heard the item will be taken from the student and parents/carers (or another adult agreed by the academy) will be required to pick the item up at the end of the school day.

### **Inappropriate Classroom Behaviour and Consequences**

In our classrooms, one of the ways we strive to create a positive learning environment is to **praise in public**. We overtly teach the behaviour we expect every term by referring to the behaviour and classroom expectations. We strive to award positive and negative behaviour points on a ratio of 5:1 or better. We take opportunities to quietly and calmly remind students who struggle to meet our high expectations of the behaviour we require.

If a student is behaving inappropriately, our usual response is:

- Step 1 - Verbal warning, delivered calmly and quietly if possible, name place on Negative Board
- Step 2 - Temporary removal from lesson (2 minutes or so), Quick restorative discussion, readmit to lesson, second mark on negative board
- Step 3 - Removal from classroom to a "shadow" class/Refocus Room – detention set and follow up phone call at the end of the day
- Step 4 – Removal from lesson using "On Call" system

The teacher must record a negative behaviour point for step 2 or above.

In the case of higher tariff behaviour, (e.g. verbal abuse, dangerous behaviour, threatening behaviour, refusal to be removed to shadow class) teachers should miss out steps 1-3 and escalate the response by calling for "call out" support. "Call out" support should also be used if disruptive behaviour continues in the shadow class/Refocus Room.

The teacher must record a detention for steps 3 and above and ensure follow up phone calls are made to parents in order to **close the loop**.

The Bucklers Mead Academy Behaviour Charter is in place to support students and staff with when and how sanction might occur and escalate. (See Appendix.)

### **The Detention System**

If the stepped approach has been followed and behaviour still has not changed the normal sanction for inappropriate behaviour is a detention. Removal from a lesson is not in itself a sanction. Detentions are used in line with our Behaviour Charter.

Detentions are set by teachers using Class charts. Detentions are set at 30 minutes. Follow up phone calls will also take place to inform parents at the end of each day.

A detention is issued following “Step 3” behaviour or higher, and will therefore result in a negative behaviour point. The teacher should always set a detention if the student has been removed to a shadow class/refocus room, if a student is sent to the IEC the member on call within the IEC will set the sanction on class charts but refer it to the class teacher for more detail if required.

Students will attend a Year Group detention and be collected at the end of the day by tutors and Year Coordinator. Teachers will be encouraged to have a restorative conversation with students whilst the detention is being served.

Students are expected to sit in silence in an allocated seat to complete the following work:

- Write apology letter to member of staff, to a high standard, using template provided, to be approved by member of staff on detention duty
- Work set by the teacher
- Silent reading/ standalone work provided

At least two staff will normally supervise detention. A register will be taken using Class Charts. It may be necessary for one member of staff to make use of an overspill room.

Should a student fail to meet the behaviour expected in detention, the member of staff on duty will issue an internal exclusion for the following day. It is likely they will send the student home.

### **The Callout System**

The “callout” system should be used in cases where a student is failing to follow instructions, and in so doing, is causing ongoing disruption to learning. The system should only be used once step 1, 2 and 3 have been followed. (these steps do not apply in the case of more serious behaviour e.g. threatening behaviour). Instant “call out” should be used for more serious levels of behaviour. The teacher must always record details of the callout in Class Charts either by instigating a log or completing the referred log.

Where appropriate, the goal of a callout will be to return the student to learning ASAP. The suitability of this is to be determined by a brief conversation between the call out and teacher. Where this is not appropriate the student is taken to the IEC.

When placed in the IEC a student will be expected to complete a full academy day including detention. For example, a student admitted on a Monday period 3 would do an after school detention on Monday and be readmitted to lessons period 3 on Tuesday, provided, they have met the behaviour expectations of the IEC, completed a restorative letter to a suitable standard and demonstrated that they are ready to learn.

Where a student is removed to the IEC, parents will be informed electronically via class charts. Teachers will be expected to contact parents to seek support in upholding appropriate behaviour in the future.

Any stay in the IEC will include an after school 30 min detention.

Failing to meet expectations is likely to lead to:

- Parking with SLT
- Repeating the day in the IEC
- Fixed Term Exclusion (The day in IEC will be completed on return)

## **Reasonable Adjustment/Professional Judgement**

Where appropriate we will make reasonable adjustments for students, including those with special educational needs and/or disabilities, who have specific needs that mean they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means some students need additional support to ensure that they meet the high expectations that we have for all our students

## **Supporting our Students**

We will support our students to meet the high expectations by offering a range of the following strategies as appropriate:

- Reiterating expectations frequently
- Report cards
- Student support plans
- Pastoral and/or academic interventions
- Regular meetings with parents/carers
- Additional careers advice and guidance from a specialised careers advisor
- Restorative conversations with the teacher who gave students the consequence
- Reflection letters to members of staff as part of restorative justice
- Early Help Assessment – to refer to external agencies
- Support from our student services team
- An alternative provision placement
- Work Experience placement
- Reintegration meeting and contract following FTE
- PSP/BIP process
- Thrive intervention

## **The Use of Reasonable Force**

The following guidance is based on extracts from the latest, non-statutory DFE guidance (2013)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Force is usually used to control or restrain. Reasonable in the circumstances means using no more force than is needed. Staff should always try to act in a way that will not cause injury. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is a matter of professional judgement.

On a day to day basis, it is unlikely that reasonable force will need to be used. It may be used in order to carry out the school's duty of care to students, for example to physically separate students found fighting or to prevent a student from hurting themselves or others.

The academy has a number of staff who are trained in positive handling. On the rare occasions physical restraint/handling is required, these staff members will be called for.

Where reasonable force has been used the Headteacher (or designated member of staff) must be notified and the incident logged.

## **Smoking**

Buckler's Mead Academy is a non- smoking site. Smoking materials are included in the list of banned items (see appendix 5 – banned items).

Students found smoking or in possession of banned items will be subject to appropriate sanctions, as will students found to be colluding with others smoking.

### **Search and Confiscation**

Members of the Senior Leadership Team can search a student for any item without consent, where they have reasonable grounds for suspecting that they may have a prohibited item.

A search should where possible, be undertaken by a member of staff who is the same gender as the student being searched; there must also be a witness (also a staff member) and again where possible, they should be the same gender as the student being searched.

There is a limited exception to this rule. An authorised member of staff can carry out a search of a student of the opposite sex and without a witness present, only when it is believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The powers to search for prohibited items in the Education Act 1996 are compatible with Article 8 of the European Convention on Human Rights.

Prohibited items include:

- Knives or weapons
- Alcohol, illegal drugs or other chemical substances that produce similar effects to alcohol or drugs
- Stolen items
- Tobacco, cigarettes and other smoking paraphernalia including vaping paraphernalia ☐ Fireworks
- Pornographic images/literature
- Discriminatory images/literature
- Images/literature appertaining to radicalisation or extremism
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of any person (including the pupil)

### **Exclusion**

Buckler's Mead Academy follows statutory DFE guidance on exclusion (2017). The following excerpts are taken from this guidance:

- Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
- Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.



- Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate. The academy must ensure that policies and practices do not discriminate against students by unfairly increasing their risk of exclusion.

Exclusion will be used in response to serious incident or persistent breaches of the academy's behaviour policy or where allowing the student to remain in the academy would seriously harm the education or welfare of the student or others in the academy.

Students may be excluded for a fixed number of days from the academy or permanently. A fixed term exclusion can be for whole days or parts of a day. A student may be excluded for one or more fixed term periods up to a maximum of 45 days in a single academic year, or permanently.

The academy will take all reasonable steps to investigate serious matters leading to a decision to exclude, including receiving and considering written statements from those involved and from witnesses.

A decision to exclude will be made with reference to the civil standard of proof, i.e. "on the balance of probabilities" it is more likely than not that the fact is true, rather than the criminal standard of "beyond reasonable doubt".

Parents/carers will be advised of the reasons for exclusions. In the case of permanent exclusions, they have the right to appeal the decision to the board of directors.

During a period of exclusion, parents/carers have a duty to ensure that their child is not present in a public place at any time during school hours for the duration of the exclusion.

The academy is responsible for providing work for an excluded student over the first 5 days of any exclusion.

The academy will notify the local authority, without delay, of any decision to permanently exclude a student.

### **Behaviour Management – The Roles of Tutors, Teachers, Heads of Department and Year Coordinators**

All teachers should refer to the Department for Education's Teacher Standards document, which is clear about the expectations of teachers in relation to behaviour.

**Teachers should manage behaviour effectively to ensure a good and safe learning environment. They should**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly ☐ manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

SLT

- Teach the classroom expectations, social time expectations and equipment needed at the start of every term via assemblies.
- Be a visible presence and model the behaviour expected of staff ☐ Ensure absolute clarity about the behaviour policy and systems ☐ Sanction Fixed Term Exclusions.

Tutors

- Teach the classroom expectations, social time expectations and equipment needed at the start of every day.
- Carry out spot checks to ensure every child has correct equipment for the day ahead and is Ready to Learn
- Monitor Class Charts for patterns of positive and negative behaviours
- Discuss and seek to address patterns of positive and negative behaviour, supporting the student to be successful.
- Liaise with parents/ carers about patterns and concerns related to behaviour and well- being.

#### Teachers

- Teach the classroom expectations, social times expectations and equipment needed at the start of every term
- Ensure classroom expectations are followed
- Deliver lessons using the Quality First Teaching Protocol:
  - All out/meet and greet/this also includes meeting in the lines under COVID restrictions
  - Connect tasks o Seating plan updated termly
  - Share and make visible the learning objective o Plan for progression
  - Have a sound knowledge of every student they teach – use pupil passports/provision mapper
- Follow and implement the behaviour policy
- Award positive and negative behaviour points (strive for a 5:1 ratio), and detentions where appropriate
- Follow the close the loop strategy
- Patterns of poor behaviour should be identified and where appropriate contact parents Heads of Department
- Ensure members of the department teach the classroom expectations, social times expectations and equipment needed at the start of every term
- Monitor the work of the team to ensure Quality First Teaching and The Behaviour Policy are implemented
- Monitor the allocation of positive and negative behaviour points and detentions in order to inform strategies to support the work of the team
- Ensure a system of “shadow” classes is available for exiting students
- Support the team with the close the loop strategy
- Patterns of poor behaviour should be identified and where appropriate contact parents
- Support other teachers who maybe covering within their department when a team member is absent.

#### Year Coordinators

- Lead on Behaviour Management across their Year group at a strategic and operational level.
- Have a sound understanding of behaviour patterns related to cohorts in the academy and have plans in place to support groups of students to be successful.
- Ensure the tutor team teach the classroom expectations, social times expectations and equipment needed at the start of every day.
- Monitor the work of the team to ensure The Behaviour Policy is implemented
- Monitor the allocation of positive and negative behaviour points and detentions in order to inform strategies to support students
- Discuss and seek to address patterns of positive and negative behaviour, supporting the student to be successful.
- Liaise with parents/ carers about patterns and concerns related to behaviour and well- being.
- Patterns of poor behaviour should be identified and where appropriate contact parents.



READY		
Being ready to learn in every aspect is vital to prepare students with the employability skills for life after Buckler's Mead Academy		
Behaviour	Rationale	Consequence
Student is late for lesson.	Students should be on time for lessons and ready to learn. When students are late to the lesson this disrupts the learning of others.	Incident 1- W1 class chart log made no detention
		Incident 2 or more 30-minute detention.
Student has phone out or found using their phone in school	Students do not need the distraction of a mobile phone during the school day. Clear policy of 'not seen and not heard'	If a phone or earphones are seen or heard phone is confiscated and sent to the office where a text will be sent to parents to pick up at the end of the day. Office staff log incident on Class Charts
Student does not have equipment at the start of the day Ready to Learn	All students will be expected to have the correct equipment, if they do not have it they will be provided with pen, pencil, ruler for the day and expected to return it to the tutor at the end of the day. This is about students understanding the need to be prepared to learn for each day.	W1 equipment provided
		W2 - contact home and class charts log made, no detention necessary
		W3 - contact home, class charts log made, 30min detention issued
Student does not have the correct equipment for lesson	Equipment checks will take place every morning. Students who do not have the correct equipment will be provided it for the day. Students should be ready to learn in each lesson	Incident 1- W1 - class chart log made no detention necessary.
		Incident 2 or more 30-minute detention (student needs to know the date), phone call made.
Student does not have the required book.	Students are supplied with exercise books by the Academy, these are essential to their learning and should be looked after and brought to every lesson. If work is completed on alternative paper this must be followed up and stuck into book. -	Incident 1- W1-class chart log made no detention necessary.
		Incident 2 or more 30-minute detention.
Students does not have the correct ingredients for practical	The Academy will support students to ensure they have the correct ingredients to perform practical Food Prep lessons. This is essential to their learning. Students must take responsibility to bring their own ingredients and to raise issues in advance of the lessons where they need support.	Incident 1: W1. Academy supports by phoning home
		Incident 2+: W2.-Academy support by phoning home and 30-minute department detention.
Student does not have the correct PE kit	PE is an essential part of our Academy curriculum, students should have their PE kit on all days when they have PE to ensure learning can take place.	Incident 1: W1 - Borrow kit.
		Incident 2+: W2- Borrow kit. 30 minute department detention.
Please note – where a student is openly defiant, argumentative, aggressive or is displaying homophobic, sexist or racist behaviour teachers is advised to make an SLT Callout or send to refocus room for a callout to be made. Teacher starts log on class charts		

RESPONSIBLE		
Responsible for our own actions both around the academy environment and within our own learning		
Behaviour	Rationale	Consequence
Student fails to line up for the lesson appropriately	Students are expected to line up for each lesson, to ensure safe and smooth transition around the Academy, and to support a swift start to lessons.	W1
		W2 - QR Chat – Class Charts Log made - no detention necessary
		Refocus – Class Chart Log, 30- minute detention call home
		SLT Callout – Class Charts Log made - log needs to be referred to Year Coordinator
Student is off task in lesson, is not engaged and or not completing the work set to the best of their ability.	Learning is set at the appropriate level for each student in each lesson to ensure they are challenged to make progress in their learning. All learning tasks must be completed to ensure learning is taking place.	W1 – Name of the board
		W2 QR Chat – Class Charts log made - no detention necessary
		Refocus – Class Chart Log 30 min detention call home
		SLT Callout – Class Charts Log made, log needs to be referred to Year Coordinator
Student has not completed homework task set.	Home learning is essential to support learning within the classroom and ensure the student makes progress. It should be completed regularly and to a high standard.	30 min Department Homework detention. (this will be reviewed in Jan 2021)
Student does not sit/ refuses to sit in assigned seat	Students are placed in seating plans to support their learning. They should therefore sit in the assigned seat only.	W1 – Name of the board
		W2 QR Chat – Class Charts log made - no detention necessary
		Refocus – Class Chart Log - 30 min detention call home
		SLT Callout – Class Charts Log made- log needs to be referred to Year Coordinator
Student has not followed the Buckler's basics.	The Buckler's Basics are a simple way to ensure that books are kept neat and tidy to support learning. High standards should ensure books students are proud of.	Incident 1- W1- Student completes work to required standard.
		Incident 2 - 24hrs to correct/Dep Det Student (this will be reviewed in Jan 2021) completes work to required standard.
Students behave inappropriately outside of school	Buckler's Mead academy students are expected to represent the academy in an appropriate way as they are ambassadors of the school.	Dependent of the severity of the behaviour will depend on the action taken. Statements will be taken from all parties and the consequence could be a warning up to a fixed term exclusion or potentially lead to permanent exclusion. This decision will be made by the leader investigating.
Eating in class and chewing gum	Chewing gum is named as a prohibited item in the schools' behaviour policy. There is no reason why a student needs to eat within class	W1 – Student asked to place in the bin and name on the board
		W2 – QR Chat – asked to remove again Class Charts log made - no detention
		Refocus – persistent defiance Class Chart Log – 30 min detention call home
Please note – where a student is openly defiant, argumentative, aggressive or is displaying homophobic, sexist or racist behaviour teachers are advised to make an SLT Callout or send to refocus room for a callout to be made. Teacher starts log on class charts, Banned Items – will be sanctioned in line with policy by SLT. Out of classroom behaviour will follow same process as in classroom behaviour.		



RESPECTFUL		
Being respectful to our self and other members of the academy community is essential		
Behaviour	Rationale	Consequence
<b>Student walks out of the classroom without permission</b>	It is essential for safeguarding of our students that all students are supervised appropriately throughout the day. Students should never, therefore leave the classroom without permission.	Ask student to return to the room. If returns go through the warning process, name on the board. However, If student refuses see below SLT Callout – This is a defiance and safeguarding concern. Class Charts Log made- log needs to be referred to Year Co-ordinator
<b>Student leaves their seat without permission</b>	There is no reason for a student to be out of their seat in lessons. To ensure a calm and safe learning environment, students should remain in their seat unless permitted to move by the teacher	First time - W1 – Student asked to place in the bin and name on the board Second time - W2 – QR Chat –Class Charts log made - no detention Third time - Refocus – persistent defiance Class Chart Log – 30 min detention call home If the student refuses -SLT Callout – This is a defiance and the call out staff will make any escalation. Teacher logs on class charts and min detention
<b>Student 'shouts out' in a lesson</b>	This is disrespectful to both the staff and other students. This can disrupt the learning of others and is therefore inappropriate.	First time - W1 – Student asked to place in the bin and name on the board Second time - W2 – QR Chat –Class Charts log made - no detention Third time - Refocus – persistent defiance Class Chart Log – 30 minute detention call home If the student refuses -SLT Callout – This is a defiance and the call out staff will make any escalation. Teacher logs on class charts and min detention
<b>Student throws something across the classroom</b>	This is disrespectful and irresponsible to the Academy community and environment and disrupts the learning of others and is therefore inappropriate.	Incident 1 – W1 – Name of board Incident 2 – QR chat -class charts log made – no detention Incident 3 – Refocus- persistently irresponsible behaviour – class charts log 30 minute detention call home Immediate SLT callout if the object puts anyone at immediate risk such as furniture, sharp objects or directed deliberate intention to harm
<b>Student is argumentative with the teacher</b>	Our Academy community is one of respect and tolerance. Arguing with a teacher's instructions is not appropriate and disrupts the learning of others.	Incident 1 – W1 – Name of board Incident 2 – QR chat -class charts log made – no detention Incident 3 – Refocus- persistently irresponsible behaviour – class charts log 30-minute detention call home Immediate SLT callout if the object puts anyone at immediate risk such as furniture, sharp objects or directed deliberate intention to harm
<b>Student is rude to another student.</b>	All students in our Academy are treated equally and with respect. Our Academy is one of tolerance and respect. Students cannot learn when they don't feel comfortable in the lesson, therefore rude behaviour, including swearing and inappropriate comments are not appropriate.	Incident 1 – W1 – Name of board (direct swearing immediate refocus) Incident 2 – QR chat -class charts log made – no detention Incident 3 – Refocus- persistently irresponsible behaviour – class charts log 30-minute detention call home Immediate SLT callout if the object puts anyone at immediate risk such as furniture, sharp objects or directed deliberate intention to harm
<b>Student makes inappropriate physical contact with another student.</b>	All students in our Academy are treated equally and with respect. Our Academy is one of tolerance and respect. Students cannot learn when they don't feel comfortable in the lesson, therefore inappropriate physical contact, such as pushing, hitting etc are not appropriate. Any intentional fighting or inappropriate physical contact is not tolerated at the academy	Immediate removal to refocus room.

## Appendix - Banned Items List

In the interests of the health and safety of students, staff, other members of the academy community and visitors to the academy, the academy asks parents and students to ensure that any inappropriate and dangerous items, or any inappropriate and harmful substances, are not brought into the academy. In the majority of cases application of

common sense will easily determine what should not be brought into the academy. The list below does not cover every item or eventuality but is intended as a guide. The specified items on the following list, and any item that would fall into the first 3 categories, should not be brought in.

Sanctions under the Behaviour Policy may be applied to any student found in possession of any banned item or any item that the academy deems to be unsuitable and dangerous. The academy reserves the right to exclude students in extreme cases, or when students or parents have received warnings about banned items.

1. FIRE LIGHTING EQUIPMENT
  - a. Matches, Lighters, etc.
2. DRUGS and SMOKING EQUIPMENT
  - a. Cigarettes
  - b. Vapour pipes
  - c. Tobacco
  - d. Cigarette papers
  - e. Alcohol
  - f. Solvents
  - g. Any form of illegal drug
  - h. Any other drugs except medicines covered by the Prescribed Medicines Procedure.
3. WEAPONS and OTHER DANGEROUS IMPLEMENTS or SUBSTANCES
  - a. Knives, including pen knives and craft knives
  - b. Razors
  - c. Catapults
  - d. Guns of any kind, including replicas and BB guns
  - e. Laser pens and LED torches
  - f. Knuckle dusters and studded arm bands, bracelets, etc
  - g. Whips or similar items such as long chains
  - h. Pepper sprays and gas canisters (e.g. CS gas)
  - i. Fireworks or explosives of any kind
  - j. Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc)
4. OTHER ITEMS
  - a. Any form of liquid based correction fluid Note: students may use correction tape and correction tape devices
  - b. Any aerosol (other than essential medication) Note: students should use non-aerosol deodorants

Cameras/Photo Imaging devices (please note the Academy reserves the right to confiscate devices and to delete any unauthorised pictures or video recordings of students or staff)



## Critchill School Behaviour Policy

*This policy should be read in conjunction with the following documents: Positive Handling and Restrictive Physical Interventions, Health and safety, Child Protection and Safeguarding, Equal Opportunities, Pastoral Care, Special Educational Needs and the Staff code of conduct.*

### Policy Objectives:

- To provide guidance to class teams, parents and carers, governors and other stakeholders on how to support our learners to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to learners with complex learning needs at Critchill School.
- To provide a holistic, whole-person, inclusive model for our understanding of self regulation and behavioural needs.
- To underpin our beliefs with evidence based practice and current research.

At Critchill School we want our Positive Behaviour Policy to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our learners with complex needs. This includes learners with Profound and Multiple Learning Difficulties, Severe Learning Difficulties, Moderate Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional Mental Health Needs. We recognise behaviours that challenge always occur for a reason. Behaviour is a form of communication and we recognise the need to know our learners very well in order to support them with these communications. Learners that present behaviours that challenge need positive support to be able to learn to appropriately communicate their needs. This positive support is often underpinned by our staffs Thrive knowledge, using the Vital Relational Functions to contain and manage emotions. Some learners cannot self regulate and alongside positive verbal support may need physical support to contain their behaviours and keep them and others safe. Positive Behaviour Plans outline strategies that are used that best support individual learners to feel safe. Physical interventions are only used if they are reasonable, proportionate and necessary, as deemed through a dynamic risk assessment, by staff with current Team Teach training. Parents are asked to contribute to positive Behaviour Plans and these are reviewed annually.

### At Critchill School we believe that:

- Our learners want to behave well.
- Behaviour is a means of communication – we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems.
- With the right support and intervention, **most** learners can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process and we recognize that all of our learners are at different stages of the developmental process.
- All of our learners have learning difficulties and other complex needs which may impact on how they learn to regulate and manage their behaviour.
- Teachers and class teams must be given the opportunity to learn, understand and have insight into why our learners become dysregulated, and reflect on how/why it impacts on their behaviour.
- To work collectively with our learners, their parents/caregivers and other professionals to develop strategies as part of a positive behaviour support plan to support them to self-regulate and manage their behaviour in a positive manner.

### Staff can support our learners by:

- Being mindful and reflecting on the quality of our relationships with each other and them.
- Reflecting and being committed to continuously improve on the quality of our provision.
- Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of their individual needs.
- Reflecting and planning the support we put in place to support them to learn self regulation skills.



