



Windsor Park CE Middle School

Learning for Life

*"Start children off on the way they should go,
and even when they are old they will not turn from it."
Proverbs 22:6*

Behaviour for Learning: Expectations and Praise Policy

Author:	K Bould & C Howells
Date of issue:	December 2022 - Reviewed March 2023
Review cycle:	Autumn Term 1 & Spring 2

RESPECT 'clothe yourself with compassion, kindness, humility, gentleness and patience'

RESILIENCE 'I can do anything through Christ who strengthens me'

RESPONSIBILITY 'for God gave us a spirit not a fear, but a power and love and self-control'

OUR VISION

Learning for Life

*“Teach me good judgement and knowledge”
Psalm 119:66*

As a Church of England school, who aim to provide transformational experiences for all God's children within our care, the teachings of Jesus are at the heart of all we do. Whilst striving for excellence, we celebrate achievement in all its forms and encourage pupils and staff to live life in all its glory and flourish.

OUR MISSION

- 1. Encourage all children irrespective of background or ability to fulfil their God-given potential and flourish. Our broad and balanced curriculum takes a holistic approach to education ensuring that spirituality, emotional intelligence, physical development, academic excellence and social skills are developed creatively across a range of school subjects.*
- 2. Deliver a safe space for children to develop philosophical and theological thinking through Religious Education as a core subject; delivering inspirational lessons which bestow upon pupils the skills to understand Christianity as a living and diverse faith, whilst teaching a knowledge and respect of other faiths and world views.*
- 3. Value education in its widest sense; building on our history and Christian foundations, making the most of today in order that we can make even more of tomorrow and the days, weeks, months and years that lie ahead. This is Learning for Life: ‘teach me good judgement and knowledge’ Psalm 119:66*
- 4. Foster respect for all God's children; embracing difference and diversity and teaching all to live well together in an inclusive, welcoming community, supporting each other to remove or cross barriers and live with dignity and respect.*
- 5. Reinforce the Christian values and beliefs that will make our children good people: kind, honest, forgiving and courageous.*
- 6. Care deeply about our pupils' and staff wellbeing and mental health, appreciating that it is the genuine quality of relationships that matter. We strive to support each other to flourish, achieving happiness and fulfilment.*
- 7. Encourage our pupils to approach local and global communities with a deep sense of integrity, justice, responsibility and courageous advocacy; identifying and challenging injustice.*
- 8. Collaborate primarily with St Mary the Virgin church to share the teachings of Jesus through inspirational collective worship. Develop, deliver and evaluate opportunities for pupils and adults to express spirituality through varied worship experiences.*
- 9. Encourage and nurture exploration, creativity and compassion with unlimited and unbounded energy. At Windsor Park learning is not a spectator sport.*

At Windsor Park CE Middle school we strive for excellence and celebrate achievements. As part of this we encourage pupils and staff to live life in all its glory and flourish. We believe that a clear and fair Expectations and Praise policy helps fulfil this vision.

1. Aims

Our key Christian values of respect, responsibility and resilience are the cornerstones of our expectations regarding the behaviour of all school members.

Respect

“Clothe yourselves with compassion, kindness, humility, gentleness and patience” (Colossians 3:12).

Responsibility

“For God gave us a spirit not of fear, but of power and love and self-control” (2 Timothy 1:7).

Resilience

“I can do all things through Christ who strengthens me” (Philippians 4:13).

We teach our children to forgive one another and to seek forgiveness for themselves, to “be kind and merciful, and forgive others, just as God forgave us because of Christ.”

