



Rhyddings Behaviour for Learning Policy

Rationale for the policy

1. Create the best possible climate for learning throughout the school.
2. Create a school environment where all members of the community are safe and feel safe and valued.

'The Rhyddings' Way'

The 'Rhyddings' Way' was developed by the students, it underpins the ethos and values at Rhyddings. The 'Rhyddings' Way' is at the heart of the behaviour for learning policy and the school community.

Respect – Respect for one another and the school environment

Honesty – Be honest with staff, students and ourselves.

Yours – Take ownership of the school

Determination – Keep going when things get tough

Democracy – Always listen to other people's opinion and everybody have a voice

Inspire – Inspire others and set a good example

Neighbourly – Be helpful to one another

Generous – Give something extra to our learning and the school

Supportive – Provide encouragement to those who need it

In addition, we seek to create a supportive and safe learning environment at Rhyddings by embedding the Unicef 'Respecting Rights' agenda. This outlines the students' rights and level of responsibility.

Roles and Responsibilities

Pupils:

- Will be expected to take responsibility for their own behaviour in line with the school procedures and expectations.
- Have a responsibility to report incidents affecting the safety of others, vandalism, bullying and any form of harassment to a member of staff.
- Actively promote the 'Rhyddings Way' and the 'Respecting Rights'.

Parents and Carers:

- Will take full responsibility for the behaviour of their child both inside and outside the school.
- Will fully support the Behaviour for Learning Policy and guidelines.
- Will have the opportunities to arrange a meeting with staff to discuss any concerns affecting behaviour/learning.
- Accept that decisions regarding sanctions in the school lie with the school staff.

Staff:

- All staff, including teachers, support staff and non-teaching staff, are responsible for embedding the behaviour for learning ethos.
- Ensure that the Behaviour for Learning Policy and procedures are consistently and fairly applied.



- Ensure that the concerns of pupils and parents are listened to and appropriately addressed based on the sanctions.

Headteacher and Senior Leadership Team:

- Implementation of the Behaviour for Learning Policy and procedures.
- Give guidance on clear behaviour roles/ responsibilities for all stakeholders.
- Provide continued professional development when staff needs are identified or changes occur in the policy/ procedures.

Governors:

- Pro-actively promote the ethos of the policy to maintain high expectations for behaviour and learning.
- The Governing body (Link Governor) will review, in consultation with the Headteacher, staff, parents and students, the Behaviour for Learning Policy to promote an inclusive and safe learning environment (on an annual basis).
- Support, review and constructively challenge the school decisions through the disciplinary panel.

Expectations

We do not have an extensive list of rules; but have very clear expectations that all members of our community should be:

Ready

Being ready for learning – equipment, uniform, attendance and punctuality.

Respectful

Respecting others and the learning environment by working safely, listening, using good manners, positive language and following instructions.

Responsible

Asking for help, owning your behaviour choices, showing a positive attitude to learning, learning from your mistakes, trying your best even when things are difficult.

Rewards

At Rhyddings we believe in celebrating student achievements and success in all areas of school life. Excellent student participation and high levels of engagement are celebrated by the following methods.

1, Rhyddings Way - Points

Each week we will focus on one value from the Rhyddings Way. Every lesson, staff will nominate a minimum of 5 students whose conduct has most exemplified that week's value.

- Staff will record this on Go4Schools.
- Awarding these rewards will form part of the 'end/ send' session routine.
- This provides public recognition of hard work and following the school's values.
- Form tutors will review pupil profiles each week - how many points each person has accrued.
- There will be fortnightly prizes for highest totals.
- There will be half termly awards for the highest totals.



Specific rewards will be:

- Positive point qualifiers - Points for each term/ half term to be collated to set criteria for bronze/ silver/ gold/ platinum.
- Each term week 1, we will start with the positive point winners from last term and celebrate their achievements with a special meal.
- End of each half term - Celebration for the most improved students' behaviour in each continent, special event.
- Yearly - Celebration for most effort from each subject area - prizes/ certificates.

2, Postcards

Each member of staff will send a minimum of 5 postcards and make a minimum of 2 phone calls each week. (Pro-rata for part-time staff)

- Staff can complete the name/ comment
- Admin team - add address/ send

3, Verbal Praise

Staff are encouraged to use verbal praise at all times to encourage and motivate students. It is important to acknowledge pupils' efforts rather than specific achievements – especially when they find a particular task challenging.