- By observing, gathering and analysing data on behaviour – to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on- and off-site.
- To work in close partnership with our learners, their parents and carers, and other professionals working with them e.g. occupational therapy, speech and language therapy, CAHMS etc.
- To invest time, and allow safe spaces and opportunities for learners to practise these skills and make mistakes from which they can learn, develop and grow.
- Devising a Positive Behaviour Plan, which is profoundly personalised, to share with relevant colleagues.
- By reflecting on incidents and considering if anything could have been done differently to support the learner.

**The resources, interventions and learning may consist of:**

- A variety of individualised and accessible modes of communication.
- Clear and realistic expectations.
- Rules and boundaries- whole school and class based
- Routines.
- The language of choice.
- Rewards and consequences in line with a young person's development
- Reparation wherever possible and appropriate.
- Descriptive praise.
- Fair and predictable responses to both negative and positive behaviours

**Sensory processing needs**

- Sensory processing difficulties can influence our learners' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment.
- Class teams should ensure that they:
  - Organise the environment clearly, with visual cues and signposts (written information, symbols, objects of reference etc.).
  - Speak clearly, slowly and calmly, and give pupils time to respond.
  - Sensory processing issues should inform suitable learning environment adjustments and support understanding pupils' actions.
  - Ensure learners' sensory needs are supported through embedding sensory diets and movements breaks into their daily class routine, and ensure they have access to sensory equipment that support self-regulation (chewy' s, fidget toys, adapted seating, vibrating pillows, weighted vests, temperature of learner etc.).
  - Teach learners to recognise when they are becoming dysregulated (label emotions and feelings) and appropriate regulatory activities.
  - Take social demands of working with other learners into account.
  - Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.
  - Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010).

At Critchill School we link rewards & consequences to the choices that pupils make, to help them make the best choice. This approach:

- Increases learners' sense of responsibility & helps them to take responsibility
- Regards mistakes as part of learning.
- Is positive.
- Where appropriate, overtly links responsibility, choice and consequence.
- Helps them to manage their own behaviour.

The Critchill Code is an integral part of our whole school ethos and approach and has been devised in collaboration with pupils, staff and families:

- We help each other
- We are kind and listen to each other
- We feel special and are part of our school community
- We look after each other at school
- We work hard and try our best

It is important for our learners to clearly link a specific behaviour with its reward or consequence.

**Rewards are personalised to individuals and may include:**

- Descriptive praise.
- Symbolic rewards- weekly class certificates, a HT/ SLT pupil of the week certificate, termly class cup and a termly governors trophy.
- Communication with parents and carers to inform them of the behaviour or achievement.
- Special responsibilities/privileges.
- Preferred activities above and beyond the scheduled daily activities (e.g.sensory room, bike, IPAD, choosing time).

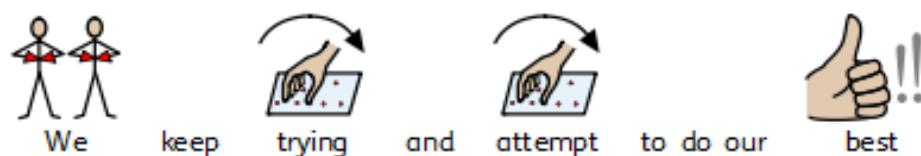
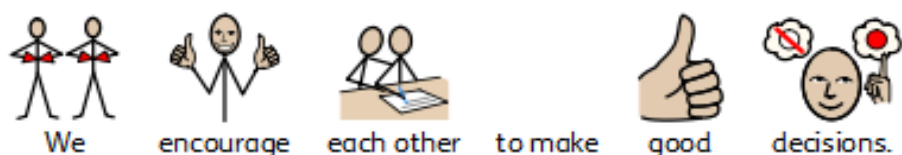
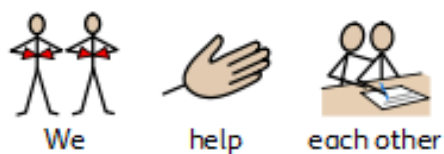
**Consequences are personalised to individuals and may include:**

- Learner has a break/ change of space or environment
- Learner is supported by an adult to consider their behaviour.
- Learner apologises, for his/her specific actions

# Critchill Code

At Critchill we all endeavour to follow the code:

1. We help each other
2. We respect each other
3. We encourage each other to make good decisions
4. We look after our school
5. We keep trying and attempt to do our best



## Hayesfield Girls' School - Behaviour Policy

### Behaviour, Support and Rewards Policy and Procedures

#### Purpose

This policy sets out the measures that Hayesfield Girls' School and Mixed Sixth Form has in place to:

- promote good behaviour, self-discipline and respect
- ensure all students complete assigned work
- regulate the conduct of all students

#### Content

This policy follows the guidance, 'Behaviour and discipline in schools: Advice for Headteachers and School Staff', published January 2016 and acknowledges the School's legal duties under the Equality Act 2010, in respect of safeguarding and students with special educational needs (SEN).

Our School Vision is based on the mutual respect between staff and students, Appendix 1; whilst Appendix 2 sets out the framework in which all members of the School's community are expected to behave. The School promotes positive character development, and its values are prominently displayed in all classrooms - Appendix 3. The key principles of our Rewards System, which is used to promote good behaviour and conduct are outlined in Appendix 4; Appendix 5 shows how staff effectively and regularly reward students. Appendix 6 outlines how the systems used for Behaviour, Support and Rewards are aligned to our values. The key principles of the Behaviour and Support System are shown in Appendix 7. The full list of sanctions and interventions available to staff when dealing with behaviour issues are shown in Appendix 8.

All students have the right to be treated with fairness and consistency, as do staff. Appendix 9 sets out the disciplinary action that will be taken against students who are found to have made malicious accusations against staff. Appendix 10 provides an overview on how this policy works in conjunction with the Anti-Bullying Policy to promote the prevention of bullying in our school. Appendix 11 details the powers given to teachers to discipline students in line with the Education and Inspection Act, 2006. Students have a responsibility to themselves, and to the rest of our school community, to behave in a way that enables learning and a sense of achievement. Along with their parents, all Y7-Y11 students have set the standards for themselves and agreed these in our Home School Agreement - Appendix 12. Sanctions for the specific improper use of mobile phones are described in Appendix 13.

#### Process

This policy should be read in conjunction with the following policies:

- |  |                                  |
|--|----------------------------------|
| • Anti-Bullying Policy                     | • Homework Policy                |
| • Attendance and Punctuality Policy        | • Physical Restraint Policy      |
| • Child Protection and Safeguarding Policy | • Screening and Searching Policy |
| • Equalities Policy                        | • Teaching and Learning Policy   |
| • E-Safety Policy                          | • Exclusion Policy               |

#### Responsibilities

Hayesfield Girls' School believes that creating a calm and creative atmosphere is the responsibility of all staff at all times. The classroom teacher has primary responsibility within the classroom, the Head of Faculty for ensuring positive behaviour and dealing with incidents within the Faculty and the Pastoral Team for those students needing extra support to address patterns of behaviour. The Assistant Headteacher (Pastoral) has responsibility for the monitoring of sanctions across the school. The Assistant Headteacher (Character Development) has responsibility for monitoring rewards across the school.

#### Monitoring and Evaluation

This policy is reviewed by the Governing Body on an biennial basis. The Assistant Headteachers (Pastoral and Character Development) undertake a thorough review and evaluation of the impact of this policy and practice and report to the Governing Body. Any change to the policy is clearly communicated to all members of staff and to parents and students themselves.

**Approved by: Full Governing Body**  
**Review Date: December 2022**

**Date: 10<sup>th</sup> December 2020**

## **Appendix 1**

### **Hayesfield's Vision and Values**

#### **School Vision**

Hayesfield provides an inspirational environment in which girls flourish. Here, all girls experience a strong sense of belonging, enjoy freedom from stereotyping and grow limitless aspirations. The wealth of opportunities available, both in and out of the classroom, ensure that all Hayesfield girls develop the self-confidence, resilience and moral courage needed when achieving ambitions.

#### **Sixth Form Vision**

Hayesfield Mixed Sixth Form Centre provides an inspirational environment, enabling students to flourish and achieve their personal ambitions. Our students are active, caring and tolerant citizens who participate fully in the school and wider community. Our outstanding tutorial system provides support and encouragement to all students enabling them to be their very best, opening doors to future opportunities, whether an Oxbridge application or a high quality apprenticeship scheme. Our extensive choice of courses allows our students to access an aspirational curriculum, including bespoke provision, with an international outlook, developing their knowledge and preparing them for higher education and employment in the 21st century.

#### **Hayesfield Girls' Values**

HG1: Ready and Respectful

HG2: Moral Courage

HG3: Self-Confidence

HG4: Resilience

HG5: Limitless Aspirations

#### **Hayesfield Sixth Form Values**

H6-1: Ready and Respectful

H6-2: Moral Courage

H6-3: Self-Confidence

H6-4: Resilience

H6-5: Limitless Aspirations

## **Appendix 2**

### **Principles**

This Policy applies to all members of the school community. Visitors to the school are expected to behave and act within this framework.

- All members of the school community recognise the right of others to work in a calm, purposeful and disciplined environment. We reject any behaviour that undermines this right.
- We acknowledge that discipline is a means to an end and not an end in itself; that first and foremost, we should encourage self-discipline that is most effectively promoted through positive achievement and the development of a sense of self-worth.
- We aim to prevent instances of poor behaviour through the provision and monitoring of an appropriate and relevant curriculum for all and ensuring high quality Teaching and Learning within a supportive and responsive pastoral system.
- We recognise the need to offer appropriate models to students through the relationships, conduct and appearance of staff, governors, parents, older students and other significant adults. Students have legitimate expectations in this area.
- We emphasise that discipline begins in the home: parents retain a major responsibility for the behaviour of their children in school, a task in which teachers are partners. It is vital that teachers and parents are mutually supportive.
- Published rules are kept to a minimum consistent with ensuring the safety, welfare, good conduct and appropriate appearance of all students.
- Rules and expectations will be supported by a system of graded sanctions which operate within a hierarchy determined by statutory requirements. These rules and sanctions are communicated clearly to parents.
- In exercising discipline, fairness and natural justice should prevail. Punishment should be appropriate to the misdemeanour and the individual.
- When exercising their delegated responsibility for discipline the teaching staff are entitled to the full support of the Headteacher and Governors.
- The Headteacher demonstrates support for staff by promoting a code of good practice and by arranging appropriate in - service training for the prevention of disciplinary problems.

## OUR FIVE HAYESFIELD VALUES:

Hayesfield Girl



### HG1 | Readiness & Respect

We are smart  
We are punctual  
We are well-equipped  
We listen to our teachers  
We are respectful

Parks



### HG2 | Moral Courage

We do the right thing  
We take pride in our work  
We complete all our homework

*"You must never be fearful about what you are doing when it is right"*  
- Rosa Parks

Austen



### HG3 | Self-Confidence

We work independently  
We work without prompt  
We are willing to lead

*"It isn't what we say or think that defines us, but what we do"*  
- Jane Austen

Earhart



### HG4 | Resilience

We do not give up easily  
We ask for help, but only if needed  
We will find a way!

*"The most difficult thing is the decision to act, the rest is merely tenacity"*  
- Amelia Earhart

Sharman



### HG5 | Limitless Aspiration

We do more than just enough and we aim high  
We seek extra challenge  
We have high standards

*"There is very little difference between men and women in space"*  
- Helen Sharman

Hayesfield  
GIRLS' SCHOOL

Achieving  
ambitions



# OUR FIVE HAYESFIELD VALUES:

Hayesfield 6F



## H6-1 | Readiness & Respect

We are smart  
We are punctual  
We are well-equipped  
We listen to our teachers  
We are respectful

Parks



## H6-2 | Moral Courage

We do the right thing  
We take pride in our work  
We complete all our homework

*"You must never be fearful about what you are doing when it is right"*  
- Rosa Parks

Austen



## H6-3 | Self-Confidence

We work independently  
We work without prompt  
We are willing to lead

*"It isn't what we say or think that defines us, but what we do"*  
- Jane Austen

Earhart



## H6-4 | Resilience

We do not give up easily  
We ask for help, but only if needed  
We will find a way!

*"The most difficult thing is the decision to act, the rest is merely tenacity"*  
- Amelia Earhart

Sharman



## H6-5 | Limitless Aspiration

We do more than just enough and we aim high  
We seek extra challenge  
We have high standards

*"There is very little difference between men and women in space"*  
- Helen Sharman

**Hayesfield**  
MIXED SIXTH

Achieving  
ambitions



## Appendix 4

### The System of Rewarding Good Behaviour

Individual staff, Departments and Faculties are encouraged to run a variety of schemes that reward our students for work, effort, behaviour and endeavour. Students should and must be rewarded and our whole school system has been developed to reward academic achievement and service to the school. Our rewards system aims to recognise and celebrate the success of our students in all areas of their personal development via the issue of House Points and associated rewards.

See Table 1 below for a list of the main reward types issued.

**Table 1: List of whole school reward types**

<b>Reward Type</b>	<b>Reward Detail</b>	<b>Logging and Distribution Process</b>
House Points Y7 – 9	25 HP = Certificate 50 HP = Certificate + Pencil 75 HP = Certificate + Eraser 100 HP = Certificate + Ruler 125 HP = Certificate + Pen 150 HP = Bronze Award + Letter home 175 HP = Silver Award + Letter home 200 HP = Gold Award + Letter home 250 HP = Governor's Letter 300 HP = Chair of Governor's Letter	<b>Tutor logs on SIMS</b>  Admin review of SIMS Report and arranges rewards  Rewards given in tutor/Achievement Assembly
House Points Y10 &11	25 HP = Certificate + 1 ticket for prize draw 50 HP = Certificate + 2 tickets for prize draw 75 HP = Certificate + 3 tickets for prize draw 100 HP = Certificate + 4 tickets for prize draw 125 HP = Certificate + 5 tickets for prize draw 150 HP = Bronze Award +5 tickets for a prize draw 175 HP = Silver Award +5 tickets for a prize draw 200 HP = Gold Award +5 tickets for a prize draw 250 HP = Governor's Letter +5 tickets for a prize draw 300 HP = Chair of Governor's Letter +5 tickets for a prize draw Top performing House in terms of House Points across all year groups to be awarded a treat at the end of the Summer Term e.g. BBQ on the BH field on a Friday afternoon or non-uniform day if they wear something that is the colour of their house	<b>Tutor logs on SIMS</b>  Admin review of SIMS Report and arranges rewards  Rewards given in tutor/Achievement Assembly
House Points Sixth Form	10 HP = Certificate + 1 ticket for prize draw 20 HP = Certificate + 2 tickets for prize draw 30 HP = Certificate + 3 tickets for prize draw 40 HP = Certificate + 4 tickets for prize draw 50 HP = Certificate + 5 tickets for prize draw 60 HP = Bronze Award +5 tickets for a prize draw 70 HP = Silver Award +5 tickets for a prize draw 80 HP = Gold Award +5 tickets for a prize draw 90 HP = Governor's Letter +5 tickets for a prize draw 100 HP = Chair of Governor's Letter +5 tickets for a prize draw	<b>Tutor logs on SIMS</b>  Admin review of SIMS Report and arranges rewards  Rewards given in tutor/Achievement Assembly
Hayesfield Character Award	Students in Y7 - 11 complete their Character Development Portfolio (CDP) located in their planners.	<b>Tutor logs on SIMS</b>  Students complete CDP as part of tutor programme Tutors log Value Stars. DOA monitors progress across year group.

<b>Reward Type</b>	<b>Reward Detail</b>	<b>Logging and Distribution Process</b>
	<p>Each Hayesfield Value can be attained by meeting eight 'Good Character Indicators' associated with the relevant Value.</p> <p>When eight are achieved, student informs Tutor who arranges for the Hayesfield Value sticker to be awarded. Stickers to be collected in the relevant section of their planner</p> <p>When student achieves all five Hayesfield Value stickers they are awarded the Hayesfield Character Award for that academic year</p>	<p>Admin review in run up to Achievement Assembly and arrange distribution of Value stickers/ Character Awards</p> <p>Value stickers given in tutor</p> <p>Character Awards issued in Achievement Assembly</p>
Subject Postcards	<p>Virtual or Paper postcards issued to reward student performance across Yrs 7 - 13 in a subject or for demonstrating a character trait i.e. self-confidence for presenting in tutor group assembly.</p>	<p><b>Admin to log on SIMS</b></p> <p>Virtual – teacher emails admin with student name, tutor group, message to be sent and subject. Admin then issue to student via email and log on SIMS</p> <p>Paper Postcards – teacher writes and puts in postbox. Admin arrange collection, distribution and log on SIMS</p>
Hot Chocolates	<p>Hot Chocolate sessions with Headteacher and Senior Leadership Team. Rewarded to students across all year groups Yrs 7 - 13. To reward demonstration of Hayesfield Values.</p> <p>Tutors can nominate by informing DOA.</p> <p>DOAs put forward names.</p>	<p><b>DOA logs on SIMS</b></p> <p>Pastoral Admin arranges times and locations with Headteacher PA</p> <p>Pastoral Admin organises Hot Chocolate sessions</p> <p>DOA provides list of students to Pastoral Admin and Admin.</p> <p>Admin issue letters to students</p>
Good Report Letters	<p>Good Report letters issued after each reporting cycle for all year groups Yrs 7 - 13</p>	<p><b>Log on SIMS by Admin</b></p> <p>DOAs review reports and send list of names to Admin for issue</p>
Attainment and Effort Certificate	<p>Attainment and Effort Certificates issued for all year groups</p>	<p><b>Log on SIMS by DOA</b></p> <p>Pastoral Admin issues email and form to HOFs for completion by their teams</p> <p>Pastoral Admin reviews and confirms names to be awarded</p> <p>List of names issued to Admin to organise certificates and letters home</p> <p>Rewards given in Achievement Assembly</p>

Reward Type	Reward Detail	Logging and Distribution Process
Achievement Certificate + £10 voucher	£10 Voucher and letter home rewarded for top 5 reports in each year group after each reporting cycle	<b>Log on SIMS by DOA</b>  DOA reviews reports and selects top 5 for their Year group Sends list of names to Admin to arrange letter and £10 voucher  Rewards given in Achievement Assembly or sent home in letter
Service to School	Service to the School Certificates issued for students who have supported the school i.e. involvement in Summer Gala	<b>Log on SIMS by DOA</b>  Pastoral Admin issues email and form to HOFs for completion by their teams  Pastoral Admin reviews and confirms names to be awarded  List of names issued to Admin to organise certificates and letters home  Rewards given in Achievement Assembly
Good Attendance Letter	Letter sent home for good attendance	<b>Log on SIMS by Admin</b>  DOAs reviews attendance and sends list of names to Admin for issue
No Behaviour Points letter	Letter sent home for receiving no behaviour points	<b>Log on SIMS by Admin</b>  DOAs reviews behaviour points and sends list of names to Admin for issue

### The House Point System

The House Point System ensures that all students can make an active contribution towards their team gaining the House Trophy, which is awarded annually on Sports Day in July. In this way, students are not only awarded on a personal level, but they also feel a deeper sense of belonging in our School Community.

- House Points will be used to reward academic achievement and participation.
- All members of staff are asked to reward regularly and consistently
- Only Hayesfield House Point stickers can be used in the rewards section of Planners– other brands will not be counted!
- House Points are not to be used to reward expected standards in behaviour, punctuality or attendance.
- House Points are collected by Tutors fortnightly during the Tutorial Programme and individual student achievements are entered on SIMS (the School's data base). The results are published on Academic Reports and are updated fortnightly on the SIMS Parent App. Each Campus has a House Point Thermometer, which shows how individuals' House Points have contributed the overall House count.
- House Points are to be allocated strictly for hard work and achievement, or by 'non-teaching' staff for outstanding acts. All teaching staff aim to award 3 House Points per lesson. Targets for achieving these House Points should be displayed at the beginning of the lesson.
- Additional House Points will be allocated to students in Years 7-11 for:

Activity (examples and not an exhaustive list)	Recognition and reward
Participating in Sports Day	1 to 6 House Points

Service to the School	5 House Points (via Celebration Assembly)
Postcards	3 House Points
Achievement Certificates	5 House Points (via Celebration Assembly)
Organising/taking a substantial role, in a Charity event	5 House Points
Participating in a recognised House event	5 House Points
Assisting in the development of school policy	5 House Points
Taking on a temporary leadership role	5 House Points
Demonstrating an achievement beyond our everyday expectations	5 House Points
Hayesfield Character Award	15 House Points

### Assemblies

Students' achievements (Years 7-11) are recognised formally as often as possible. Assemblies are scheduled to celebrate publicly the following key milestones:

Term	Assembly Focus	Certificates Awarded
Term 1 – 6	Attendance	Exemplary attendance - 100% Good attendance – 98% and above
Terms 2, 4 and 6	Achievement	2 nominees per Year Group and Subject: for: Effort Achievement Character Award
Term 3 and Term 5	Service to the School	Awarded to those who have represented the school. Examples include: 1. PE – in a team against other schools. 2. Drama, Dance, Music – in a public performance. 3. Debating Society etc. 4. School Council and other Leadership roles

Badges are awarded for special achievements or roles within the school. House Points are awarded when the following badges are gained:

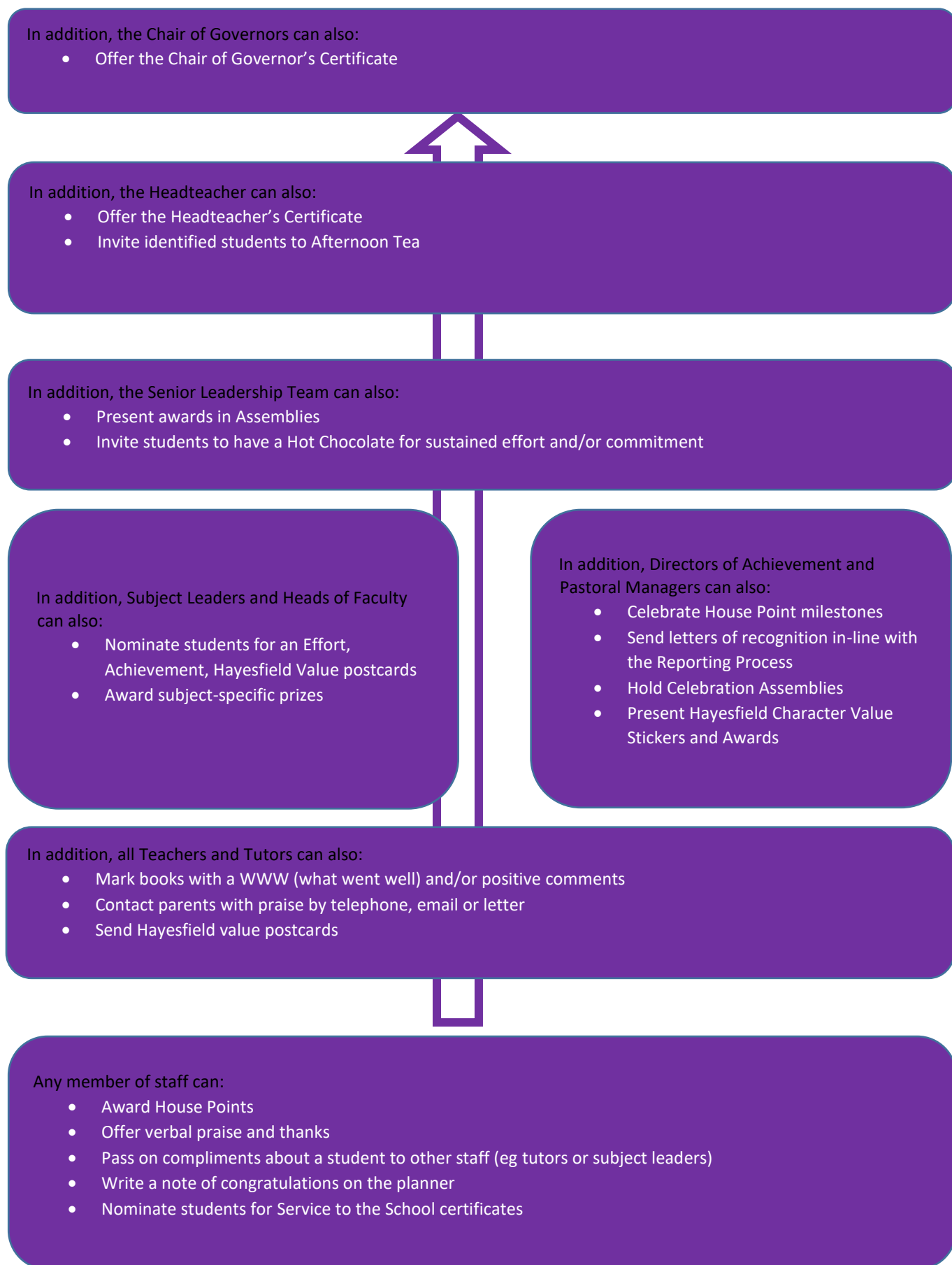
Badge	Allocation of House Points
Anti-Bullying Ambassador (Trained by Diana Award)	10 House Points
E-Safety Guru (Trained by Avon & Somerset Police)	10 House Points
NotUs Anti-Exploitation Ambassador (Trained by Avon & Somerset Police)	10 House Points
Peer mentor (Trained by Bath Youth for Christ)	10 House Points
Tutor Rep	10 House Points
House Rep	10 House Points
Sports Rep	10 House Points
Climate Change Rep	10 House Points
Buddy	10 House Points

Other Student Leadership Roles recognised in School:

Role	Allocation of House Points
Reading Rep	10 House Points
Yearbook and Prom Rep	10 House Points
Prefects	10 House Points
LEAP Leaders	10 House Points
School Magazine Editor	10 House Points
Subject Mentor	10 House Points

## Appendix 5

### Allocation of Awards



## **Appendix 6**

### **The Recognition and Reward of Character Development in Years 7-11**

The processes in place to monitor and encourage good behaviour, to identify support and to reward good behaviour and work ethic all actively promote our five Hayesfield Values. Character development sessions within the School's Tutorial Programme allow students to see how they are developing these key values.

