

All Hallows Catholic High School



Behaviour Policy

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

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Statement of intent

All Hallows believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Child Protection Policy
- Mental Health and Wellbeing Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Pupil Drug and Alcohol Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board has overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.

The Behaviour lead (SLT) is responsible for:

- Collaborating with the governing board, headteacher, pastoral lead, behaviour coordinator and SENDCO, to determine the strategic development of behaviour, policies and provisions in the school.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any issues that could be driving disruptive behaviour.
- Line managing the whole school behaviour co-ordinator.

The Pastoral lead (SLT) is responsible for:

- Overseeing the whole-school approach to mental health and supporting behaviour management in line with the Mental Health and Wellbeing Policy.

The Behaviour Co-ordinator (Rewards & Sanctions) is responsible for:

- Undertaking day-to-day responsibilities for the successful operation of the rewards & sanctions for all year groups, including the planning and implementation of reward trips.
- Overseeing and managing the Inclusion Unit and detention systems.
- Generating and presenting termly behaviour reports to SLT.

The SENDCO is responsible for:

- Supporting pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy, through identifying their strengths and areas for improvement and advising teaching staff on effective support strategies.

Teaching staff are responsible for:

- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:

- The Senior Leadership Team.
- The Head Of Department
- The Learning Manager
- SENDCO

- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on school or public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

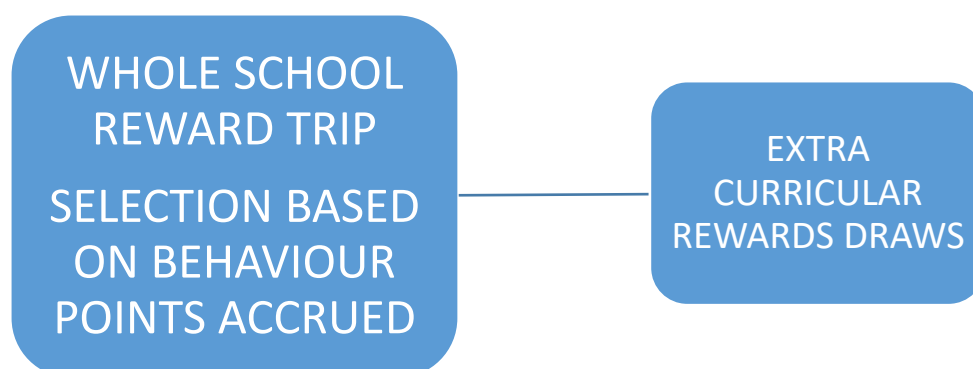
5. Managing behaviour

Rewards

We aim to recognise, acknowledge and celebrate good behaviour along with a student's effort and achievement regardless of ability. Students must expect their efforts to be recognised and we aim to maintain a culture where students want to succeed and are proud of their success. It is vital that there is an emphasis on praise rather than sanctions. The ultimate reward for good behaviour, effort and attendance will come from the opportunities that the student's success will bring in the future. However, we recognise that students need recognition for their achievement in the shorter term. Parents will be informed of achievements and there will be opportunities to celebrate successes in the whole school achievement assemblies and Certificate Evening in the autumn term.

We use the following system to reward the pupils at All Hallows Catholic High School, which consists of three separate strands:

Visual Model



Whole School Reward Trip

At the end of the academic year we will run a trip for pupils (currently to Blackpool Pleasure Beach, but this is always subject to change). Selection for the trip will be based on behaviour and due to the outstanding levels of behaviour at All Hallows, it is anticipated that 95% of each Year Group will attend the trip. Those pupils who are not selected will be the 10-12 pupils from

each Year Group who have accrued the most behaviour points over the course of the year or they may have been involved in extremely serious behaviour incidents.

Please Note: Behaviour points for the Rewards Trip do not include sanctions for organisational misdemeanours. For example, a pupil who forgets their book for a lesson will still be given a Stage 2 sanction and will still gain detentions as normal, but the sanction will not accrue them a point when calculating their eligibility for the Rewards Trip.

