Behaviour Policy

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school (**compassion, hard work, respect, integrity, fairness**)
- Outline the expectations and rewards of good behaviour
- Outline the expectations and consequences of poor behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Definitions

Low level misbehaviour / poor behaviour is defined as (but not limited to):

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Incorrect equipment • Lateness to school
- Lateness to lessons

High Level / Serious misbehaviour is defined as (but not limited to):

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
    - Bullying
    - Abuse in intimate personal relationships between children
    - Physical abuse
    - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Up skirting
    - Initiation/hazing type violence and rituals
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting/Violence
- Smoking/Vaping
- Refusal to follow staff instructions
- Truancy (from school and lessons)
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Possession of any **prohibited items**. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Vapes and E-cigarettes
    - Fireworks
    - Pornographic images
    - Smart glasses or other internet-enabled devices (excluding mobile phones and smart watches)
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Any items thought to be illegal, a banned substance or a weapon will be passed onto the police if confiscated.

4. Bullying

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

Bullying is, therefore:

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

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy (see policies section of school website). Our Anti-Bullying policy includes several means of pupils reporting bullying including the use on tootoot and online app.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Upholding the expectations set in the Home-School agreement
- Upholding and maintaining the school values

5.3 The Deputy Head Teacher for Pupil Attitudes and Behaviour

The Deputy Head Teacher for Pupil Attitudes and Behaviour is responsible for:

- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.4 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations, whilst maintaining pupil dignity
- When managing pupil behaviours use least invasive intervention and positive framing to explain and educate pupils in how to manage their behaviour
- Uphold the expectations set out in the Home-School agreement
- Uphold and reinforce the school values
- When acting as a form tutor – monitor the behaviours, rewards and attendance of their form group. Oversee pupils on tutor reports. Provide support and praise to pupils. Liaise with the Pastoral Team regarding their tutees. Form tutors play an important role in dealing with bullying (see Anti-Bullying Policy). Communicate with parents as required.

The Senior Leadership Team (SLT) and Line Managers will support staff in responding to behaviour incidents. See appendix 3 for Pastoral Team structure and responsibilities

5.5 Parents and carers

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions, attend re-entry meetings after a suspension)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Uphold the expectations set in the Home-School agreement

- Uphold the school values
- Ensure their child is wearing the correct school uniform at all times (**Note -** financial support can be given to those require it in order to ensure the correct uniform is worn at all times)

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.6 Pupils

Pupils will be made aware of the following during their induction into the school's behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Uphold the expectations set in the Home-School agreement
- Uphold the school values

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

First and foremost, we **teach** our pupils about how they should behave in school. Pupils are expected to:

- Demonstrate in all of their behaviours / actions our school values of **compassion**, **hard work**, **respect**, **integrity** and **fairness** while representing the school.
- Behave in an orderly and safe way anywhere on the school site and if representing the school off site.
- Behave in an orderly and safe way when travelling to and from school.
- Use polite and respectful language at all times.
- Show respect to all members of staff, visitors to the school and to each other.
- Show respect to all members of the public when travelling to and from school and when representing the school.
- In class, make it possible for all pupils to learn without disruption.
- In class, follow all class routines and expectations (appendix 2)
- Move quietly and safely around the school (single-file, sticking to the left-hand side of corridors where possible and adhering to one-way systems that are in place)
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times (see planner)
- Accept sanctions when given without arguing back
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

We communicate our behaviour curriculum through:

- Year 6 induction days
- New starters inductions and admission meetings
- Daily Announcements for pupils
- Form time activities and programme
- Assemblies
- School newsletter
- School website
- Regular updates each half term to all pupils
- Regular parent letters and emails
- School events such as parents' evenings and open evenings
- Society and Ethics curriculum
- Pupil pledge document (revisited termly with pupils)

6.1 Additional support

Just as some pupils may require additional support with academic work, we recognise that some may need more intensive work on the behaviour curriculum in order to help them meet our high standards. Where concerns or additional behaviour needs have been identified, the Pastoral Team will arrange for pupils to receive 1-to-1 or small group mentoring on specific topics for a fixed number of sessions. At the end of the intervention, pupils will present what they have learned to their tutor, a member of the Pastoral Team or a member of the Senior Leadership Group.

