James Bateman Middle School

Relationships & Positive Behaviour Policy

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Principles

It is the aim of James Bateman Middle School, through a collective approach, to promote excellent standards of behaviour and attendance, whilst maintaining an inclusive ethos.

This policy sets out measures which aim to:

- Promote high standards of behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work and achieve their full potential
- Safe-guard and support the welfare of students

The school recognises the varying degree of needs that students may have and that there should be a diverse approach to ensuring those needs are met. Therefore, this policy should be read in conjunction with the following school policies:

- Special Educational Needs
- Safeguarding
- Anti-Bullying
- Teaching and Learning
- Mobile Devices Policy

The school values individuals and individualism. The ethos of the school is one of unswerving commitment to ensuring that all the students have an equal chance to make good use of the education that we have to offer, in order to help them choose their future patterns of life and take full advantage of their opportunities in society. To do this, the school seeks to develop personal confidence, flexibility, independence, the ability to make and sustain fulfilling relationships and to develop the skills needed for the world of work. Underlying this are 3 core values

Core Values

- **Respect**
- **Resilience**
- **Readiness**

The Core Values are used as a basis for classroom rules and routines and, through a consistent approach to every lesson where staff have high expectations and follow set routines, these values are instilled into our students.

At James Bateman, we strive to have a preventative approach where we look for early warning signs that there is a situation which may lead to challenging behaviour. Where possible, we look to identify patterns of behaviour, so that techniques can be put in place to prevent it.

The school will promote positive relationships and excellent attendance through:

- A consistent approach to behaviour management

- Strong Senior Leadership

- Excellent classroom management

- The implementation and promotion of a consistent and appropriate rewards and Behaviour Support system

- Staff development and support in putting in place effective behaviour management strategies

- The teaching and modelling of good behaviour and relationships

- The provision of good facilities to ensure effective student support systems

- Liaison with parents and other agencies

- Managing student transition

- The use of excellent curriculum and learning material to support quality first teaching

Rewards

The school encourages excellent behaviour, especially where it is regulated by the students. This is done through a mixture of high expectations and clear guidelines for staff, students, parents, governors and trustees. Our inclusive ethos also aims to engender discipline and mutual respect between pupils, and between staff and students.

Our school seeks to celebrate the achievements of students and reward them in a range of ways appropriate to their age.

Although this list is not exhaustive, some of the rewards include:

- Use of a tangible rewards system, which students can use to earn prizes and use points as a 'currency' to purchase stationary items

- Certificates for achievement and effort

- Certificates for excellent attendance

- Celebration Assemblies

- Messages through the school social media/certificates/praise letters/postcards/text messages to parents

- Positive feedback on written work

- Half termly rewards in recognition of hard work and effort

- Use of 'golden time' if appropriate

- Rewards Trips and reward afternoons

Behaviour for Learning

We feel that it is essential to work closely with parents/carers, staff, students, governors, trustees and the community to promote and facilitate positive behaviour. This approach applies to behaviour inside school and in the following circumstances:

If a student is:

- Taking part in any school-organised or school-related activity including trips and residentials
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at our school

Or concerning behaviour 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 to another student or member of the public. For example, if a student is being bullied on the way to or from school, on public transport, outside local shops or in a town centre
- Could adversely affect the reputation of the school

In all of these circumstances, it may be appropriate to contact the police or members of the Local Safeguarding or Support Teams, especially where the behaviour is criminal or someone is at risk of serious harm.

Bullying outside school premises

Where bullying outside school is reported to school staff and this has an impact on students while they are at school, it will be investigated by the school and acted on in line with the Behaviour and Anti-Bullying Policies. It will be taken into consideration whether or not it is appropriate to notify the police or Anti-Social Behaviour Co-ordinator in their local authority of the action taken against a student. If the behaviour could be criminal or poses a serious threat to a member of the public, the police will be informed.

Staff Power to Act

Members of staff employed by the school have a statutory authority to apply behaviour support procedures to: students whose behaviour is unacceptable, students who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This applies to all paid staff with responsibility for students, such as teaching assistants or lunchtime supervisors. This authority applies at any time that the student is present in school or under the care of a member of staff, including during school trips.

