

# BEHAVIOUR, REWARDS & EXCLUSION POLICY

**Last Reviewed** – October 2023

**Next Review** – October 2024

**Review Information** – Annually or following a change in legislation

Read and signed by

**Richard White, Chair of Managing Council**

**Date:**

A copy of this policy is published on the school website for parents.

## REVIEW JOURNAL

Version	Approved By	Revision Date	Description of change	Author
Sept 2021	HM	Sept 2022	KCSiE 2021 update	HM
Sept 2022	HM	Sept 2022	KCSiE Sept 2022 update Behaviour in Schools July 2022 update	HM
Sept 2023	HM	Sept 2023	KCSiE 2023 update	HM

In addition, this policy is based on:

## DOCUMENTS & GUIDANCE REFERED TO IN REVIEW

Document/Guidance	Date
Behaviour and discipline in schools (DfE), 2022	Sept 2022
Searching, screening and confiscation at school, 2018, 2022	Sept 2022
The Equality Act, 2010	May 2019
Supporting pupils with medical conditions at school, 2017	May 2019
Use of reasonable force in schools, 2013	May 2019
Keeping Children Safe in Education, 2022	Sept 2022
Working Together to Safeguard Children, 2018	May 2019
Special Educational Needs and Disability (SEND) code of practice, 2015	May 2019
Searching, Screening and Confiscation at School (DfE), 2018	May 2019
DfE <i>Getting the Simple things right: Charlie Taylor's behaviour Checklist</i>	May 2019
When the Adults Change by Paul Dix	Sept 2020
Children and Families Act 2014	Sept 2022
Searching, screening and confiscation at school (DfE) 2022	Sept 2022
Keeping Children Safe in Education, 2023	Sept 2023

## THIS POLICY SHOULD BE READ IN CONJUNCTION WITH:

Early Years Foundation Stage Policy
Anti-Bullying Policy
Child Protection Policy
Confidentiality for Pupils Policy



Online Safety Policy
Positive Handling and Restraint Policy
Low Level Concerns Policy
Life Skills Policy
Staff Code of Conduct
Special Educational Needs and Disabilities & Learning Support Policy
ICT Acceptable Use Policies
Equality & Inclusion Policy
Mental Health Policy
SMSC Policy (including British Values)
HSB, Harassment and Sexual Behaviour Disclosure Flowchart
EYFS Policy

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## 'Karenza Whelas Karenza'

***This Polwhele House School Policy relates to the whole School including EYFS as well as all School related activities both on and off-site.***

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## 1. AIMS

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## 2. LEGISLATION & STATUTORY REQUIREMENTS

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

- Behaviour and discipline in schools, 2022
- Searching, screening and confiscation at school, 2022
- The Equality Act 2010
- Use of reasonable force in schools, 2013
- Supporting pupils with medical conditions at school, 2017
- Keeping Children Safe in Education, 2023
- Working Together to Safeguard Children, 2018
- Special Educational Needs and Disability (SEND) code of practice, 2015.

In addition, this policy is based on:

- 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.

## 3. OUR VALUES AND APPROACH

We are aware that where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence and distress. This can result in lost learning time and can also affect the wellbeing of teachers.

Polwhele House Rules underpin our behaviour strategy and are understood by every pupil.

They are neatly summed up in the following 3 words:

- Ready
- Respectful
- Safe



Teachers are encouraged to consider with children and in their classroom practice the subtext of these Rules, which can help children learn more about our culture. These are also called our values:

- We Meet and Greet
- We Challenge
- We Reward
- We Educate
- We Aim High
- We are Kind
- We Respect Each Other
- We Apologise

Our School Rules permeate through all areas of School life including our Life Skills scheme. The Rules also promote SMSC, British Values, the Prevent Strategy for Schools, the Equality Act 2010 and the UN Convention on the Rights of the Child. Polwhele's Rules are known by every child and staff member.