6.2 Mobile phones / Electronic devices

We want pupils to focus on face-to-face interactions while in school. Mobile phones and other electronic devices (for example, smart watches, smart glasses or other internet-enabled devices) are a distraction to learning, can cause disruption to school life and can be a means of bullying and abuse. By ensuring they are not used on school premises, we protect our pupils from unnecessary risks. The government statutory guidance that schools must follow from 1st September 2026 can be found here: https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools

- Pupils are allowed to bring mobile phones / electronic devices (including smart watches) with them to school, but these must not be seen or heard during the school day. Separate rules apply during examinations (details provided at the time of examinations).

- All other internet-enabled devices (such as smart glasses) are prohibited in school.

- **Mobile phones / permitted electronic devices must be either switched off or silenced throughout the school day (from arriving at the school gates at the start of the day, to leaving through the school gates at the end of the day).** Pupils may use their mobile phone on the tennis courts from 3.20pm if they are waiting for a school bus).

- **Mobile phones / permitted electronic devices must remain stored safely and securely by the pupil in their bag throughout the school day. They are not permitted in pupils' pockets or tucked into waistbands.**

- If caught with a mobile phone/electronic device anywhere except stored in their bag, pupils must allow this item to be confiscated by the staff member for the remainder of the school day. If a pupil refuses to allow their phone to be confiscated, they will be suspended from school. The pupil can collect their device themselves from the main school reception at 3.20pm.

- Pupils who are repeatedly caught with a mobile phone (two or more occasions per term) will be required to hand their phone to pastoral staff for safekeeping at the beginning of every day and will be issued with further sanctions. If a pupil refuses to hand their phone in, they will be suspended from school.

- If a mobile phone / electronic device is brought into school, the school does not take responsibility if it is lost or damaged.

- There may be very rare and exceptional occasions when a pupil needs to use a mobile phone / electronic device during the school day for medical reasons, such as monitoring glucose levels for diabetes. This must be agreed with a member of the senior leadership team in advance. A parent cannot make this decision for their child alone; they must seek agreement from a member of the school's senior leadership team.

- If a pupil urgently needs to contact home, they must seek assistance from the Pastoral Team, who will then decide if the contact is needed. The Pastoral Team will provide support to a pupil when they call home, so it is essential this call is completed under the supervision of a member of the team.

- Parents must not attempt to contact their child via the child's personal mobile. For an urgent message please call the school directly. It should be assumed that all other non-essential contact hasn't been seen until the pupil has left the school site, when pupils can then refer to their mobiles.

- Trip leaders will advise pupils on whether pupils can use mobile phones / electronic devices during an off-site school trip.

- Any queries regarding the use of mobile phones / electronic devices should be raised with pupil's Head of Year.

7. Responding to positive and negative behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged in school life
- Develop a positive relationship with pupils, which will include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour
    - Highlighting and promoting good behaviour
    - Starting the next lesson afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement
    - Use the school-based rewards to praise pupils
    - Talk to pupils when they see them in school
    - Offer support to pupils who may appear to be struggling/not meeting the expectations of behaviour prior to sanctioning.
    - Listen to pupils and parents to help inform decisions

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information (see policies section on our school website).

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's values.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Golden tickets
- Values tickets
- House points
- Communicating praise to parents via a phone call, written correspondence or the MyChildAtSchool app
- School values awards and certificates
- Prize ceremonies or special assemblies
- Positions of responsibility such as Senior Pupil status, Prefect (anti-bullying ambassador) status, or being entrusted with a particular decision or project
- Whole-class or year group rewards such as provision of a popular activity
- House activities
- School values badges
- House points badges
- Year group assemblies
- House assemblies
- Sports awards including school colours
- Headteacher letters/meetings

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

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

- A reminder of the expectations of behaviour and a verbal reprimand (**warning**)
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school **consequence**