The aims of this policy are:

- To instil the Christian values and vision of the school when teaching students good behaviour.
- That good teaching includes good classroom management.
- All pupils behave in a sensible manner in order to enable them and their peers to work to fulfil their potential.
- All members of the school show compassion and humility whilst serving one another and caring for their environment.
- Parents and staff work together to ensure pupils display good behaviour.
- To provide guidance upon the implementation of a consistent approach to positive behaviour management.
- To provide guidance and support for staff when dealing with inappropriate behaviour.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following Church of England documents:

- [The Church of England guidance: Valuing All God's Children](#)
- [Called, Connected, Committed](#)
- [Deeply Christian, Serving the Common Good](#)
- [Fruit of the Spirit](#)

In addition, this policy is based on:

➤ Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

➤ [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Lighters
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Principles

- At Windsor Park, we recognise that children's behaviour is often a form of communication. That rather than simply correcting the behaviour, we need to ask 'why?', listen to the child and explore their concerns in order to support change.
- This policy should be read in conjunction with the Anti-Bullying Policy, Safeguarding Policy, the SEND Policy, Teaching & Learning Protocol, Attendance Policy and the Church of England guidance Valuing All God's Children.
- School expectations are based on a code of behaviour supported by our Christian values and the teachings of Jesus. These are made available to parents and pupils through a variety of methods e.g. prospectus, letters, pupil planners, bulletins, Worship, Assembly and the school website.
- Pupils are expected to behave responsibly and with consideration at all times (including to and from school), to ensure the functioning of the school as an harmonious community, to facilitate effective learning in the classroom and to enhance the quality of relationships and memorable, positive experiences on which to build their future lives.
- **ALL** staff are responsible for promoting these principles and upholding our expectations and values to ensure classrooms are consistently safe and conducive for learning. Staff should be encouraged to create and maintain good classroom management strategies.
- The Expectations and Praise (Behaviour for Learning) policy is supported by a combination of rewards and sanctions.

- Rewards and sanctions may vary with individual circumstances. Where an individualised approach is appropriate, we work with the pupil, their family and outside agencies to ensure that our actions have a positive impact.
- Rewards may include stars, merits, commendations and certificates (recognised in house and at whole school assemblies).
- Sanctions are based on reparation and forgiveness and may include lunchtime and after-school detention, loss of privileges and exclusion from teams and visits.
- Sanctions and rewards should be recorded on SIMS.

6. Policy Statements

Role of the Head teacher – The headteacher is responsible for:

- Reviewing and approving this Expectations and Praise policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with negative behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the Expectations and Praise policy consistently
- Communicating the school's expectations, routines, values and standards through teaching and modelling respectful behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) and Student Success Centre (SSC) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor or Pastoral Team promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key expectations, routines and Attitude to Learning
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them, through the Form tutor system, Pastoral Team and SSC, to help them meet the behavioural standards

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

Pupils will be supported to develop an understanding of the school's Expectation and Praise policy, Christian-rooted values and wider culture.

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

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

Role of the Governing Body - The Local Governing Body will:

1. Support the school in its efforts to address issues related to behaviour management.
2. The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Monitoring & Evaluation

The Local Governing Body receives a termly report on; Attitudes to Learning, Behaviour, Attendance, Inclusions, Exclusions, Student Success case studies and PASS (GL- Pupil Attitudes to Self and School) report.

7. Classroom Behaviour

The responsibility for classroom behaviour rests principally with the classroom teacher. However, if the response to any corrective measures is unsatisfactory the matter should be referred in the first instance to the relevant Form Tutor or Head of Department. If unresolved the issue should be referred onwards to a more senior manager. (Key stage director, Assistant/Deputy Headteacher.) SSC may be involved in managing behaviour.

8. Outside the Classroom

Outside the classroom, members of staff should, in the first instance, deal with the pupil themselves. If the breach of discipline is of a serious nature, the most appropriate member of staff should be approached. Form Tutors followed by Key Stage Directors should also be approached if the action taken by the member of staff appears not to have had the desired effect.

9. Lunch time supervisors.

If there is a behaviour incident during lunch time, the lunch time supervisors should, in the first instance deal with the pupil themselves. If the incident is minor and in the school canteen, the lunch time supervisors can refer this to the Pastoral staff on duty. Canteen 'duties' can be given to such pupils as an immediate sanction, allowing them to take responsibility for their actions, reflect on their behaviour and consider the value of respect.