Polwhele House has an ethos of care, respect and forgiveness which is reflected in our School Rules. These Rules permeate through every aspect of school life, with the consistent approach of staff being the essential conduit through which children learn the benefits of good behaviour. The School promotes rewards and praise rather than criticism and sanctions. The pupils receive rewards in the following way:

### **Behaviour Away from the School Site**

The sanctions included in this policy may be used for pupils when they are not on the school's premises under the following circumstances:

- when wearing uniform
- on a school trip,
- posing a threat to another pupil
- taking part in school-organised activities
- travelling to or from school or online
- if the pupil's behaviour could affect members of the school community.

The decision to sanction a pupil is lawful if it is made on school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Online activity, cyberbullying and the school's responsibilities in managing misbehaviour when pupils are away from the school site, are covered in the Online Safety Policy, Anti-Bullying Policy and Child Protection Policy, which should be consulted for further information.

### **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 (Local Authority Referral Service)
  - Refer to children's social care
  - Report to the police

Please refer to our child protection policy for more information

### **Child-on-child abuse**

The school acknowledges that child-on-child abuse can happen at any age. The school has laid out its policy on managing such occurrences in its Child Protection Policy.

### **Rewards**

- Praise
- Stars, stickers, sticker charts (Pre-Prep)
- The award of house tokens for supporting the Rules
- Positive comments to parents (written or oral)
- Special responsibilities/privileges
- Commendation awards – work or description of attitude/behaviour included on display wall
- Special mentions in assemblies for a variety of achievements
- Prizes awarded for effort, achievement and citizenship as well as in the curriculum and academic areas at Prize Giving
- Form treats and visits
- Praise postcards
- Inclusion in the Polwhele termly magazine

House points and commendations are celebrated in a weekly assembly. Children in each section of the school have a chance to win a prize, selected following consultation with the children. House point totals are announced weekly and the winning house has a reward.

When necessary, a pupil will be disciplined in line with this policy. Taking into account the individual, staff may use one or more of the following sanctions in response to unacceptable behaviour that does not reflect the School Rules:



## Sanctions

- Discussion of behaviour
- Restorative process: Meeting with pupil as part of the restorative approach; Completion of 'Time to Think' document. Letters or phone calls home to parents Agreeing a Behaviour Plan
- A verbal warning or reprimand
- Expecting work to be completed at another time
- Time out of activity/playtime if a child needs calming time (accompanied by staff member)
- Writing a letter of apology
- Carrying out useful tasks to help the school community
- Putting a pupil 'on report'

We use knowledge of the child when deciding on the appropriateness of sanctions, with consideration for those with SEND, mental health issues or traumatic life experiences.

See appendix 3 for Support and Sanction ladder

Where criminal behaviour is suspected, the Head will gather enough information to decide whether the incident should be reported to the police. These investigations will be fully documented. If an incident is referred to the police, the school will discuss with the police how to proceed in the imposition of any school-based sanctions.

## 4. DEFINITIONS

**Misbehaviour** can be defined as the following:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork or homework without just cause
- Unacceptable attitude
- Incorrect uniform
- Disrespecting school or others' property

**Serious misbehaviour (levels 2 – 4 on the Sanction Ladder)** is defined as:

- Verbal or physical aggression
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Serious Vandalism of school property or other's property
- Theft
- Discriminatory comments including race, disability, religion, culture or gender
- Breaking the age-appropriate "Acceptable ICT Use" policy.

**Malicious accusations against staff.** Please refer to our Child Protection Policy for dealing with allegations of abuse against staff.

## 5. BULLYING AND CHILD-ON-CHILD ABUSE

Please see Polwhele House's Anti-Bullying Policy.

## 6. ROLES, RESPONSIBILITIES AND INVOLVEMENT



## The Managing Council

The Managing Council is responsible for monitoring this Behaviour Policy's effectiveness and holding the Head to account for its implementation.

## The Head

The Head is responsible for reviewing and approving this Behaviour Policy. The Head will ensure with the Deputy Head that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## Staff

The staff promote self-discipline amongst the pupils and deal appropriately with unacceptable behaviour according to this policy. In lessons, behaviour must be of a standard that allows constructive teaching and learning to take place, and all staff have a duty to ensure that disruptive behaviour is not tolerated.