4, Attendance rewards

Continents will participate in inter-Continent competitions throughout the year. A culture of rivalry and championship is fostered between the Continents to enthuse all students and encourage team participation.

100% Attendance each week - Whole school rewards:

- 100% attendance - each week will be shared in assembly – Prizes: Token to the front of the dinner queue/ breakfast tokens for break.
- Each student will have a target for attendance of an improvement of at least 5% from the last term. All students who qualify are in a raffle for £5. Any student with more than 5% improvement on the last term - raffle for £10.
- Students who continue to meet the improvement threshold or have 100% - 97% attendance qualify for a reward trip at the end of the year.

'WOW' - Headteacher's WOW board- Whole school rewards.

Excellent examples of exceptional learning and effort is recognised by the class teacher. Staff can nominate pupils for this award. Pupils have a photograph taken with their work which is then displayed outside the Headteacher's office.

Celebration Evening- Oscars/ Year 11 Awards Evening

This will be held annually. All subject teachers nominate pupils for a whole variety of awards known as 'Attainment/ progress'. Subject awards will be given as well as sporting and extra-curricular awards. Pupils will be given a prestigious 'black envelope' containing their invite in a special assembly leading up to the event which will be loosely based on the 'Oscars'. Parents will be invited to the all ticket event where formal dress will be expected.

Classroom Sanctions

There are 5 behavioural classifications from C1 – Low level disruption to C5, which are higher level incidents or failure to cease low level disruption. See Appendix 1



Range of sanctions

The Department for Education sets out the range of sanctions available to schools, all of which are used at Rhyddings. These are:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- Placement in internal isolation/exclusion room or reflection room.
- In more extreme cases, temporary (fixed term) or permanent exclusion.

Detentions

In setting detentions staff will be mindful of any special educational needs or disability pupils may have, and any religious requirements.

The Department for Education make it clear that:

- Parental consent is **not** required for detentions.
- As with any disciplinary penalty, a member of staff must act reasonably given all the circumstances, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
- It is the **responsibility of the parent/carer to make suitable travel arrangements for the pupil**. It does not matter if making these arrangements is inconvenient for the parent. (We will aim to work with parents as far as possible – though it is very important that detentions are served promptly).

Headteacher’s detention (1 hour): To be used at the discretion of the Headteacher for very serious incidents, taking place after school Letters sent home via Headteacher’s PA.

Friday- Senior Leadership Team detention (1 hour): Directed by a member of the SLT team or the Headteacher. A text message is sent to parents.

Pastoral/ Curriculum Detention: This will be for 1 hour for the duration of the move to Hameldon. A text message will be sent to parents.

Break and lunchtime detentions: These can also be set by staff, recorded on G4S. Contact will not normally be made with the parent/carer.

For all after school detentions a late bus will run from Hameldon to the Rhyddings site, leaving Hameldon at 4.00 pm. Onwards transport remains the responsibility of parents.



Call out

Call out is only for an **emergency situation**. A call out for a senior member of staff will be made if a pupil is involved in the following-

1. A serious health and safety incident including a fight
2. Threatening behaviour/racist incident requiring immediate attention
3. After ensuring all routines have been followed, persistent refusal to follow the teacher's instructions/ serious disruption to the learning of others.
4. If a pupil has truanted from the lesson or walked out of the room.*

The Curriculum Leader/ buddy should be making the call out if the problem persists after being buddied.

- The class teacher and/or curriculum leader/buddy must follow up with parental contact and an appropriate sanction/detention following the call out (on the back of the text). All logged on G4S.
- Call out information will be scrutinised by leaders to monitor and target further proactive support.

* If a child has truanted, failed to arrive, disappeared or walked out of your room **contact the Attendance Officer (Jo Livesey) by phone or via email and NOT call out.**

At the time of contacting Jo Livesey no further immediate action is required. However, as the class teacher you will need follow up with an appropriate sanction – logged on G4S (unless it subsequently emerges that there was a valid reason).

If the pupil returns to or subsequently arrives at lesson, the teacher **MUST update and notify Jo Livesey by phone or email.**

Sending students out of Class during lesson time:

We will not routinely send pupils out of class. This can create further problems for other classes. Ideally, each class will have a space within them to which pupils can be moved on a short term basis to reflect on their behaviour or when the teacher wants to complete a section of the lesson before speaking with the pupil.