Students regularly chart their character development in their Character Development Portfolio located in their school planners. When students reach eight 'Good Character Indicators' for a Hayesfield Value, they receive a Hayesfield Value Sticker, once approved by their tutor. There are five Hayesfield Value Stickers to collect, one for each of the five Hayesfield Values. When all five Value Stars are achieved, the student is awarded with the following:

- Hayesfield Character Award badge
- Hayesfield Character Award Certificate
- Letter of praise
- 15 House Points

## **Appendix 7**

### **The Behaviour and Support System**

Hayesfield expects consistently high standards of behaviour in class and between sites. In keeping with our policy statement, the management of behaviour begins with the promotion of good behaviour through:

- quality teaching and learning (classroom management techniques are referenced in the Teaching and Learning Policy)
- positive relationships in school and with parents and carers
- quality tutoring and pastoral care
- a culture of praise and reward
- PSHE, Circle Time and other interventions
- clear and simple routines applied consistently by staff
- signposting and carrying our support to enable students to make positive behaviour choices wherever possible

In a culture of:

- high expectation and high achievement
- positivity and teamwork
- kindness
- respect
- maturity and self-regulation

In managing behaviour, we will, in consultation with parents, have recourse to any, or all, of the following external agencies/strategies:

- professional counselling
- the Educational Psychology Service
- the Education Welfare Service
- Family Therapy
- The Behaviour Support Service
- The School Medical Service
- The Bath Area Panel (BAP)
- CAMHS

The Behaviour and Support System is designed to ensure that staff identify students who require support as well as those who do not exhibit the behaviours needed to be successful in their learning. The School provides a positive support package to those students who require additional help to develop the key skills of Self-Confidence, Resilience and Limitless Aspirations.

All staff repeatedly reference the following key values, to praise, sanction and support all students:

- HG1 / HS-1 | Readiness and Respect
- HG2 / HS-2 | Moral Courage
- HG3 / HS-3 | Self-confidence
- HG4 /HS-4 | Resilience
- HG5 /HS-5 | Limitless Aspiration

All sanctions and support provided by staff operate within the following Behaviour and Support System Framework using these five key Hayesfield values.

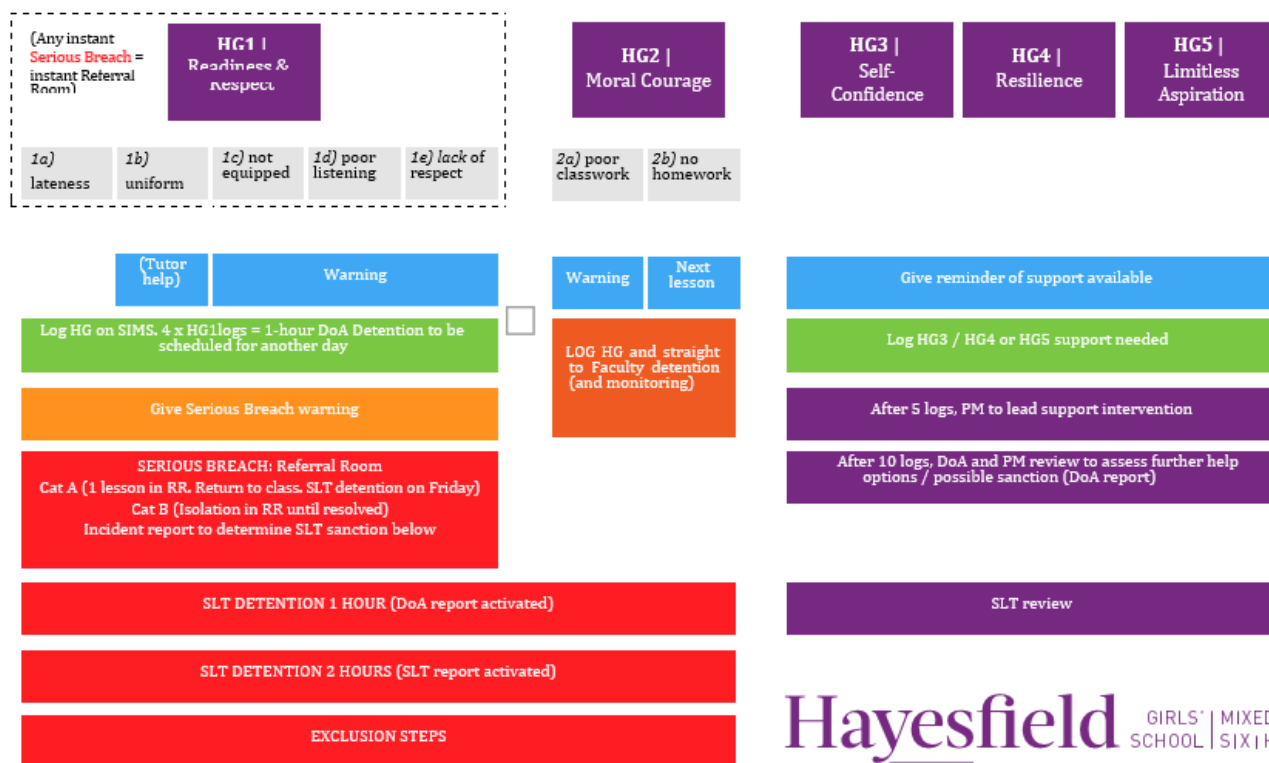
**Section A** – details the Support System

**Section B** – details the Detention System

**Section C** – details the Referral System

**Section D** – details the Exclusion System, which includes Permanent Exclusion from the School

# Behaviour and Support System



## Section A: The Support System

Staff are asked to log instances where they feel students require further support for the following characteristics. These are known as 'Support Needed' logs:

- HG3 / HS-3 | Self-Confidence
- HG4 / HS-4 | Resilience
- HG5 / HS-5 | Limitless Aspirations

Important note: These logs do not carry any behaviour points, as they are not a behavioural concern.

### Role of Tutors

Tutors monitor the logs for daily supportive communication with their tutees. They also communicate with the Pastoral Managers and Directors of Achievement with regards to HG3-5 logs to help them to intervene as quickly and effectively as possible.

### Role of Pastoral Managers

Each Year Group has a designated non-teaching member of the pastoral team, a Pastoral Manager, who monitors and supports students' emotional and personal development. Pastoral Managers use these logs to identify students who would benefit from receiving intervention strategies to help them develop holistically. Interventions that are aimed to improve students' wellbeing and mental health are outlined in the School's Welfare Offer (levels 1-4), found in the Guide to Wellbeing and Positive Mental Health.

### Role of Directors of Achievement

Each Year Group has a designated teacher, a Director of Achievement, who monitors and supports students' academic development. Directors of Achievement use 'Support Needed' Logs to identify intervention strategies to support students with their learning. They work closely with the Heads of Faculties and the SEN Team to offer support and advice to foster personal growth.



### **Role of Peers in Years 7-11**

Students who have been awarded their HG3, HG4 or HG5 ribbons are asked to help their peers. Students are paired up with peers who face similar challenges to those that they have faced and overcome. In addition, our team of Trained Student Peer Helpers are used to support their peers: Peer Mentors (Trained by Bath Youth for Christ) mentor younger peers who struggle with Self-Confidence, Resilience and Aspiration; E-Safety Gurus (Trained by Avon and Somerset Police) and Anti-Bullying Ambassadors (Trained by the Diana Award) are also used to help with Self-Confidence and Resilience.

### **Section B: The Detention System**

Our detention system aims to ensure that students receive timely and appropriate sanctions for breaches of expected conduct, with regards to behaviour, uniform and work completion.

There are four types of detention:

- **HG1 After-School Detentions (1-hour weekly DoA Detention for the accumulation of 4 logs)**
- **HG2 Faculty Detentions (1-hour weekly Detention)**
- **Senior Leadership Team Detentions (1-hour Friday after-school)**
- **Extended Senior Leadership Team detentions (2-hour Friday after-school)**

#### **HG1 After-School Detentions (1-hour weekly DoA Detention for the accumulation of 4 logs)**

Tutor time is used to prepare all students for the School Day. Tutors help students to correct uniform or other issue in time for lessons. There is no sanction associated with this.

All teaching staff can then issue an HG1 detention for the following breaches of HG1 | Ready and Respectful:

- 1 (a) lateness to lesson
- 1 (b) uniform

In addition, following warning in a previous lesson:

- 1 (c) lack of equipment

Parents will be informed by letter of this detention, which will be sent via email.

#### **HG2 Faculty Detentions (1-hour weekly Detention)**

All teaching staff can issue a 1-hour Faculty Detention for the following breaches, where students have previously received a warning from their teacher:

HG2 /HS-2 | Moral Courage:

- 2 (a) poor classwork
- 2 (b) no homework

Parents will be informed by letter of this detention, which will be sent via email.

Staff will issue students with the following card to inform them of their detention:

#### **Senior Leadership Team Detentions (1-hour Friday after-school)**

Failure to attend a Faculty detention or an HG1 after-school detention will result in a Friday after-school detention.

Other Serious Breaches of behaviour, which warrant this sanction, include (but are not limited to):

- Refusing to follow instructions
- Inappropriate language
- Unkindness to peers

Parents will be informed by letter of this detention, which will be sent via email.

#### **Extended Senior Leadership Team detentions (2-hour Friday after-school)**

Failure to attend a 1-hour Senior Leadership detention will result in an Extended Friday after-school detention.

Other Serious Breaches of behaviour that can result in a 2-hour SLT Detention all include (but are not limited to):

- Truancy
- Smoking
- Petty vandalism
- Repeated unkindness to peers

**Failure to attend a Senior Leadership Team Detention can result in isolation in the Referral Room (See Section C) or a Fixed Term Exclusion (See Section D).**

### Section C: The Referral System

The School has two large open learning areas which act as a Referral Room, supervised by an experienced member of staff. Students can be directed to attend the Referral Room, and work in isolation from their peers, if there is a serious breach in expected behaviour:

#### Serious Breach – Category A - Escalation of low-level disruption

Any student who continually disrupts the work of others, despite the warnings supplied by the teacher, will be given a log for a Serious Breach – Category A:

- The teacher will send a student to reception to alert the SLT member on call. The senior member of staff will remove the student from the classroom
- The class teacher sends work to be completed during the lesson time
- The referred student will work under the supervision of a member of staff
- When students are referred parents will be informed
- Details will be recorded in the student's personal file and on SIMS
- Students are given a Friday 1-hour SLT detention
- Student will return to lessons the following period. (Or after two periods if referred during a double-lesson)

#### Serious Breach – Category B – Serious incident

Any student who has been involved in a serious incident will be given a log for a Serious Breach – Category B.

A serious incident is defined as an incident that is distinctively and clearly outside the normal behavioural expectations of our students. Category B breaches, where students work for a prolonged period of isolation (i.e. more than one lesson) are used for the following three situations:

- when students need to be isolated to assess whether a fixed term or permanent exclusion is appropriate
- when students are refusing to follow clear expectations on School Uniform
- when students are not ready to return to lessons.

Repeated referrals may lead to exclusion being considered, as shown in Section D.

### Section D: The Exclusion System

In-line with The School Standards and Framework Act (1998) and DCFS Guidance on Exclusions (September 2008), the decision to exclude a student for a fixed period or permanently will be taken only:

- In response to serious breaches of discipline such as bringing the school into disrepute, abuse of staff, physical violence between students or being in possession of illegal items. (Please note that all students involved in physical disputes will be dealt with equally where physical contact is made).
- Once a range of strategies have been tried and failed
- If allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school

There are two kinds of exclusion:

- Fixed-term exclusion
- Permanent exclusion

We also use a Pre-level 1 Isolation, as required.

#### Managing Students' Behaviour During Their Transition to Hayesfield

Hayesfield admits students from over 40 primary schools in Year 7, all of which have very different expectations on behaviour. In order to support the transition of students during Term 1 of Year 7, we will ensure that any incidents that would ordinarily result in an exclusion from School are held as an internal isolation. Students will serve their exclusion by attending the School's Referral Room. All incidents will still be logged as an exclusion but this time will instead be used to proactively look at how we can work with the child and their family to ensure they are better able to meet future expectations.

Exclusions are normally applied as follows:

Exclusion Level	Examples of Use	Length	Follow-Up Actions taken to support the students' readmission
<b>Fixed Term: Level One</b>	Used where a pre-exclusion warning has proved insufficient or for a significant misdemeanour. Examples include repeated failure to attend SLT detentions, blatant rudeness to staff, swearing at staff, violence, or threats of	Usually one or two days. If longer than one day. Work is provided for	At the re-admission meeting, a Post Exclusion Report Card is issued, setting and monitoring targets. A letter is sent home summarising the agreed actions between home and School.

	violence to others, defiance, bringing the school into disrepute and cyber-abuse	completion at home.	Failure to complete the Report shows lack of co-operation with the school and risks further fixed period exclusions.
<b>Fixed Term: Level Two</b>	Used in any instance where a longer exclusion is thought appropriate, for example on-going defiance, or for students who have already been issued a Level 1 Exclusion and repeat the similar undesired behaviour or actions.	Normally two to five days. Work is provided for completion at home.	At the re-admission meeting, a Post Exclusion Report Card is issued, setting and monitoring targets. A letter is sent home summarising the agreed actions between home and School.  Failure to complete the Report shows lack of co-operation with the school and risks further fixed period exclusions.
<b>Fixed Term: Level 3</b>	Used for those who are responsible for a significant act of indiscipline or for students who have already been issued a Level 2 Exclusion and repeat the similar undesired behaviour or actions. Examples include: an act of vandalism to or theft of School property, significant bodily harm to another student, continued on-going defiance, intimidating and threatening behaviour to staff.	Normally three to five days, but can be longer if appropriate. Work is provided for completion at home.	At the re-admission meeting, a Post Exclusion Report Card is issued, setting and monitoring targets. A letter is sent home summarising the agreed actions between home and School.  Parents are informed of the opportunity for a managed move through the BAP.  Failure to complete the Report shows lack of co-operation with the school and risks a permanent exclusion.
<b>Permanent: Level 4</b>	Used for those who have carried out an act that has put the health and safety of themselves or others at significant risk, for those who have carried out an act of serious breach of this policy, or for activities such as personal illegal drug use or suspected drug dealing. Also used for students who have already been issued a Level 3 Exclusion and repeat the similar undesired behaviour or actions and are displaying on-going defiance.	Immediate and permanent.	No readmission.  Parents are informed.  School informs Local Authority within 24 hours of our decision to PEX.  From the 6 <sup>th</sup> day onward, the Local Authority is responsible for student's education.  All Permanent Exclusions are subject to LEA and DfE guidelines.

In all cases of Fixed Period Exclusions, regular reviews of a student's progress and behaviour is carried out by the Director of Achievement and the parents/carers will be informed of any concerns.

The Headteacher and the Assistant Headteacher (Pastoral) will review a student's Exclusion Record three times each Academic Year. We will reward students who receive no further exclusions or serious incidents during this period by reverting the exclusion process by one level. In this way, it is possible to remove all records of exclusions over time with sustained good behaviour.

It is worth noting that:

- Any level may be used at any time.
- A level may be repeated a number of times if appropriate.
- This policy operates in conjunction with the SEN Code of Practice.
- Parents of students who are to be excluded will be informed by letter and whenever possible by telephone as well and informed of their right to make representation to the school governors.

- Other than a permanent exclusion, no student may be excluded for more than 45 days in one Academic Year.
- For any fixed period exclusion of one to five days, the school has the responsibility to ensure that work is set and marked.
- For any fixed period exclusion over five days, the school has a responsibility to ensure that work is set and marked for the first five days. From the sixth day, the school will make provision for students to receive their education at Beechen Cliff School for the remainder of their exclusion.
- During the Readmission Meeting, the student will be given a Post-Exclusion Report Card with the aim of modifying the behaviour leading to the Fixed Period Exclusion.
- After the Readmission Meeting a letter will go home to parents giving a summary of the discussion points and clearly stating the action plan.

## Appendix 8

### Allocation of Sanctions

In addition, the Headteacher can also:

- Allocate fixed term exclusions
- Permanently exclude a student
- Refer a student to the Governors' Disciplinary Hearing

In addition, the Senior Leadership Team, in consultation with the Headteacher, can also:

- Impose fines
- Refer a student to the Headteacher
- Withdraw a student from a subject
- Alter a student's timetable
- Move a student's Tutor Group
- Contact the Police
- Place a student in isolation
- Withdraw privileges such as Sports Day or Carol Service

In addition, Subject Leaders and Heads of Faculty can also:

- Move a student to a different teaching group
- Withdraw or prevent a student attending a school trip
- Set a Senior Leadership Team Friday after-school detention
- Issue a Faculty Report Card

In addition, Directors of Achievement and Pastoral Managers can also:

- Place a student in isolation
- Place a student on a Daily/ Weekly Report
- Withdraw a student from a lesson
- Make a student attend school on an INSET Day
- Arrange counselling
- Refer for poor attendance
- Exclude a student from social activities (e.g. school prom)
- Recommend a time table or tutor group change

Any member of staff can:

- Move a student in class
- issue an HG1 detention
- Issue a 1-hour Faculty detention
- Ask parents to meet them
- Issue a community service (e.g. litter picking)
- Refer a student to their Head of Faculty
- Place a student on a Subject Report (with targets for improvement)
- Set extra work or repeat allocated task to a higher standard
- Place a student outside the room for a 5 minute 'cool down' period
- Remove a student from the class to the Referral Room for continual disruption

## **Appendix 9**

### **Malicious Accusations Against Staff by Students**

In line with the Child Protection Policy, the Headteacher will investigate all allegations made against a member of staff by a student. Any concerns regarding the safety of a student will be balanced appropriately against the needs of the staff member to be treated fairly.

If the accusation made against a member of staff by a student is found to be malicious, their actions will be considered to be a significant misdemeanour and an exclusion will be issued, in line with this policy. For an innocent person to be subject to a period of suspension and investigation, coupled with the threat of possible arrest, is a serious ordeal which can result in long term damage to a person's health and career.

## **Appendix 10**

### **Prevention of Bullying**

The strict behaviour expectations in place at Hayesfield Girls' School and Mixed Sixth Form are used to ensure that all students are free from bullying in our School. The School's Anti-Bullying Policy clarifies the strategies used to prevent bullying and how the School will take action if there are suspected incidents of bullying.

## **Appendix 11**

### **Teachers' Powers**

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.

Teachers have a power to impose detention outside school hours.

Teachers can confiscate students' property.

## Appendix 12

### Home- School Agreement (Years 7-11)

The Home-School Agreement can be found in the Student Planner. It is used to establish an agreed partnership between school and home, which will ensure that all students have a happy and successful time at Hayesfield.

#### Student

I understand what is expected of me at Hayesfield and I will:

- Respect all members of the school community and the school environment
- Attend school regularly and on time
- Come to school with a positive attitude and think of others so we can all succeed
- Follow the uniform expectations and take pride in my appearance
- Complete classwork and homework to the best of my ability and on time
- Bring all equipment I need for lessons every day
- Use my Planner effectively to record homework and achievements
- Share my Planner and other notices and letters with my parents
- Ask for help when I need it
- Take an active part in the Hayesfield community by participating, contributing, volunteering and enjoying!
- Take responsibility for my personal safety by being especially thoughtful to, from and between sites
- Use social media responsibly, not to make negative comments about the school or individuals

Signed: ..... Date: .....

#### Parent/Carer

I will:

- Support the school's dress code, behaviour expectations, sanctions and rewards and encourage my daughter to respect them
- Ensure that my daughter attends school regularly and on time
- Take an interest in all aspects of my daughter's life at school by reading the School Bulletin, supporting Period 6 choices and attending my daughter's 'special' events
- Check and sign my daughter's Planner every week
- Create a supportive environment for homework and contact the Tutor if this is not possible
- Attend all Parents' Evenings, Information Evenings and other discussions about my daughter's progress
- Keep the school informed about any issues that may affect my daughter's work or behaviour
- Keep the school informed of any change in details including address, telephone numbers and email
- Support the school when requested to ensure that my daughter is not posting or receiving anything inappropriate on social media sites

Signed: ..... Date: .....

#### The School

We will:

- Provide a safe, happy and secure environment for your daughter at all times, promoting the highest standards in work and behaviour
- Provide a variety of opportunities beyond the classroom to enrich, support or extend learning
- Meet your daughter's learning needs by providing a balanced and varied curriculum
- Encourage your daughter to take pride in her work and celebrate her success and achievement
- Provide freedom from stereotyping and encourage individual growth by fostering mutual respect
- Keep parents informed about their daughter's progress and general school matters by communicating with them directly wherever possible and to respond to queries within 48 hours
- Operate zero tolerance of the use of social media to make negative comments about the school or individuals in it

Signed: ..... Date: .....

## **Appendix 13**

### **Sanctions for Improper Use of Mobile phones**

Students are permitted to bring their mobile phones to School and these should be switched off and kept in bags during the School Day, unless authorised otherwise. The agreed use of mobile phones for students in each Year Group can be found in the Bring Your Own Device (BYOD) Policy and E-Safety Policy.

