



Positive Behaviour Policy (Secondary)

Version	1.2
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Written	June 2022
Last Updated/Reviewed	June 2023
Next Review	August 2024
Approved By	Board of Trustees

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1.0 Together Learning Trust Statement of Intent

At Together Learning Trust (TLT) we are driven by a shared commitment to providing magical learning experiences for all our students and a belief that all of them can achieve great things. We understand that outstanding achievement is inextricably linked to an exceptional culture which promotes impeccable behaviour, positive professional relationships and the personal development of staff and students.

The Bennett Report 'Creating a Culture: how school leaders can optimise behaviour', makes a clear link between good behaviour and achievement:

"The way students behave in school is strongly correlated with their eventual outcomes. When student behaviour improves throughout a school the impact is:

- Students achieve more academically and socially
- Time is reclaimed for better learning more often
- Staff satisfaction improves, retention is higher, recruitment is less problematic

Together Learning Trust has clear expectations of excellent behaviour and has in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour when it arises. Our schools embody these expectations to embed a culture where students attend school on time, every day, are actively engaged in their learning, fully immersed in a rich array of extra-curricular opportunities, are independent and are resilient to challenge and change, a culture which is shared and supported by our parents, carers and community. Each school creates the climate that allows learning to flourish, ensures students feel safe and that they are recognised for positive behaviours which consistently uphold the values of the school and trust.

2.0 Core Purpose and Principles

This policy and associated systems consistently aim to ensure:

- A safe, calm, orderly and positive environment in the school.
- Each day is a fresh start and begins with a warm welcome.
- Opportunities for students to realise their potential and excel.
- Students are routinely praised and achievements celebrated.
- An engaging curriculum delivered expertly by our Teachers in an environment conducive to learning.
- Systems are kept simple with clear consequences which are immediate, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels.
- Staff model the behaviours expected of students.
- A culture which does not accept discriminatory or prejudicial language or behaviour, bullying or abuse of any kind
- Alignment with current, up to date Government legislation.

This approach is underpinned by the following TLT core principals:

- **Supporting Staff** – A commitment to value, train and first and foremost support all staff. Setting the highest expectations for their performance and developing and challenging them to be the best - all day, every day.
- **Students Front and Centre** – Involve students in everything. Provide them with the opportunities and environment to *grow, excel* and *learn*.
- **Notice Everything** – A shared commitment to uphold the trust's high standards and expectations by "noticing everything", knowing our people and schools well and striving for the very best each day.
- **Recognition Focused** – Achievements of all students are routinely recognised and celebrated, forging a culture whereby we are all proud of our exceptional performance.
- **Creating Centres of Excellence and Opportunity** – Staff are motivated to provide the widest range of top-quality learning experiences and opportunities so all our students have the chance to shine.

- **Positive Relationships** – Empowering staff to be confident in enabling timely and effective resolutions which are then communicated effectively, promoting a culture of care, respect and support.
- **Certainty vs Severity** – We believe in certainty of consequence rather than necessarily severity of consequence and that descriptive verbal praise is a powerful way of developing happy and purposeful schools.

3.0 School Mission Statement

Everyone matters and every dream counts. This precept, together with the traditional values of KINDNESS, HONESTY, RESPECT and ENDEAVOUR are at the heart of everything we do.

What we offer is exceptional. What we demand is equally so. We expect: diligence, determination, energy, creativity, focus and relentless drive. At Ryburn Valley, staff and pupils expect to be challenged, to be extended, to compete and to understand that success comes from a commitment to our motto: ‘Excellere Contende’ - STRIVE TO EXCEL.

We recognise and support the diverse needs of everyone to create a fully inclusive school which provides equality and a huge range of opportunity for all. Our pupils and staff feel part of a vibrant, happy, caring and safe environment built on mutual respect and clear expectations.

Ultimately our core purpose is to inspire a generation of high performing, joyful students with a love of learning, a zest for life and a genuine confidence to excel in a colourful world.

4.0 Roles and Responsibilities

TLT recognises that every student and member of staff is responsible for modelling outstanding behaviour. We recognise that poor behaviour forms a significant barrier to learning and progress. To this end it will not be tolerated.

4.1 The Trust Board

The Trust Board annually scrutinises and approves the Trust policy; they have a duty under the Education Regulations Act 2010 to ensure arrangements are made to safeguard and promote the welfare of students.