- Loss of privileges (including attendance on trips – even if a trip has been paid for – where the pupil's behaviour could pose a risk to themselves, to others or to the reputation of the school)
- School-based community service, such as tidying a classroom/litter picking/desk cleaning
- Referring the pupil to a senior member of staff
- Letter/email or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Risk Management Plans
- **Removal** of the pupil from the classroom
- Directed off-site
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

A table of behaviour levels can be found in appendix 5. All sanctions/actions taken are imposed in relations to the severity of behaviour. The severity increases from Level 1- 9. Individual circumstances may mean that a higher actions/sanction is applied. This is also the case when a repeated behaviour is seen or a pupil has shown persistent breach of the school behaviour expectations.

Responding to misbehaviour in class (Level 1-3 Behaviours)

Below is detailed the specific actions staff will take in dealing with in-class misbehaviour:

Pupils will be aware of the school expectations of behaviour and class routines. They will be given regular reminders and updates via daily announcements, form time activities, assemblies as well as in-class reminders. When pupils are not adhering to these expectations staff will take the following actions in sequence:

- **Warn (Level 1)** the pupil that their behaviour is now likely to result in a teacher consequence if it isn't changed
- Teacher **consequence (Level 2)** issued (listed below)
- **Removal (Level 3)** from the classroom and placed into a 'safety net' classroom for the remainder of the lesson

There may be instances when a pupil's behaviour is such that **Removal** is required without the staged approach outlined above, for example if a pupil's behaviour is placing themselves or others in danger/ at risk, and/or the pupil is in direct conflict with staff (e.g., abusive language being used).

Teacher consequence (Level 2)

- Detention with their class teacher - Meeting at break or lunchtime to discuss behaviour concerns. Staff choose the time to meet with the pupil. At the teachers discretion, other options for teacher consequence may include, contact home, a change in the seating plan or referral to the head of department

Removal from a classroom (Level 3)

Actions taken if a pupil is removed from a lesson or persistently prevents the learning of others within a lesson (also detailed under section Serious Sanctions):

The pupil is required to move to a 'safety net' classroom with a different class for the remainder of the lesson. Pupils are expected to go directly to the specified classroom when told to by their teacher, but the teacher can also request support from on-call to remove a pupil from their class if required.

Whilst in the safety net classroom, the pupil will be expected to work in silence for the remainder of the lesson, completing the expected amount of work

Heads of Department will monitor pupil removals for their subject(s) and will act to support the staff member and pupil to have a successful reintegration into the class.

If a pupil has been removed from a lesson twice in a day, or 3 times in a week, they will be placed in our internal exclusion room at the next possible day as a further sanction.

Head of Department actions

Heads of Department can undertake one or more of the following actions after a pupil has been removed from a class and / or a pupil is persistently not meeting the expectations of behaviour within a class:

- Department detention at lunchtime (or after school if agreed with SLT) **- standard sanction used for when a pupil is removed from a lesson**

Other options available to support an improvement in behaviour:

- Restorative conversation
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, at break or lunchtime
- Loss of privileges
- Subject report/Head of department report
- School-based community service, such as tidying a classroom / litter picking / desk cleaning • Contact parents
- Agreeing a behaviour contract
- Placing the pupil in an alternative class for a fixed period of time (e.g. two weeks)
- Referring the pupil to a senior member of staff (persistent issues with behaviour and showing no improvement after a range of actions taken) – discussed with Line Manager as part of Line Management Meeting agenda

***** Prior to or during a detention, a conversation has to happen between the teacher / Head of Department and the pupil. Detention will not be used on its own as the sanction.

7.5 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.
Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.
Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.5.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.
Please see our restrictive intervention policy for more information.

7.5.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.
During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them (the key stage office or the internal exclusion room).
- The pupil will be supervised at all times, by at least 1 member of staff.