If the behaviour of the pupil is too serious for this step, or the pupil continues to disrupt learning, the next stage would be removal to the buddy room.

Behaviour Interventions for students- Report Cards

Where there is a general concern about aspects of pupil's conduct (e.g. the pupil starts to get a lot of detentions in different subjects or has to be removed to Reflection and/or Internal Isolation several times) the pupil will be monitored for a period of time via a reporting system. At the lowest level this will be monitored by the Form Tutor. If the concern persists, the Continent Leader or even a Senior Leader will monitor the pupil's progress.

A graduated approach will be employed. There will be a 2 week monitoring period for each stage. If there is good progress the period of monitoring will end or the level of monitoring will be lowered. If there is insufficient progress, the level of monitoring will increase.



(Those in bold should be used in all cases, others where applicable)

1- Green Report card - Form Tutor	Parental meeting or telephone discussion - Form Tutor (FT) or Continent Leader (CL) Consider diet/ sleep or hormones - FT Safeguarding consideration – Designated Safeguarding Lead (DSL) Home visit – CL/Attendance Officer (AO) Change groups/bands - CL SLB referral - FT Liaise with Attendance Officer - CL Consider any unmet SEND need - classroom provision/strategies - SENDCO
2- Orange Report card - Continent Leader	Parental meeting- CL YNOT referral - CL SEND provision strategies - SENDCO Hub interventions – SENDCO/CL GP referral to ELCAS - CL Educational psychologist referral – CL Safeguarding interventions - Review of provision on need – DSL/CL
3- Pink Report card - SLT	Parental meeting - CL/SLT Hub interventions/Specialist teaching - SENDCO Managed move or alternative provision considered - IA EHCP Review/ support – SENDCO Attendance Panel – CL/AO Behaviour Contract – CL/SLT Governing Board Disciplinary Panel Meeting – IA/Headteacher

Appendix 3 summarises how the **graduated approach** will operate in terms of numbers of sanctions and the action school leaders will take to address the concerns.

Post-Exclusion and Daily Monitoring Sheets

When a pupil is excluded, a reintegration meeting will take place (see the section below on *Return to school after Fixed Term Exclusion*). This will involve the pupil, the parent(s)/carer(s), the Continent Leader and, ideally, a member of the Senior Leadership Team. The meeting will involve a review of the behaviour that led to the exclusion and what action is needed to try to ensure there is no repeat of it.

The pupil will complete a period on a daily monitoring sheet similar to those outlined in the table for report cards above. There are also 3 different colours of daily monitoring sheets:

- Green – monitored by the Form Tutor
- Orange – monitored by the Continent Leader
- Pink – monitored by a Senior Leader

The interventions at each stage are in line with those for monitoring cards, though following exclusion it is imperative that the issues that led to the exclusion are addressed urgently. The daily monitoring sheet requires the pupil to achieve a minimum standard of behaviour each day. If a pupil fails to meet the daily targets a range of sanctions will be applied as soon as is practically possible – including detention for an hour after school on the same afternoon. Parents/carers should work with school staff to ensure inappropriate behaviour is addressed quickly.

SLT and Pastoral leader sanctions



Reflection Room: To be used at the discretion of SLT and Continent Leaders or the member of staff 'on call'. Pupils might be placed in the Reflection room for the duration of the school day or for part of the day, dependent on the nature of the issue and/or the conduct of the pupil in the Reflection room. Most commonly, pupils will be placed in Reflection for 2 lessons plus a break for reaching a consequence 5 for a major breach of school rules or repeated disruption of a lesson including the buddy classroom.

Internal Exclusion: For pupils who have already experienced Reflection 4 or more times in a half term or have failed to adhere to school rules during isolated incidents, internal exclusion will be utilised. Parents will be contacted via telephone by the Continent Leader.

Formal Internal Exclusion Structure

On occasions, for serious breaches of the school rules, pupils will be instructed to complete a period of time in the Internal Exclusion Room. Details are outlined below.