4.2 TLT Executive Director – Behaviour and Culture

On behalf of Together Learning Trust, the Executive Director will provide strategic and operational support and guidance to all schools regarding the implementation of this policy. The Executive Director will monitor, analyse and evaluate the effectiveness of the policy and associated procedures and systems, providing timely and constructive feedback to all stakeholders. They will also ensure that policies and procedures are in line with current government guidance and that the use of suspension and exclusion is lawful, reasonable, fair and proportionate when considered against the civic standard of proof (i.e. on the balance of probabilities). Furthermore, the Executive Director will provide support and guidance to Trustees and Local Governing Committees to ensure they meet their statutory responsibilities regarding behaviour and exclusion.

4.3 Local Governing Committees

The Local Governing Committee annually adopts this policy and monitors, scrutinises and supports its implementation. They systematically review key performance indicators and take responsibility for the continuous improvement of:

- student welfare, well-being and behaviour
- staff welfare and well-being
- safeguarding
- parental engagement and feedback

The Local Governing Committee will also act as panel members for behaviour and appeals committees and fulfil their statutory responsibilities regarding exclusions.

4.4 Headteacher / Head of School

The Head is responsible for ensuring the school aligns to the Trust's mission and values, follows policy and that their individual school has strong behaviour practices to support staff in managing behaviour, including the use of praise, recognition and consequence. In addition, the Head has the legal responsibility for decision making regarding the use of their statutory powers, such as those relating to suspension and exclusion, using the civic standard of proof (i.e. on the balance of probabilities).

4.5 Deputy/Assistant Headteacher (Pastoral)

The Deputy/Assistant Headteacher is responsible for the strategic oversight of this policy and for ensuring the day-to-day implementation of the associated systems and strategies, including through the leadership of appropriate staff. They will model the highest possible standards and support and challenge staff and students to be the best they can be. Furthermore, they will monitor the effectiveness of arrangements, evaluating, reviewing and adapting systems as appropriate and report back to the Executive Team, Headteacher and Governors, including any recommendations to further enhance culture and standards within school.

4.6 Senior Leaders

Senior Leaders will ensure they are visible around the school and known to students, actively seeking out opportunities for praise and recognition. Senior Leaders will also ensure the fair and consistent implementation of consequences, giving confidence to staff and students alike by routinely upholding the schools values, policies and procedures.

4.7 SENDCO

The SENDCO will support the development and implementation of the behaviour policy, in particular with due regard to students with SEND or SEMH needs in line with the schools SEND policy. They will also play a key role in supporting staff in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

4.8 Heads of Department

Heads of Department will promote positive behaviour across their curriculum area, ensuring the consistent application of praise, reward and consequence. They will monitor key behaviour indicators within the department and support their team in implementing a safe, orderly and productive learning environment. Heads of Department will clearly define and model the expectations and working practices of their departments and support colleagues with individuals or groups of students who do not meet these expectations.

4.9 Heads of Year

Heads of Year will create a clear year team identity where each student feels a sense of pride and belonging and shares a collective responsibility for supporting each other, striving for excellence in all areas. Heads of Year will proactively promote exemplary behaviour with students in their year group and be a role model to all students.

4.10 Pastoral Support Workers

Our Pastoral Support Workers take day to day operational responsibility for the implementation of this policy, providing students with the care, guidance, support and challenge they need to succeed. Working alongside senior and middle leaders, our Pastoral Support Workers use their knowledge and expertise to

promote a safe and orderly learning environment through the consistent implementation of our policies and systems. Our Pastoral Support Workers will work closely with individuals and groups of students to provide all young people with the opportunity to excel.

4.11 All Staff

All Staff are aware of the strategies available to them, and due to the support provided by colleagues they will confidently challenge/reprimand students and ameliorate poor behaviour by applying appropriate consequences in a timely manner. All staff are responsible for modelling outstanding professional conduct and for maintaining a calm, safe environment. All Staff will be aware of relevant policies and procedures and apply these routinely and consistently, demonstrating a genuine care and respect for students.

4.12 Parents / Carers

Parents and Carers will promote and encourage excellent behaviour from their child(ren). They will be aware of school rules and expectations, which will be made explicit in school policy and associated home-school agreements and will support staff in ensuring their children meet the schools behaviour expectations. We ask parents and carers to work with us in a positive and productive manner thus ensuring any issues can be dealt with in a timely and appropriate way. Examples of how Parents/Carers can support their children and our school include:

- Signing the Home – School Agreement
- Support and cooperate with the school and its policies
- Inform the school of problems and concerns and working in partnership, try to solve them
- Ensure full attendance and excellent punctuality
- Take appropriate action with their child to support staff at the school
- Ensure a student is appropriately presented, dressed and equipped for school in accordance with school policy and procedures
- Attend parent/carer interviews and meeting as required
- Not take holidays in term time as these will not be authorised in line with the law and government guidance
- Provide a suitable environment for the completion of homework and ensure that homework is completed

5.0 Recognising and Celebrating Success

We are recognition focussed and understand the importance of acknowledging and celebrating outstanding behaviours and achievements. By “noticing everything” and celebrating these positives, we aim to promote self confidence and encourage students to go beyond what they thought was possible.