Students who use their phones inappropriately will be sanctioned in line with this Policy. Namely:

- Lower School students (Years 7-9) who are found using their phones inappropriately in class time will have their phone confiscated. Those found using their phones during break or lunchtimes will hand their phone to Reception and be permitted to collect it at the end of the School Day. Parents will be asked to collect the phone from Reception if the student is caught frequently using her phone. If a student has to commute between sites in the School Day, they must report to Reception to collect phone before the commute and hand it back into Reception at the end of their commute.
- Upper School students (Years 10-11) who are found using their phones inappropriately in class time will have their phone confiscated. They will be permitted to collect it at the end of the School Day. Parents will be asked to collect the phone from Reception if the student is caught frequently using her phone without permission in lesson time. If a student has to commute between sites in the School Day, it is her responsibility to go back to the original Reception at the end of the School Day to collect the phone.

Students are not permitted to use their device to record audio or take photographs or video other students or members of staff without their permission. Any instances where students are found filming other students or teaching staff without their permission will be treated as a significant misdemeanour and action taken accordingly.

Incidents where students upload material, for public viewing, illicitly filmed at Hayesfield Girls' School will be treated as a significant act of indiscipline and action taken accordingly.







## Mendip Studio School – Behaviour Policy

The underlying principles behind good behaviour at Mendip Studio School are outlined in the school aims where all members of the school community will display the qualities of being:

- Resilient
- Independent
- An active participant
- A role model

This is shared with all members of the school community in order to provide a safe, caring, inclusive and challenging learning environment where all students have the right to learn and all teachers have the right to teach. The school's behaviour policy is based on promoting positive relationships based on mutual respect, with the aim of:

- Promoting desired behaviours and treating all students fairly and consistently;
- Ensuring all students know, understand and follow the school rules;
- Encouraging a shared approach with parents/carers and the community in the development of our students;
- Recognising that behaviour management is the responsibility of all staff in the school, parents and students.

For students to be successful at Mendip Studio School they should:

- Do their best in all lessons and make the most of the opportunities provided by the school's programme of lunchtime and after school enrichment activities
- Attend school regularly and on time
- Follow school rules
- Be a part of the school culture
- Complete all homework set to a good standard and hand it in on time
- Bring all necessary equipment
- Adhere to the dress code, look smart and take pride in their appearance
- Keep parents/carers informed of their work at school and ensure all information from school is delivered to them
- Treat the school environment with respect
- Respect and value all members of the school community by:
  - Being polite
  - Listening well
  - Being helpful
  - Not making excuses
  - Being willing to change
  - Choosing their words carefully
  - Using a respectful tone of voice
  - Not teasing others or calling them names
  - Following all staff requests quickly and without complaint

The management of poor behaviour begins with the promotion of good behaviour through:

- Quality teaching and learning
- Positive relationships in school and with parents and carers
- Quality tutoring and pastoral care
- A culture of reward and praise
- Delivery of a quality PSHE program and other interventions through links with external agencies

### ***The Mendip Studio School Culture***

#### **Be Resilient**

- Be able to accept and adapt to change
- Seek and embrace challenges in all lessons.
- Maintain consistently high attendance

#### **Be Independent**

- Develop your sense of moral purpose
- Foul language will not be tolerated.
- Students are polite and respectful to all members of the community
- Arrive on time, ready to learn.

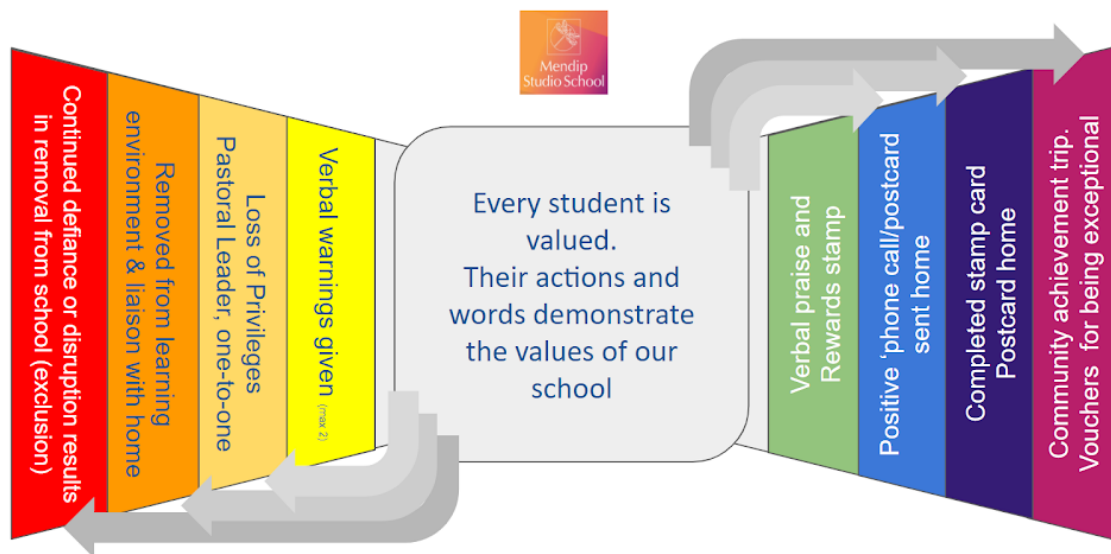
#### **Be an Active Participant**

- Join in and utilise R & D projects
- Students will not leave litter around the building or on school grounds
- Represent our school positively even when not on the school premises.
- Engage in the learning, ask questions, utilise lesson time.

#### **Be a Role Model**

- Model resilience, independence and active participation
- Encourage friendships, by understanding others
- Support your classmates, peers and other members of the community
- Use your initiative

## Getting recognised for your actions and words



Please [click here for a link to our Student View](#) for “Getting Recognised”.

### Rewards:

A school ethos of encouragement is central to the promotion of desirable behaviour and this policy works alongside the rewards policy. We have high expectations of work ethic, attendance and behaviour.

Reward cards and stamps will be given out by teachers when students display behaviours consistent with our school culture which may lead to community reward trips. Subject based postcards can be sent out to parents and positive 'phone calls home will further help to encourage positive behaviour.

There are also opportunities for students to be rewarded for 'above and beyond' behaviours in our school, and meeting the aims of being resilient, being independent, being an active participant and being a role model.

Celebration assemblies are held at the end of the Christmas, Easter and Summer terms and subject awards are also distributed at these. Attendance is rewarded in the following way:

- 100% attendance certificate for the year at celebration assemblies.
- 99/100% attendance letter home.

### Sanctions:

The sanctions we may use when students do not behave as expected may vary according to the incidence of misbehaviour. We believe that solution-focused strategies should be implemented to support the student.

Before any sanction, a restorative approach is used by staff to try and de-escalate the situation. Where appropriate a restorative justice approach is used to repair relationships between students or indeed between staff and students. Students will be encouraged and helped to make apologies, show they can keep to the school rules, or make suitable reparation.

The Behaviour Management Policy extends beyond the boundary of the school gates and into the community. Students are expected to maintain good behaviour to and from school, on transport, educational visits or other placements (e.g. college placements). Behaviour should not threaten the health and safety of students, staff and/or members of the public. The Headteacher may wish to apply appropriate sanctions for any poor behaviour off site. The sanction will depend on:

- The level of misbehaviour;
- The extent to which the school's reputation has been affected.

All incidents are recorded on the conduct log to ensure communication of the incidents to tutors, Progress Leaders, Subject Leaders and parents.

If, in the opinion of any member of staff, a serious incident has occurred, an immediate referral will be made to the Pastoral Lead or Headteacher. This may result in the student being removed from the learning environment, or externally excluded (in consultation with the Headteacher). Should this happen to a student, parents/carers are informed by 'phone call and letter.

If there is sufficient evidence that a student has committed a serious disciplinary or criminal offence and allowing the student to remain in school would seriously harm the education or welfare of the student, or other students in the school, the student may be excluded for a fixed period or, in extreme cases, permanently. The Police may also be informed for criminal offences.

**Classroom teachers** are ultimately responsible for the behaviour management in their classroom. Heads of subject and our Pastoral Leader will provide support where needed, once notified.

If a student is disrupting a class to a degree that normal activity cannot continue we consider the following approaches:

1. Use of a restorative approach (e.g. time out period or name on board to give warning that further poor behaviour will result in being sent to the Mendip School office to see our Pastoral Leader or Headteacher)
2. Send students to the Mendip School Office for behaviour to be dealt with by Pastoral Lead or Headteacher

If the student refuses to go to the office, depending on location within the school, the teacher should ask for support from the Pastoral Lead.

If the student is still refusing to remove themselves from the classroom then a leader (Pastoral, Curriculum or Headteacher) will relocate the class itself.

For very serious incidents, the student will be taken to the Mendip Studio School office whilst the incident is investigated and a suitable sanction is decided upon.

#### **COVID amendment:**

We will demand the highest standards of behaviour at this challenging time. Students will need to adhere to all strategies that we have put into place to ensure that we minimise risk of infection. Students who put the health and safety of staff or students at risk will be sanctioned accordingly. If there are concerns about the behaviour of a student, the Pastoral Leader/Headteacher will remove them from the situation and resolve the issue accordingly.

Equally, despite the challenges, attendance to school remains fundamental to the life chances of young people - both short and long term; both for healthy minds and academic achievement. Safeguarding, socialisation, development of skill, knowledge & understanding, remains best secured by full attendance to school. Where students present with Covid symptoms or there is reason to believe they have experienced prolonged exposure to someone who tested positive, the student must isolate for 14 days, or until a negative test result is obtained. During this time, work will continue to be set and reviewed and the register will be marked with an "X".

## School Disciplinary Code:

Students who do not adhere to the behaviour policy will be placed on the School Disciplinary Code:

Stage	When	What	Who	Review
<b>C</b>	<i>May go on this stage as a result of:</i> - Progress meetings - Pastoral lead request - Tutor / Subject teacher request	Inform Pastoral Lead Meet with student Tutor Report (Yellow) Inform parent/carers	PL Tutor/PL Tutor Tutor	At the end of two weeks. Can be extended after review.
<b>1</b> <b>Isolation (full or part day)/ Risk of Exclusion</b>	<i>May go on this stage as a result of:</i> - No improvement on Stage C - Progress meetings - Pastoral lead request - Fixed term exclusion - More than two Stage C interventions in one year	Inform Pastoral Lead Meet with student Stage 1 Report (Amber) Discussion with parent/carers Behaviour Contract	PL PL PL PL/HT PL	At the end of two weeks. Can be extended after review.
<b>2</b> <b>Significant Concern / Excluded</b>	<i>May go on this stage as a result of:</i> - No improvement on Stage 1 - Fixed term exclusion - More than two Stage 1 interventions in one year	Inform Pastoral Lead Meet with student Stage 2 Report (Purple) Meeting with parent/carers Target Action Plan (TAP)	PL PL PL PL/HT PL	At the end of four weeks with an interim review at the end of week 2.
A referral is to be made to the Pastoral Lead for students to be placed on Stage 3. The referral will be reviewed with Headteacher and tutor will be allocated to oversee the Pastoral Support Programme (PSP) in collaboration with the PL.				
<b>3</b> <b>Serious Concern/ At risk of PEX</b>	<i>May go on this stage as a result of:</i> - No improvement on Stage 2 - Fixed term exclusion - More than two Stage 2 interventions in one year	Referral to Pastoral Lead Meet with student Stage 3 Report (Red) Meeting with parent/carers Pastoral Support Programme (PSP)	PL PL/HT PL PI/HT PL	At the end of six weeks with an interim review at the end of week two and week 4.

However, for all serious breaches of the behaviour code or continuing persistent breaches, a student may be at risk of Permanent Exclusion (PEX) without being placed on the stages.

Please see Government Guidance on exclusions from state schools by [clicking here](#).



The underlying principle behind good behaviour at Norton Hill School is outlined in the school aims:

**“The best for all our students. The best from all our students”**

This is shared with all members of the community through the information given to all parents of incoming Year Seven, the student contact book, the Home School Agreement and is contained in the Teacher Planner.

All members of the school community recognise the right of others to work in a calm, purposeful and disciplined environment. Any behaviour that undermines this will not be accepted. The school prospectus, which is issued to every parent, and the student Contact Book contains the school rules as well as the school’s expectations under the headings:

#### **WORKING WELL AT NORTON HILL**

To be successful in my work at NORTON HILL SCHOOL I should:-

- arrive on time at every lesson with the right books and equipment
- keep all my exercise books and folders in good clean condition
- complete all my written pieces of work in blue or black ink, using the correct headings and titles
- read all my work carefully and check it before I hand it in
- think about my teachers’ comments and try to improve by using purple pen and setting myself appropriate targets
- concentrate in lessons and always do my homework on time and to the best of my ability
- always carry my Contact Book with me for use in all my lessons

#### **BEHAVING WELL AT NORTON HILL**

If Norton Hill School is to be successful in helping you to be successful and to enjoy school there must be a good standard of behaviour. Every student has a part to play.

**You must:**

- have consideration and respect for yourself and other people: there is no excuse for rudeness, disrespect, insolence or offensive language
- look after your own property and respect the property of others
- listen carefully to your teachers and follow their instructions and seating plans
- work sensibly with your classmates and make the most of learning opportunities
- move quietly about the school in a sensible and safe manner
- be honest and trustworthy and remember that you are responsible for your actions
- work well and behave well by developing the 7 Character Strengths.

#### **7 Character Strengths**

Norton Hill is committed to promoting and ensuring that all students behave in the best manner in order to learn effectively and achieve their maximum potential. This is promoted daily through our 7 Character Strengths.

##### **Enthusiasm**

- Actively participates
- Shows enthusiasm
- Approaches new situations with excitement and energy
- Is eager to take on demanding challenges

##### **Determination**

- Finishes whatever they began
- Sticks with a project or activity for extended period of time

- Tries their best even after experiencing failure
- Stays committed to goals
- Keeps working hard even when they feel like quitting

#### **Optimism**

- Believes that effort would improve their future
- When bad things happen, they think about things they could do to make it better
- Stays motivated, even when things don't go well
- Believes that they can improve on things they are not good at

#### **Curiosity**

- Is eager to explore new things
- Asks questions to further understanding
- Takes an active interest in learning and shows a thirst for knowledge
- 

#### **Empathy**

- Shows that they care about the feelings of others
- Adapts to different social situations
- Is able to find solutions during conflicts with others

#### **Self-control**

##### **- With Work**

- Is organised and ready for work
- Remembers and follows instructions
- Gets to work right away
- Pays attention and resists distractions
- 

##### **- With others**

- Remains calm even when criticized or otherwise provoked
- Allows others to speak without interrupting
- Is polite to adults and peers
- Keeps temper in check
- 

#### **Respect**

- Recognises what other people do for them
- Shows appreciation for opportunities
- Expresses appreciation
- Does something nice for someone else as a way of saying thank you
- Celebrates differences



## SCHOOL RULES

We only have a relatively short list of school rules because the Code of Conduct outlines our basic expectations. This is contained in the Contact Book. It applies to behaviour on the journey to and from school also. The following short list outlines our simple rules:-

- Food and drink are to be consumed only in designated areas at Break and Lunchtime
- Harmful or illegal items may not be brought onto the premises. This includes knives, matches, lighters, tobacco, e-cigarettes, alcohol or drugs
- Behaviour which can be harmful to yourself or others is not permitted
- Chewing gum, aerosols, skateboards or roller blades should not be brought to school
- Mobile phones must not be seen or heard on school premises
- Students are not to leave the premises during the school day without written permission from their parents or without permission of a member of SLT and they must sign out at reception
- Movement around the school must be quiet and orderly. In corridors keep to the left
- The following areas are out of bounds:-
  - The Astroturf and changing area unless supervised and participating
  - The coach road, inside the fenced area
  - The fields in wet weather
  - The cycle shed (except to those arriving or leaving by bicycle/scooter)
  - The area outside the main office except on approved business
  - Students must stay out of areas designated for other House or year groups at break and lunchtime
  - Litter must be placed in bins
  - The rules of conduct in specialist areas such as Science, Technology, PE, etc., must be followed
  - Absence, no matter how short, must be explained by a note from home. If planned, and not medical, a holiday form must be completed and returned to the Head of House.
  - Students arriving late or leaving early must report to the Main Office
  - Rooms should be left clean and tidy at the end of each lesson.
  - Uniform is to be worn correctly at all times
  - Students can be searched for any type of drug, dangerous, illegal or stolen items as well as mobile phone and electronic devices
  - Any smoking or drug paraphernalia that is found will be disposed of or passed to the police
  - Students should go to House staff if there is a concern whilst at school that needs to be shared with home, rather than the student contacting home themselves.

## REWARDS

A school ethos of encouragement is central to the promotion of good behaviour. Integral to the system of rewards is an emphasis on praise both informal and formal, to include individuals and groups.

Students are rewarded for individual achievement, progress and attainment through collecting merits. Merits are given to all year groups for good work or good behaviour. They are entered electronically in lessons and in tutor time.

### Merits are given for:

- Grades in tests (P+)
- Correct and clear written work
- Persistent good behaviour
- Participation/working hard in lesson
- Being supportive in lesson
- Behaviour sustained throughout the lesson
- Good progress in lesson

### **Year 7-10**

Celebrating success and achievement at Norton Hill School is an essential and valued element of school life. Students are awarded merits for reasons outlined below and win certificates, medals and trophies for the various numbers of merits they collect. For every 50 merits collected students will be given 5 raffle tickets which they can choose to enter into an end of year draw. There will be 3 prizes to choose from and they can choose to put their raffle tickets into 1 or all of these draws, as many times as they wish.

**50 merits = Bronze Certificate +1 raffle ticket + Item from House Store**

**75 merits = Silver Certificate +2 raffle tickets + Item from House Store**

**100 + merits = Gold Certificate + 3 raffle tickets + Item from House Store + Mufti Day at end of Term**

### **Year 11**

The student with the most merits will be able to win a life changing experience.

Year 11 will require 30 merits in addition to good behaviour and effort to attend leavers' day.

In addition the following rewards/recognition are/is given:

- Celebration assemblies annually celebrating progress, attainment and commitment in the year in all subjects and the House community. Winners in this assembly are then invited to attend a celebratory lunch.
- Rewards for collective House merits – terms 2, 4 and 6 in celebration house assemblies
- Students of the term in Houses and some subject areas
- Subject and house postcards throughout the year
- Letters from house staff for exceptional progress in reviews and reports
- Letter from the Headteacher

### **SANCTIONS**

The sanctions we may use when students do not behave will vary according to the incidence of misbehaviour. Obviously, most misbehaviour will be dealt with by a few words and the matter put right. In some instances there might be some extra work to do at home. In more severe cases a detention might be used – either at break or lunchtime or after school. If an after school detention is used then parents will be given twenty-four hours' notice via an email or informed via a phone call. Only in the most severe cases would students be isolated from lessons or excluded from school. External exclusion would be used in accordance with the school policy and B&NES guidelines. Copies of this are available on request.

The school aims to prevent instances of poor behaviour through the provision and monitoring of an appropriate and relevant curriculum for all, and a supportive and responsive pastoral system. Students are encouraged to have self-discipline, which is most effectively promoted through positive achievement and the development of self-worth, endeavouring to build upon their 7 Character Strengths.

The management of poor behaviour begins with the promotion of good behaviour through:

- Quality teaching and learning
- Positive relationships in school and with parents and carers
- Quality tutoring and pastoral care
- A culture of praise and reward
- PSHE, circle time and other interventions

In managing behaviour we will, in consultation with parents, have recourse to any, or all of the following external agencies:

- Professional counselling
- The Educational Psychology Service
- The Education Welfare Service
- Family Therapy
- The LEA Behaviour Support Service
- The School Medical service
- Off the Record
- Police Liaison Officer
- Radstock Youth Club
- Youth Connect
- Connecting Families
- Brighter Futures

Within the school the procedures and referrals that should be followed can be seen on the last three pages (Procedure for incident in class, Procedure for incident out of lesson) of this policy.

Within School the following are examples of strategies that are available to staff when dealing with instances of poor behaviour:

- Moving students position in class
- Reprimand
- Repetition of work
- Additional work to be completed at home or at school
- Break, lunch or after school detention
- Community Service
- Time Out followed by an after-school detention
- Movement to another class for a set period of time
- Behaviour report
- Internal exclusion (isolation)
- Exclusion (See Exclusion policy)

Punishment should be appropriate to the misdemeanour and the individual. The contact book should be used as the first method of communication with parents. In certain circumstances a telephone call would be made instead. Parents will be informed about Time Out and after school detentions via email and are advised to check the portal. It is the pupils responsibility to attend all detentions.

- Failure to adhere to the school's uniform expectations may result in students going home to get changed, replacement uniform being worn or possibly removal from circulation until the uniform issue is resolved.
- In the case of incorrect footwear, students will be required to wear replacement shoes ('daps') unless there is a medical reason, confirmed by a nurse or a GP, why they cannot be worn.
- Students with extreme haircuts, or dyes including un-natural colours or "stripes" or "dips" will be sent home to remedy the situation. This includes grade 2 shaving and other shaving styles such as lines.
- Students who wear excess jewellery will have this confiscated and returned following a sanction such as loss of social time, litter duty or another form of community service.

Failure to comply with any of the above may result in exclusion. For full details on uniform, including hair and jewellery please see the uniform policy in the contact book or on our website.

Teaching and support staff are given the following advice in their Personal Planner issued every year:

#### **BEHAVIOUR**

As a classroom teacher you are ultimately responsible for the behaviour management within your classroom. Your Head of Department/Faculty will provide support and will be your first point of reference. A child's tutor and Head of House will also be informed via the PARS reporting system. They provide additional support and a more wide-ranging view of a child's behaviour.

The first point of contact with the parent is always via the contact book. Incidents relating to pastoral issues including the following should also be logged on PARS:

1. Attendance issues
2. Behaviour
3. Bullying
4. Effort
5. Equipment
6. Homework
7. Information only
8. Smoking
9. Uniform

#### 10. Time Out (only to be complete by duty staff)

##### **Time Out**

If a student is disrupting the work of your class to a degree that normal activity cannot continue:

1. Warn that continued poor behaviour will result in being sent to Time Out, put the name on the board.
2. Send to Time Out with Green Time Out completed including date, classroom for detention and subject.
3. The letter home and log entries will be completed by the duty staff in PARS.
4. The detention should be supervised by you and appropriate work should be set.