The Authority to Search and Confiscate

Members of staff also have a specific legal power to: confiscate, retain or dispose of a student's property if deemed necessary. Unless there are exceptional circumstances, two members of staff will carry out the search.

Staff have the power to search without consent for items including:

- Mobile Devices
- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

If an item is confiscated from a student, the school retains the right to make a decision about whether that item should be returned to a student's possession or not. Certain objects, such as: weapons, knives or child pornography, will be handed over to the police.

Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

This use of reasonable force may also be applied when conducting a search without consent for mobile devices, knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Behaviour Support Procedures

It is expected by the school that high standards of behaviour will be encouraged through the calm and consistent application of our code of conduct and that pupils will take responsibility for their own behaviour. This is supported by a balanced combination of rewards and behaviour support. In order to achieve this, the school has in place a staged behaviour system. If pupils do not meet the desired behaviour expectations set out by the school, they will be logged on this system. Please see below for **some** examples of the different types of behaviour.

Behaviour Considered to be Low-Level Disruption

- Persistent inattention

- Persistent talking

- Lack of equipment

- Inappropriate standards or items of uniform

- Punctuality/ persistent poor attendance

- The wearing of make-up or extreme hairstyles

- Chewing gum

- Unacceptable uniform

Behaviour Considered to be Higher-Level Disruption

- Physical abuse

- Bullying

- Inappropriate language

- Failure to comply

- Racism or other prejudicial behaviour

- Inappropriate dangerous behaviour

- Persistent inattention across more than one lesson over time

- Bringing dangerous or inappropriate items into school

- Verbal abuse

- Damage to property

- Theft

- Possession of illegal substances

- Behaviour outside of school which is damaging to its reputation in the wider community

Students, who are persistently causing concern, including vulnerable children or children who may have a EHCP, will have a personalised plan that all staff will be familiar with. This will support staff with the identification of the individual needs of vulnerable children and allow them to adapt and differentiate their approaches to teaching and learning based on the student's unique profile of need. This plan will be formulated in conjunction with parents/carers and any other appropriate agencies who may be involved with the student. If misbehaviour is displayed by a student, a consequence will then be given. The stage of the consequence will depend on the extremity of the misbehaviour. Behaviour support strategies are used to reinforce with students that certain behaviour is unacceptable and to deter a student from repeating the same behaviour.

The type of behaviour support will depend on the misbehaviour displayed. Corrective consequences such as moving a student to a 'safe space' (this may be an informal space) within a classroom, away from other

students, or moving them temporarily into another room to complete some reflective work may be more appropriate. When applying behaviour support strategies, staff will also consider whether the misbehaviour displayed is a result of underlying SEN or other needs and act accordingly. However, this may not affect the severity of the consequences if the misbehaviour poses a risk to the safety and well-being of another student or staff in the school.

Behaviour Support Procedures may include (this is not an exhaustive list):

- Speaking to the student about their behaviour

- A warning and reminder of the school rules

- Temporary time in a 'safe space' area within the classroom to complete a reflective task

- Temporary time in a different classroom to complete a reflective task to allow the student a period of calm

- Break-time detention

- Lunchtime detention

- Parental Contact

- After school detention. Please note that parental consent is not legally required for a student to complete after school behaviour support. Students cannot be excused from after school detention if this is a consequence that has been deemed necessary by a member of staff in school. Parents/Carers must be prepared to make the necessary arrangements in order to support the school in maintaining a high standard of behaviour

- Referral to Progress Leaders/ Heads of Department/Senior Leadership Team

- School based community service such as: litter picking, tidying a classroom or the dining hall or removing graffiti

- Behaviour monitoring through the use of a report system. Reports could be set up for: uniform, effort, attitude to learning or punctuality

- Serious misbehaviour may result in the need to withdraw from rewards trips/activities. If the school has already paid for the trip, it may not be possible for a refund of the cost of the trip to be provided.

- Internal Reflection. The school will determine how long a student will be removed from lessons and the activities they will complete while they are removed.

- External temporary suspension

- Permanent Exclusion

- Reduced Timetable

- Modified Timetable

- Managed Move to another school

When applying behaviour support strategies staff will:

- Make it clear that it is the behaviour that is the focus and not the student
- Avoid early escalation by using the staged behaviour and warning system in place. The staged warning system may take on different forms according to the needs of individual pupils. For example, some students respond more positively to visual warnings written on the whiteboard rather than verbal ones.
- Avoid whole group sanctions where possible.
- Take account of individual circumstances
- Encourage students to reflect on any negative behaviour and to rebuild relationships with staff and their peers if necessary.