It is our belief that praise is the simplest and most effective way of recognising success and staff will proactively seek opportunities to praise our students. In order for praise to be most effective, staff will consider the following:

- making praise specific and linking it to a particular action or achievement
- offering praise sincerely, using the appropriate language and tone
- personalising praise through use of the students name
- using praise consistently, in lessons as part of our teaching and across our school community as part of our common approach
- deciding on whether public or discreet praise is best by knowing our students well and judging each circumstance on merit.
- the use of different types of praise including, verbal, non-verbal (eg. thumbs up) and written

In addition to praise, staff are also able to recognise and reward examples of positive behaviour and achievement through a range of additional means, this includes but is not limited to:

- Showcasing work and other achievements in form time and in lessons
- Displaying work and other achievements on our Achievement Walls
- Ensuring student achievements are at the heart of our communication strategy (eg. website, newsletters etc)
- Recorded on classroom recognition boards.
- Commendations recorded on Arbor to recognise positive behaviour, outstanding attitude and exceptional performance. Points are awarded for each commendation which in turn provide students with a range of incremental positive acknowledgements and additional opportunities (see section 5.1 for points tariffs).
- Positive phone calls and digital postcards home
- Awarding prizes in assemblies
- Reward activities and trips
- Our annual Academy Awards Ceremony

5.1 Commendations and Recognition Points Tariffs

Commendation Type	Recognition Points Awarded
Lesson Commendation	+1
Form Tutor Commendation	+1
Good Citizenship	+2
Representing the School	+2
Star Performer	+4
HOD / HOY Commendation	+6
SLT Commendation	+8
Headteacher Commendation	+10

5.2 Recognition Thresholds

The following awards will be calculated on a termly basis and presented to students at the end of term celebration assembly.

Recognition Points (Net)	Award
100+ Net Recognition Points	Bronze Award
150+ Net Recognition Points	Silver Award
200+ Net Recognition Points	Gold Award
250+ Recognition Points	TLT Special Recognition Award

6.0 Behaviour Expectations

To ensure a calm, orderly and purposeful environment permeates the school, it is important our behaviour expectations are clear and explicitly communicated to all students. This includes but is not limited to when students start at the school (induction), following school holidays and when students return from a suspension (reintegration / readmittance). These expectations extend to their journey to and from school.

6.1 Basic Expectations

- Attend school each day on time (see attendance and punctuality policy)
- School uniform worn correctly, in full and with pride (see website)
- Be 'Ready to Learn' by bringing all necessary equipment, including student planner (see website)
- Be considerate and respectful to others in both our words and actions. Be polite, courteous and kind to everyone in the School.
- Follow requests and instructions from staff at the first time of asking.

- Bullying, discrimination and abuse of any nature will not be tolerated
- Be respectful to the school environment. Wilful littering, damage to school property and theft is regarded as a serious breach of school policy and will be acted upon accordingly.
- Adhere to the rules regarding mobile phones and other mobile devices
- Under no circumstances should prohibited items (see section 16) be brought in and/or used in or around school.

6.2 Expectations in classrooms and learning spaces

- Arrive to lessons on time
- Line up quietly outside the classroom in single file
- When invited by the teacher, enter the classroom / learning space quietly and sensibly
- Sit / stand where you are asked by the teacher
- Be respectful and considerate to other people, school property and equipment
- Respect every persons right to work and learn without disruption or distraction
- Do not leave the lesson without the permission of a member of staff, confirmed by a written note (in planner)
- Work hard, show determination to persevere, try our best, demonstrating a “can do” attitude.

6.3 Expectations on corridors and around school

- Be respectful and considerate of others
- Walk on the correct side
- Move around quietly and sensibly, no running or shouting
- Maintain standards of uniform and appearance. No coats are to be worn inside the school building
- Keep moving and avoid unnecessarily stopping or gathering

6.4 Expectations at break and lunch (and moving around school)

- Only access permitted areas
- Food and drink is to be consumed in the indoor and outdoor spaces designated for dining only.
Eating and drinking is not permitted on corridors at any time.
- Clear away all cutlery, plates and litter
- Remain on the school site at all times (Year 7-11 inclusive). Where applicable, Sixth Form students are permitted to leave school site at lunch time
- Use toilets as intended. Toilets are not an appropriate place to congregate, meet friends or consume food and drink
- Ball games are only permitted in the designated areas using equipment authorised by the school for safety reasons. Staff have the right to stop such games if they deem them to be unsafe.
- Maintain standards of uniform and appearance