If the incident is of a more serious nature it should be referred to the SENIOR SUPERVISOR for the final sanction to be agreed. The Pastoral staff on duty should be approached if the action taken by the SENIOR SUPERVISOR appears not to have had the desired effect.

10. Rewards

1. Throughout the school the staff are encouraged to celebrate achievements by:
2. Praising pupils for their good work, attitude and for demonstrating Christian values. This may include sending a commendation home, a note in the pupil planner or verbal praise.
3. Meritorious activity is mentioned in assemblies. Awards are presented for both house and school activities.
4. The merit system allows pupils to be awarded merits for 3 good pieces of work or an exceptional piece of work; these can be awarded by any member of staff. Merit certificates follow the acquisition of 10 merits and those obtaining the highest number of merits receive recognition. The "star" system operates so staff can reward good social skills, manners, Christian values, helpfulness, etc. Merits and stars are recorded in planners and celebrated in assemblies. A star in a pupil's planner should have a value written below it to indicate which value they have been demonstrating.
5. Each term, trophies are awarded to three pupils in the Headteacher's Assembly, who's behaviour has exemplified Respect, Resilience or Responsibility.
6. SUPERSTARS - are awarded for good etiquette and manners in the school canteen. Rewards are displayed in the canteen alongside the Superstar charts, and celebrated in assemblies.
7. Exceptional achievement will be noted on a commendation sheet and a letter sent to the parents.
8. End of term activities are also seen as a reward for good behaviour.

11. Standards of Students' Behaviour

The cornerstones of standards of students' behaviour are respect for oneself, respect for others, respect for the school and local community, and respect for the environment.

a. Unacceptable behaviour

Given that students have a right to be in an orderly and safe learning environment, they are expected to behave, both inside and outside the school premises, as well as on school buses, in a friendly and orderly manner and to show respect for all persons and property.

Unacceptable behaviour in such contexts includes repeatedly disrupting the class, shouting, leaving the class without authorisation, showing disrespect for teachers and other students, avoidance, failure to do work to the best of one's ability, fighting, using inappropriate language, playing rough, behaving disrespectfully with others, throwing objects at others, bullying someone and indulging in acts of vandalism.

It can also include unacceptable attitude towards others (e.g. rudeness, making fun of others), any form of bullying (please see our Anti-bullying policy).

Anti- Bullying Rules

- We do not tolerate physical abuse of others.
- We do not tolerate threats being made against others.
- We do not tolerate students interfering with others' belongings or School property.
- We do not tolerate name-calling.
- We do not tolerate larger students using their weight and strength against others.
- We do not tolerate exclusion from groups.
- We do not tolerate students making sounds, which would be hurtful to others.
- We do not tolerate students making threatening text messages or any kind of internet bullying.

b. Assemblies

Assemblies are an essential communication tool. The goal of a successful assembly is to contribute to the development and maintenance of a quality environment for all students that will enable them to enjoy their collective experience.

c. Travel on School Buses

While travelling on a school bus, students must behave in an orderly and respectful manner. School discipline policies apply to bus boarding and travel.

d. Dress Code

Students are expected to maintain high standards in their personal appearance. This is part of being proud of themselves and of their school. It is also a vital part of preparing students for the world of work, where personal presentation can matter a great deal in achieving their ambitions. Students are expected to wear the full school uniform, relevant prescribed sportswear, or other indicated attire for school outings.

Students and Parents are informed of the school's in-house and out-of-school regulations regarding jewellery and hairstyles.

e. Punctuality

Punctuality is essential. All students are expected to be punctual in arriving at school, to lessons, and at any other school function. Students should moreover have all the necessary materials and equipment at hand before the commencement of lessons. If a pupil is late with no justified reason, the Form Tutor will establish the reason for lateness. In cases of persistent lateness, the Form Tutor will involve the Key Stage Director.

f. School work

Students must work to the best of their ability. Failure to demonstrate effort, interest and pride in one's work results in unacceptable standards. Students should expect to have any shabbily completed assignment to be corrected and returned to them for amending and re-submitting.