Suspension

Unless there are exceptional circumstances, following a suspension, there will be a meeting with the parents/carers and the student. It may also be appropriate to invite any other agencies involved.

Child on child Abuse which could be subject to behaviour support strategies under the Positive Behaviour Policy

Please see the Whole School Safeguarding Policy for Safeguarding Including Child Protection for further information on Child on child Abuse.

This refers to allegations of abuse made against other children. This can also include sexting. Child on child abuse can take many forms and will not be tolerated by the school or passed off as "banter" or "part of growing up".

Through the procedures and policies put in place, the school seeks to minimise the risk of child on child abuse and deal with any instances of it quickly and effectively.

Types of Child on child Abuse

There are many forms of abuse that may occur between children and this list is not exhaustive.

Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person.

The school will deal with instances such as these as quickly and effectively as possible. However, it is important to consider that there may be many reasons why a child harms another. Therefore, it is important that the school seeks to understand why a young person has engaged in such behaviour, including if the behaviour was accidental, before considering the action or sanction to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is considered by the DFE as behaviour which is:

- The behaviour is repeated, or has the potential to be repeated, over time

- Intended to hurt someone either physically or emotionally

- Often aimed at certain groups, eg because of race, religion, gender or sexual orientation

    It can take many forms and can include:

- Physical assault

- Teasing

- Making threats

- Name-calling

- Cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger). There may be some situations of cyberbullying that the school feels it is necessary to involve the police. For further guidance see our E-Safety Policy.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people could be breaking the law. The school will endeavour to follow guidance set out on: https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Other forms of behaviour that may be classed as Child on child abuse are:

- Initiation/Hazing

- Prejudiced Behaviour

- Teenage relationship abuse

In cases where the school identifies Child on child Abuse, steps will be taken to ensure:

- It is investigated thoroughly in line with the **Whole School Policy for Safeguarding.**
- Steps are taken to administer relevant sanctions
- Appropriate support and interventions are put in place to meet the needs of the individuals involved
- Consider preventative strategies that can be put in place to reduce a further risk of harm

Expected action taken from all staff
- The school will always seek to develop appropriate strategies in order to prevent the issue of child on child abuse rather than manage it in a reactive way.
- The school will apply the behaviour support strategies set out in the Relationships and positive behaviour policy.
- Further support for peer groups or individuals will also be offered if this is considered necessary

Responsibilities

The Local Governing Body

The Local Governing Body has a responsibility to define the principles underpinning the Behaviour Policy and to ensure that all aspects of the policy and its application promote equality for all students.

The Headteacher

The Headteacher is responsible for creating a policy that can be used as a platform to encourage positive behaviour, regular attendance and discourage any form of prejudicial behaviour or bullying. The Headteacher is also responsible for outlining the more specific measures. For example: rewards, sanctions and behaviour management strategies that constitute the Positive behaviour policy.

All members of staff in the school have a significant role to play in supporting pupils to achieve the aims of this policy and the wider aims of the school.

Form Teachers

Form Teachers are the first point of contact for pupils, parents and carers. They are responsible for promoting high standards of: uniform, behaviour, and punctuality and attendance. They are supported by Progress Leaders and the Senior Leadership Team.

Classroom Teachers

Are responsible for positive classroom management and establishing clear and consistent classroom routines. They will do this by using agreed classroom management and behaviour strategies. **See table below**. They will also ensure that they are familiar with any additional needs that pupils may have.