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty

7.6 Confiscation and searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any **prohibited** items (listed in section 3 of this policy) found in a pupil's possession as a result of a search will be confiscated. **These items will not be returned to the pupil.**

Any items thought be illegal, a banned substance or a weapon will be passed onto the police if confiscated.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to parents, if appropriate. They include:

- Mobile phones (if being used without permission)
- Electronic devices (if being used without permission)
- Items of non-uniform clothing (e.g. hoodies and trainers)
- Items of non-uniform jewellery (including excess jewellery)
- Toys having the potential for causing disruption / disorder or damage to the school e.g. water pistols, "squashies"
- Stink bombs / water bombs
- Chewing gum
- Energy drinks
- Aerosols
- Any items that may cause offence to others

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Staff authorised to conduct searches in our school are:

- Headteacher
- All members of the Senior Leadership Team

- Directors of Behaviour and Attitudes
- All Pupil Support Leaders
- All Pupil Support Officers
- Inclusion Officer
- All Designated Safeguarding Leads
- Trip leaders and one other member of staff (if on a school trip)

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search will entail – e.g. “I will ask you to turn out your pockets and remove your scarf.”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) / pastoral leads, to try and determine why the pupil is refusing to comply.

If they still refuse to co-operate, the member of staff will contact the parent, to ask that they instruct their child to comply.

If they still refuse to co-operate their parent will be asked to attend the school site and to be present for the search. The pupil will be supervised at all times until the search has been conducted.

If the parent refuses/it is considered the pupil is a danger to themselves and others:

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots, items of clothing worn for religious reasons will of course be treated sensitively.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse

7.8 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.9 Online misbehaviour and misuse of social media

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil (including bullying)
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

As a school we do see the benefits social media may provide, but unless given direct permission by a member of staff, pupils will not be permitted to use social media in any form during the school day.

When we will make use of social media posts:

- Where it is being used as a forum for bullying
- Where is can used to provide evidence to support decision making on actions/sanctions
- Where is can provide evidence/behaviours witnessed in a lead up to an event

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher, a member of the Senior Leadership Group or a member of the Pastoral Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information (see policies section on our school website).

7.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
The school will also consider the pastoral needs of staff and pupils accused of misconduct.
Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Possible actions taken by the school if after full investigation by senior staff the allegation is found to be false/malicious:

- Reintegration meeting with pupil, parent and the Headteacher
- Restorative meeting with member of staff concerned
- Verbal and written apology
- Adapted pupil timetable
- Removal from subject area (temporary/permanent)
- Internal Exclusion at Neatherd or at another school in the Enrich Learning Trust

- Directed off-site
- Suspension
- Permanent Exclusion

8. Sanctions

8.1 Detention

Our detentions can be any one of the following:

- Teacher detention (break / lunch) – Level 2 – Can be set by all staff
- Department detentions (lunch) – Level 3 – Can be set by Heads of Department and SLG
- Community time exclusions (break / lunch) – Level 3 – can be set by the Pastoral Team and SLG
- Pastoral detentions (after school) – Level 3 – can be set by the Pastoral Team and SLG
- Senior Leadership Team detentions (after school to 5pm) – Level 4 – can be set by SLT

Pupils can be issued with detentions during break, lunchtime, after school or on staff INSET days.

The school will inform the pupil's parents as follows:

- Teacher catch ups – via the MyChildAtSchool app
- Head of Department/Department detentions - via the MyChildAtSchool app
- Community time exclusions - via the MyChildAtSchool app
- Pastoral detentions (after school) – via the MyChildAtSchool app and MIS email
- Senior Leadership detentions (after school) - via the MyChildAtSchool app and MIS email

The school has a statutory right (Education and Inspections Act 2006) to use detention either within the school day and after normal school hours. Parental consent is not required for detentions and inconvenient travel arrangements do not affect the rights of the school to impose a detention.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from a classroom (Level 3)

In response to serious behaviours or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being highly disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher or Deputy Head.

Pupils should be reintegrated into their usual classroom as soon as appropriate and safe to do so after the end of the teaching period. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed that their child is removed from the classroom via the MyChildAtSchool app.

The school will consider an alternative and/or additional approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning coaches / mentors
- Use of teaching assistants
- Senior Leadership Team detentions (**Level 4**)
- Short term behaviour support report cards
- Long term behaviour support plans (referred to as Passports and Positive Behaviour Support Plans) • Internal Exclusion
- Time in Internal Exclusion at another Trust School
- Pupil support units
- Alternative provision
- Multi-agency assessment

Teaching staff will record all incidents of removal from the classroom along with details of the incident that led to the removal. Heads of Department will then take action (see list) in order to address and restore teacher-pupil relationships.