All staff are responsible for:

- Mentioning the appropriate Rule when reprimanding a child
- Ensuring that all children are aware of the Rules
- Implementing the behaviour policy consistently

Form Tutors are in place to provide further pastoral care as appropriate to each individual child.

## Parents

At Polwhele House we promote a good partnership between Staff and Parents. We believe this is in the best interests of every pupil, for the School and Parents to be working together. Each year parents are referred to the website with the school's Behaviour and Rewards policy as well as the Pupil Code of Conduct and asked to re-read it with their children.

Parents are expected to:

- Support their child in adhering to the Pupil Code of Conduct and work with the school to maintain the expected standards
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behaviour concerns with the Form Tutor promptly
- 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.

## Pupils

In accordance with Article 12 of the UN Convention on the Rights of the Child, Polwhele House involves pupils when creating behaviour expectations. The School Rules and their impact are very important to the pupils as shown by the strong pupil voice in School Council meetings, assemblies, form time, Life Skills lessons and Religious Studies lessons. Every pupil's voice matters and their views are taken into account when





creating individual behaviour plans which also adheres to the SEND Code of Practice 2015.

Pupils are expected to:

- Follow the School Rules in their behaviour, interactions and attitude
- Behave in an orderly and self-controlled way
- Demonstrate good manners
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Wear the correct uniform at all times
- Accept sanctions when given, following opportunities to reflect and consider change
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Pupils are reminded of these expectation each year and, in particular, when moving between Key Stages, joining the school or returning to school after an extended absence. Form teachers are especially aware of the needs of pupils new to a setting or to the school and offer support to help each one settle into expectations at their own pace.

*See appendix 2 for Pupil Code of Conduct, which all staff and children are aware of.*

### **Working with other agencies**

The school will work with Social Services, the Early Help Hub, the LADO and the Police as appropriate and as necessary to ensure that the provisions of this policy are met.

## **7. BEHAVIOUR MANAGEMENT**

### **a) Lesson Behaviour management**

Teaching and support staff are responsible for setting the tone and for positive behaviour within lessons. The following guidance has been taken and adapted from the DfE *Getting the Simple things right: Charlie Taylor's behaviour Checklist*:

#### **Members of Staff**

- Follow behaviour policy
- Know the names and roles of any adult in lessons
- Meet and greet pupils when they enter the room
- Display Tokens sheet and keep it up-to-date
- Ensure all pupils are aware of the Rules
- Follow through with rewards and sanctions
- Ensure that each child moves appropriately through Commendation certificates during the year.

#### **Pupils**

- Have a seating plan to aid effective learning
- Understand pupils' individual needs
- Have strategies ready to use to challenge behaviour that does not reflect the School Rules





## Teaching

- Model behaviour that embodies the School Rules
- Consistent approach – follow School policies
- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate learning to support and extend all pupils
- Stay calm (only raise voice for safety purposes)
- Have clear routines for transitions and for stopping the class
- Teach pupils the class routines and expectations
- Display the rewards in class
- Plan and teach stimulating, meaningful lessons
- Understand pupils' special needs

## Parents

Give feedback to parents about their child's behaviour – let them know the good as well as the challenging.

### **b) Corporal Punishment and Physical restraint**

In accordance with the law, the school does not use corporal punishment.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Endangering themselves or other pupils and staff
- Causing serious damage to the premises and property

*Please refer to our separate Positive Handling and Restraint Policy as well.*

Incidents of physical restraint must:

- **Always used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to the Head or Deputy **within 24 hours** and parents/carers as soon as safely possible.

### **c) Search & Confiscation**

Searching pupils and confiscation of items is conducted in line with the DfE's latest guidance on searching, screening and confiscation and staff and parents are asked to refer to this document for further details (Searching, Screening and Confiscation in Schools 2022, DfE).

Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items



- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).