Staff will use the following guidelines for behaviour points:

Sanction	Points
Red writing (behaviour only)	1
Friday Night	5
Second Friday Night	10
Wednesday Night Detention	15*
Inclusion Unit (the house)	20*
External Exclusion (per day)	30*

** Pupils who have had **any of the three most serious sanctions** will be reviewed at the end of the Year by a HOY/SLT panel to decide if they are a suitable candidate to attend the Rewards Trip.*

Curricular Reward Draws

Actively living out the Catholic values is a real part of life at All Hallows and we feel strongly that those pupils who do so should be recognised in the same way that pupils are rewarded academically, therefore we have two ways in which pupils can gain a reward:

1. Rewards can be given for outstanding academic classwork or homework.
2. Rewards can be given to those pupils who have clearly demonstrated the Catholic values promoted here at All Hallows.
3. The draws will be completed in the assemblies at the end of each term and the following prize structure will apply:

1st Prize - £50.00 Gift Voucher

2nd Prize - £25.00 Gift Voucher

3rd Prize - £10.00 Gift Voucher

Sanctions

Although we insist on a strong emphasis on acknowledging and rewarding positive behaviours, there will, on occasions, be some students who choose not to follow agreed expectations. In these cases, sanctions will be used consistently by all staff in a graduated way to support learning and eliminate negative behaviour.

Sanctions will be applied according to the 5 stages of behaviour for learning which is summarised below:

STAGE 1 – PUPIL TO BE GIVEN A FORMAL WARNING AND REMINDED OF THE CLASSROOM CODE OF CONDUCT.

STAGE 2 - OFFICIAL SANCTION GIVEN TO PUPIL. THIS IS RECORDED ON SYNERGY AND WILL BE VISIBLE TO PARENTS VIA THE PARENT PORTAL.

IF A PUPIL GAINS THREE STAGE 2's IN A WEEK THEY WILL BE AWARDED AN AFTER SCHOOL DETENTION BY THEIR HEAD OF YEAR

STAGE 3 - OFFICIAL SANCTION GIVEN TO PUPIL. THIS IS RECORDED ON SYNERGY AND WILL BE VISIBLE TO PARENTS VIA THE PARENT PORTAL. A BREAK OR LUNCHTIME DETENTION WILL BE ISSUED.

IF A PUPIL GAINS ANY COMBINATION OF THREE STAGE 2 OR 3's IN A WEEK THEY WILL BE AWARDED AN AFTER SCHOOL DETENTION BY THEIR HEAD OF YEAR

STAGE 4 - OFFICIAL SANCTION GIVEN TO PUPIL. THIS IS RECORDED ON SYNERGY AND AN AFTER SCHOOL DETENTION IS AWARDED.

THE PUPIL WILL BE MOVED TO ANOTHER CLASS FOR THE REMAINING LESSON TIME.

STAGE 5 - OFFICIAL SANCTION GIVEN TO PUPIL. THE PUPIL WILL BE REMOVED FROM THE CLASS BY SLT AND ISSUED A WEDNESDAY NIGHT SLT DETENTION OR REFERRED TO THE INCLUSION UNIT AT THE DISCRETION OF THE SENIOR LEADERS.

If a pupil fails to attend a Friday night detention, he/she will work in isolation in the Inclusion Unit on the following Monday. In addition, the failure to attend will result in the pupil being placed in an SLT detention on the evening of the following Wednesday in lieu of the original missed Friday detention. Should a parent wish to have a detention deferred to a later date, school should be contacted in advance of the day of the detention in order to discuss the circumstances of the request. Friday night detentions will be reviewed by Learning Managers on a half termly basis to identify repeat offenders (please see Pastoral Reports below).

When applying a sanction, staff will focus on the behaviour and not the individual. Staff will also state a clear reason why the sanction has been given. There should be no need for confrontation. Students who argue should be moved up to the next Stage of the sanctions. Behaviour which hinders or prevents students from learning will not be tolerated.

It is essential that students are allowed to start each lesson with “a clean slate.” This will restore the working relationship between the member of staff and the student and place the emphasis back onto rewarding positive behaviour. Any negative behaviour from the previous lesson should have been dealt with at that time and should not be allowed to affect the next lesson. However, this does not mean that any strategy put in place to improve behaviour can be ignored e.g. if a student has been placed on report due to their behaviour, or has been asked to sit in a particular seat, then that arrangement remains in place for as long as is required.

If a student receives three ‘Stage 5’ within a half term, then that student will be withdrawn from their lessons and placed within the inclusion unit. They will complete work under close supervision and in a silent environment. Students who are isolated will also have a separate break and lunch to the rest of the school. The SLT may also place a student within the inclusion unit if they commit a serious act of misconduct. (See Inclusion Unit)

Pastoral reports

Pastoral reports will be used for pupils consistently failing to meet the classroom code of conduct.

If a pupil receives 3 Friday night detentions in a half-term, then the Learning Manager will meet with the pupil and notify the parents/guardian of the conversation that has taken place.