Classroom Routines
See the table for examples of classroom routines and expectations which encourage clear and consistent boundaries and high expectations across the school. ***Please note that this is not a definitive checklist.**
Planning for positive behaviour because this will automatically set the tone for outstanding Behaviour for Learning. Appropriate planning will ensure that there are sufficient levels of challenge and support to meet the individual needs of all pupils.
A consistent approach: In the way behaviour policy is applied In the way that staff and pupils interact.
Making lesson objectives or success criteria clear to pupils.
Meeting and greeting classes at the door of classrooms and showing an interest in pupils as individuals.
Reinforcing standards of uniform.
Ensuring that there is a calm and orderly start to the lesson. Using 3,2,1 to enable students to understand they need to be actively listening.
Knowing the needs of each class through the use of a seating plan which highlights the various groups of pupils: SEN (Special Educational Needs), PP (Pupil Premium),LAC (Looked After Child), PLAC (Previous Looked After Child), EAL (English as an Additional Language), GA (Gifted and Able), FSM (Free School Meals).
Having access to appropriate equipment; whiteboards and pens, and having other equipment clearly labelled and easily accessible
Having a positive mindset.
Rewarding positive behaviour.
Rebuilding relationships through a restorative and reflective approach if any misbehaviour has occurred.
Having positive interaction with parents whenever possible.

> Ensure students tidy classrooms and stand behind chairs when due to leave the room.

If a student is considered to be disrupting the learning of others and is failing to comply with the classroom teacher, they may be removed from the lesson.

If a student poses a risk to the safety and well-being of other students or a member of staff, a request will be sent for support from 'On call staff' or Senior Management

Progress Leaders

Progress Leaders have a key pastoral role. They work alongside: classroom teachers, form teachers, support staff and senior management to ensure the highest levels of behaviour, attendance and achievement for the students in their year group.

Staff Development and Pastoral Support for Staff

The school operates a cycle of Continued Professional Development for staff; Behaviour for Learning is regularly monitored, reviewed and evaluated as part of this cycle. Staff receive training as a collective, on an individual basis or as part of a small group, according to the needs of the staff or the groups of pupils they teach.

The school will not automatically suspend a member of staff who has been accused of misconduct. Advice will be taken from the Board of Trustees and external agencies. Information will then be drawn from the guidance, 'Dealing with Allegations of Abuse against Teachers and Other Staff'.

Further Needs of a Student

The school adopts a holistic approach to looking after the students in its care. We seek to work with students and families to allow students to make as much academic and social progress as possible. This includes looking after the welfare of students and safeguarding them against harm. The school recognises that continuing behaviour concerns from a student may be the result of unmet educational or social needs. This may mean that it is appropriate to refer a student or family to an external agency or complete a multi-agency assessment. These agencies may include:

- The Local Support Team
- The counselling service available at the school
- The School Nurse
- The Education Welfare Officer
- The Youth Offending Team
- Our Pastoral support worker
- Social Services

There are also a variety of in-school support mechanisms that may be triggered if the behaviour of a student is consistently negative or disruptive.

These may include:

- Parent/Carer consultations as early as possible to prevent behaviour from escalating
- Pastoral support intervention (Pastoral support worker)
- Forest School referral
- ELSA referral
- Pastoral Support Plan with regular reviews (BSP)
- One to One Support
- Risk Assessments
- Counselling
- Liaising with the Local Support Team
- Referral to the District Inclusion Panel
- Referral to the Learning Support Team
- Referral to the Behaviour Support Team
- Autism Outreach Referral
- Personalised Curriculum Plans
- An EHC needs assessment
- Educational Psychologist involvement
- Any other interventions that the school deems necessary.
- Referral to the Wellness Hub for a period of additional support outside of the usual classroom environment
- Referral to an Alternative Provision

Looked After and Previously Looked After Children

For the purposes of this policy, the school will strive to, within the best of its ability, make provision for successful school attendance and, where appropriate, behaviour support for Looked After and Previously Looked After children.

Looked after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. These past experiences can often impact on their behaviour. The school recognises how important this is when considering how best to support the child. Therefore, staff will endeavour to have an understanding of the impact of trauma and attachment in an educational environment when they are applying the school's behaviour policy.

Therefore, the school will endeavour to make timely communication with the Virtual School Headteacher, Social Worker and Carers, so that the school can be supported in deciding the best course of action to support the child with improving their behaviour and to avoid exclusion being necessary. An individualised

programme to support the behaviour of a LAC student may be appropriate as part of this. Virtual School Headteachers have a key role to ensure these children have the maximum opportunity to reach their full educational potential. The school strives to work in partnership with the Virtual School Headteacher and the Local Authority to safeguard and promote the welfare of a child looked after by them. This includes a specific duty to promote the child's educational achievement.