6.5 Expectations beyond the school gate

We recognise our position at the heart of the community and want to ensure all members of our school contribute positively to the local area. As such we reserve the right to discipline students for behaviour incidents outside core school hours if:

- They are taking part in a school organised or school related activity
- They are travelling to or from school
- They are wearing school uniform or are in some other way identifiable as a student of the school
- They are engaging in behaviour which could be considered peer on peer abuse (see section 11), including online bullying and mis-use of social media

In addition, we will deal with students’ misconduct at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school, or
- poses a threat or causes harm to another student or member of the public, or
- could adversely affect the reputation of the school

6.6 Expectations of Parents/Carers and Visitors

We actively promote positive relationships with parents/carers and members of the local community. We believe that students benefit when the relationship between home and school is a positive one and we welcome open and honest dialogue. However, such dialogue must always be done respectfully, all members of our school community deserve the right to work and learn in a safe and orderly environment. As such, abuse, threatening behaviour or violence against any member of our school will not be tolerated and will be followed up appropriately, including informing the police where appropriate. Persistent abusive, threatening or violent behaviour may also result in a person being removed from the premises and banned from entering the school site.

Our expectations are routinely communicated to students. Our staff are well trained and provided with a range of strategies to promote positive behaviour and prevent the escalation of incidents.

7.0 Behaviour Curriculum

The school behaviour curriculum provides us with the framework by which we teach students how to behave. It is important that we explicitly teach and model high standards of behaviour. This is detailed throughout this document and demonstrated via our day to day practice and our interactions and interventions with people. All our staff teach all students about character. Instilling the values and virtues we want staff and students to live by in our creative and unique Identity curriculum (PSHE) and throughout the wider school curriculum. The school behaviour curriculum includes:

- The expectations of students as part of the school community and wider society
- An understanding of British Values, why they are important and what they look like in practice
- What excellent behaviour looks like
- What positive reinforcements will be used to encourage excellent behaviour
- What sanctions will be used when rules are broken
- Good habits and routines required in school

Repeated practices will be used to promote the values of the school, behaviour expectations and to communicate clearly of consequence for unacceptable behaviour. Any aspect of behaviour expected from students will, wherever possible, be part of a commonly understood routine which is simple to understand and follow.

Adjustments will proactively be made to routines for students with additional needs, where appropriate and reasonable, to ensure all students can meet behaviour expectations. These adjustments may be temporary. Where students do not meet behaviour expectations, we will support them in being able to do so. This support does not mean that sanctions will not also be applied, alongside learning, intervention and support.

8.0 Behaviour Management

Our behaviour expectations are clear, consistent and communicated effectively promoting **conduct conducive to learning**. Whilst we make every effort to ensure positive behaviour is maintained at all times, we recognise that on some occasions, where behaviour falls short of our expectations we may need to implement more robust strategies to minimise the detrimental effect on others and ensure students are dealt with fairly and consistently. The following behaviour strategies and systems are in place to support these efforts:

8.1 Classroom Management

8.1.1 Level 1. REMIND

We encourage all students to take responsibility for their behaviour and will use a range of strategies to promote self regulation and positive behaviour. These include but are not limited to:

- Non - verbal communication (eye contact, hand signal etc)
- Pause in communication
- Verbal Reminder
- Use of physical proximity

Recorded on classroom conduct board

8.1.2 Level 2. WARN

Where initial efforts to encourage self regulation have not been successful, staff will endeavour to minimise any further impact of negative behaviour through a range of additional strategies, including but not limited to:

- Verbal warning - this should be explicit and precise
- Reminder of the expectation with regards to producing high quality work
- Reminder of the impact a poor attitude to learning has on others

Recorded on classroom conduct board

8.1.3 Level 3. FINAL

Where behaviour continues to disrupt the learning of themselves and others a final opportunity for students to modify their behaviour will be offered. Strategies include but are not limited to:

- Final verbal warning – again this should be explicit and precise
- Removal of planner as a final indicator that a consequence will now follow
- Change of location within the classroom or learning space
- Students on a final warning may receive a verbal reprimand from senior staff who are visiting lessons

Recorded on classroom conduct board

8.1.4 Level 4. REMOVE

Where a student continues to display behaviour which falls below our expectations and/or repeatedly fails to comply with the interventions put in place by staff they will be removed from the classroom / learning space. This will involve a student being:

- Sent to another classroom within the department
- Removed to another classroom under the supervision of senior staff
- Removed to an appropriate area (such as RESET) whilst a decision is taken on next steps. Only senior staff can remove a student to RESET.

Recorded on classroom conduct board. Recorded on Arbor as “Disruption to Learning”. Detention issued.