##### **Communication with Parents**

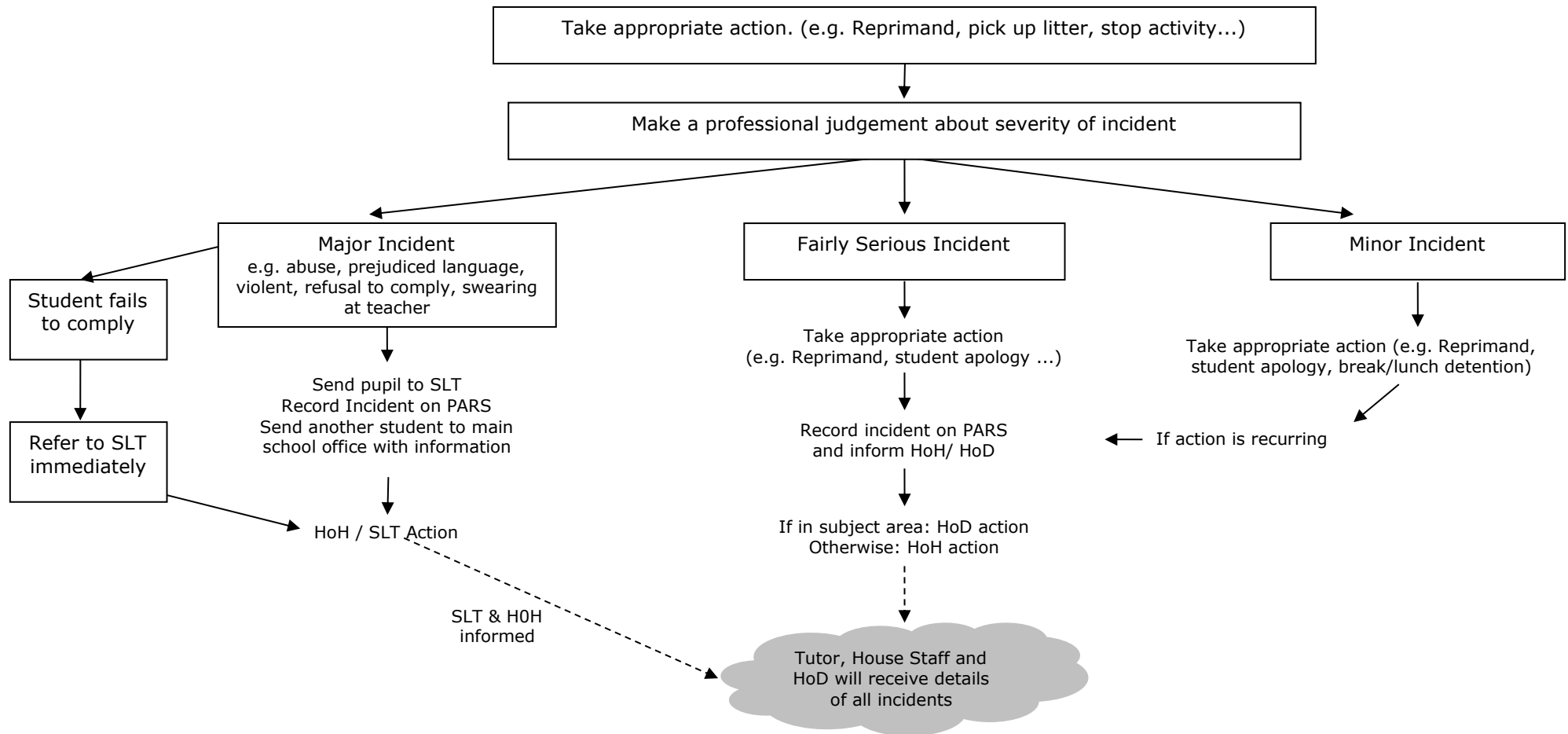
- Detentions are booked through PARS with an email being sent directly to your email address notifying you of the detention.
- In some cases a member of staff with contact you via a phone call to notify you of a detention
- A copy of any additional correspondence going home (other than standard detention emails) must be passed to Head of House.

##### **Very Serious Incidents**

e.g. violence/swearing at a teacher

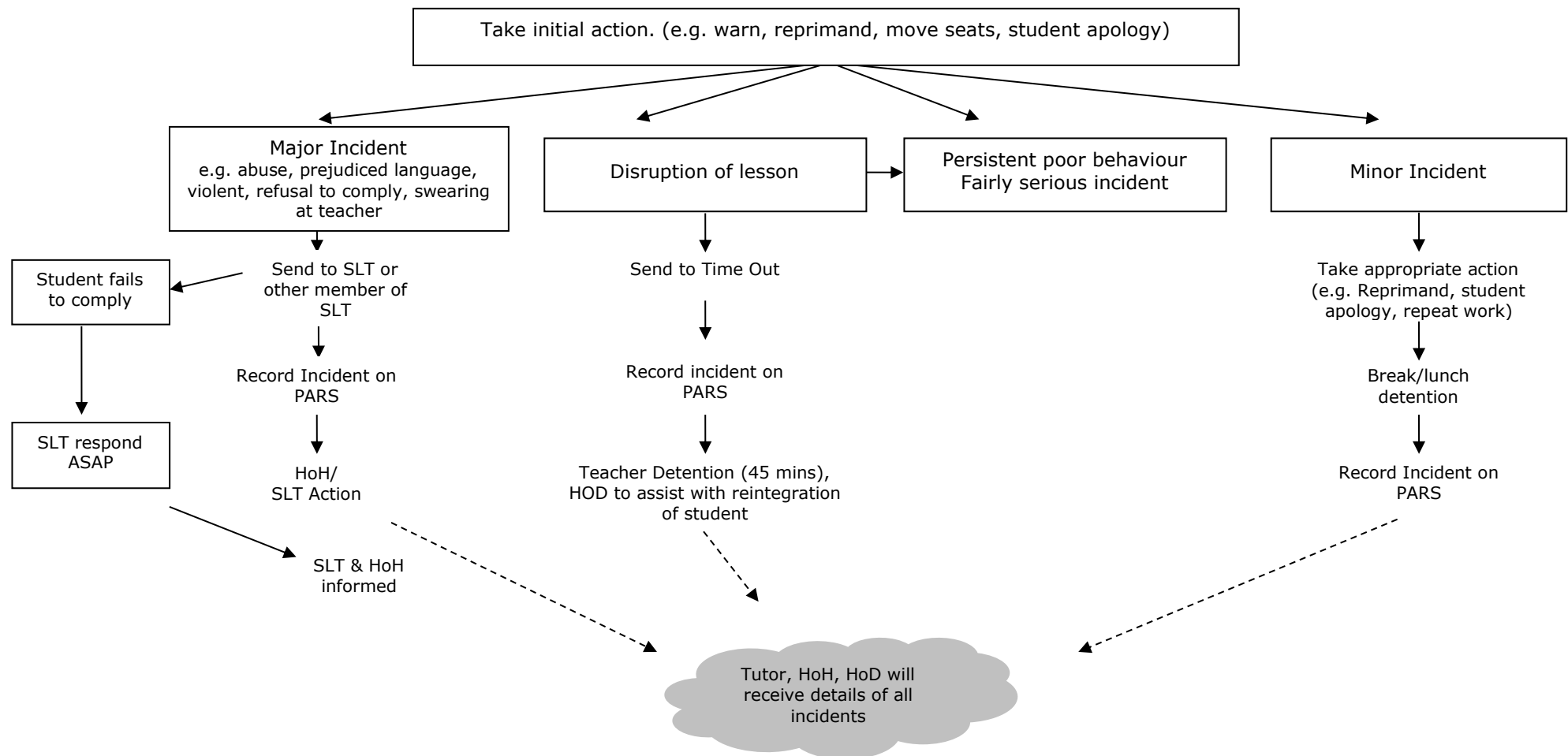
- Pupil to be sent to Mrs Gibbs office with a note sent to reception with another child telling them who has been sent to Mrs Gibbs and why.
- Record details on PARS as soon as possible
- For other serious issues a member of SLT will respond as soon as possible.

## PROCEDURE FOR INCIDENT OUT OF LESSON



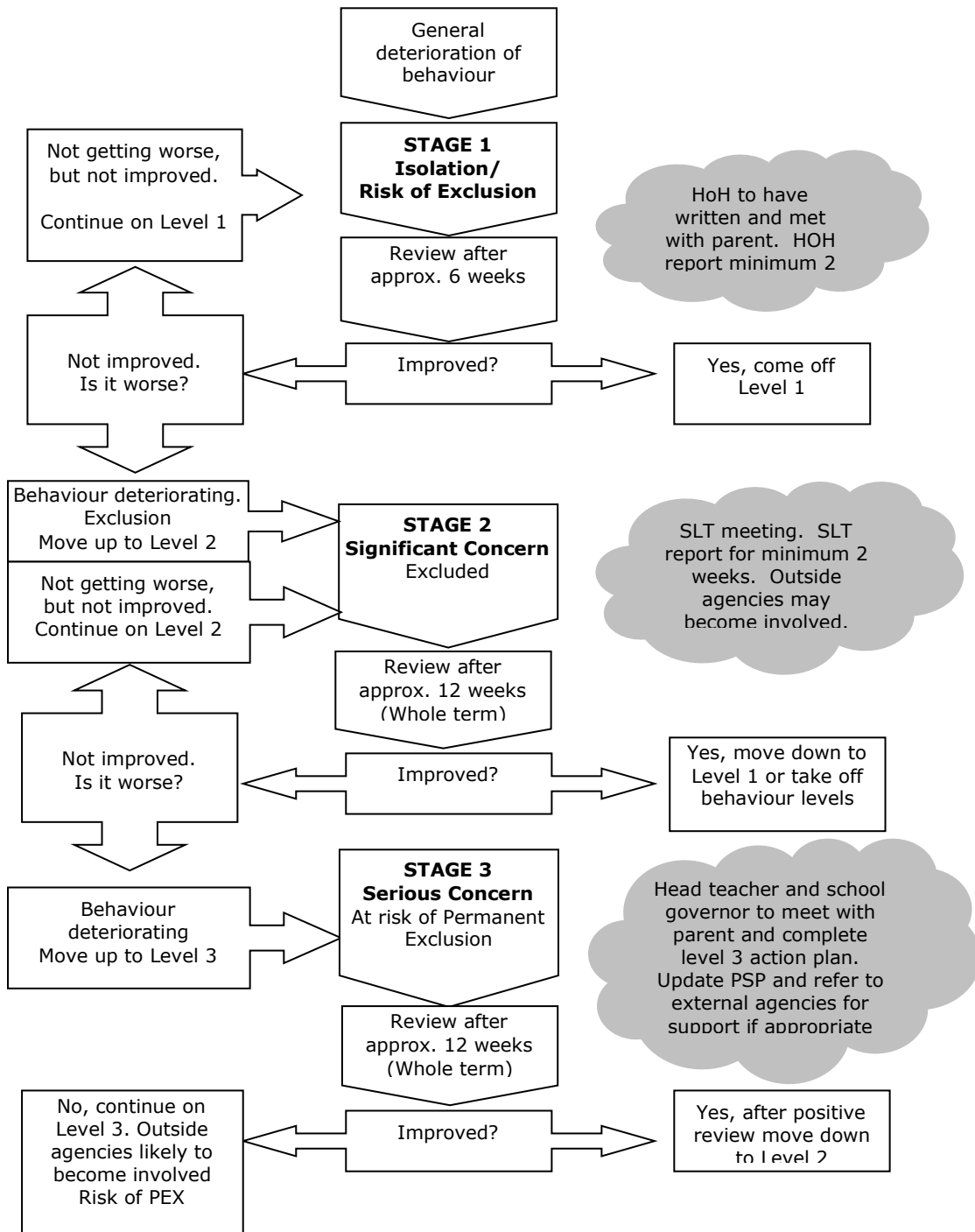
IT IS ESSENTIAL THAT PARS INCIDENTS ARE LOGGED AS SOON AS POSSIBLE.  
In the event PARS is not available, an email PARS should be completed and sent to the HoH

## PROCEDURE FOR INCIDENT IN LESSON

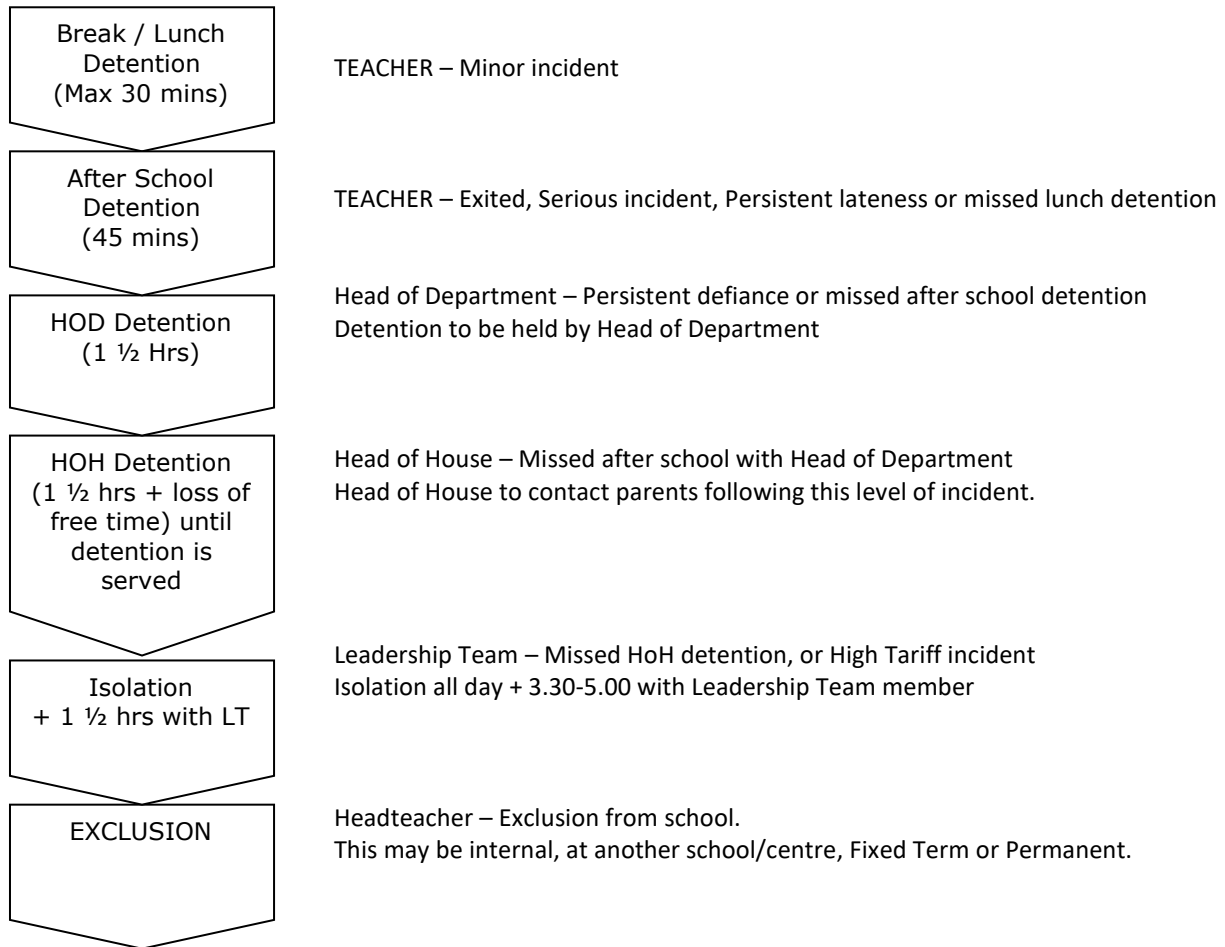


IT IS ESSENTIAL THAT PARS INCIDENTS ARE LOGGED AS SOON AS POSSIBLE.  
In the event PARS is not available, an email should be completed and sent to the HoH

## DISCIPLINARY CODE FLOWCHART



## DETENTION FLOW CHART



- Only give one chance for each detention. If a pupil is absent, the detention should be rearranged and not escalated.
- 24 hour notice to be given before an after school detention, unless an agreement is made with the parents for same day detentions.



## Somervale School - Behaviour Policy

### Ready – Respectful – Safe

#### **Roles and Responsibilities**

The Governing Body will establish, in consultation with the Headteacher, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers and will be made available on the school website, is non-discriminatory and the expectations are clear. The Governors will support the school in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day to day management of the policy and procedures.

Staff, both teachers and support staff, will be responsible for ensuring the policy and procedures are followed, consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Parents/carers will be expected, encouraged and supported to take responsibility for their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the policy, expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

In order to enable teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create an inclusive, caring learning environment in the school by;

- Promoting good behaviour and attitudes to learning that enable all students to achieve their potential.
- Enabling all staff to teach to an appropriate level of challenge that enables the school to raise achievement.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring quality and fairness of treatment for all.
- Encouraging consistency of approach to both positive and negative behaviour.
- Promoting early intervention and to promote inclusion at all levels in line with the Every Child Matters agenda.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents/carers which develops a shared approach which involves them in the implementation of the School's policy and associated procedures.
- demonstrating to students how acceptable standards can be achieved
- Promoting a culture of praise and encouragement in which all students can achieve.

### **BEHAVING WELL AT SOMERVALE**

#### Ready – Respectful - Safe

If Somervale School is to be successful in helping you to be successful and to enjoy school there must be a good standard of behaviour. Every student has a part to play. It is important that every student conducts themselves in a way that is READY, RESPECTFUL and SAFE.

## WORKING WELL AT SOMERVALE

To be successful at Somervale School all students should be **READY** to learn, **RESPECTFUL** of all others, and behave in a way that keeps themselves and others **SAFE** at all times.

To demonstrate **READINESS**, you should;

1. arrive on time at every lesson with the right books and equipment
2. keep all exercise books and folders in good clean condition
3. complete all written pieces of work in blue or black ink, using the correct headings and titles
4. read all work carefully and check it before handing it in
5. think about teachers' comments and try to improve by setting appropriate targets
6. concentrate in lessons and always do homework on time and to the best of your ability
7. always carry your Homework Diary for use in all lessons

To demonstrate **RESPECTFULNESS**, you should;

- have consideration and respect for yourself and other people: there is no excuse for rudeness, disrespect, insolence or offensive language
- look after your own property and respect the property of others
- listen carefully to your teachers and follow their instructions
- work sensibly with your classmates to make the most of learning opportunities
- Litter must be placed in bins
- The rules of conduct in specialist areas such as Science, Technology, PE, etc., must be followed
- Rooms should be left clean and tidy at the end of each lesson
- Uniform is to be worn correctly at all times

Failure to adhere to the schools uniform expectations may result in students going home to get changed, replacement uniform being worn or possibly removed from circulation until the uniform issue is resolved. In the case of incorrect footwear, students will be required to wear the schools replacement shoes ('daps') unless there is a medical reason. Students with extreme haircuts or dyes will be sent home to remedy the situation. Students who wear excess jewellery will have this confiscated and returned following the completion of a detention.

To demonstrate **SAFETY**:

- Move quietly about the school in a sensible and safe manner
- Absence, no matter how short, must be explained by a note from home
- Students arriving late or leaving early must report to the Main Office
- Food and drink are to be consumed only in designated areas at break and lunchtime
- Flizzy drinks and energy drinks are not permitted due to high sugar content and the associated health concerns
- Harmful or illegal items may not be brought onto the premises. This includes knives, matches, lighters, tobacco, alcohol or drugs
- Behaviour which can be harmful to yourself or others is not permitted
- Aerosols, skateboards or roller blades should not be brought to school and chewing gum is not allowed.
- Mobile phones must be turned off and out of sight in any classroom
- Students are not to leave the premises during the school day without written permission from their parents and they must sign out at reception
- Movement around the school must be quiet and orderly. Ensure 'up' and 'down' stairs rules are followed.

The following areas are out of bounds:-

- The staff car park
- The horticulture and polytunnel areas behind the tech block

- The area behind the tennis courts

The following areas should be kept clear (walk through only):-

- The area at the front of the school
- The media area

Failure to comply with any of the above may ultimately result in exclusion.

### **Promoting Good Behaviour**

All staff must work together to behaviour effectively to ensure a good and safe learning environment.

- Staff will take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Staff will work to maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Staff will praise students when they see good behaviour
- Staff will tell students clearly what is expected of them
- Students should remember what is asked of them
- Rules are consistent, fair and will be kept
- Rules will be regularly reviewed by staff and students
- Staff will regularly inform a student's parents of exemplary behaviour as well as achievement (letter or post card home, parents' evening, or informally via a note in the students diary or a phone call)

### **Rewards**

At Somervale we strongly believe in the importance of encouraging all students to achieve their potential. In all classes, verbal encouragement is used as an essential tool.

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to recognise that good behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on encouragement, both informal and formal to individuals and groups.

Students are rewarded for individual achievement, progress and attainment, demonstrating our core values of being **ready** to Learn, **Respectful** to Others and ensuring a **Safe** Environment for All. Our rewards structure has been developed in consultation with our students using student voice and student surveys, and is regularly reviewed.

We use a variety of rewards to reinforce this encouragement as follows;

- Students who are working well have their name written on the board in recognition.
- Staff send home 'Commendation Postcards' for students who have worked exceptionally well or whose behaviour has been above and beyond expectations.
- Exceptionally positive behaviour is recognised by a letter home from the Headteacher.
- Students who attend every day of a whole term receive a day of mufti, free of charge.
- Students who complete an entire term without a detention receive a day of mufti, free of charge.
- Each department awards a 'Student of the Term' each term for exceptional work and attitude, recognised by certificate.
- 6 students are nominated in every subject to receive awards in the Celebration Evening. Announcement of 2 award winners from every year and every subject to be presented in the Award Assembly in term 6.
- Celebration and Certificate Prize Giving Evening. Award winners invited to attend with parents and family members.

## **Sanctions**

All pupils should be held to high standards of behaviour.

In a high expectancy culture, school leaders emphasise that all pupils can learn and communicate that belief to pupils and staff. Teachers are aware of how often they call on different pupils and what tasks they give them (Muijs et al, 2004; Creemers & Kyriakides, 2008).

High expectations and a positive climate characterised by respectful interactions are two strongly supported elements of educational effectiveness.

Expectations need to be embodied by staff in their day-to-day interactions with pupils and in the way they conduct themselves in and outside of school.

A positive culture also means creating a positive and empathic environment, in which staff know and care about pupils, and share their vision of the goals of the organisation and of the means of achieving these goals (den Brok et al, 2004).

Time on task is a key predictor of attainment and is maximised by ensuring that lesson time is fully used for teaching, and that during that time pupils are on task (Muijs et al, 2014). To ensure the former, punctuality is important.

Good whole-school behaviour management policies provide a clear framework of policies and procedures that need to be rigorously applied; they include attention to school culture, leadership, and pupil and teacher behaviours (Nobile et al, 2015).

Consistency across practices is important for pupils, who benefit from clear expectations of what is typically going to happen in lessons and of what is expected of them behaviourally.

One of the reasons for this is that young people, in particular adolescents, are developmentally attuned to concepts of fairness that may be challenged by differential treatment by different teachers or of different pupils (Crone, 2013; Guroglu et al, 2009).

### **Guidance on allowing students to use the toilet.**

Students are to be encouraged to use the toilet at break and lunchtimes, rather than interrupt lesson time for that purpose.

However, realistically, sometimes students may need the toilet during lesson times. This can be disruptive, particularly if it interrupts delivery of key content or the explanation of tasks. If a student needs to go, the teacher has the following options available at their discretion;

1. Allow the student to go immediately.
2. Explain why it's not a suitable time and let them know roughly how long they will need to wait. This should not exceed 10 minutes.

Students should not be permitted to go to the toilet more than once in a lesson, or more than one student at the same time.

If work is not completed satisfactorily due to time lost for a toilet visit, staff may ask the student to wait at the end of the lesson or return later for a 'catch-up' to complete the work required.

### **Key Principles**

Positive relationships are at the heart of good behaviour management.

Positive and & negative behaviours do not cancel each other out.

Staff aim to maintain a calm authority in dealing with behaviour incidents.

The management of poor behaviour begins with the promotion of good behaviour through:

- Quality teaching and learning
- Positive relationships in school and with parents and carers
- Quality tutoring and pastoral care
- A culture of encouragement and reward
- PSE, circle time and other interventions

In managing behaviour we will, in consultation with parents, have recourse to any, or all of the following external agencies:

- Professional counselling
- The Educational Psychology Service
- Education Welfare Services – South West

- The School Nurse service
- The Youth service
- Careers guidance
- Police Liaison Officer
- Children's Social Care

Within School the following are examples of strategies that are available to staff when dealing with instances of poor behaviour:

- Verbal warning
- One minute after class (to speak to the teacher about the behaviour and agree what will happen next time)
- Moved seats in the room
- Helping the teacher organise the classroom at break
- Impositions (extra work to be completed at home, counter signed by the parents and brought back before school the next day)
- Reprimand or restorative conversation with the student
- Improvement of work
- Additional work to be completed at home or at school
- Break, lunch or after school detentions (See Detentions Flow Chart)
- Community Service
- Exit followed by an after-school detention, to be used where a student prevents the learning or progress of other class members
- Movement to another class for a set period of time
- Behaviour report
- Internal exclusion (Isolation)
- Internal exclusion at another school/centre
- Exclusion (See MNSP Exclusion policy)

The school aim is to prevent instances of poor behaviour through the provision and monitoring of an appropriate and relevant curriculum for all, and a supportive and responsive pastoral system. Students are encouraged to have self-discipline, which is most effectively promoted through positive achievement and the development of self-worth.