Where the behaviour of a looked after child is a concern, the school will seek to communicate these concerns to all necessary agencies as efficiently as possible. The school also recognises its role in supporting agencies with the identification of a looked after child's emotional and mental health needs and the impact that these elements could have on behaviour.

Please see the separate Safeguarding Policy for specific guidance on safeguarding.

The Senior Leadership Team

Are a regular physical presence around the school to support staff with a consistent application of the Relationships and Positive Behaviour Policy and be involved on a day-to-day basis with students who are being flagged due to persistent misbehaviour.

The Role of Parents/Carers

The school believes in working closely with parents/carers, staff, students, governors, trustees and the wider community to promote and facilitate positive behaviour and an inclusive ethos. All members of the school are expected to help to maintain an atmosphere conducive to learning, with courtesy and mutual respect. We expect full parental support with any behaviour support strategies applied. The parent/carer is the expert where their child is concerned. Therefore, a close working relationship is essential in providing the student with the most effective support.

It may not always be appropriate to contact parents/carers in the first instance of negative behaviour as the student involved may need the opportunity to adapt their behaviour independently. If the behaviour persists, or the behaviour displayed in the first instances is considered more serious, then contact with parents/carers will be made. This may not always be at the time of the behaviour due to the restrictions of staff timetables, duties and meetings.

Parents/Carers should:
- Respect the Relationships and Positive Behaviour Policy and disciplinary authority of school staff
- Notify the school at the first available opportunity of anything that may impact on their child's behaviour such as a bereavement or if their child is staying somewhere other than home (even if this is a temporary arrangement)
- Support the school by making sure that their child adheres to school rules
- Send their child to school punctually every day, making sure they are ready to learn
- Attend meetings with staff if requested to discuss their child's behaviour

- Ensure that the school is aware of any SEN or other factors which may result in serious concerns about their child's development. The school would prefer information to be repeated than to not receive it at all

- Work with the school to support their child with achieving positive behaviour

- Ensure that if their child is excluded from school, the child is not found unsupervised in a public place during school hours

- To contact the school if there are any concerns rather than resorting to the use of social media to air any grievances

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The aim of the school is to have an open and positive relationship with parents.

To facilitate this, the school communicates with parents/carers in a range of ways:

- Via the school social media, text message or e-mail or letters sent home

- Via the telephone

- Meetings with form tutors, teaching staff, key pastoral staff or the Senior Leadership Team

- Parent workshops/information evenings

- Coffee Mornings

- Open Days

Please be aware that as the majority of staff are timetabled to teach, any concerns should be raised via a phone call or e-mail into school where you will be directed to the appropriate person or course of action. This allows the staff to address any issues in a confidential manner. Please be aware that staff cannot discuss matters of a confidential nature in the school reception area.

It is advised that, should you wish to speak to someone directly, you contact your child's form tutor initially regarding any queries or concerns as they are in the best position to act as the main contact between home and school. Staff cannot be expected to attend ad hoc meetings or discussions when parents or carers make unannounced visits to school, so please follow the appropriate procedure; contact the school, speak to the member of staff, arrange a meeting should one be required.

Transition

Transition between schools can be an unsettling period for students and families. The school aims to communicate closely with parents and other schools involved to ensure that the transition is smooth for pupils. This process involves:

- Opportunities for students to visit their respective new schools

- The efficient transfer of relevant information for a student to their new setting

- Communication with parents regarding the timeline for transition

- Making information available for parents and students to alleviate any anxieties

APPENDIX 1: Recognition and Rewards Guidance

Rewards are used to promote good behaviour and are given for achievement, behaviour and effort. The emphasis is always on the use of praise and positive encouragement. This is achieved using the following strategies:

Saying thank you and well done.

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Positive comments on child's work
Public praise in front of the class, or during assembly
Signatures leading to certificates and other rewards.
Special mentions
Praising by text message
A pupil's work chosen to go on display around school
Weekly extra break for highest attending form
Praise postcards
Putting pupils into the Newsletter
Favourable comments to pupils in planners or on Parents Evening
School colours for sporting Achievement
Prizes and Certificates on Presentation Evening
Extrinsic rewards, end of term trips or discos

REWARDS:
1-5 housepoints: For good work, helpfulness, good effort, taking part in an assembly etc

Poster detailing the rewards are on display in the classrooms.