8.3 Removal from a classroom: Internal Exclusion (Level 5)

In some instances of serious misbehaviour, a pupil may be placed to work within the Internal Exclusion Room. Behaviours such as:

- Fighting/Violence
- Refusal to follow staff instructions
- Repeated removal from lessons
- Theft
- Bringing the school into disrepute
- Serious disruption of school community
- Failure to attend detentions
- Continued disruption of learning / lessons
- Persistent breach of school values and behaviour expectations
- Inappropriate/aggressive language

The internal exclusion room has its own timetable which enables the pupils to remain separate from the main school community throughout their time working in this area of the school.

Pupils are expected to work in silence while in this room.

They will continue to complete curriculum-based work alongside restorative work for specific behaviours such as refusal to follow instructions, racism, etc).

All school expectations apply when a pupil is working within the internal exclusion room.

8.4 Removal from a classroom – Trust-based Internal Exclusion (Level 6)

If a pupil does not appear to be responding to support and sanctions applied for serious misbehaviour, the school will consider sending the pupil to another Trust school's inclusion room to serve their sanction there. The school will liaise with parents over this to ensure safe travel for the pupil. The pupil will then be expected to adhere to the expectations set by the school they are then attending. These expectations will be made clear to the parents and pupil.

8.5 Suspension (Level 7), direction off-site (Level 8) and permanent exclusions (Level 9)

The school can use suspension, direction off-site and permanent exclusion in response to serious misbehaviour / incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

A direction off-site is used where it is felt a 'fresh start' is needed for a pupil. Parents do not have to agree to the direction off-site and schools are not required to seek these nor accept pupils on these. They will follow a suspension and be discussed, if appropriate, in a reintegration meeting.

The decision to suspend, seek a direction off-site or permanently exclude will be made by the Headteacher. Permanent exclusion is only used as a last resort.

Please refer to our exclusions policy for more information (see policies section on our school website).

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties with making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

We will try to anticipate and remove triggers of misbehaviour in the following ways, as a appropriate:

- Pupil Support Plans and Passports
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans (for example, to allow a pupil with visual or hearing impairment to sit in sight of the teacher)
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of The Link (SEND base) for pupils to regulate their emotions during a moment of sensory overload
- Exit cards (SEND/Mental Health/Medical) – reviewed every six weeks

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, the school will assess if it is appropriate to use a sanction and, if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disabilities co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a high level / serious behaviour sanction (Level 5 and above)

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

- Internal Exclusion behaviour curriculum work
- Pupil Support Officer one-to-one during time in Internal Exclusion
- Restorative conversations with relevant staff/pupils
- Pastoral Team mentoring
- Daily contact with an appropriate staff member
- A report card with personalised behaviour goals
- Risk management plan
- Behaviour contract
- Mental Health referral (internal/external)
- Anger management support
- Reintegration meetings for held for all pupils who are suspended for 3 or more days
- Reintegration meetings are held for all pupils who are placed within another Trust school for a period of time
- Placement on our Student At Risk of Permanent Exclusion (SARPE) tracking and intervention system
- Alternative provision – if funding is available
- Seek support from Local Authority Inclusion Team
- Off-site direction to another secondary school

11. Pupil transition

11.1 Induction of incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues is recorded on the school's MIS in order to allow for information to be transferred to new staff working with the pupil.

12. Training

As part of their induction process, and thereafter on an ongoing basis, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- Our behaviour curriculum
- Behaviour management and de-escalation strategies
- Fair and effective implementation of rewards and sanctions
- How SEND and mental health needs impact behaviour
- Equalities
- Staff working within the Pastoral Team will be given regular relevant training and updates on topics such as mental health awareness and managing emotions

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance and punctuality (including truancy from lessons)
- Suspensions and permanent exclusion
- Use of pupil support units and off-site directions
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half-term by the Deputy Head Teacher for Pupil Behaviour and Attitudes.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of week / term
- By protected characteristics

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the full Local Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Local Governing Board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Restrictive interventions policy
- SEND Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Restrictive interventions, including reasonable force, are only used as a last resort, and in line with the restrictive interventions policy.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Pupils and staff will demonstrate and uphold our school values
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the full Local Governing Board annually.