If a pupil continues to demonstrate poor behaviour, or if they receive 4 Friday night detentions in a half-term, then the Learning Manager will set up a meeting between themselves, the Form Tutor, pupil and parent/s. Pupils will be on a Pastoral Report for the next 3 weeks.

If no improvement is evident, the link member of SLT will instruct a meeting with the Learning Manager, the pupil and the parent/s or guardian. The pupil will then be put on a SLT Pastoral Report for 3 weeks.

Failure here will lead to a meeting between the Headteacher, link SLT, pupil and parent/s to discuss the previous reports and to review targets. The next stage is likely to be discussed at this meeting should the pupil fail their targets for a third time. The Headteacher’s report will run for 2 weeks.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours.

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil. Notification will be made in the first instance, through Synergy, for Stage 3 detentions and a letter for Stage 4 & 5 detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during a breaktime or lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet.

The timings of afterschool detentions are as follows;

SLT Wednesday Night Detention 3:05pm – 4:00pm

Single Friday Night Detention 3:05pm – 4:00pm

Double Friday Night Detention 3:05pm – 4:30pm

Inclusion Unit

The school may decide to move pupils to a separate room away from other pupils for a limited period – this is known as the Inclusion Unit.

The school will only move pupils to the Inclusion Unit where absolutely necessary. The school will ensure that pupils' health and safety is not compromised during their time in the isolation room, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in the Inclusion Unit will be up to the SLT to decide. This could be for more than one school day. The school will ensure that the pupil is not kept in isolation any longer than necessary.

The staff member in charge and supervising the pupil will ensure that the pupil follows his or her timetable. The behaviour co-ordinator will request that the pupil's class teachers set them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

Exclusions

Exclusion from school will only be used in exceptional circumstances. Both suspensions and permanent exclusions are used as sanctions by the school. NB: The Head teacher has the authority to exclude a pupil who is not on the school site at the time of the misdemeanour.

Suspensions

A Head teacher may exclude a pupil for up to 45 school days (9 school weeks) in a school year. For the first 5 days of any suspension it is the parent(s)/carer(s) responsibility to provide care and supervision for their child. After the 5th day the school must make provision for the pupil.

Pupils on a suspension will receive work to complete and return to the school for review. The offences listed below may lead to a suspension (or in exceptional circumstances, they may lead to permanent exclusion).

- Child-on-child abuse, to include but is not limited to:
 - Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
 - Abuse in intimate personal relationships between peers.
 - Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
 - Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
 - Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
 - Causing someone to engage in sexual activity without consent.
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Upskirting.
 - Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.
- Serious defiance
- Persistent disruptive behaviour
- Theft
- Drug abuse or possession of drugs
- Graffiti or property damage
- Malicious allegations against staff

Permanent Exclusions

On rare occasions, the Head teacher may permanently exclude a pupil from school. The pupil's parents will always be fully involved and given the opportunity to make representations. The decision to exclude permanently is a serious one and is the final step in a concerted process to deal with ongoing disciplinary offences, such as persistent defiance, bullying or aggressive behaviour.

In these cases, a wide range of other strategies, including suspensions, will have been used without success. It is an acknowledgement that all available strategies have been exhausted.

In exceptional circumstances it may be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or member of staff.
- Sexual abuse or assault
- Carrying a weapon
- Trading / storing of illegal substances / drugs or drugs related paraphernalia
- Arson
- Malicious allegations against staff

Note: These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

Exclusion Procedures

Exclusions will be conducted in accordance with the Department for Education's exclusion guidelines: Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units (2017)

6. Prevention strategies

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. standing in silence at the start of a lesson to greet the teacher.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation.

Physical intervention

Staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

7. Child-on-child abuse

The school prohibits all forms of abuse, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child abuse are as follows;

- If a member of staff has a concern about child-on-child abuse, or if a child discloses child-on-child abuse to them, they will refer this to the Designated Safeguarding Lead (or DDSL) immediately, in line with the school's Safeguarding and Child Protection policy.

- Upon receiving a concern, report or disclosure of abuse, the Designated Safeguarding Lead will respond promptly and appropriately, deciding on what further action is necessary. This will vary depending on the type of child-on-child abuse and the severity of the incident/s disclosed. The Designated Safeguarding Lead will take contextual factors into account when managing the report.

8. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection Policy.

9. Prohibited items, searching pupils and confiscation

Headteachers 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. The prohibited items are:

- 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters

- Legal highs/psychoactive substances
- Energy drinks

10. Effective classroom management

Clear expectations are vital in ensuring that students know and understand the boundaries in which they should operate. This list is not intended to be exhaustive, but to endorse the agreed “Classroom Code of Conduct”.