Assignments and homework should be completed on time. If (for any valid reason) work is not presented on time, students are expected to produce a note from their parents/guardian and to make the necessary arrangements with the teachers for extra help or extra time. Failure to produce homework (with no justified reason) will result in a subject detention.

g. Changing Classes between Lessons

Moving between lessons should be done quickly and quietly with no lingering. Students are expected to abide by school .

h. Attendance and Absences

Students can only leave the premises when the parent or guardian calling for them (a) presents a personal identity card, and (b) has obtained the permission of the school office.

i. Organised Excursions

Educational visits, field trips and seminars are authorised and may be taken as an extension of the classroom to contribute to the achievement of the educational goals of the school. Students are expected to attend these activities. While on such excursions, students are to consider themselves as guests and ambassadors of their school. Students must treat teachers, helpers and guides with respect and courtesy. Schools are required to notify parents and to obtain their written consent in advance.

12. Sanctions

A variety of sanctions may be used to encourage good behaviour and excellence. There are occasions when a quiet word may be the most effective measure when the incident occurs or at the end of the lesson, but in other circumstances, where a verbal reprimand is considered insufficient, the following is a list of sanctions which may well be applied:

Poor or disruptive behaviour in lesson, poor or insufficient work, failing to hand in homework warrant detentions at lunchtime. Persistent behaviour will result in an after school detention (following a communication home by the Key Stage Director/SSC Lead).

Please see the Consequence Ladder (Appendix) for the full list of sanctions.

Encouragement, Affirmation and Rewards

As a Church of England school we believe that a system of positive reinforcement should be the main feature of any school Code of Behaviour and Discipline. Students should be encouraged to act responsibly towards all members of the whole school community. Teachers should record and celebrate such behaviour to ensure that achievement in this regard is clearly recognised and differentiated from academic performance in line with our vision. The main aims of such an approach are to create and nurture a climate in which all students, irrespective of their academic abilities, act positively and to create an ethos where positive and considerate behaviour becomes the norm allowing all to flourish.

Any system of sanctions that is in operation should be matched by a very strong and frequently used positive encouragement and affirmation structure. Reinforcement of good behaviour takes place when it is recognised, acknowledged and supported. Such a system is not just a matter of issuing merits, rather it is a system based on the quality of relationships and our Christian values. It is a question of sensible use of language in one's everyday interactions with students and of communicating the value one attaches to good behaviour. Such an approach has the potential of reducing insecure students seeking attention by joining disaffected others.

The operation of a system that combines encouragement, affirmation and rewards with sanctions has to be constant and consistent. The most crucial phase of any scholastic year are the first few weeks at which point it is made clear to students what is expected of them and how behaviour can be rewarded or sanctioned.

The following is a list of examples of positive reinforcements:

A prompt personal word of praise from the teacher, Form Teacher, Deputy Head, Assistant Head and Key Stage Director: this is one of the simplest and perhaps the most effective ways of recognising and affirming students' good efforts and achievements; announcements and celebrations during assemblies regarding in-school or out-of school achievements; the school community's written recognition of the personal qualities of the students; a positive written communication about the student to parents from the Class or Form Teacher; a written affirmation of students' positive efforts recorded in the students' individual school planner; Attitude to Learning (A2L) grades which are allocated to each pupil for all subjects in their curriculum. A2L grades are celebrated during House and Headteacher assemblies.

DETENTIONS

Rationale

In order to ensure the safety and well-being of all students and staff in WPMS, as well as to provide an educational environment where all students can achieve and succeed, it is essential that behaviour is of the highest standard. All staff, therefore, have a responsibility to promote positive behaviour, to encourage mutual respect and to instil self-discipline in students.