8.1.5 Remove Room

A Remove Room is the designated departmental classroom for students who, as detailed above, have had to be removed from their lesson for behavioural reasons following our classroom management process. Removal is only used when necessary, however in certain cases if behaviour is extreme, immediate removal may be warranted. Whilst in the Remove Room, we will endeavour to ensure continuation of a students education, provided the arrangements for this do not further detract from the experiences and learning of other students. Where work is provided, this may differ from the mainstream curriculum but will still be meaningful for the student.

8.2 General Behaviour Management

There may be times, both in the classroom and around school where a student displays behaviour which requires immediate intervention and action. Behaviour of this nature will be dealt with on a case by case basis, however as a guide, the behaviours below are a clear breach of our policy and will result in a consequence.

Consequences for General Misbehaviour

- **Level 4: Detention**
- **Level 5: RESET - Internal Suspension**
- **Level 6: Suspension**
- **Level 7: Permanent Exclusion**

Please note the behaviours listed below is not an exhaustive list and we reserve the right to issue any available consequence which we feel is a reasonable and proportionate response to an incident.

Behaviour Type	Probable Consequences
Level 4	
Smoking / Vaping by association	Detention
Being out of bounds	Detention
Disruption to social times	Detention
Late to lesson / school	Detention
Uniform issues	Detention
Failure to bring correct equipment / kit	Detention
Mobile phone / Electronic device issue	Confiscation / Detention
Level 4 / 5	
Truancy	Detention / Internal Suspension
Swearing / Inappropriate Language	Detention / Internal Suspension
Failure to complete detention	Extended Detention / Internal Suspension
Level 4 / 5 / 6	
Possession of a prohibited item*	Detention / Internal Suspension / Suspension
Defiance / Failure to follow reasonable request	Detention / Internal Suspension / Suspension
Damage	Detention / Internal Suspension / Suspension
Level 5 / 6	
Smoking/Vaping	Internal Suspension / Suspension
Level 5 / 6 / 7	
Walking away from a member of staff	Internal Suspension / Suspension / Exclusion
Bringing the school into disrepute	Internal Suspension / Suspension / Exclusion
Verbal abuse / threatening behaviour against an adult	Internal Suspension / Suspension / Exclusion
Verbal abuse / threatening behaviour against a pupil	Internal Suspension / Suspension / Exclusion
Use or threat of use of an offensive or prohibited item*	Internal Suspension / Suspension / Exclusion
Theft	Internal Suspension / Suspension / Exclusion
Sexual misconduct	Internal Suspension / Suspension / Exclusion
Physical assault against an adult	Internal Suspension / Suspension / Exclusion
Physical assault against a pupil	Internal Suspension / Suspension / Exclusion
Inappropriate use of social media or online technology	Internal Suspension / Suspension / Exclusion
Drug or alcohol related	Internal Suspension / Suspension / Exclusion
Abuse relating to disability	Internal Suspension / Suspension / Exclusion
Abuse against sexuality or gender identity	Internal Suspension / Suspension / Exclusion

Racist Abuse	Internal Suspension / Suspension / Exclusion
Persistent disruptive / defiant behaviour	Internal Suspension / Suspension / Exclusion
Malicious allegations	Internal Suspension / Suspension / Exclusion
Bullying	Internal Suspension / Suspension / Exclusion

* In certain circumstances possession of an offensive item can also result in permanent exclusion.

9.0 Behaviour Interventions & Preventative Measures

9.1 Detentions

Detentions are used as a possible consequence to poor behaviour and can be issued by all staff. The law regarding detentions states:

- 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 student, including for same day detentions.
- Detentions can be issued both during the school day and outside of school hours as follows;
 - Any school day where the student is not authorised to be absent
 - Any non-teaching day, e.g. INSET Days

We operate our detention system at break time, lunch time and directly after the school day, although we do reserve the right to issue detentions at any time which fall in line with current legislation. Whilst it is not a legal requirement, we will always endeavour to inform parents of a detention in advance where it is practicable to do so. Furthermore, we will assess if suitable travel arrangements are in place for students, however as per Government guidance, it does not matter whether these transport arrangements are inconvenient to parents.

9.2 Report Cards

Report cards allow key staff to monitor a student's progress towards agreed targets following repeat offences of a similar nature. A report card may be issued by the following staff depending on the individual context and type of behaviour requiring modification:

- Form Tutors
- Subject Leaders
- Pastoral Leaders
- ALT / SLT

On each occasion the targets set will be agreed with the student and parents and will be clearly focussed with measurable outcomes. The member of staff issuing the report card will be responsible for overseeing its implementation and will review it on a daily basis. Parents / Carers are also asked to play an active role in the use of Report Cards, reviewing the report card daily to ensure targets are being met and liaising with staff to address any concerns.