Our expectations are based on 5 Rights; they are applicable in all areas of the school at all times.

Right Place

We expect all our students to be:

- in their lessons during lesson time unless specific permission is given by a subject teacher/form tutor.
- within agreed boundaries during break and lunch times.
- in school every day.

Right Time

We expect all our students to:

- arrive to school on time, 8.40am in the morning ready to commence registration at 8.45am and 1.20pm in the afternoon ready to commence period 5 at 1.25pm.
- arrive to all their lessons on time.

Right Uniform

We expect all our students to:

- wear the correct uniform to school and to all their lessons.
- wear the correct kit for P.E. lessons.
- maintain one natural hair colour and no make-up.
- Bring a note from parents if there is a good reason that they need to be out of uniform for a short period.

Make-up, Deodorants and Jewellery

Make-up, false tans, nail-varnish and deodorant sprays are banned. Sprays can cause serious reactions to other children and are a health and safety risk. Nails must be kept short. False nails (e.g. acrylic or gel) are banned for safety reasons.

Jewellery of all kinds, including non-metallic wristbands, is banned with one exception: girls may wear one pair of plain gold or silver studs in the ear lobes only and these must be removed for PE lessons. A simple watch is permitted. Smart watches are not allowed in school.

Right Equipment

We expect our students to bring with them the tools that they need to learn effectively, these include:

- Pen, Pencil, Ruler and Pupil Organiser as a minimum expectation.
- Exercise books when they have been working at home.
- Kit for P.E. Lessons.
- An apron for practical lessons of Art or Design and Technology.
- Ingredients for Food Technology lessons.
- A bag to carry their equipment.
- In addition students will benefit from bringing other basic stationery including coloured pencils, rubbers and specialised equipment for particular lessons.
- Students should not bring valuable items into school.

Right Attitude

For all students to learn effectively and make the most of their abilities they must have a positive attitude to learning. We expect all students to:

- Listen carefully without talking when a member of staff or another student is talking to the class.
- Do as they are told by a member of staff without argument or discussion.
- Arrive at each lesson ready to learn.
- Allow themselves and other students to learn.
- Allow the teacher to teach.
- Be polite, use inoffensive language and respect the feelings of others.
- Place litter in the bins provided.
- Eat and drink in the areas provided and do not chew gum.
- Make sure mobile phones are switched off in school and ensure that they are out of view.
- Walk around the school quietly and sensibly.
- Do their best at all times.

Some subjects may have additional expectations. These should be explained to students in lessons and recorded in their planners.

Classroom rules and routines

The classroom code of conduct has been developed to enable all students to get the most out of every lesson. It is visible throughout all classrooms within the school and must be endorsed by all members of teaching staff. It states the rights and responsibilities of both teachers and pupils in order to create a most effective teaching and learning environment.

RIGHTS

Teachers have the right to teach and pupils have the right to learn in a productive environment, where everyone has the right to feel safe and be treated with dignity and respect.

RESPONSIBILITIES

Along with these rights come responsibilities. If these responsibilities are not followed someone's rights will be negatively affected and teachers have the right to impose sanctions for breaking the classroom code of conduct.

The classroom code of conduct can be split in to three main principles, *Ready to learn*, *One voice* and *On-task*. These are shown below:

PRINCIPLE 1 – Arrive on time to all lessons.
Wear the correct uniform.
Have the correct equipment.

Form tutors will assess whether students are ready to learn at registration and take appropriate action. At the beginning of each lesson classroom teachers will ensure students are ready to learn, picking up any issues that have not already been dealt with by form tutors. Failure to be 'ready to learn' should result in a tick being removed from the rewards system.

PRINCIPLE 2 - Be silent when the register is being taken.
Listen carefully to the teacher's instructions.
Listen carefully when another pupil is speaking.

Disturbing a lesson by talking at inappropriate times will lead to the classroom teacher issuing a 'Behaviour for learning' sanction and a tick being removed from the rewards system.

PRINCIPLE 3 - Sit where you are told and do not move without permission.
Concentrate fully and do the best you can.
Put your hand up to ask a question and don't call out

Staff will refer to the classroom code of conduct in addressing all issues so as to depersonalise behaviour correction and present a clear and consistent approach to the students.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.

- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

11. Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

12. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom (Stage 4 and/or 5)
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed **termly** by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

13. Monitoring and review

This policy will be reviewed by the headteacher and behaviour lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