Where students do not respond positively to the standards and expectations of the school, it may, on occasions, be necessary to impose a fair, reasonable and proportionate sanction.

This policy details the guidelines and procedures relating specifically to the issue of a detention by a member of staff.

Introduction

Depending upon the severity of the undesirable behaviour, a detention may be issued by a member of staff for lunchtime **(15-20 minutes)** or after school **(up to 1 hour in length)**. The reasons for the issue of a detention are wide and varied and could include:

1. Poor punctuality (e.g. lateness to school, unacceptable lateness to a lesson).
2. Poor organisation / preparation for learning (e.g. incorrect equipment, missing PE kit, Student Planner not signed).

3. An unacceptable attitude towards others (e.g. rudeness, making fun of others), any form of bullying (please see our Anti-bullying policy).
4. Unacceptable behaviour in the classroom (e.g. shouting out, wasting time, minimal effort, chewing in class, refusal to follow a teacher's instructions, disruption to teaching and the learning of other students).
5. Uniform transgressions.
6. Failure to complete homework or the late submission of a homework assignment.

NB: The above list is not exhaustive and represents only the most common reasons for the issue of a detention.

Break-time Detentions

A break-time detention is **not** permitted. However, a 5-minute conversation of reparation is allowed with a view to setting a further time for a detention if required (this will allow the student a 5-minute toilet break should one be required).

Lunch-time Detentions

A lunch-time detention should be issued for a maximum of **20 minutes** (this will allow the student **40 minutes** in which to take his/her lunch and go to the toilet).

A note detailing the date/time/venue and reason for the issue of a lunch-time detention should be **written in the weekly section of the planner**, so that parents are informed. **The detention and the reason for it should also be recorded in SIMS.**

After-school Detentions

An after-school detention should be issued by a Key-Stage Director for a maximum of **1 hour**. The issue of an afterschool detention is a more serious sanction and it is essential, therefore, that the following procedures are strictly adhered to:

The initial member of staff responsible arranges a **45 - 60 minute** after-school detention. This measure is noted in the planner and communicated to parents via the SSC. All detentions should take place from 3.45pm to 4.45pm.

Whilst the Law allows for detentions to be set for the same day without parental notification, this should not be undertaken, unless agreed with the parent over the telephone - **It is preferable and reasonable to give parents 24 hour notification of a detention, to allow them to make alternative transport arrangements, should these be required.**

General Guidelines

1. WPMS school complies with all statutory guidance relating to the issue of a detention as a sanction, a summary of which is provided at the end of this policy.
2. Any member of the teaching staff has the right to place a student in detention as a sanction at lunch-time. It is up to the individual member of staff to decide which form of detention is a reasonable and proportionate response.
3. Where a member of the Lunchtime Supervisor Staff requires a student to be placed in detention, he/she must liaise directly with the Senior lunchtime supervisor and SLT who will oversee the arrangements for detaining the student.
4. **It is the student's responsibility to report to detention punctually** – failure to do so will result in the issue of further or additional detentions/sanctions. Repeated failure to attend a detention may result in a more serious sanction being imposed e.g. Reflection or an afterschool detention.
6. During detention, it is essential that the student is supervised carefully and that an appropriate task is set, in order that the student benefits in terms of knowledge/skills/personal development. This may include opportunities to seek forgiveness, reparation and reconciliation.

Work completed in detentions will be kept in the SSC and is available upon request.

1. In cases of an afterschool detention, it is the responsibility of the parent to arrange alternative transport from school, should they have any concerns regarding the child's safety and well-being travelling home. Whilst the law states that parents do not always need to be informed of an after-school detention, the Headteacher and Governing Body consider it reasonable, and indeed preferable, for teaching staff to notify parents of an after school detention.

It is the responsibility of the child, however, to ensure that their parents are aware that a detention has been issued.