The Head and staff authorised by the Head can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. For example:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- 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)

### **Searching with consent** - Schools' common law powers to search

School staff can search pupils with their consent for any item.

#### **Also please note:**

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

### **Searching without consent**

The Head and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Staff must be the same sex as the pupil being searched and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where it is reasonably 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 teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that the pupil is concealing a prohibited item.



## 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, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, 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/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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, entitlements 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.

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

These items will be returned to parents after discussion between SMT and the parents, if appropriate or may be given to the authorities.

### **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).

## **8. PUPIL SUPPORT**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage and under the Children and Families Act 2014 to use our best endeavours to meet the needs of those with SEND. Consequently, our approach to challenging behaviour may be differentiated to cater for the needs of the pupil.

We further acknowledge that some pupils require a more sensitive and differentiated approach.



In order to ensure that we are not inadvertently discriminating against any group of pupils, we record behaviour incidents and look for patterns.

At Polwhele House we value positive teacher/pupil relationships and use this knowledge of individual children to support our behaviour systems. Listening to children's views and in collaboration with parents we identify staff mentors for children who may need more support. These approachable staff mentors guide and provide a non-judgemental, safe place for children to discuss their behaviour and concerns.

We anticipate the needs of children and any triggers for misbehaviour, especially for children with SEND and implement, where possible, preventative measures. Those which have worked for us in the past are activity breaks, adjusted seating arrangements, adjusted uniform requirements and staff training.

Teachers have a consistent approach when encountering poor behaviour embodied in the process of:

- Stop
- Notice
- Remind
- Move on

Staff who have encountered behaviour which is against the School Rules and who have had to take further measures will first use the Restorative Plan. The child will remain with another adult until the teacher involved can speak with the child.

This meeting will follow an agreed process (see Appendix 4) with staff being trained in managing the meeting positively. Restorative Meetings will be reported to the Head and Deputy Head, who will gather instances involving individual children and monitor the process as follows:

1<sup>st</sup> Restorative – With class teacher

2<sup>nd</sup> Restorative – With Class teacher and Dep Head

3<sup>rd</sup> Restorative – With Class teacher (Dep Head if requested) and Parents

Final Restorative – With Class teacher, parents and SLT

Parents will be informed at the second stage.

Children who need more support and guidance can be given a daily/weekly Report Card, Behaviour Plan or Risk Reduction Plan; they are encouraged to keep a Positive Reflection Diary. These are discussed with parents before issuing them to a child. These documents are used to encourage positive behaviour, interactions and attitudes. They are reviewed daily by the child alongside their Form Tutor to aid reflection and restorative practice. These can also be shared on a weekly basis by the child, Form Tutor and Deputy Head to ensure good progress, celebrate success or to determine if further intervention is needed.

The school's SEND co-ordinator will support the evaluation of a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The SEND co-ordinator will also be involved when creating Behaviour Plans with pupils with SEND, dependant on their needs.



Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify and support specific needs. When acute needs are identified in a pupil, we will liaise with appropriate external agencies and plan support programmes for that pupil. We will work with parents to create the plan and review it on a regular basis, ensuring good communication with all involved with the pupil at the centre of our care.

If the sanctions from Stage 3 (see Appendix 3) are not effective and the child continues to disturb the education of others within the school then the Head will begin a process of:

1. fixed-term exclusion
2. permanent exclusion

The Chair of the Managing Council will always be informed. After a period of 5 days fixed-term exclusion, a member of the Managing Council will be involved in meeting with the child's parents and Head to discuss other possible courses of action.

When children do reach the level of fixed-term exclusion it is likely that they fall into the category of having a high-level of need and could be categorised as a child with Social, Emotional and Behavioural Difficulties (SEBD). At this point (or before) it might be appropriate to call a professionals' meeting to discuss alternative strategies that might be used. The people invited to this meeting should include:

- the Head
- the Form Tutor
- the TA (if applicable)
- a member of a relevant external agency

The outcome of this meeting should be discussed by the Head, the child and the parents.