Appendix 2: Classroom expectations

Pupil expectations	Staff expectations
On arrival to a lesson: • Be on time, every time • Line up outside the classroom • Wait quietly until permitted by staff to enter the classroom • Enter the room in silence • Go straight to assigned seat and unpack equipment (essential equipment list can be found in appendix 4) • Check uniform is worn correctly • Sit down and complete 'Do Now Tasks' • Remain seated throughout the lesson unless instructed otherwise During the lesson: • Follow staff instructions at all times • Allow others to learn • Actively engage with the work being set • Complete all tasks to the best of your ability • Listen carefully to staff and other pupils • Work quietly at all times, and in silence during independent work • Expect to be asked questions (Cold calling) and give answers in full sentences • Copy notes as required in the stated format • Track the teacher/those who are talking • Drink water from a water bottle. No other food or drink should be consumed. Drinking and eating are strictly forbidden in science labs, DT workshops and computer suites. At the end of a lesson: • Make sure you have recorded any homework set in your planner including the due date • Pack up only when instructed to do so • Tidy your area and place all rubbish in the bin • Listen to staff instructions and praise • Leave the classroom in a quiet and orderly manner, one row/table at a time, when instructed by staff	At the start of every lesson: • Be punctual • Stand just at the door of your classroom in order to have presence in the corridor and control the manner in which pupils arrive to lessons. • Conduct threshold conversations with pupils, as required • As pupils enter, welcome them into your classroom, while also checking correct uniform is being worn • Have clear instructions of the 'Do Now Task' you wish pupils to complete as they arrive • Complete the register within the first 10 minutes of the lesson and recall it for anyone who arrives late (use L code for late) During the lesson: • Use Neatherd Nine • Give clear instructions for tasks • Circulate your classroom in order to assess progress being made by pupils when completing tasks • Set homework during the lesson (if scheduled to do so) • Use the Behaviour System of Warning-Consequence-Removal • Praise pupils throughout the lesson for showing school values. At the end of the lesson: • Allow 5 minutes at end of lesson for pupils to pack away, but also to provide class feedback and awards (e.g. Golden Ticket and Attitude to Learning (AtL) 2 Housepoints. • Check classroom / desks are tidy and free from litter, graffiti and damage • Give end of lesson reminders on conduct and school values • Dismiss pupils, one row/table at a time ensuring they exit in an orderly manner and will be on time for their next lesson.

Appendix 3: Staff Responsibilities for Supporting Pupils with Behaviour

Staff structure	Responsibilities
All staff	**Level 1 & 2 behaviours** Adhere to the Behaviour Policy and all expectations linked to this policy
Teaching staff	**Level 1 & 2 behaviours** In-class behaviours and rewards Seek support from Heads of Department as required Set teacher-pupil meetings
Form tutors	**Level 1 & 2 behaviours** Monitor behaviours, reports, rewards and attendance of tutees. Work with those pupils whose attendance is between 95-90% Set teacher-pupil meetings
Heads of Department	**Level 1-3 behaviours (and 4 if agreed with SLT)** Monitor and oversee behaviours and rewards for subject area. Support staff within their department (e.g. facilitating teacher-pupil meetings) Seek support from Line Manager and Pastoral Team staff when subject interventions have been completed. Set department detentions
Pupil Support Officers	**Level 1-3 (and 4 if agreed with Director)** Work closely with pupils, parents, staff and Head of Year. Provide interventions, complete pupil passports, and mentor pupils whose behaviours are a concern in several subject areas or whose behaviours are considered a pastoral based issue e.g. truancy. Support pupils whose attendance is between 87-90% Set pastoral detentions Attend reintegration meetings
Heads of Year	**Level 1-4 (and 5 if agreed with Director)** Oversee the behaviour and rewards of their year group. Monitor and act to provide support and interventions for pupils whose behaviour is a concern over several subject areas, or considered a pastoral issue e.g. truancy. Delegate tasks to their Pupil Support Officer as required. Act upon data provided on their year group to put in place support as required. Support pupils whose attendance is between 85-87% or lower if directed to. Set detentions as well as days in Internal exclusion (agreed by Directors) Attend / Lead reintegration meetings Liaise with SENDCO on supporting pupils with additional needs