Housepoint totals will automatically update via Arbor. Form tutors will monitor totals and offer praise and incentives to collect housepoints and award Diamond Certificates when 500 HP are collected. Each half term, the form in each year group with the most housepoints gets a free non-uniform day.
Those who achieve their Diamond, receive a certificate and a badge in SM assembly.

Smiley faces and trophies are stuck on doors for those forms with excellent attendance and behaviour – these equate to 5HP.

Students will be able to redeem house points for prizes throughout the year including stationary items, early lunch passes, extra break/free-time etc.

OTHER REWARDS:

There are numerous other rewards within each year and across the school such as: Alton Towers, Crocky Trail, Cinema, Ice-skating and lots of in school activities.

APPENDIX 2: Sanctions Guidance

FORM TUTOR/SUBJECT TEACHER

The Ready, resilient and respectful points system is on display in every classroom.

The policy follows that staff give ONE verbal warning in that a repeat will mean a 10 minute detention which equates to behaviour points being issued. Discretion can be used to decide whether the behaviour warrants 1BP or 2BP.

At this point teachers should consider strategies to try to prevent students from escalating the behaviour. This could include moving the student to another place in the classroom, ensuring that pupils can access the work or employing other strategies to improve behaviour.

1 Behaviour point: No time sanction is issued, but a discussion will be had with the student and it will be recorded on Arbor.

2 Behaviour points: Any 2BP issued needs to come with a 10 minute detention.

This should be done as soon as possible after issue and with the issuing member of staff. 2 BP is recorded on Arbor.

If behaviour continues, then a lunchtime detention may be issued. This results in 4BP and must be recorded on Arbor along with an incident form.

Early intervention is required to prevent behaviours from deteriorating. After 2 incidents, a call home will be made by the form tutor.

4BP: 30 minute lunch time detention. These detentions also need to be completed by the issuing member of staff. Form Tutors will be given an overview of their pupils' behaviour via Arbor.

5BP: If the student is issued with 5BP, this will result in the 'On call' staff removing the student and working with them in the Reflection room. This will only be used if the student is severely disrupting the learning of others and all other strategies and interventions have not been successful. The issuing member of staff will conduct the half hour evening detention within 24hours, if possible, or as soon as can be arranged if issued by a part-time member of staff or issued close to a weekend. This will be accompanied by a phone call home.

If a student has received a 5 in a previous lesson, and gets another in the same day, they will go into Reflection for the day (this will need a 1 added on via Arbor to convert it to Reflection).

Reflection: Some time in reflection will be necessary for some students. A student may be placed in Reflection for a number of reasons including; ongoing and severe disruption of the learning of others, receiving 10 or more BP in one day, a one-off serious incident and any other behaviour deemed to be unacceptable and/or dangerous.

Repeated Reflection: If a student ends up in Reflection three times in one half term, then the student will be issued with a 1 day suspension. Any repeated visits to Reflection following this suspension, will result in further suspensions. To prevent this, meetings and further interventions, or engagement with external services will be arranged**.**

Any student who reaches 6 BP in any half term will be placed on form tutor report and a Behaviour Support Programme will be initiated. This will include the parents, form tutor and the student. Other members of staff can be invited or lead the BSP, particularly if the behaviours are happening in one particular lesson, or with one particular member of staff.

Play rehearsals, clubs and sporting activities are not an excuse to miss detention.

Form teacher will be able to monitor the behaviour of each student. They should talk to the student to help them to see how the situation could be resolved and how it could be avoided in future. Use of a restorative conversation may be beneficial to enable to student to appreciate the consequences of their actions.

Curriculum Leaders Role:

If a Progress Leader feels that the problem is related to one subject, discussions with this department should be held to come to a solution. The Curriculum Leader has a responsibility to ensure that behaviour in their subject is good. If there is a persistent problem between a teacher and a student, they need to discuss the problem with the student to see what the student can do to improve. They may also need to help the teacher with strategies to ease the problem.

Form Tutor Reports: Progress Leaders are to talk to Form Tutors about placing a student on Form Tutor Report.

If low level behaviour continues or the BP total exceeds 6, the pupil should be placed on report for 2 weeks. Form tutor should inform parents. Pupils should not be receiving any BP during this time. If the student can not manage to do this, support and encouragement should be used to try to help the student for a further, agreed period of time.