## **Exclusions**

Only the Head, in consultation with the Chairman of the Managing Council, may exclude a pupil whose behaviour she feels is seriously unsatisfactory. Pupils may be excluded for one or more fixed periods or permanently.

For serious, or persistent breaching of the school's Behaviour Policy and the pupils can be excluded for one or more fixed term periods, not exceeding more than 30 days in one school year. A decision to exclude a pupil permanently will only be taken as a last resort, when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or an exceptional 'one off' offence has been committed, e.g:

- serious violence, actual or threatened, against another pupil or a member of staff
- serious abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

## **Parental Co-operation**

We always seek parental co-operation in all events.





## Appeals

Parents are entitled to appeal to the school against an exclusion. A letter stating the intention to appeal should be sent to the school. A hearing will be set up as quickly as possible, but within ten days at the latest. The decision made by the panel is final. The panel will be made up as per the complaints panel.

## Continuing Education

During any fixed-period of exclusion the school will continue to provide education for a pupil, for example through work to be completed at home using our remote learning provision during any fixed-period of exclusion. The school will consider ways in which to reintegrate the pupil post-exclusion.

## 9. PUPIL TRANSITION

To ensure a smooth transition between different years in the school, pupils have opportunities to get to know their new form tutors. In addition, staff members hold transition meetings sharing both pastoral and academic information.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for other pupils transferring to other schools. In weekly staff meetings, individual pupils are discussed so any behaviour issues are raised and discussed with staff so all are aware.

## 10. STAFF TRAINING

Our staff are provided with training and information on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Should staff need further advice or training, they should talk to the head, who will arrange appropriate sessions. If this policy is not being followed, the Head may ask a staff member to undertake further training.

## 11. EQUAL OPPORTUNITIES

All rewards and sanctions are applied fairly and consistently and in accordance with the school's Equality and Inclusion Policy, with consideration for the Equality Act 2010.

## 12. REVIEW

This behaviour policy will be reviewed by the staff, Head and Managing Council every year. At each review, the policy will be approved by the Head.





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**Created:** May 2019

**Reviewed:** September 2019; September 2020; September 2021; September 2022;  
September 2023; October 2023

**Review date:** According to the school's policy review cycle



## Appendix 1: Pupil Positive Behaviour examples

# PUPIL POSITIVE BEHAVIOUR EXAMPLES

- Demonstrating behaviour that reflects the School Values and 3 Rules: Ready, Respectful and Safe
- Demonstrating good manners – including ‘please’, ‘thank you’, and ‘sorry’ to each other and staff
- Holding doors open for adults and others
- Listening to each other, staff and accepting other's points of view
- Waiting for the right time to add to discussion
- Being helpful, reliable and responsible
- Showing good behaviour for learning – listening, concentrating, showing resilience and self-control, following direction, showing a growth mindset and doing their best
- Good table etiquette at lunchtime
- Showing tolerance, kindness and compassion towards all others
- Developing positive relationships and friendships including thoughtful, inclusive playtimes



## Appendix 2: Pupil Code of Conduct

# PUPIL CODE OF CONDUCT

At all times pupils are expected to be:

- Ready
- Respectful
- Safe

*The following Code of Conduct was created in consultation with all the children during an extended assembly on 5<sup>th</sup> October 2023. It considers how we could explain the underlying values of the school to a new pupil.*

Our Rules link to British Values.

- **Democracy:** we all have a part in creating this code of conduct which we all agree with.
- **Rule of Law:** these are rules, we expect our community to obey them. Everybody has a right to be protected.
- **Individual Liberty:** for everybody to be safe, we have to have rules so everybody can have liberty. We are kept safe by the rules.
- **Tolerance of Others' Beliefs and Faiths:** being respectful is the same as tolerance. We understand that we are different and are interested to learn about what other people think.
- **Mutual Respect:** we are thoughtful about each other, we want everybody to be safe, respected and ready for the next exciting challenge. This is one of the things the rules are for.

### Our Values

#### **We Meet and Greet**

We stand to welcome adults to the classroom.

We greet by name (when we know it).