All staff should consider their use of sanctions and whether they are appropriate/fit the crime.

During detentions, staff should conduct 'Reparative Discussions' to ensure future lessons are positive.

The remainder of detention time should be spent on a useful and appropriate task, such as improving/completing work or reviewing and revising work.

SLT will be available to cover classes for short periods if staff need time to resolve/develop relationships with students.

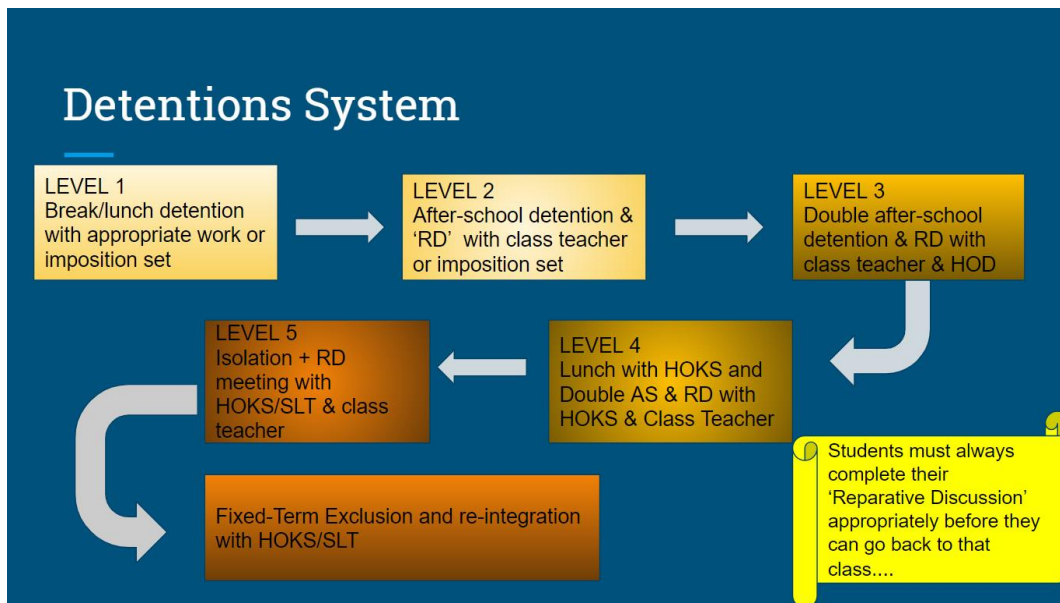
Staff aim to treat all students with dignity and respect, and to administer sanctions which are fair, proportionate to the issue and as consistent as possible.

Punishment should be appropriate to the misdemeanour and the individual. The diary should be used as the first method of communication with parents. In certain circumstances a telephone call would be made instead – although this should be recorded for the pupil's file. Parents will be informed about Exit detentions and all after-school detentions by way of a letter sent by email to the parent. Students will also receive an email reminder on their school email account, brought home by the pupil, and a copy will be sent in the post. Additionally, detentions can be viewed at any time on the Portal.

Only in the most severe cases would exclusion from school be used in accordance with the school policy and local authority guidelines. Copies of this are available on request.

All behaviour logs are recorded using PARS. This system will e-mail tutors, Heads of Department and Heads of Key Stage when an incident occurs. Tutors use this information to mentor their tutees and intervene where necessary as shown below.

## DETENTION LEVELS FLOW CHART



**Level 1** - Minor incident. Appropriate reparation should be made, such as completing work or apologising for mistakes, or a short imposition of work set.

Level 2 – Exited from class, serious incident, Persistent lateness or missed lunch detention. Will include a Reparative Discussion with the class teacher. Alternatively, staff can set a significant imposition.

Level 3 - Persistent defiance or missed after school detention failure to complete successful Level 2 Detention. Will include a Reparative Discussion with the Head of Department and class teacher. Detention to be held by Head of Department

Level 4 – Failure to complete successful Level 3 Detention. Will include Reparative Discussion with the Head of Year/Key Stage

Level 5 – Failure to complete successful Level 4 Detention or High Tariff Incident. Isolation and Reparative Discussion with HOKS/SLT.

Exclusion – Decision to be taken by the Headteacher. To be used to deal with extreme behaviours, particularly those that impact on the safe and respectful running of the school. This may be at another school/centre, Fixed-Term or Permanent.

- **Only give one chance for each detention, unless a pupil is absent, in which case the detention should be rearranged and not escalated.**
- 24 hour notice (by email) to be given before an after school detention.

IT IS ESSENTIAL THAT PARS INCIDENTS ARE LOGGED AS SOON AS POSSIBLE.

In the event PARS is not available, an email PARS should be completed and sent to the HoKS

### Persistent or Extreme Poor Behaviour

## **Poor behaviour in several subjects**

Tutors will monitor the behaviour of their students through the incidents from PARS. If they believe that there is a clear pattern they will intervene and one or more of the following strategies:

### **Behaviour Levels**

#### **LEVEL 1: Expression of Concern**

Students will be placed on level one when a pattern of sustained poor behaviour gives rise for concern.

Tutors will see the student about the issues and agree targets for improvement. A level 1 letter will be sent to parents and a level 1 report card may be used to monitor behaviour at this point.

They will discuss concerns and possible solutions/targets – The information from this meeting will form a Pastoral Support Programme (PSP) and an Individual Action Plan. Student will be on daily report and where appropriate meetings with outside agencies/support staff will take place.

A review date should be set (around 3 weeks)

#### **LEVEL 2: Significant Concern**

Students will be placed on level two when behaviour concerns are significant or where there has been further deterioration of behaviour from level 1.

Parents will be invited in for a meeting with the Tutor to agree strategies for improvement. Parents and pupils will sign a level 2 agreement.

They will discuss concerns and possible solutions/targets – The information from this meeting will form a Pastoral Support Programme (PSP) and an Individual Action Plan. Student will be on daily report and where appropriate meetings with outside agencies/support staff will take place.

A review date should be set (around 3 weeks)

#### **LEVEL 3: Serious Concern**

Students will be placed on this level when their behaviour is at a serious level and the student could be in danger of exclusion. A letter warning that a student could be in danger of exclusion will be sent.

The Head of Key Stage will meet with parent/carer and the student. The tutor, inclusion support manager, SENCO and Outside Agencies may become involved if appropriate.

They will discuss concerns and possible solutions/targets – The information from this meeting will form a Pastoral Support Programme (PSP) and an Individual Action Plan. Student will be on daily report and where appropriate meetings with outside agencies/support staff will take place.

A review date should be set (around 3 weeks)

**Students at Level 3 will also be at a Disciplinary Stage. Pupils can enter Behaviour Levels or Disciplinary Stages at any Level.**

**Disciplinary Stage 1 – At risk of fixed term exclusion**

**Disciplinary Stage 2 – Recent fixed term exclusion**

**Disciplinary Stage 3 – At risk of permanent exclusion**

Our behaviour policy has been constructed based on our detailed knowledge of our own school and students, as well as being informed by the work of publications from Ofsted's *'Education Inspection Framework: Overview of Research'*, (2019), and further reading including Tom Bennett, *"Creating a Culture: How school leaders can optimise behaviour"*, (2017), Paul Dix, *'When the adults change, everything changes'*, (2017), Bill Rogers, *'Classroom Behaviour: A Practical Guide To Effective Teaching, Behaviour Management And Colleague Support'*, (2011), Education Endowment Foundation, *'Improving Behaviour in Schools'*, (2019), Nelsen, Lott and Glen, *'Positive discipline in the classroom'*, (2013).

### **Links to other school policies**

In order for the behaviour policy to be effective, a clear relationship with other MNSP policies, particularly Anti-Bullying, Child Protection, Drugs in School, and Exclusion policies will be established.





## St Dunstan's School and Park Road Support Centre - Behaviour Policy

### **PRINCIPLES**

In order to enable teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create an inclusive, caring learning environment in the school by;

- promoting good behaviour and attitudes to learning that enable all students to achieve their potential.
- enabling all staff to teach to an appropriate level of challenge that enables the school to raise achievement.
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- ensuring quality and fairness of treatment for all.
- encouraging consistency of approach to both positive and negative behaviour.
- promoting early intervention and to promote inclusion at all levels in line with the Every Child Matters agenda.
- providing a safe environment free from disruption, violence, bullying and any form of harassment.
- encouraging a positive relationship with parents/carers which develops a shared approach which involves them in the implementation of the School's policy and associated procedures.
- demonstrating to students how acceptable standards can be achieved
- promoting a culture of praise and encouragement in which all students can achieve.

### **Roles and Responsibilities**

The Governing Body will establish, in consultation with the Headteacher, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers and will be made available on the school website, is non-discriminatory and the expectations are clear. The Governors will support the school in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day to day management of the policy and procedures.

Staff, both teachers and support staff, will be responsible for ensuring the policy and procedures are followed, consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Parents/carers will be expected, encouraged and supported to take responsibility for their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the policy, expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

### **EXPECTATIONS**

#### **BEHAVING WELL AT ST DUNSTAN'S SCHOOL**

If St Dunstan's School is to be successful in helping you to be successful and to enjoy school there must be a good standard of behaviour. Every student has a part to play.

#### **You must:**

- have consideration and respect for yourself and other people: there is no excuse for rudeness, disrespect, insolence or offensive language
- look after your own property and respect the property of others
- listen carefully to your teachers and follow their instruction
- work sensibly with your classmates to make the most of learning opportunities

- move quietly about the school in a sensible and safe manner
- be honest and trustworthy and remember that you are responsible for your actions

## **CLASSROOM EXPECTATIONS**

### **WORKING WELL AT ST DUNSTAN'S SCHOOL**

To be successful in my work at St Dunstan's School I should:-

1. arrive on time at every lesson with the right books and equipment
2. keep all my exercise books and folders in good clean condition
3. complete all my written pieces of work in blue or black ink, using the correct headings and titles
4. read all my work carefully and check it before I hand it in
5. think about my teachers' comments and try to improve by setting myself appropriate targets
6. concentrate in lessons and always do my homework on time and to the best of my ability
7. always carry my Homework Diary with me for use in all my lessons

#### **Expectations around the school site**

- Food and drink are to be consumed only in designated areas at break and lunchtime
- Harmful or illegal items may not be brought onto the premises. This includes knives, matches, lighters, tobacco, alcohol or drugs
- Behaviour which can be harmful to yourself or others is not permitted
- Aerosols, skateboards or roller blades should not be brought to school and chewing gum is not allowed.
- Mobile phones must be turned off and out of sight in any classroom
- Students are not to leave the premises during the school day without written permission from their parents and they must sign out at reception
- Movement around the school must be quiet and orderly. Ensure 'up' and 'down' stairs rules are followed.

The following areas are out of bounds:-

- The staff car park
- The area behind the sports hall (except to leave school at the end of the day and to get to PE lessons)
- The area behind the Lucas Block
- The sports area except when accompanied by a member of staff

The following areas should be kept clear (walk through only):-

- Behind the technology rooms
- The area around the Mendip Block
- Litter must be placed in bins
- The rules of conduct in specialist areas such as Science, Technology, PE, etc., must be followed
- Absence, no matter how short, must be explained by a note from home
- Students arriving late or leaving early must report to the Main Office
- Rooms should be left clean and tidy at the end of each lesson and with chairs up at the end of the day
- Uniform is to be worn correctly at all times

Failure to adhere to the schools uniform expectations may result in students going home to get changed, replacement uniform being worn or possibly removed from circulation until the uniform issue is resolved. In the case of incorrect footwear, students will be required to wear the schools replacement shoes ('daps') unless there is a medical reason. Students with extreme haircuts or dyes will be sent home to remedy the situation. Students who wear excess jewellery will have this confiscated and returned following a detention.

Failure to comply with any of the above may ultimately result in exclusion.

#### **Rewards**

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that good behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Students are rewarded for individual achievement, progress and attainment through collecting house points.

## Rewards

- Students collect house points for:
  - contribution in lessons and activities;
  - good work in lessons and completion of homework to a good standard;
  - tutor activities, inter-tutor competitions.
- Students work towards gaining;
  - Behaviour for no negative incidents logged in a half term;
  - attendance mufti and certificate for 100% attendance in a half term;
  - punctuality certificate for no lates in a half term;
  - participation in school clubs/activities, at least one weekly in a half term;
  - 50 house points in a half term
  - to complete their personal success charts.
- Certificates for completing their personal success chart.
- End of term rewards assemblies, terms 2, 4 and 6.
- Celebration Certificates terms 2 and 4.
- Reward mufti for 100% good behaviour in each term.
- Reward mufti for 100% attendance in each term.
- Congratulations postcards sent home throughout the year.
- Award Assembly at the end of the year.
- 6 students are nominated in every subject to receive awards in the Celebration Evening. Announcement of 2 award winners from every year and every subject to be presented in the Award Assembly in term 6.
- Celebration and Certificate Prize Giving Evening. Award winners invited to attend with parents and family members.

## Sanctions

The sanctions we may use when pupils do not behave will vary according to the incidence of misbehaviour. Obviously, most misbehaviour will be dealt with by a few words and the matter put right. In some instances there might be some extra work to do at home. In more severe cases a detention might be used – either at break or lunchtime or after school. If an after school detention is used then parents will usually be given twenty-four hours' notice. Only in the most severe cases would exclusion from school be used in accordance with the school policy and county guidelines. Copies of this are available on request.

The school aim is to prevent instances of poor behaviour through the provision and monitoring of an appropriate and relevant curriculum for all, and a supportive and responsive pastoral system. Students are encouraged to have self-discipline, which is most effectively promoted through positive achievement and the development of self-worth.

The management of poor behaviour begins with the promotion of good behaviour through:

- Quality teaching and learning
- Positive relationships in school and with parents and carers
- Quality tutoring and pastoral care
- A culture of praise and reward
- PSHEE, circle time and other interventions

In managing behaviour we will, in consultation with parents, have recourse to any, or all of the following external agencies:

- Professional counselling
- The Educational Psychology Service
- Education Welfare Services – South West
- The Specialist Behaviour Support Service
- The School Medical service
- The Youth service
- Connexions
- Police Liaison Officer
- Social Care
- Parent and Family Support Advisor

Within the school the procedures and referrals that should be followed can be seen on the last **two** pages (Procedure for incident in class, Procedure for incident out of lesson) of this policy.

Within School the following are examples of strategies that are available to staff when dealing with instances of poor behaviour:

- Moving student's position in class
- Reprimand
- Repetition of work
- Additional work to be completed at home or at school
- Break, lunch or after school detention (See Detentions Flow Chart)
- Community Service
- Exit followed by an after-school detention
- Movement to another class for a set period of time
- Behaviour report
- Internal exclusion (Isolation)
- Internal exclusion at another school/centre
- Exclusion (See Exclusion policy)

Punishment should be appropriate to the misdemeanour and the individual. The diary should be used as the first method of communication with parents. In certain circumstances a telephone call would be made instead – although this should be recorded for the pupil's file. Parents will be informed about Exit detentions and after school detentions by way of a letter brought home by the pupil, and a copy will be sent in the post.

All behaviour logs are recorded using SIMS. Tutors use this information to mentor their tutees and intervene where necessary as shown below.

### **Poor behaviour in several subjects**

Tutors will monitor the behaviour of their students through the incidents from PARS. If they believe that there is a clear pattern they will intervene and one or more of the following strategies:

#### **Behaviour Levels**

##### **LEVEL 1: Expression of Concern**

Students will be placed on level one when a pattern of sustained poor behaviour gives rise for concern.

Tutors will see the student about the issues and agree targets for improvement. A letter will be sent to parents and a report card may be used to monitor behaviour at this point.

A review date should be set (around 3 weeks)

##### **LEVEL 2: Significant Concern**

Students will be placed on level two when behaviour concerns are significant or where there has been further deterioration of behaviour from level 1.

Parents will be invited in for a meeting with the Tutor and Learning Mentor/ Pastoral Head to agree strategies for improvement. Parents and pupils will sign a level 2 agreement.

A review date should be set (around 3 weeks)

##### **LEVEL 3: Serious Concern**

Students will be placed on this level when their behaviour is at a serious level and the student could be in danger of exclusion. A letter warning that a student could be in danger of exclusion will be sent.

The Pastoral Head and Tutor will meet with parent/carer and the student. Other staff and/or outside agencies may become involved if appropriate.

They will discuss concerns and possible solutions/targets – The information from this meeting will form a Pastoral Support Programme (PSP) . Student will be on daily report. A review date should be set (around 3 weeks)

**Students at Level 3 will also be at a Disciplinary Stage.**

**Disciplinary 1 – At risk of fixed term exclusion**

**Disciplinary 2 – Recent fixed term exclusion**

**Disciplinary 3 – At risk of permanent exclusion**

**Pupils can enter Behaviour Levels or Disciplinary Stages at any Level**

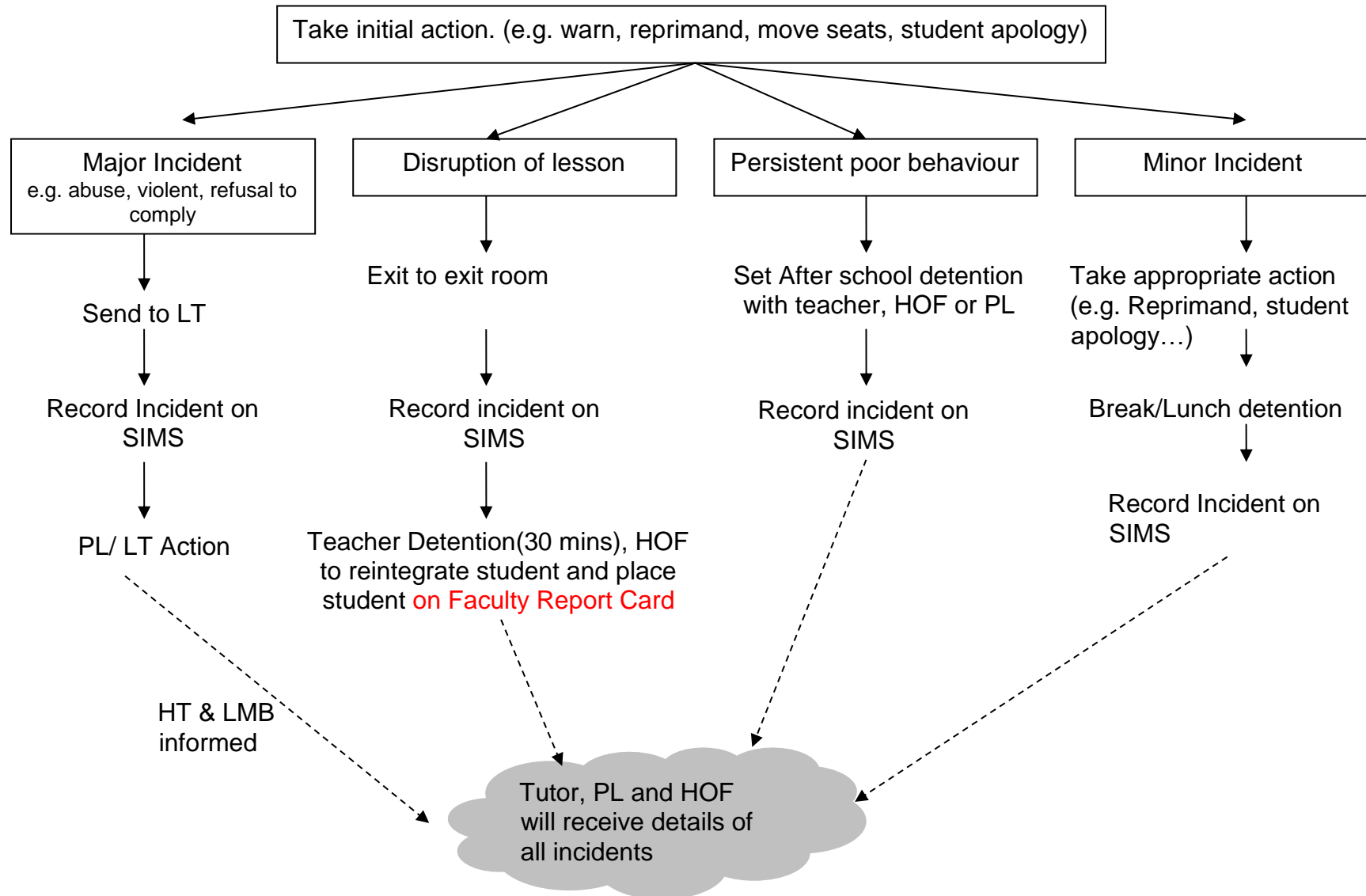
**Promoting Good Behaviour**

- Staff will praise students when they see good behaviour
- Staff will tell students clearly what is expected of them
- Students should remember what is asked of them
- Rules are consistent, fair and will be kept
- Rules will be regularly reviewed by staff and students
- Staff will regularly inform a student's parents of exemplary behaviour as well as achievement (letter or post card home, parents' evening, or informally via a note in the students diary or a phone call)

**Links to other school policies**

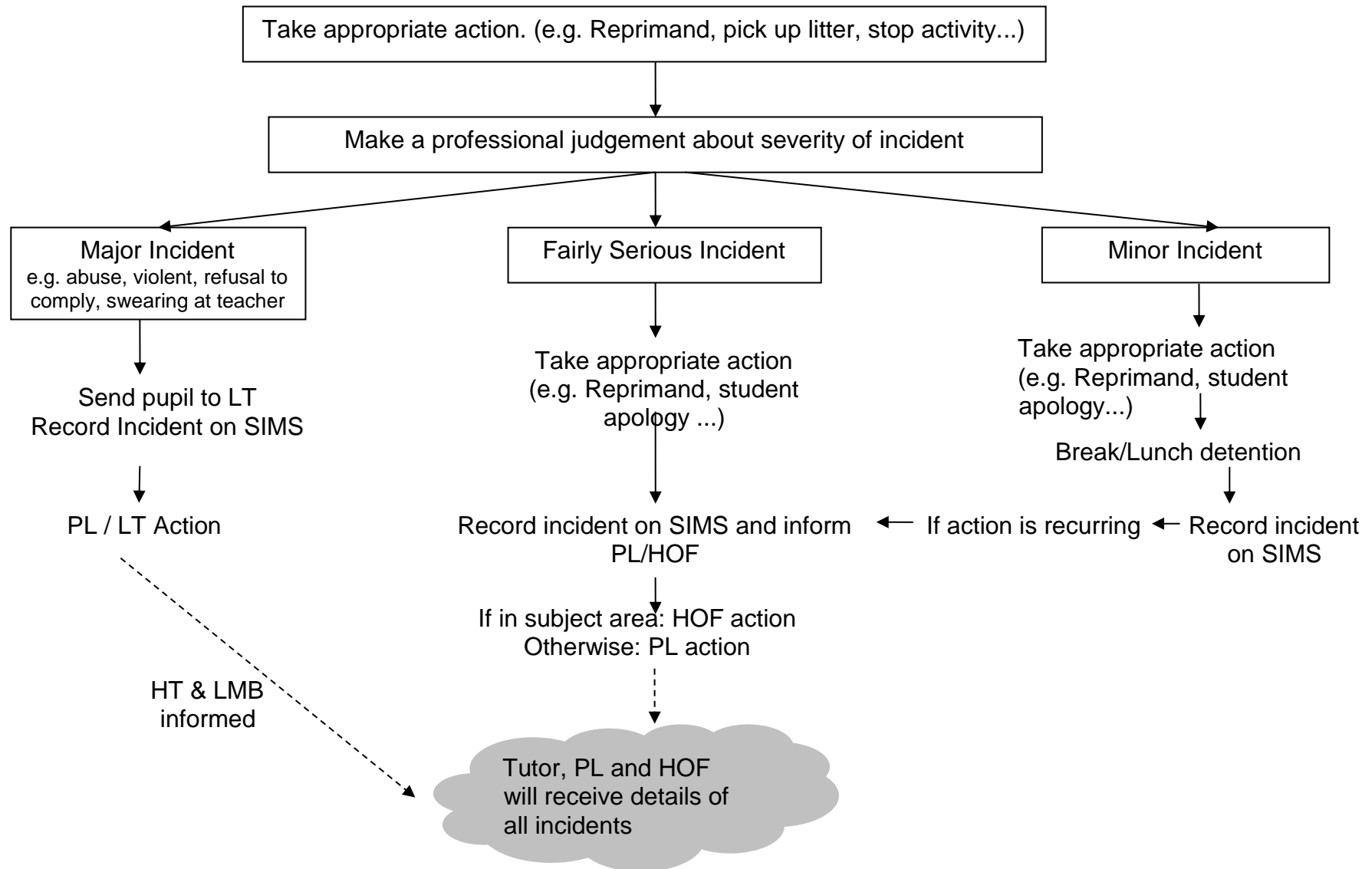
In order for the behaviour policy to be effective, a clear relationship with other MNSP policies, particularly Anti-Bullying, Child Protection, Drugs in School, and Exclusion policies will be established.