9.3 Partial Timetables

As an alternative to exclusion, the Headteacher may, in limited circumstances, make use of a partial timetable to support a student. This is an agreement between the school, student and parent/carer and the local authority should be notified. Details of the partial timetable must be documented, logged and reviewed regularly. DfE guidance states "A part time timetable should not be used to manage a student's behaviour and must only be in place for the shortest time necessary".

9.4 Reset Room

There are times where it may be appropriate to move students to a separate room away from other students for a limited period. The room designated for this purpose is known as Reset. The school will only

move students to Reset where it is deemed absolutely necessary and will aim to minimise the time a student is kept in Reset.

Reset has two main functions, they are:

- A room where senior staff may place a student for a short period of time following an incident.
- The room in which Internal Suspensions will be hosted (see below).

Only members of the leadership team may refer a student to Reset. Where the referral is not a prearranged Internal Suspension, the person making the referral must clearly communicate to the student and relevant staff (including those staffing Reset), the reason for the referral and the period of time the student is expected to remain in Reset. The appropriate follow up action must then be undertaken to ensure that any further decisions and a resolution are reached in a timely manner. Students will be provided with work to complete whilst in Reset and will be given the opportunity to eat, drink and use the toilet as appropriate. Students who mis-behave whilst in Reset will be subject to further consequences.

9.5 Internal Suspension

Internal Suspension forms part of the schools behaviour management system. The purpose is to provide a suitable consequence and provision for students who have, to a significant extent, contravened school rules. An Internal Suspension is a serious, formal sanction. Students on Internal Suspension will be based in Reset for the either a half day or a full day. Through prior arrangement with parents, students may also be required to attend school at alternative times to reinforce the severity of Internal Suspension. Whilst serving an Internal Suspension, students will be provided with appropriate work and support to prevent lost learning time, alongside any restorative work which may be required to resolve the incident for which they have received the Internal Suspension. Students will be provided with opportunities to eat, drink and use the toilet.

9.6 SLT Supervision

There may be occasions where a student is placed under the supervision of a member of the senior leadership team. This strategy will be used to provide the student with an opportunity to reflect and reset following an incident, away from any other students involved in negative behaviour.

9.7 Partner School Suspension

Partner school suspensions are another strategy used to address serious misbehaviour. We work in partnership with other local secondary schools and secondary schools from across the Together Learning Trust to provide a further serious consequence prior to a fixed term suspension where appropriate. A partner school suspension involves a student being temporarily required to attend another secondary school for a fixed period of no more than 5 days. During this time the student will work within that school's isolation room, completing learning activities provided by our school. Arrangements will be shared with a student's family in advance of the partner school suspension so that they may make the necessary arrangements.

9.8 Off Site Direction

The board of trustees may use their general powers to arrange for any registered student to attend a place outside the school premises for the purpose of receiving appropriate educational provision intended to improve their behaviour.

The local governing committee and the headteacher will decide, in communication with the student and their parents, whether off-site direction is an appropriate solution to manage a student's behaviour and avoid suspension or exclusion. Where all parties agree to this course of action, the school will work with the student and their parents to discuss and agree a plan for the off-site direction, including a proposed

maximum period of time that the student will be at the alternative provision and any alternative options that will be considered once the time limit has been reached, e.g. managed moves.

The local governing committee will ensure parents, and the LA if the student has an EHC plan, are notified in writing with information about the placement no later than two school days before the relevant day.

The school will keep any off-site placements under review by holding review meetings at intervals deemed appropriate by the local governing committee; the local governing committee will ensure, where possible, that review meetings are convened at a time suitable for the student's parents, and will invite parents in writing to each review meeting no later than six days before that date. Where parents request, in writing, that the local governing committee hold a review meeting, the local governing committee will arrange review meetings in response, as soon as is reasonably practicable, unless there has been a review meeting in the previous 10 weeks.

9.9 Managed Moves

Where it is thought to be in a student's best interest to transfer them to another mainstream school permanently, the headteacher and the governing committee will discuss this with the parents of the student, and the LA if the student has an EHC plan – managed moves will only go ahead with the voluntary agreement of all parties involved, including the parents and the admission authority of the new school.

The school will ensure that detailed records are kept of any decision to initiate a managed move, including evidence that appropriate initial intervention has been carried out. The school will participate in information sharing with the student's new school, including sending data on prior and current attainment, academic potential and any risk management strategies. The school will also cooperate with the student's new school to create an effective integration strategy.

9.10 Alternative Provision

Sometimes it may be appropriate to place a student in alternative provision (AP). We only take this decision if it is in the student's best interest. Students in AP remain the responsibility of our school and we take this responsibility very seriously. Normally, placement in AP is short term. As a result, we make sure that AP meets a student's needs and offers continuity of education so that reintegration has the best chance of success. AP placements are monitored closely and we work with parents/carers to give the placement the best chance of success.