Form tutor should note what support has been used. If this does not help to improve behaviour the student should go to Progress Leaders.

Progress Leader
Form Tutor: The form tutor is the first port of call for all behaviour. If there is no improvement in behaviour or if other concerns arise, then the student must be referred to the Progress Leader.
Progress Leader: The PL tracks the behaviour of all students in their year group paying particular attention to those students receiving repeated sanctions, those students who are in receipt of Pupil Premium and those with SEND. The PL should meet these students regularly to discuss issues and determine a course of action.
Progress Leader Report: If a student on Form tutor report is not responding to support he/she may be placed on PL report. The parents/carers will be informed of the decision to place them on PL report and will be given regular updates on progress.
If poor behaviour continues, a meeting with parents/carers will be arranged.
When Facebook or other social media are being used out of school to bully or intimidate students, the school maintains the right to become involved if it is affecting the student within school.
Removal to another room: If a student continually displays poor behaviour in a lesson and they have reached 5BP, they will be removed from the lesson. 5BP must be recorded on Arbor. These students will have an evening detention, preferably within 24/48 hours of the incident with the issuing teacher, and may go onto report if it is deemed appropriate. Whoever has removed them needs to record an incident and inform Progress Leader.
Reflection: Reflection is to be used if the behaviour of the student, after warnings, shows no sign of improving or for a serious one off incident. It may also be used if the student continues to fail on report. See appendix 4 for Reflection procedure. This is equivalent to 6 BP. It is recorded as a 0 on Arbor and must also be recorded on the internal exclusion log on Arbor.
Serious one off incidents may result in an evening detention.

Racial Incidents or Bullying: Progress Leader/SLT should inform the parents of the student who caused the offence and the victim. ==Racial or other discriminatory incidents must be recorded on Arbor as well as MyConcern.==

SLT
Parent meeting: If there has been no progress with a students behaviour, meetings with parents will be held and run by SLT. Supporting evidence of actions taken and interventions put in place must be provided by the Progress Leader.
SLT/Head Teachers Report: SLT report can be used if the student responds particularly well to an individual member of SLT. Students who continue to fail on HT report will be kept on for longer or may be placed in reflection or suspended. This will depend on individual cases.
Suspension (1 or more days)   After a suspension, students will attend a meeting with the Headteacher and the parents. Students will then be placed on HT report.
Outside Agencies: CAF's, EHA's, In house support or support from the Local Support Team may be arranged at any time depending on the family, pupil or need.
Pupils at risk of Permanent Exclusion: In extreme cases, alternative provision may be sought for pupils who are either in danger of permanent exclusion or who's behaviour is detrimental to the well-being of other pupils. Maintained schools have the power to direct a pupil off-site for education to improve their behaviour. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school.

All staff will apply this policy fairly and justly in accordance with the ethos of the school.   Please note: These stages are meant as guidance. Some incidents will not fit neatly into these areas and sometimes stages will be missed out if appropriate.

Appendix 3: Overview Behaviour

Person responsible	Incident	Action
Teacher	Low level disruption	Verbal warning given 1 BP may be given ↓ 2BP given (2 recorded on ARBOR) ↓ 4 BP given (4 recorded on ARBOR) ↓ Removed to Reflection (5 recorded on ARBOR – evening detention) ↓ Reflection (On Call rota used) 6 recorded on ARBOR
Form tutor	Poor behaviour/ Organisation/bullying - After 2 incidents intervention required if not already actioned	Discuss with student ↓ Contact parents ↓ Form tutor report. BSP arranged ↓ Refer to PL after next incident
Progress Leader	Poor behaviour/ Organisation/bullying	Discuss with student ↓ Contact parents ↓ Progress Leader report ↓ Meet parents -BSP completed, if not already done (record of meeting required) ↓ Interventions offered – CL, SENCo, Wellness, Visyon etc ↓ Refer to SLT after next incident
SLT	Poor behaviour/ Organisation/bullying	Meeting with parents and student (record of meeting required/BSP) ↓ HT report ↓ Initiate CAF/Refer to LST/Initiate further interventions. Review

Appendix 4: Procedure for Reflection:

A student may be placed in Reflection for several reasons, including:
- The member of staff teaching the student has followed the behaviour policy and the student is continuing to disrupt the learning of others
- A serious one-off incident short of exclusion
- A 'cooling off' period.