## PROCEDURE FOR INCIDENT IN LESSON



IT IS ESSENTIAL THAT INCIDENTS ARE LOGGED AS SOON AS POSSIBLE.  
In the event SIMS is not available, an email should be completed and sent to the PL

## PROCEDURE FOR INCIDENT OUT OF LESSON

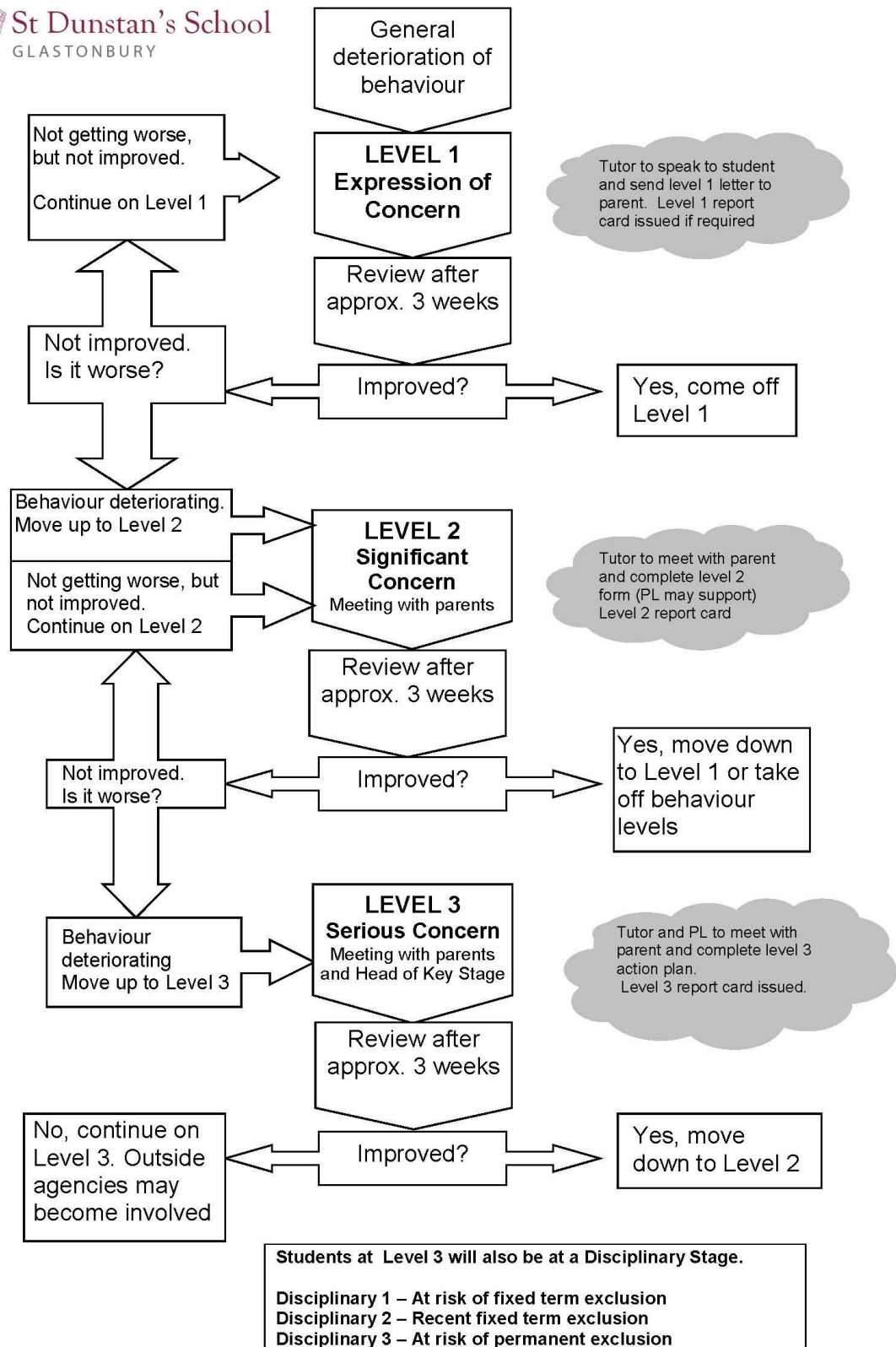


IT IS ESSENTIAL THAT INCIDENTS ARE LOGGED AS SOON AS POSSIBLE.

In the event SIMS is not available, an email should be completed and sent to the PL

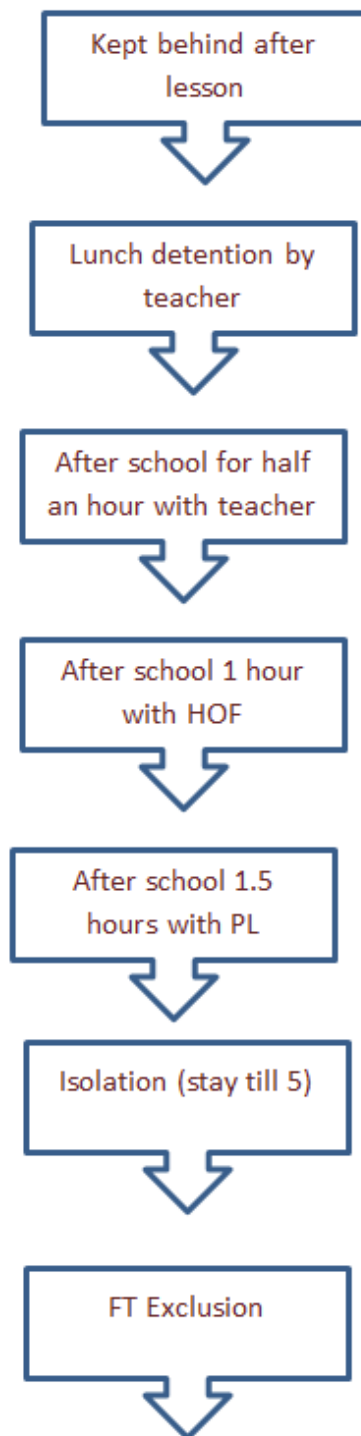


## BEHAVIOUR LEVEL FLOW CHART



- Pastoral team will have involvement throughout the process.
- Following any exclusion or isolation, pupil will move to level 3
- Pupils can enter the Behaviour Levels or Disciplinary Stages at any level.

## Detention flow chart

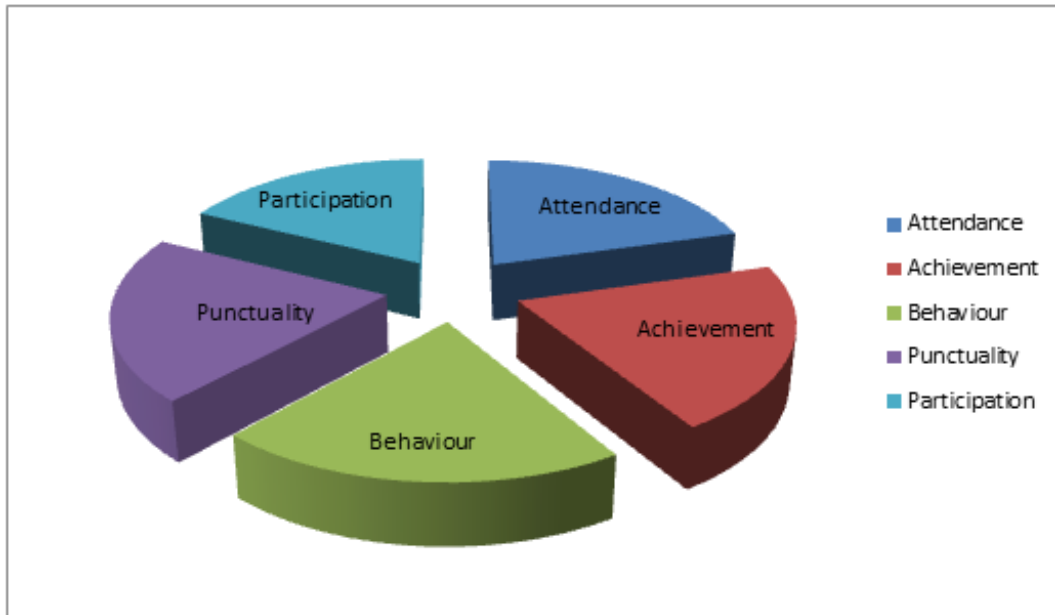


Detentions are given for disruption in lessons, not doing the work and for not doing homework. If a student continues to disrupt, not work or does not attend a detention then detentions become more serious.

Alongside detentions there will be report cards to members of staff, Restorative Justice, support plans, intervention and time in the inclusion base if necessary.

- Only give one chance for each detention, unless a pupil is absent, in which case the detention should be rearranged and not escalated.
- 24 hour notice to be given before an after school detention.

# Rewards



## Achievement

50 housepoints in a half term will earn you a certificate, there are also badges linked to housepoints

## Attendance

100% attendance in a half term will earn you a mufti day, and a certificate.

## Behaviour

No logs in a half term will get you a mufti day.

## Punctuality

No lates for school or lessons in a half term will get you a certificate.

## Participation

If you have logged in your planner that you have participated in at least one activity weekly.



## St Mark's Secondary School – Behaviour Policy

The underlying principles behind good behaviour at St. Mark's School is underpinned by the school values of:

- Aspiration – so that all members of the community can achieve their potential in everything that they do
- Resilience – so that all students at St. Mark's can overcome their difficulties and be successful
- Community – so that all members of St. Mark's School are working together to be the best that they can be and to allow others to work toward their own aspirations.

Here at St. Mark's School we believe that it is essential that all members of the community recognise the rights of others to work in an environment that is calm and purposeful, where they feel safe and respected. Any behaviour that undermines this is not acceptable and will not be tolerated at St. Mark's.

### Roles and Responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers and will be made available on the school website, is non-discriminatory and the expectations are clear. The Governors will support the school in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day to day management of the policy and procedures. Staff, both teachers and support staff, will be responsible for ensuring the policy and procedures are followed, consistently and fairly applied.

Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Parents/carers will be expected, encouraged and supported to take responsibility for their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the policy, expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

In order to enable teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create an inclusive, caring learning environment in the school by;

- Promoting good behaviour and attitudes to learning that enable all students to achieve their potential.
- Enabling all staff to teach to an appropriate level of challenge that enables the school to raise achievement.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring quality and fairness of treatment for all.
- Encouraging consistency of approach to both positive and negative behaviour.
- Promoting early intervention and to promote inclusion at all levels
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents/carers to develop a shared approach which involves them in the implementation of the School's policy and associated procedures.
- Demonstrating to students how acceptable standards can be achieved
- Promoting a culture of praise and encouragement in which all students can achieve

## Being Successful at St Mark's School

In order to promote good behaviour and attitudes at St. Mark's there is an agreed set of standards that underpin our codes of conduct. These standards are known as the 4Rs and are shared with all community members via the school website, on displays in every classroom and through shared assemblies.

Students at St. Mark's School should:

<b>Ready To Learn</b>
<ul style="list-style-type: none"><li>• Arrive to class ready to learn</li><li>• Get to school and to class on time</li><li>• Listen to the teacher and work to the best of their ability in lessons</li><li>• Complete homework on time</li><li>• Look smart and wear the correct uniform</li><li>• Bring the correct equipment</li></ul>
<b>Responsibility</b>
<ul style="list-style-type: none"><li>• Arrive at school and to class on time</li><li>• Be responsible for their choices and accept any consequences from them</li><li>• Complete homework on time and to the best of their ability</li><li>• Look after the school site</li><li>• Be responsible for their own learning and ask for help if they need help</li></ul>
<b>Respect</b>
<ul style="list-style-type: none"><li>• Treat all students as equals and allow them to learn</li><li>• Respect themselves and always do their best</li><li>• Respect all adults within the school community</li><li>• Respect the school site and the property of others</li><li>• Follow instructions first time</li><li>• Treat others how we want to be treated</li><li>• Always speak respectfully to others</li></ul>
<b>Reaching For The Stars</b>
<ul style="list-style-type: none"><li>• Respond to teachers' feedback to improve understanding</li><li>• Always work to the best of their ability</li><li>• Persevere when things are difficult</li><li>• Strive to work at the highest level of challenge</li></ul>

## Rewards

Staff model positive behaviour to show students what is expected and consistently praise positive behaviour, effort etc. using the following rewards:

- Book of Excellence
- Student of The Week
- Reward Mufti Days (Attendance and Behaviour)
- Celebration Assemblies
- Housepoints
- Praise Postcards
- Year 11 Prom (reduction in ticket price for behaviour and attendance targets)
- Sports Awards
- Other specific subject awards

## Sanctions

The sanctions we may use when pupils do not behave will vary according to the incidence of misbehaviour. Obviously, most misbehaviour will be dealt with by a few words and the matter put right. In some instances, there might be some extra work to do at home. In more severe cases a detention might be used – either at break, lunchtime or after school. If an after-school detention is used, then parents will usually be given twenty-four hours' notice. Only in the most severe cases would exclusion from school be used in accordance with the school policy and county guidelines. Copies of

this are available on request Within School there are a number of examples of strategies that are available to staff when dealing with instances of poor behaviour including, but not limited to:

- Moving student's position in class
- Reprimand
- Repetition of work
- Break, lunch or after school detention (See consequences grid below)
- Community Service
- Withdrawal followed by an after-school detention
- Behaviour report
- Internal exclusion (Isolation)
- Internal exclusion at another school/centre
- Exclusion (See Exclusion policy)

\*Punishment should be appropriate to the misdemeanour and the individual.

\*School staff may make reasonable adjustments for students who, due to their additional needs, are unable to manage some of the consequences outlined in this policy. Reasonable adjustments will be made at the advice of the SENDCO.

#### **School Rules.**

We expect students to be prepared for lessons, ready to learn and to treat others with kindness and respect. The five basic school rules should be followed at all times by all students:

- Arrive on time to school and all lessons
- Be in the correct uniform and bring the required equipment
- Keep your hands, feet and objects to yourself at all times
- Follow all instructions first time
- Be always respectful and polite.

#### **Additional Information**

##### **Links to other school policies**

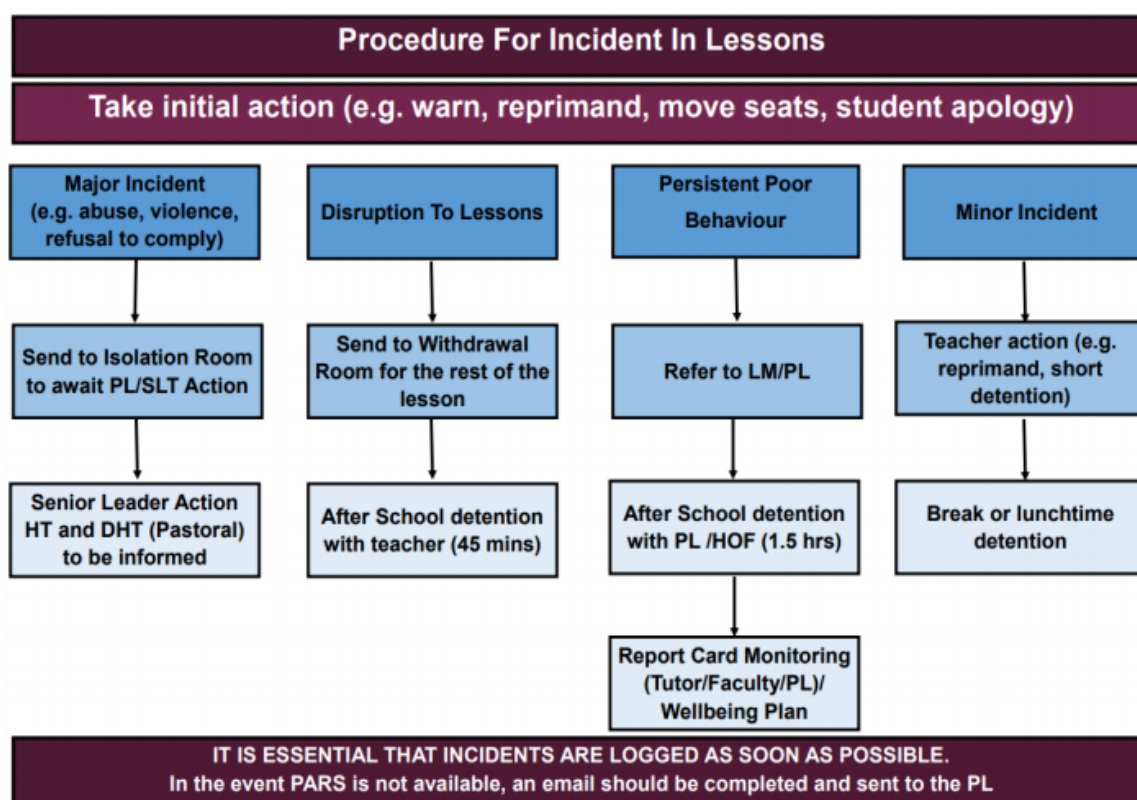
In order for the behaviour policy to be effective, a clear relationship with other MNSP policies, particularly Anti-Bullying, Mobile Phone, Child Protection, Drugs in School, and Exclusion policies will be established.

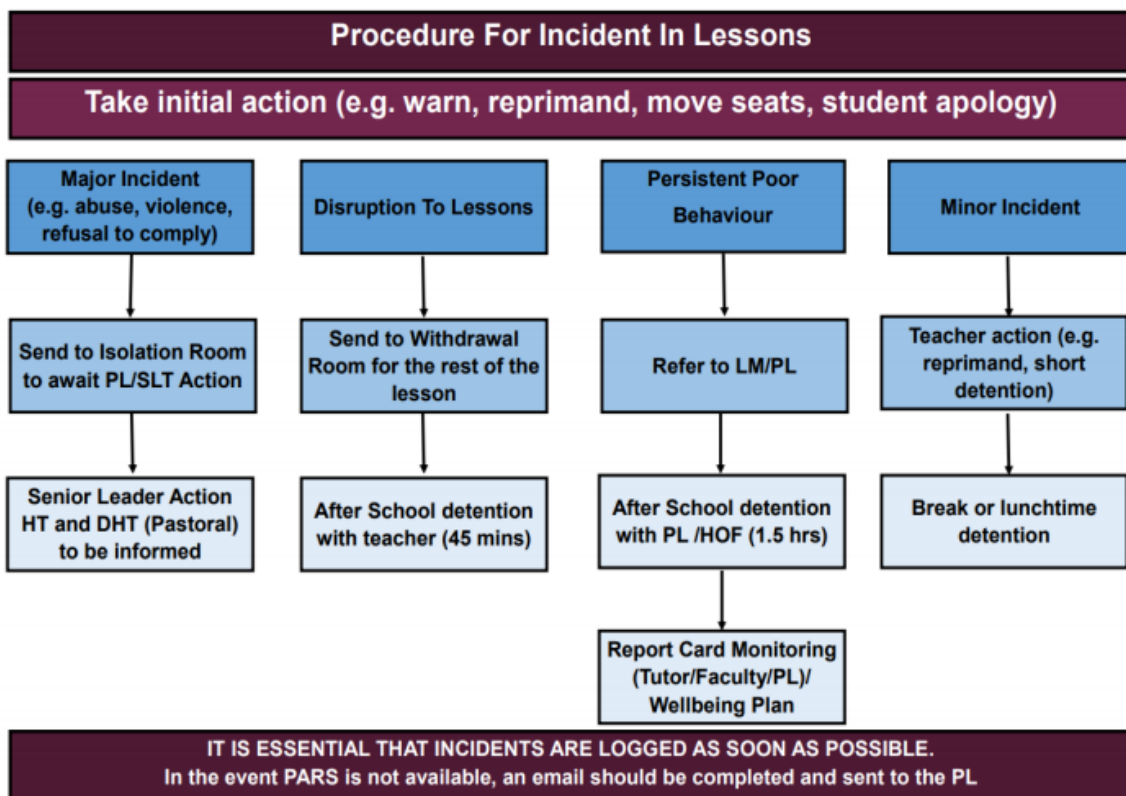
##### **Procedures (see attached)**

- Consequences Grid
- Procedures for incidents in lessons
- Procedures for incidents out of lessons
- Missed Detentions Flowchart
- Detentions Information

Level:	Examples (not limited to..)	Consequence
<b>C1</b>	Talking out of turn, calling out, silliness when moving around the classroom.	Warning issued/move seats/quiet word between teacher and student
<b>C2</b>	Persistent C1 behaviour following a warning, failure to complete the work set in class, failure to complete homework, distractions to others.	Formal Warning, detention during break or lunch issued and run by teacher (15 minute) in the place determined by the teacher. For failure to complete work/homework the student will still be required to complete the work in addition to the detention.
<b>C3</b>	Behaviour that is disturbing the learning of other students in the class and stopping the teacher from delivering the lesson – continual calling out, talking over the teacher, rude or disrespectful behaviour toward staff or other students.	Withdrawal to Roaming/ Senior staff for 'getting it right' discussion to enable student to return to the next lesson. Plus, after school detention (45 minutes) after school with teacher.