9.11 Governors Behaviour and Welfare Panels (students)

Where a student's behaviour continues to cause significant concern and/or they have been subject to multiple suspensions, the Headteacher and/or designated senior leader may require the student and their parent/carer to attend a meeting with members of the local governing committee, trustees and/or trust executive team. The purpose of the meeting will be to outline the seriousness of the current situation and offer any additional support required. Targets will be set in line with current behaviour concerns, which the student must meet. The meeting will also be used to agree with the student and their parent/carer what steps they will take to address the behaviour causing concern. Agreed targets will be shared with all parties and this presents the student with a final opportunity to modify their behaviour and demonstrate a positive attitude towards their learning before more definitive steps may need to be taken.

10.0 Exclusion

Good behaviour in schools is essential to ensure that all students can benefit from the opportunities provided by education. Therefore the government recognises that school suspensions and exclusions are important behaviour

management tools for Headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

The decision to exclude both for a fixed period (Suspension) and permanently will always be made in line with Government guidance. Any decision to exclude a student from school will be:

- lawful
- rational
- reasonable
- fair
- proportionate

The decision to exclude a student from school will be done so only on disciplinary grounds. It is unlawful to exclude for non-disciplinary reasons, such as the action of a parent or academic achievement. A full and detailed investigation will be undertaken prior to a decision to exclude. A record of all written statements, including physical evidence, where appropriate will be retained for disclosure as required. In deciding whether to exclude, the school will consider contributing factors, for example, bereavement, mental health and special educational needs. In accordance with DfE guidance, where a student is at risk of exclusion the school will explore early intervention strategies to assess and address any possible underlying need.

10.1 Suspension (fixed term exclusion)

A Suspension is an exclusion from school for a fixed period of time. A student may be issued with a suspension for one or more fixed periods, up to a maximum of 45 days per academic year. A suspension does not have to be for a continuous period. A suspension will usually run for a maximum of 5 days, during which time work will be provided by the school for the student to complete at home. Should a suspension be issued for more than 5 consecutive days, a suitable, full time alternative educational provision must be put in place from day 6 onwards by arrangement with the student's family. A suspension will be issued to address persistent poor behaviour which has not otherwise been rectified by our behaviour management strategies or in response to a serious incident where other strategies are not deemed sufficient. The student, their family and the appropriate local authority will be notified of all suspensions. The Local Governing Committee will also be made aware of all Suspensions through our reporting procedures.

10.2 Reintegration Meetings

Reintegration meetings are held between senior staff / a Head of Year (or equivalent), the student and their parent/carer following a suspension or a period where the student has been educated offsite. At this meeting the student's behaviour will be discussed and a reintegration form completed. This is so students can be supported to readjust successfully back into school routines. Targets from the meeting will be shared with staff and included on a report card where appropriate. Parents are responsible for their child's behaviour and it is important that they explain how they intend to address their child's behaviour.

10.3 Permanent Exclusion

The decision to permanently exclude a student will only be taken

- in response to a serious breach or persistent breaches of the school's behaviour policy **and**
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others within the school.

In the event of a permanent exclusion, the student, their family, the local authority, the local Governing Body and the Executive Director (Behaviour & Culture) of Together Learning Trust will all be notified. Where appropriate social workers and virtual school heads will also be notified. The local authority within which the student resides will arrange suitable, full time education from day 6 following a permanent exclusion.

For full details regarding exclusions, including examples of incidents where exclusion would be appropriate, our exclusion process and the right of appeal, please see our Suspension and Exclusion Policy.

It is also important to note that due to data protection and confidentiality legislation, we are unable to discuss with Parents / Carers any follow up action taken regarding children which are not their own.

11.0 Data Collection

We use our management information system (MIS) Arbor to record instances of positive and negative behaviour for each student. These are known as commendations and consequence points. The recording of such points is not in itself a reward or consequence. The system is in place to ensure the appropriate and consistent application of rewards and consequences and to ensure that the school has an accurate picture of the impact of this policy and associated strategies in promoting positive behaviour.

12.0 Additional Needs

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.

12.1 Social, Emotional and Mental Health (SEMH)

To help reduce the likelihood of behavioural issues related to SEMH, the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health.

12.2 Special Educational Needs

We are highly inclusive, behaviour will always be considered in relation to a student's SEND and we take steps to ensure that our most vulnerable students are supported in order to meet our high expectations and access a broad and ambitious curriculum in full. Where a student is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided. We may, therefore, personalise the curriculum in order to avoid potential difficulties and consider ways of ensuring these children can be successful in correcting and modifying their behaviour if it falls below the expected standard through reasonable adjustments. These adjustments may be temporary. 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 student concerned. Ultimately, however, we have high expectations of all our students and we ensure that they all experience a fair system.