We greet each other.

#### **We Challenge**

We try our best.

We take on difficult things and know we are learning, even if we don't achieve.

We are given support and we support each other.

We challenge poor choices and bad behaviour.

We listen and respond carefully when we are challenged.

#### **We Reward**

We have tokens for good behaviour, good choices and good work.

We have the Golden Box for prizes to celebrate token achievements.

We get medals and certificates for sports event.



We are given commendations for extra-good work or behaviour.  
We are given compliments.

Each class has its own rewards (Rainbow Chart, Superhero Chart, Quiet Critters, Good Book and so on).

### **We Educate**

We teach each other.

Pupils learn from teachers and each other, teachers learn from pupils and each other.

We have the fantastic chance to learn from people who know and can share so much.

### **We Aim High**

Set a target outside your comfort zone, push yourself to achieve it, try your best. If you don't make it, you've still made progress and can try again.

### **We are Kind**

...to everyone, even if we aren't good friends.

Don't hurt anybody mentally or physically.

Treat others as you want to be treated yourself.

Respect each other – don't interrupt.

Be a good winner or loser – humble in victory, gracious in defeat.

We ask before we touch (including hugs).

### **We Apologise**

If we've got it wrong, we say sorry (and mean it) and act on changing our behaviour.

If we've upset or hurt somebody without meaning to, we say sorry (and mean it).

We have kind hands and kind feet.



### Appendix 3: Support and Sanction ladder

	Type of Behaviour	Response to behaviour
<b>Low level</b>	<p>Behaviour that does not reflect the School Rules.</p> <p>Disruption in lessons, in corridors, and at break and lunchtimes</p> <p>Non-completion of classwork or homework without just cause</p> <p>Unacceptable attitude</p> <p>Disrespecting school or other's property</p>	<p><b>Managed by teacher on duty/teaching class</b></p> <p>Use positive strategies to encourage behaviour in line with School Rules e.g.</p> <ul style="list-style-type: none"> <li>*Reminder of School Rules</li> <li>*Praise when seen behaving well</li> <li>*Parallel praise</li> <li>*Talking quietly to individual pupil</li> <li>*Restorative approach</li> <li>*Provide opportunities for change</li> <li>*Stand/sit by teacher</li> <li>*Support child/children with making an apology</li> <li>*Retrace steps and walk</li> <li>*Visual timers</li> <li>*Pre-empt situations</li> <li>*5 minute Time out in playground given if needed</li> </ul>
<b>Stage 1</b>	Persistent low level behaviour	<p><b>Managed by teacher and Form Tutor:</b></p> <p>As above and if relevant:</p> <ol style="list-style-type: none"> <li>1) Time out in class/playground/dining room with teacher in charge</li> <li>2) Restorative meeting</li> <li>3) Complete 'Time to Think' sheet with the teacher</li> <li>4) Incident recorded by teacher in behaviour log in central folder in staff shared area and reported to form tutor. Deputy Head made aware.</li> <li>5) Parents informed the same day of incident by form tutor</li> </ol> <ul style="list-style-type: none"> <li>*Check-ins with Form Tutor – sharing work etc</li> <li>*Form Tutor to issue a 'Positive Reflection Diary' – discussion with child and parent before putting it into place</li> <li>*Children supported in making an apology</li> </ul>
<b>Stage 2</b>	<p>Continuation of low level &amp; stage 1</p> <p>Serious misbehaviour:</p> <ul style="list-style-type: none"> <li>*Persistent/Repeated breaches of the School Rules</li> <li>*Verbal or physical aggression</li> </ul>	<p><b>Managed by Deputy Head</b></p> <ul style="list-style-type: none"> <li>*2<sup>nd</sup> and 3<sup>rd</sup> restorative meeting</li> <li>*Behaviour Plan in place once three Time to Think meetings have taken place</li> <li>*Formal meeting with parents (Complete</li> </ul>