Once a pupil has entered Reflection the following procedures should be followed:-

Action	People responsible	Reasoning
Record on Arbor asap	Person issuing the Reflection They will let tutor/PL know.	For clarity.
Parents/Carers informed	Person issuing the Reflection	To inform parents/Carers of incident. Inform also that a meeting may be held with the FT/PL to discuss the issue and review the Reflection. A BSP will be done at this point.
Restorative Initial Interview and reflection – Period 1 using Restorative Practices	On Call	Interview held between pupil and SLT to establish facts, written statement and opportunity to discuss ways forward. Reflection activity completed.
Reflection – period of up to 5 lessons: P2: Well-being session P3: Academic session P4: Academic session P5: Exit exercise and report	On Call	Student will have further opportunity to discuss behaviour and will produce work based on improving behaviour, building self-esteem and complete work from specific subjects
Head Teachers Report	On Call	Staff member will discuss the outcomes of the report at the end of Reflection.
2 week monitoring	Head, Deputy or Assistant Head	Monitor behaviour and attitude during 2 weeks.
Failure on report – discussion with parents	Head, Deputy, Assistant Head or PL if appropriate	Opportunity to discuss issues surrounding students' behaviour. BSP to be initiated or updated
Review with staff/parents after 2 weeks to assess situation	Head, Deputy, Assistant Head or PL if appropriate	To ascertain if the interventions are having an impact and to discuss ways forward

Repeat Offenders – if a pupil on Head Teachers Report because of entering Reflection or is placed in Reflection again, within a term

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Action	Person responsible	Reasoning
Discussion with parents	Head, Deputy, Assistant Head or PL if appropriate	Opportunity to discuss issues surrounding students' behaviour. BSP to be updated
Review with staff/parents after 2 weeks to assess situation	Head, Deputy, Assistant Head or PL if appropriate	To ascertain if the interventions are having an impact and to discuss ways forward
Fixed term suspension will result after 3 times in Reflection for the same student within a half term. Further suspensions will follow then after every one time in Reflection for that same student.	Headteacher	To prevent repeated offences and to have consistency across the school.

Ready, resilient, respectful

How to earn House Points – 50 house points are required to be included in reward activities/trips.

Champions:

I have contributed very positively to the lesson

I have shown excellent attitudes towards learning

I tried extra hard to complete all work set or have shown excellent resilience

I have shown high levels of courtesy, cooperation and collaboration

I have made accelerated progress

EXTRA HOUSE POINTS WILL BE ISSUED FOR THE FOLLOWING:

- A Special Mention (5 HP)
- No behaviour points all week (2HP)
- Praise e-card (5HP)
- Champion Board (5HP)

Best attendance – form (Trophy) (5HP)
100% attendance all week (2HP)
Representing the school (5HP)
Best behaviour – form (Smiley face) (5HP)

A selection of criteria that will result in Behaviour Points being awarded:

1BP — VERY LOW LEVEL BEHAVIOUR: No time is given, but 1 behaviour point to be recorded on Arbor.

I have disrupted the learning of others to some extent

I have not adhered to the behaviour policy in some way

2BP — REQUIRES IMPROVEMENT: 10-minute detention must be given

I was late to the lesson with no good reason or do not have the correct equipment/uniform

I have shown a lack of effort and have not engaged in class work or have made limited progress

I have distracted other members of the class

I have displayed poor corridor behaviour/dropping litter

4BP — CONCERN: 30-minute detention must be given

I have failed to comply with the behaviour policy and expectations

I have shown a lack of interest in work and not completed tasks

I have interrupted the learning of others

I have made limited progress

5BP — REMOVAL: Evening detention must be given

I have failed to comply with the behaviour policy and expectations

I have caused harm or damage to another person or property

I have had to be removed from lesson to allow others to learn

6BP — REFLECTION: UNACCEPTABLE BEHAVIOUR:

I have shown a complete lack of respect for the teacher, TA or class

I have continually disrupted the learning of the majority of the class

I have committed a serious offence to a member of the school community

Receiving more than 10 behaviour points in a half term will result in removal of Reward activities/trips.