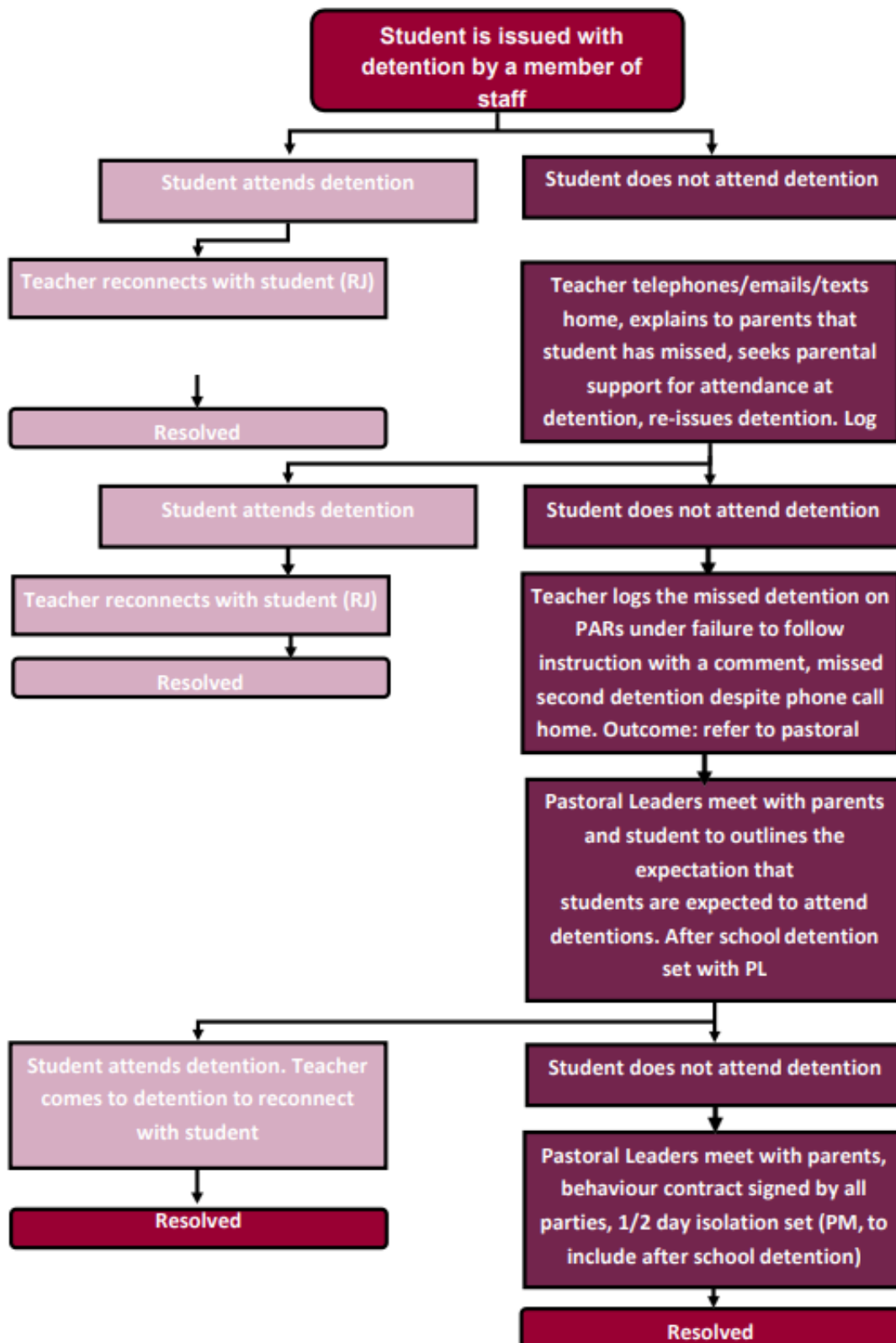
<b>C4</b>	X2 withdrawals from lessons in any one day, Behaviour that is stopping teaching and learning within the classroom,	Withdrawal to Senior MOS for the rest of the morning/rest of afternoon (to include social time). While student is withdrawn, member of SLT will discuss behaviour expectation and strategies that the students can use to get it right for the rest of the day/next day. Plus, after school detention (1 hour) with SLT.
<b>C5</b>	Swearing or disrespectful behaviour toward a member or staff, bullying behaviour,	1 Day Isolation -plus after school detention (1 hour) with SLT.
<b>C6</b>	Equalities incidents (i.e. racism, homophobic behaviour)	Head Teacher Isolation - plus after school detention (1 hour) with HT
<b>C7</b>	Swearing directly at a member of staff, physical aggression toward another student,	Fixed Term Exclusion (see Exclusions Policy)
<b>C8</b>	Repeated incidents of physical aggression,	Permanent Exclusion (see Exclusions Policy)
<b>Failure to attend a detention</b>	Failing to attend a detention set for any of the above	See missed detentions flowchart below
<b>Poor Behaviour on School Transport</b>	Failing to stay seated, failing to remain in seating plan, behaviour that makes others feel unsafe	Parents are responsible for behaviour to and from school. If behaviour on the school bus is unacceptable then Bus Bans can be applied

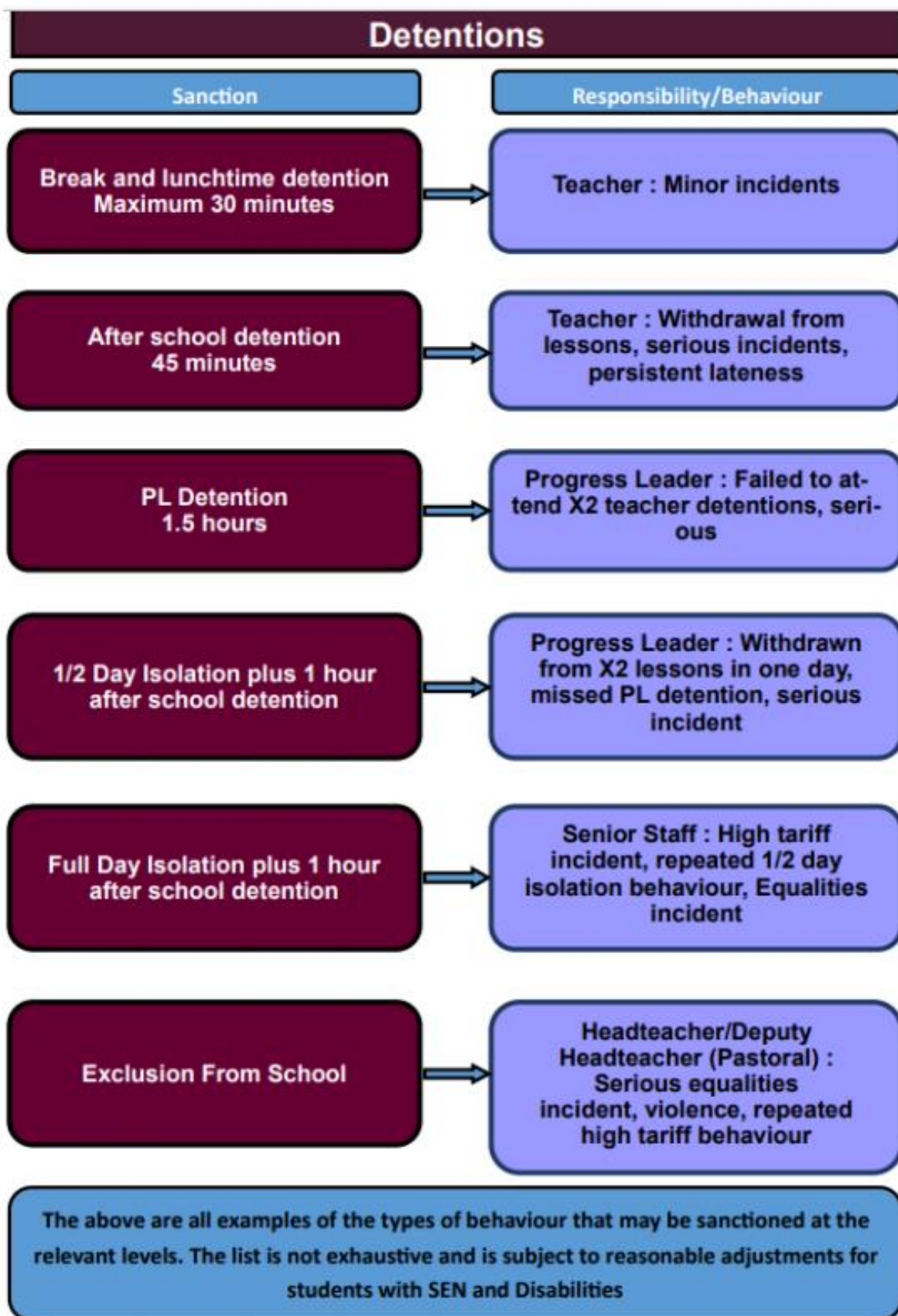






## St. Mark's School Missed Detention Flowchart







The underlying principles behind good behaviour at Writhlington School is outlined in the school aims where all members of the school community will:

- Be Ready
- Be Respectful
- Be Safe

This is shared with all members of the school community in order to provide a safe, caring, inclusive and challenging learning environment where all pupils have the right to learn and all teachers have the right to teach. The schools behaviour policy is based on promoting positive relationships based on mutual respect with the aim of:

- Promoting desired behaviours and treating all pupils fairly and consistently;
- Ensuring all pupils know, understand and follow the school rules;
- Encouraging a shared approach with parents/carers and the community in the development of our pupils;
- Recognising that behaviour management is the responsibility of all staff in the school, parents and pupils.

For students to be successful at Writhlington School they should:-

- Do their best in all lessons and make the most of the opportunities provided by the school's programme of lunchtime and after school enrichment activities
- Attend school regularly and on time
- 'Be ready, be respectful, be safe' and work within the school's disciplinary code
- Complete all homework set to a good standard and hand it in on time
- Bring all necessary equipment
- Wear the school uniform smartly and take pride in their appearance
- Keep parents/carers informed of their work at school and ensure all information from school is delivered to them
- Treat the school environment with respect
- Respect and value all members of the school community by:
  - Being polite
  - Listening well
  - Being helpful
  - Not making excuses
  - Being willing to change
  - Choosing their words carefully
  - Using a respectful tone of voice
  - Not teasing others or calling them names
  - Following adult requests quickly and without complaint

The management of poor behaviour begins with the promotion of good behaviour through:

- Quality teaching and learning
- Positive relationships in school and with parents and carers
- Quality tutoring and pastoral care
- A culture of reward and praise
- Delivery of a quality PSHE program and other interventions through links with external agencies

### **Attitude to learning**

The statements below are based on the schools' high expectations and should be used to assess a student's attitude to learning in each subject and the level to which a student is READY, RESPECTFUL and SAFE.

### **Excellent - our definition:**

Behaviour - Shows leadership and always actively participates, is positive and resilient; seeks out opportunities and challenges

Effort - Completes tasks independently; overcomes barriers to learning, is resilient

Homework - Completes all tasks independently; often beyond expectations

Equipment - Is always ready to learn, role-modelling; effective self-management

#### **Good - our definition:**

Behaviour - Developing leadership skills, usually actively participating, engages well in learning

Effort - Overcomes most barriers to learning, developing resilience, rarely gives up

Homework - Completes tasks as instructed at all times

Equipment - Is fully equipped - a good role-model

#### **Concerns:**

Behaviour Concern - Is disengaged; falling below our expectations

Effort Concern - Completes tasks with support, but often gives up too easily

Homework Concern - Not all homework is complete; not enough independence or initiative shown

Equipment Concern - Poorly organised; is not equipped

#### **School rules**

##### **Be Ready**

- **Students will follow instructions on the first time of asking**
- Students will be punctual to school and to all lessons.
- Students should use the toilets before school, and at break and lunch times.
- Students will bring their charged iPad to school every day
- Students in years 7 and 8 must not wear makeup.
- Students will not wear a nose stud
- Students should not wear rings or bracelets
- Headphones should not be worn around school or in lessons unless directed by a member of staff
- Mobile phones must not be used (or out) in the dining room or in lessons unless directed by a member of staff
- Coats should not be worn in the dining room or in classrooms

##### **Be Respectful**

- **Students will follow instructions on the first time of asking**
- Foul language will not be tolerated.
- Students are polite and respectful to all members of our community
- Students will not damage school property or the property of others
- Students will not leave litter around the building or on school grounds
- Food will only be consumed in the dining room or outside.

##### **Be Safe**

- **Students will follow instructions on the first time of asking**
- Boisterous behaviour on the school site will not be accepted
- Students will use their devices appropriately

- Students will not smoke on the school site
- Students will not bring illegal substances or weapons onto the school site
- Students will not leave the school site without permission
- Bullying and fighting are not tolerated
- Keep Left in corridors
- Food and drink MUST not be consumed in Science labs

### **Rewards:**

A school ethos of encouragement is central to the promotion of desirable behaviour and this policy works alongside the rewards policy. We have high expectations of work ethic, attendance and behaviour and as such students are awarded 10 merits per day. Only when students do not uphold our high expectations will they have merits removed from their tally.

Celebration assemblies are held at the end of the Christmas, Easter and Summer terms and pupils are presented with attendance, merit tally and subject awards as well as for their contribution to the community through Tutor and Progress Leader awards. Attendance is also rewarded in the following way:

- 100% attendance certificate for the year at celebration assemblies.
- 99/100% attendance letter home at the end of the year.
- Year group competition - tutor groups with highest attendance weekly and termly will receive Progress Leader rewards eg - mufti day or sports activity.
- Year group competition - Year group with the highest attendance at the end of the year rewarded with mufti day or a specifically targeted activity.

### **Sanctions:**

The sanctions we may use when students do not behave as expected may vary according to the incidence of misbehaviour. We believe that:

- It is the inevitability of the sanction that is more important than the type of sanction;
- Where appropriate, solution focused strategies will be implemented to support the pupil.

Where appropriate, a restorative justice approach is used to repair relationships between pupils or indeed between staff and pupils. Pupils will be encouraged and helped to make apologies, show they can keep to the school rules, or make suitable reparation.

The Behaviour Management Policy extends beyond the boundary of the school gates and into the community. Students are expected to maintain good behaviour to and from school, on transport, educational visits or other placements (e.g. college placements). Behaviour should not threaten the health and safety of pupils, staff and/or members of the public. The Headteacher may wish to apply appropriate sanctions for any poor behaviour off site. The sanction will depend on:

- The level of misbehaviour;
- The extent to which the school's reputation has been affected.


All incidents are recorded on PARS to ensure communication of the incidents to tutors, Progress Leaders, Subject Leaders and parents.

If, in the opinion of any member of staff, a serious incident has occurred, an immediate referral will be made to a member of SLT. This may result in the pupil spending the remaining part of the day in isolation, or being externally excluded (in consultation with the Headteacher). Should this happen to a pupil, parents/carers are informed by phone call and/or letter.

If there is sufficient evidence that a pupil has committed a serious disciplinary or criminal offence and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil, or other pupils in the school, the pupil may be excluded for a fixed period or, in extreme cases, permanently. The Police may also be informed of criminal offences.

**Classroom teachers / tutors:** are ultimately responsible for the behaviour management in their classroom. Heads of subject and pastoral leads will provide support where needed once notified through the PARS reporting system.

Writhlington School operates a HUB (detention) system across the school in order that there is consistency and inevitability of sanctions. HUBs can be set for the following (although this is not an exhaustive list):

-  Incomplete work in a lesson
-  Incomplete homework and no homework
-  No equipment
-  Disrupting their own learning
-  Disrupting the learning of others
-  Poor language
-  Disrespectful behaviour towards students or staff
-  Failure to do as you are asked to do
-  An Exit

If a student is disrupting a class to a degree that the learning of others, or indeed their own learning, cannot continue unhindered, then the following strategies will be used:

1. Use of a restorative approach (e.g. time out period where appropriate OR student given 1 warning for disrupting learning)
2. Further disruption or a significant disruption to learning will result in the student being 'Exited'. The student must go immediately to the Exit Room where they will stay for the rest of that lesson.
3. A HUB will be set automatically if a student is sent to the Exit Room.
4. Failure to go to the Exit Room as instructed will result in the Exit staff alerting SLT to collect the student and take them to the Isolation room for the rest of the day.

The number of Exits that a student accrues will be closely monitored and the following sanctions will apply if multiple Exits are recorded:

No of Exits	Action
3	Letter to go home warning that any further exits may lead to School Disciplinary Code stage 1
4	Parent meeting with Progress Leader Targets set on SDC stage 1 (or appropriate to individual if already on a Stage for other reasons)
5	SLT Pastoral Lead meeting with Student and Parents Next stage of SDC
6	1 day Isolation
7	Referral to SLT Pastoral lead to consider exclusion Next stage of SDC
Further exits will be considered by SLT for further action *Any part of this process may be skipped depending on the situation.	

For very serious incidents, the pupil will be taken to the isolation room whilst the incident is investigated and a suitable sanction is decided upon.

#### **The Hub system: One system for all sanctions**

- Department Hubs will be run on Monday, Wednesday and Thursday (to allow for staff CPD).
- Hubs will be set by the teacher for the next available hub and logged on PARS.
- That teacher will also make the contact home to say the HUB has been set.
- The teacher will attend the hub to talk to the student and to ensure that lost learning is caught up on.
- If the student does not attend, an email will be sent home to inform parents and the HUB will be reset as a Double Hub. This will be overseen by a senior member of staff.
- Failure to attend a Double Hub will result in an Isolation the next day.

Students given 1 warning for disrupting learning. Further disruption or a significant disruption to learning will result in the student being 'Exited'

The student will be asked to go to the Exit room (HU28) and they must take themselves there immediately.

The teacher will send an emergency alert on PARS with details of the student name and incident. This will send an alert to the supervising member of staff in the exit room so that they expect the student

Students in the exit room will complete the work for that lesson on google classroom\* or bring work from the lesson and will then return to their next lesson

If a student is exited, they will automatically be placed into a hub by the Exit room supervisor and parents will be informed. Students will also take a paper copy of the letter home with details of the 'Exit' and the time of the HUB.

If the student does not arrive to the exit room, SLT to be alerted by Exit room supervisor to determine their whereabouts. Failure to go to the exit room will result in isolation or exclusion for the rest of the day

**In lessons, a Hub can be set for:**

- Incomplete work in a lesson
- Incomplete homework and no homework
- No equipment
- Disrupting their own learning
- Disrupting the learning of others
- Poor language
- Disrespectful behaviour towards students or staff
- Failure to do as you are asked to do
- An exit

Department Hub set by teacher / Exit room staff

Failure to attend Department Hub results in a Double Hub run by senior staff

Failure to attend Double Hub results in Isolation



**Isolation:**

Isolation will be used to prevent fixed term exclusions and will be sanctioned by a member of SLT following an investigation or following a missed double- hub.

**School Disciplinary Code:**

Pupils who do not adhere to the behaviour policy will be placed on the School Disciplinary Code\*:

Stage	When	What	Who	Review
<b>C Concern</b>	<i>May go on this stage as a result of:</i> <ul style="list-style-type: none"> <li>Progress meetings</li> <li>Progress reviews</li> <li>Tutor meetings</li> <li>Tutor request</li> <li>A repeated pattern of sustained poor behaviour</li> </ul>	Tutor to: <ul style="list-style-type: none"> <li>Meet with student -discuss issues that have been raised and agree targets for improvement</li> <li>Send Concern letter to parents</li> <li>Monitor Tutor Report (Yellow)</li> <li>Log on PARS</li> </ul>	Tutor	At the end of two weeks. Can be extended after review.
<b>1 Significant Concern</b>	<i>May go on this stage as a result of:</i> <ul style="list-style-type: none"> <li>New significant behaviour concerns</li> <li>No improvement on Stage C</li> <li>Progress meetings</li> <li>Progress reviews</li> <li>Progress Leader request</li> <li>Fixed term exclusion</li> <li>More than two Stage C interventions in one year</li> <li>5 Exits</li> </ul>	Tutor to: <ul style="list-style-type: none"> <li>Inform Progress Leader</li> <li>Meet with student</li> <li>Stage 1 Report (Amber)</li> <li>Send Stage 1 letter and discussion with parent/carers</li> <li>Behaviour Contract</li> <li>Log on PARS</li> </ul>	Tutor	At the end of two weeks. Can be extended after review.
<b>2  Strong Concern</b>	<i>May go on this stage as a result of:</i> <ul style="list-style-type: none"> <li>No improvement on Stage 1</li> <li>Repeated fixed term exclusions</li> <li>More than two Stage 1 interventions in one year</li> </ul>	PL to: <ul style="list-style-type: none"> <li>Meet with student</li> <li>Stage 2 Report (Purple)</li> <li>Meeting with parent/carers</li> <li>Target Action Plan (TAP)</li> <li>Oversee outside agency interventions</li> <li>Log on PARS</li> </ul>	PL	At the end of four weeks with an interim review at the end of week 2.
An Inclusion referral is to be made to the Inclusion Lead for students to be placed on Stage 3. The referral will be reviewed and a Key Worker (PastoralCoordinator/SLT/Inclusion) will be allocated to oversee the PSP in conjunction with the PL.				
<b>3  Serious Concern  At risk of PEX</b>	<i>May go on this stage as a result of:</i> <ul style="list-style-type: none"> <li>No improvement on Stage 2</li> <li>Repeated / Longer term Fixed term exclusion</li> <li>More than two Stage 2 interventions in one year</li> <li>The students is at risk of permanent exclusion</li> </ul>	PL to: <ul style="list-style-type: none"> <li>Refer to Inclusion Lead for allocation to key member of staff</li> <li>Log on PARS</li> </ul> Key staff member to: <ul style="list-style-type: none"> <li>Meet with student</li> <li>Stage 3 Report (Red)</li> <li>Meeting with parent/carers</li> <li>Send letter to parents outlining risk of PEX</li> <li>Oversee outside agency interventions</li> <li>Pastoral Support Programme (PSP)</li> </ul>	PL PC Key staff member	At the end of six weeks with with an interim review at the end of week two and week 4.

		<ul style="list-style-type: none"> <li>• Arrange stage 3 Governor meeting</li> </ul>		
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**\*Students can enter the behaviour stages at any level.**  
**For all serious breaches of the behaviour code or continuing persistent breaches, a student may be at risk of PEX without being placed on the stages.**



Department  
for Education

# **Use of reasonable force**

**Advice for Headteachers, staff and  
governing bodies**

**July 2013**

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## Summary

### About this departmental advice

This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.

### Expiry or review date

This advice will be kept under review and updated as necessary.

- School leaders and school staff in **all schools**<sup>1</sup> in England.

**Key points**

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

**What is reasonable force?**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force<sup>2</sup>.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

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<sup>1</sup> "All schools" include Academies, Free Schools, independent schools and all types of maintained schools

<sup>2</sup> Section 93, Education and Inspections Act 2006

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”<sup>3</sup>:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks

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<sup>3</sup> Section 550ZB(5) of the Education Act 1996

- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules.

Separate guidance is available on the power to search without consent – see the ‘Further sources of information’ section for a link to this document.

#### **Communicating the school’s approach to the use of force**

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.
- Schools should **not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

#### **Using force**

- A panel of experts<sup>4</sup> identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:
- the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the ‘double basket-hold’ which involves holding a person’s arms across their chest; and
- the ‘nose distraction technique’ which involves a sharp upward jab under the nose.

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<sup>4</sup> Physical Control in Care Medical Panel - 2008

### **Staff training**

- Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.
- Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

### **Telling parents when force has been used on their child**

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents<sup>5</sup>.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
  - pupil's behaviour and level of risk presented at the time of the incident;
  - degree of force used;
  - effect on the pupil or member of staff; and
  - the child's age.

### **What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

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<sup>5</sup> References to parent or parents are to fathers as well as mothers, unless otherwise stated.



- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

#### **What about other physical contact with pupils?**

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
  - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
  - When comforting a distressed pupil;
  - When a pupil is being congratulated or praised;
  - To demonstrate how to use a musical instrument;
  - To demonstrate exercises or techniques during PE lessons or sports coaching; and
  - To give first aid.

#### **Frequently Asked Questions**

**Q: I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?**

**A:** Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

**Q: How do I know whether using a physical intervention is 'reasonable'?**

**A:** The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

**Q: What about school trips?**

**A:** The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

**Q: Can force be used on pupils with SEN or disabilities?**

**A:** Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

**Q: I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?**

**A:** There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

**Q: Are there any circumstances in which a teacher can use physical force to punish a pupil?**

**A:** No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

**Further sources of information**

**Other departmental advice and guidance you may be interested in**

- [Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders \(2002\)](#)
- [Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties \(2003\)](#)
- [Screening, searching and confiscation – advice for headteachers, staff and governing bodies.](#)
- [Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools](#)

**Associated resources (external links)**

- [Police and Criminal Evidence Act 1984 \(PACE\) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers](#)