Directors	**Level 1-5 (and 6-7 if agreed with Assistant Head / Headteacher)** Oversee the behaviour and rewards of their year group and their assigned Key Stage. Monitor and act to provide support and interventions for pupils whose behaviour is a concern over several subject areas, or is considered a pastoral issue e.g. truancy. Delegate tasks to their Heads of Year and Pupil Support Officers as required. Collate and analyse data on their Key Stage and delegate tasks to their Head of Year as required. Support pupils whose attendance is between 85-87% or lower if directed to. Set pastoral detentions and days in Internal Exclusion. Suggest to the Assistant Head the need for suspensions. Attend / Lead reintegration meetings. Liaise with SENDCO.
Deputy Head Teacher – Behaviour and Attitudes	**Level 1-6 and 8 (and Level 7 if authorised by Headteacher)** Oversee strategy, behaviours and rewards for all pupils in school Line Management of Directors Set pastoral detentions, internal exclusions, external exclusions, suspensions (authorised by Headteacher) Propose to Headteacher the need for Permanent Exclusions. Attend / Lead reintegration meetings as well as attend Exclusion Review meetings and Permanent Exclusion meetings Work with the SENDCO to support the inclusion of all pupils Support pupils whose attendance is below 85% (part of team of staff)
Senior Leadership Team	**(Level 1-5 (and 6 if authorised by the Headteacher)** Uphold the Behaviour Policy Discuss behaviours and rewards with those they line manage and provide support as required When required be involved in the reintegration of a pupil after suspension Set pastoral detentions, internal exclusions, external exclusions, suspensions (agreed with Headteacher) In the Headteacher's absence represent them at Permanent Exclusion meetings
Headteacher (Deputy Head in Headteacher's absence)	**Level 1-9** Set pastoral detentions, internal exclusions, internal exclusion in another Trust school, authorise suspensions and make the final decision on Permanent Exclusions.
Governing Board / Trustees	Attend reintegration meetings as well as sit on independent review panels and Permanent Exclusion meetings

Appendix 4: Equipment

Essential equipment

- 3 x blue / black pens
- 1 x green pen
- 1 x pencil
- 1x highlighter
- Scissors
- Eraser
- Ruler
- Calculator
- Glue stick
- Planner
- Class exercise books / folders
- Core Knowledge Organiser and Homework Book (KS3 only)
- Headphones (computing lessons)
- Apron (DT lessons)
- Protractor (maths lessons)
- Full and correct PE kit (PE lessons)
- Reading book (KS3 only)

School recommendations

- A pencil case (ideally transparent) to hold stationery items securely
- A transparent water bottle (labelled) for use in school

Appendix 5: Behaviour Levels and Sanctions Tariff

At Neatherd, we are committed to our five core values of:

- Compassion
- Hard work
- Respect
- Integrity
- Fairness

The sanctions tariff below has been made with these in mind. Therefore, negative behaviour would be considered anything that contradicts our values, and positive behaviour, anything that reinforces them. Any time a member of staff attempts to correct behaviour, they may refer to these values.

Please note, all potential outcomes must be recognised as the **minimum outcome.** For repeated incidences of the same type of poor behaviour, a higher sanction will be applied. This will also be the case with sanctions for pupils who show persistent disregard for our school's expectations and values.