2. It is expected that the student will attend the detention on the night set by the member of staff. Where a student may have a prior commitment, the parent should contact the member of staff concerned to discuss the possibility of re-scheduling the detention. Whilst teaching staff will consider such requests sympathetically, a change cannot be guaranteed due to other commitments which the member of staff may have.

3. If a member of staff continues to have concerns regarding a student following the completion of a detention, he/she should contact the parent to discuss their concerns and also liaise with the Subject Leader / Key Stage Director.

4. Where students receive a number of afterschool detentions, as indicated by **SIMS**, he/she will be placed on a Monitoring Report Card by their Key Stage Director. Alternatively, where concerns are restricted to a particular subject, it may be appropriate for the student to be placed on a Departmental Report Card by a Subject Leader.

5. Where parents have concerns regarding the issue of a detention, or indeed any general concerns regarding their child's well-being or progress, they are requested to contact the school as soon as possible, in order that the issue can be discussed fully and appropriate support/intervention provided.

Conclusion

Whilst a detention, particularly after school, is a serious sanction, it must be remembered that the vast majority of our students go through their entire school career having experienced either no or very few detentions. Detentions, when issued, however, provide a dedicated time for reparation discussions to take place and can be very effective in promoting positive behaviour and in contributing to the high standards expected from students within our school.

Detentions, as a sanction, however, will only be effective if all teaching staff are fair and consistent in their approach and if all staff take a full and active part in promoting positive behaviour, encouraging mutual respect and instilling in students the required self-discipline. It is essential also that where detentions are issued, parents recognise that these have been done so in a fair, consistent and non-discriminatory way, and in accordance with the above policy and procedures for the benefit of all students and staff within the school.

Pupils who do not respond to the monitoring system by improving their behaviour and general conduct will continue to receive sanctions as listed and prevented from taking part in "reward" activities. These pupils may, after liaison with parents and outside agencies, be referred to Behaviour Support, CAHMS, etc.

Involvement of Outside Agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met. Students needing support from external agencies are identified through the SENDCO.

Behaviour Support -Inclusion

Pupils, who are being monitored, misbehave, who commit 'serious' breaches of rules may be placed in 'inclusion' for a morning, afternoon or day. Parents are notified by the INCLUSION MANAGER. Decisions regarding inclusion are made after liaison between INCLUSION MANAGER and SLT.

If problems persist SLT will then enforce temporary exclusion, leading ultimately to permanent exclusion. During this process, external agencies may again be involved at the discretion of the Headteacher. It is vital, in order to establish good practice and to ensure that all formalities required for exclusion have been observed, that detailed written records are kept at every stage of the disciplinary process. A detailed, dated file must be kept on SIMS for any pupil who is referred for behavioural problems.

Parental Involvement

As Church of England school we believe that the partnership with our parents and community is a key aspect of all that we do. This is particularly important with respect to behaviour expectations.

1. As part of the Home-School contract, parents have agreed to support the school's Disciplinary procedures and must be involved in the remedial process. Once a pupil has been referred to the Key Stage Director, they will initiate a meeting with the parents to discuss appropriate measures. At this point, if appropriate, a behavioural contract may be agreed and signed.
2. If the child is then referred to Senior Management, the parents will again be asked to come into school for urgent discussions. They will be warned at this stage that failure to resolve the problem could lead to possible exclusion.
3. Should the child be referred to the Headteacher, the parents will be notified and a further meeting will be arranged. Parents will be informed that if matters are not now resolved, then a fixed term exclusion may be imminent.
4. It should be recognised that a partnership exists between parents and school and parental help needs to be sought in all instances of sanction.

The Head teacher will be responsible for ensuring that staff and parents are aware of the policy and will ensure that any necessary training and/or awareness raising is provided so that staff clearly understand this policy and know their responsibilities.