13.0 Bullying and Child on Child Abuse

13.1 Bullying

We take a strong and consistent approach to bullying of all forms. Further details of this are listed below in the 'child-on-child abuse' section. We also have an anti-bullying policy which outlines the approach the

school will take to safeguard its students from exposure to bullying, and also links to this behaviour policy in relation to consequences for students who are identified as exhibiting bullying behaviours. For information on the management of bullying, please refer to the school's anti-bullying policy.

13.2 Child on Child Abuse

The term child on child abuse covers a wide range of serious misconduct. It could include bullying, online bullying, discriminatory language, physical or sexual abuse. More details are provided in the school's Child Protection and Safeguarding policy. We take allegations of child on child abuse very seriously, and leaders will always investigate all such allegations. It is important to be clear that we will not tolerate instances of child on child abuse and will not pass it off as 'banter', 'just having a laugh' or 'part of growing up'. We will recognise that abuse can occur between and across different age ranges and we will operate a zero tolerance to it. Where an incident of this nature is observed or suspected, senior leaders and the school's Designated Safeguarding Lead will be informed and agreed procedures will be followed. All instances of bullying and child on child abuse will be recorded on CPOMs to ensure that key staff are aware and the associated actions are clearly documented and retained by the school.

14.0 Uniform

We believe that every student represents our school, and behaving well and looking smart, both in and on the way to school, are of the utmost importance. We are fiercely proud of our reputation in the local community, and our uniform is an essential part of upholding our standards. Full details of our uniform expectations can be found in our Uniform Policy and on our website.

15.0 Mobile Phones and Devices

Mobile phones and other smart devices should not be used by students whilst on the school site and will be confiscated if seen, to be collected by a parent/carer. Further consequences may be used whereby students are found using their mobile phone and where the use of mobile devices contravenes the school acceptable use policy and/or causes or may cause harm to others and or damage the reputation of the school or trust. See also section 18 "Authority Available to Schools".

16.0 Use of CCTV

CCTV is in operation within the school. It may be used for the purpose of maintaining discipline and managing behaviour and safety. It may also be used as evidence during investigations.

17.0 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 students. Staff will be provided with bespoke training, where necessary, on the needs of students 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 student'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 student wellbeing will be supported to undertake 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.

18.0 Authority Available to Schools

The following powers are available to Headteachers and their staff where appropriate to ensure an outstanding behaviour culture is maintained:

- The use of reasonable force and other physical contact in order to maintain and restore order

- The right to search students if it is necessary to maintain safety, discipline and good order and to recover prohibited items
- The right to screen electronic devices if it is to investigate a serious matter; for example, bullying, safeguarding, upholding the reputation of the school / Trust and its staff
- The right to confiscate any property that is not allowed in school or if its use contravenes school rules.
- The right to discipline students outside of school hours if it is a school-related matter, or the student's actions undermine the safety of anyone from our community or the good reputation of the school / Trust.
- The right to impose detentions outside of school hours, without parental consent. However, we do always inform our parents when a detention or correction is to occur outside of the usual working day

We work actively within local partnerships (Local Authority Partnership, Behaviour and Attendance Collaboration, Fair Access Protocol etc) to improve the standard of behaviour across the local authority.

19.0 Prohibited Items

The following items are prohibited (this is not an exhaustive list):

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and e-cigarettes
- lighters
- chewing gum
- pornographic images
- laser pens
- fireworks
- any article that is likely to be used to commit an offence, cause personal injury or damage property
- fizzy drinks, energy drinks and unhealthy snacks

In the case of anything illegal, the items will be handed to the police. In the case of prohibited items, these will be confiscated and may not be returned. The Headteacher can authorise a search without consent for illegal/prohibited items or those which may cause offence or harm (e.g. pornography, knives). However this will always be a last resort where staff encounter non-compliance.

20.0 Scope and Legal Framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'

- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement'

This policy will be implemented in conjunction with the following school policies and procedures:

- Behaviour
- Attendance
- SEND
- Wellbeing
- Anti-Drugs
- Child Protection and Safeguarding
- Positive Handling
- Suspension and Exclusion
- Equality / Equal Opportunities
- Professional Conduct
- Complaints
- CCTV
- Character Education
- Homework

21.0 Policy Monitoring and Review

This policy will be reviewed routinely by the Executive Leadership Team. The next scheduled review date for this policy is detailed on the front cover.

Any changes made to this policy will be communicated to all relevant stakeholders.