Category	**Potential outcome**	**Neg. Points**
Level 1 misbehaviour (low level) e.g. chatting in class, dropping litter but then picking up after reminder, silliness in corridor, forgetting manners	Warning given to pupil	0
Level 2 misbehaviours (low level) Reminders and warning not heeded e.g. preventing learning in a lesson.	• Teacher detention set Additional actions that could also be taken to support improved behaviour: • Change of seating plan • Form tutor informed • Teacher-pupil meeting • Additional catch-up work to be completed • Contact with home	1
Level 3 misbehaviours (higher level) e.g. disruption of lesson to extent class cannot learn. Poor behaviour at community time. Not showing school values, bullying	Removal room and Head of Department action • Department Detention Additional actions that could be taken to support improved behaviour or when behaviours are repeated: • Teacher / Head of Department conversation • Change of class (temporary / permanent) • Form tutor informed • Additional catch-up work to be completed • Contact with home • Pupil meeting • Parent meeting	2

Level 4 misbehaviour (higher level) e.g. Persistent lack of attendance at detentions and lack of engagement with support being offered. Persistent poor behaviour across subjects. Bullying.	SLT detention after school and Head of Department / Pastoral Team action	2
Level 5 misbehaviour (higher level) e.g. refusal to follow staff instructions, lack of respect for staff, bringing school into disrepute, fights, bullying	Internal Exclusion and Pastoral Team action	3
Level 6 misbehaviour (higher level) e.g. showing no intention of improving behaviours, disruption of internal exclusion, repeated attendance of internal exclusion	Internal Exclusion at another Trust School and Director / Head of Year action	3
Level 7 misbehaviour (higher Level) e.g. assault, serious cases or bullying, refusal to attend internal exclusion, absconding internal exclusion, repeated breaches of behaviour expectations See Exclusions Policy	Suspension from school Reintegration meetings required for 3 or more days Governors involved Added to Student At Risk of Permanent Exclusion (SARPE) tracking and intervention programme SARPE process	3
Level 8 misbehaviour (Higher Level) Behaviours are not improving even after support has been put in place.	Off-site direction considered by school Local Authority notified of concerns SARPE process	3
Level 9 misbehaviour (Higher Level) See Exclusions Policy	Permanent Exclusion	

Appendix 6: SARPE process

SARPE – Student At Risk of Permanent Exclusion process at Dereham Neatherd High School

Level	Details	Placed onto this stage because	Actions at this stage
1: **Head of Year**	The risk of permanent exclusion is at a low level – as long as the pupil improves their behaviour.	Pupil has been suspended for 5 or more days (cumulatively, not just consecutively) in a school year AND/OR Pupil has been suspended for violence of any kind or intimidation of staff (including swearing at staff).	Agreed supportive measures by the school and home which are reviewed in 6 weeks. SARPE paperwork is completed PBSP is reviewed (or created if not already in place)
2: **Director of Key Stage**	The risk of permanent exclusion is at a medium level. If the pupil improves their behaviour, they will move back down to Level 1.	Despite supportive measures, the pupil has failed to meet their SARPE 1 targets AND/OR Pupil has received a further suspension during the 6 weeks of SARPE level 1. AND/OR Pupil has been suspended for 8 or more days in a school year AND/OR Pupil has had another suspension in the same academic year after successfully meeting targets set in level 1.	Agreed supportive measures by the school and home which are reviewed in 6 weeks, with a mid-review meeting held after 3 weeks. NCC Inclusion Team are contacted for support. SARPE paperwork is completed PBSP is reviewed
3: **Deputy Head Teacher**	The risk of permanent exclusion is at a high level unless the pupil improves their behaviour. If the pupil improves their behaviour, they will move back down to Level 2.	Despite supportive measures, the pupil has failed to meet their SARPE 2 targets AND/OR Pupil has received a further suspension during the 6 weeks of SARPE level 2 AND/OR Pupil has been suspended for 11 or more days in a school year AND/OR There has been a significant incident AND/OR Pupil has had a further suspension in the same academic year after successfully meeting targets set in level 2.	Agreed supportive measures by the school and home which are reviewed in 6 weeks, with a mid-review meeting held after 3 weeks. 6-week directed off-site provision explored (if agreed and in place, SARPE 3 process pauses for the duration of the DOS provision) Further contact with the NCC Inclusion Team for support SARPE paperwork is completed. Final review of PBSP