Physical Touch

Physical touch is an essential part of human relationships and adults may well use touch to prompt, to give reassurance or to provide support in PE but in order to use it successfully, staff must adhere to the following principles:

- Be non-abusive, with no intent to cause pain or injury.
- Be in the best interests of the child and others.
- Have a clear educational purpose (e.g. to access the curriculum or to improve social relationships).
- Take account of gender issues.
- At the school the Senior Leadership Team are responsible for ensuring that relevant staff are aware of any student who finds physical touch unwelcome. (Such sensitivity may arise from the student's cultural background, personal history, SEND, age, etc.)

When is Restrictive Intervention permissible at the school?

The use of a restrictive physical intervention should be very rare and only after professional judgement of staff. It should be avoided whenever possible and must be justifiable as being in the child's best interests. A restrictive physical intervention may be used:

1. To prevent a student causing injury to themselves or others.
2. To prevent damage to property.

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances they should take steps to minimise risks, for example, by calling for assistance and removing other students.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have authority to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

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

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

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

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

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

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

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact the pastoral lead, to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for other items, unless it is deemed a risk to life/of injury.

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Coats
- Blazers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

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

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

Support after a search

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

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

Off-site misbehaviour

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

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

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

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

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

Online misbehaviour

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

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

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

Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the member of the senior leadership team or the pastoral team will make the report.

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

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

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Authorised Staff

All staff are authorised to use restrictive physical interventions. Supply staff will not be authorised to use restrictive physical interventions except if they have been specifically authorised by the Head teacher. Parents and volunteers in the school are not given authorisation.

Complaints Procedure

Any complaint will first be considered in the light of the school's child protection procedures. If child protection procedures are not appropriate, the school's complaint procedures will be followed.

Disciplinary School Procedures – Guidelines for Staff

The school rules have been agreed and published and it is expected that all staff will ensure that they are adhered to by all students.

PRU (Pupil Referral Unit) and SSC (Student Success Centre)

PRU and SSC are our alternative school provision. The SSC is our dedicated provision for students with behaviour, emotional, social difficulties as well as academic needs. The provision has a full time manager and staff who support or deliver programmes. Placements at the centre are for those students whose

behaviour is putting them at risk of permanent exclusion or who are deemed vulnerable. There is limited capacity and the places are allocated by a hierarchy of need.

13. Property

Students are expected to respect school property such as furniture, buildings, books, materials and equipment. Students have an important role to play in ensuring that the physical environment is kept clean and attractive.

Students are responsible for school books and other educational materials and equipment in their possession and may not deface or damage them. Fines will be charged for any damage or loss (this includes books on loan from the library).

In case of intentional damage to school or personal property of others, such behaviour renders parents or guardians liable for restitution. Fines equivalent to the minimum cost of the item damaged or destroyed will be charged. Incidents of pilfering will be dealt with in a similar manner.

14. Lunch Time Break

Students are expected to have their lunch in school. Only on rare occasions are students allowed to go home for lunch. Students who have obtained permission to leave the school at lunchtime must sign out and in at the school office and be picked up by their parents.

15. Behaviour in Common Areas

While in the library, in the laboratories, lunch areas such as canteens, grounds and other common areas, students are expected to behave well as they would in class. Standards of behaviour and hygiene in toilets must be ensured.

13. Prohibited items

Any object that can cause physical or moral harm is absolutely prohibited (see list of definitions in point 3). Valuable items: Students are responsible for their own property and should not bring valuables or excessive amounts of cash to school.

14. Mobile phones

Are brought into school at pupils own risk. They are to be switched off at all times. If a pupil breaks this rule the phone will be confiscated. Parents will be requested to come into school to collect the mobile phone from the appropriate Key Stage Director/Deputy Head Teacher.

16. Smoking and Alcohol Use

Students are absolutely prohibited from smoking (this includes vaping and e-cigarettes), consuming alcoholic drinks, and using substances prohibited by law. Under no circumstances should school personnel smoke on the school premises or in the presence of students.