	<ul style="list-style-type: none"> <li>*Serious Vandalism of school property or other's property</li> <li>*Theft</li> <li>*Discriminatory comments</li> <li>*Serious challenge to authority</li> <li>*Bringing banned/prohibited substances or items into School</li> <li>*Breaking the "Acceptable ICT Use" policy.</li> </ul>	<p>'Comments Record')</p> <ul style="list-style-type: none"> <li>*Weekly review of behaviour as needed</li> <li>*Staff mentor put into place through discussion with child and parents</li> <li>*Positive Reflection Diary – reviewed weekly</li> <li>*Report Card following three 'Time to Think' meetings</li> <li>*Children supported in making an apology</li> </ul>
<b>Stage 3</b>	<p>Continuation of stages 1 and 2 High level serious behaviour</p>	<p><b>Managed by Head with Deputy Head</b></p> <p>Apply positive strategies to encourage appropriate behaviours in line with the school's ethos &amp; values e.g.</p> <ul style="list-style-type: none"> <li>*Final restorative meeting</li> <li>*Formal meetings with parents (Complete 'Comments Record')</li> <li>*Staff mentor support more regularly – led by staff</li> <li>*Behaviour Plan in place, advice from SENDCO, outside agencies regarding targets, strategies &amp; interventions</li> <li>*Involvement of parents in weekly monitoring of Behaviour Plan and Log (Complete 'Comments Record')</li> <li>*Response Plan in place discussed in staff meeting to support consistency in approach</li> <li>*Report Card</li> <li>*Behaviour Plan and Log</li> <li>*Involvement of parents – daily monitoring of Behaviour *Plan and Log (Complete 'Comments Record')</li> <li>*Positive Reflection Diary – reviewed daily</li> </ul> <p>Suspension if appropriate</p>
<b>Stage 4</b>	<p><b>Exclusion</b></p>	<p><b>Managed by Head in consultation with the Managing Council</b></p> <p>Fixed term exclusion – length is dependent on the severity and frequency of the incident/s and the child's ongoing behaviour and will increase as a response to serious and persistent inappropriate behaviour</p>



## Appendix 4

# RESTORATIVE MEETINGS

### When to Hold a Restorative Meeting

Not every incident needs to be resolved with a restorative meeting.

You should hold a restorative meeting when:

- Trust is broken
- Behaviour has fallen below minimum standards
- Tempers have frayed
- Manners have disappeared
- Something has been said that should not have been.

### Questions you can ask

Q1. What happened?

Q2. What were you thinking at the time?

Q3. What have you thought since?

Q4. Who has been affected?

Q5. How have they been affected?

Q6. How can we do things differently in the future?





## STAFF RESTORATIVE SCRIPT CARD



### RESTORATIVE SCRIPT:

1. What happened?
2. What were you thinking?
3. Who was affected?
4. How have they been affected?
5. What needs to happen to make things right?
6. How can we do things better in the future?

### If a child finds it difficult to open up:

- Use scales: 'on a scale of 1-10 how angry were you?'
- Offer some time. 'I can see you are not quite ready to talk, would you like a minute or two?' 'I can see you are still upset, would you like to meet tomorrow when you have had some time?'
- Offer support: 'Would you like Mrs Y to sit with you to support you with the answers?'
- Demonstrate best practice: Answer questions yourself and set a good example.
- Paint a picture, 'Imagine if you were Jonathan who needed to get to his guitar practice at lunch, how might you feel?'

### How to lead a Restorative Meeting

- Do not sit behind or on your desk
- However irritated you are with their behaviour, focus on the outcome you want.
- Reserve enough time for the meeting.
- No need for lots of notes.
- Leave the door open.

- Feel free to answer the questions yourself too.
- Try to avoid judgemental language, it will only get a defensive response.
- Resist any interruptions
- End the meeting on a positive note.

### **Involving Parents**

Parents have a huge role to play in supporting a school with behaviour.

If a student is not meeting your expectations that a call home should be made.

When a student surpasses your expectations or makes good progress since your last conversation then a call home should be made.

Always inform the Head if you contact parents about a child's behaviour.

### **The learning partnership**