17. Weapons

Sharp objects, knives and other weapons which can be used to threaten, bully or harm others are absolutely prohibited from the school premises, during travel to and from school, and during school excursions. Sanctions will be applied.

18. Suspension and permanent exclusions

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

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

19. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

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

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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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

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

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

20. Supporting pupils following a sanction

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

This could include measures like:

Reintegration meetings

Daily contact with the pastoral lead

A report card with personalised behaviour goals

21. Pupil transition

Inducting incoming pupils

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

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

22. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development

23. Safeguarding

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

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

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

CONSEQUENCE LADDER:

Level	During lessons and form time	Outside lessons	Likely consequence	Staff responsible for authorising
1	<ul style="list-style-type: none"> Off task talking Interruption of staff or other students Lack of co-operation Shouting out Disobeying instructions Failure to complete homework Lack of equipment Incorrect/lack of uniform 	<ul style="list-style-type: none"> Pushing in queues Disobeying instructions Lack of co-operation Wandering inside the school building Eating inside the school building 	<ul style="list-style-type: none"> Warning given x 3 Positive correction Language of choice Change of seating 15-minute lunch time detention for lack of equipment or incorrect uniform 	All staff
2	<ul style="list-style-type: none"> Misbehaviour after warnings/failure to comply with level 1 request Argumentative behaviour Rudeness Name calling Inappropriate use of language Failure to complete more than one homework 	<ul style="list-style-type: none"> Littering Poor corridor conduct Poor playground behaviour including play fighting 	<ul style="list-style-type: none"> 30-minute lunch time detention Corridor slips 	Subject teacher Duty staff
3	<ul style="list-style-type: none"> Continued Level 1 or Level 2 behaviour Failure to attend detention Continued failure to complete homework Bullying – dealt with first time 	<ul style="list-style-type: none"> Continued poor playground behaviour 	<ul style="list-style-type: none"> Social time could be removed After school detention until 16.30 with parental notice 	Subject teacher Pastoral staff in SSC Key stage director
4	<ul style="list-style-type: none"> Persistent poor behaviour Call out from staff Failure to attend one after school detention Continuous bullying Misusing the internet, technology and mobile phones 	<ul style="list-style-type: none"> Persistent poor behaviour Call out from staff Misusing the internet, technology and mobile phones 	<ul style="list-style-type: none"> Extended after school detention until 17.00 with parental notice 	Pastoral staff in SSC Key stage director
5	<ul style="list-style-type: none"> Failure to attend an extended after school detention or escalation after 3 after school detentions. Continued level 4 behaviour Aggressive language/insults/swearing Name calling (racist, sexist, homophobic) Inciting others to fight 	<ul style="list-style-type: none"> Continued level 4 behaviour Aggressive language/insults/swearing Name calling (racist, sexist, homophobic) Inciting others to fight 	<ul style="list-style-type: none"> Inclusion for full day 	<ul style="list-style-type: none"> SLT Pastoral staff in SSC Key stage director

	<ul style="list-style-type: none"> Defiance to staff, including senior staff 	<ul style="list-style-type: none"> Defiance to staff, including senior staff 		
6	<ul style="list-style-type: none"> Behaviour that compromises the safety of others Behaviour that seriously disrupts the school day Theft Racist abuse Aggravated and persistent bullying Leaving the school site without permission Failure to comply with the conditions of inclusion Verbal abuse/threatening behaviour Intimidating behaviour Dangerous behaviour likely to hurt themselves or others Malicious allegations against staff Violent conduct/physical attack/fighting Possession of a weapon or items that may be used as a weapon Bringing banned substances into school Wilful damage to school property Possession and/or use of illegal drugs Possession of sexually inappropriate material Violence or arranging violence against a member of the school 	Bringing the school into disrepute	Fixed term exclusion	SLT

This list is comprehensive but not exhaustive. Each behaviour incident is dealt with on an individual basis.