- Conduct in the room will be monitored by the behaviour manager.
- Pupils referred a day in advance will complete a revised school day, arriving at 9:30 am and leaving at 4:00 pm. (Rhyddings shuttle-bus service is available from the Rhyddings site in Oswaltwistle).
- Pupils must work in silence.
- Work is provided from the core subject areas for all students- English, Maths, Science & RE
- Different lunch time for all students 1:00 pm - 1:30 pm in the canteen. Students are supervised by the Behaviour Manager.
- Work is collected at the end of the day by the Behaviour Manager and is returned to the subject teachers.
- The toilet for students in I/E is in L12.
- If pupils fail to comply with the rules of the Internal Exclusion Room they will usually receive a fixed term exclusion and then expected to complete a full day in the Internal Exclusion Room on the first day back in school.

Student responsibility	<p>All students must:</p> <ul style="list-style-type: none"> • arrive at 9:30 am • ensure they are silent at all times • sign the IE student contract • give their phone and bag over to the teacher on entry to the isolation room • complete all work provided • follow all instructions and expectations from the behaviour manager • students will leave on the late bus at 4:00 pm if there are no other arrangements with parents/ carers
Parental/carer responsibility	<ul style="list-style-type: none"> • liaise with Continent Leaders/ Behaviour Manager • ensure all contact details: telephone numbers and email address are all current • make arrangements for onward travel of their child from Rhyddings Oswaltwistle at 4:30pm. Shuttle service leaves Hameldon at 4:00 pm and arrives at Rhyddings at approximately 4:30 pm.



Staff responsibility	<ul style="list-style-type: none">• Continent Leaders/ Behaviour manager contact parents to inform them their child is in internal exclusion• Ensure parents/carers are aware of their responsibilities re: onward travel from the Rhyddings site• Behaviour manager log on G4S/ database
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SLT Only

Fixed Term Exclusion

Exclusion from school will only be used in exceptional circumstances.

The Headteacher may exclude a pupil for up to 45 school days (9 school weeks) in a school year. For the first 5 days of any exclusion it is the parent(s)/carer(s) responsibility to provide care and supervision for their child, although the school has a responsibility to set work. Continent Leaders will arrange for work to be collected. After the fifth day the school will make provision for the pupil within Hyndburn and the Ribble Valley.

Pupils on fixed term exclusion will receive work to complete and return to the school for review.

The offences listed below may lead to fixed-term exclusion

- Serious actual or threatened physical violence against another pupil or a member of staff
- Sexual abuse or assault
- Derogatory and/or discriminatory verbal violence towards another pupil
- Racial / sexual / homophobic abuse or comments
- Bullying (including cyber-bullying)
- Theft
- Graffiti or property damage
- Malicious allegations against staff
- PAP - Physical assault against a pupil
- ILIT- Illegal items, drug abuse or possession of drugs, illicit substances or inappropriate materials (including pornography)
- SMK- Smoking e-cigarettes
- VAS- Verbal abuse to staff
- PD- Persistent Defiance
- PAS- Physical abuse to staff
- Repeated failure to follow school rules
- Misconduct in or refusal to go to the Reflection or I/E Rooms

Return to school after Fixed Term Exclusion

Following a fixed term exclusion all pupils, with a parent /carer, will attend a re-integration meeting with their Continent Leader, member of the Senior Leadership Team or both. This will be an opportunity to discuss the reasons for exclusion more fully, consequences, and most importantly, how the pupil can move forward. The pupil, if ready to return, will usually do so through the Reflection room to consider their next steps and catch up on any missed work. It may also provide an opportunity for further reflection and restorative justice session with other pupils or staff involved.

Governors' Disciplinary Panel

Authorised by the Headteacher, this is an informal panel of governors to consider the case of pupils in imminent danger of permanent exclusion. They will review the actions taken by



the school prior to this meeting and will make one of several recommendations based on the evidence presented and the response of the pupil/parent to the panel:

1. To advise the Headteacher to proceed with a permanent exclusion.
2. To issue a final warning and set targets related to improved behaviour.
3. To advise the Headteacher that further steps should be taken in an attempt to modify the pupil's behaviour and to reconvene the panel to consider the impact of such intervention.

Permanent Exclusion

On rare occasions, the Headteacher may permanently exclude a pupil from school. The pupil's parents will always be fully involved and given the opportunity to make representations.

The decision to exclude permanently is a serious one. There are two main types of situation for which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour, including bullying (which could include racist or homophobic bullying) or repeated possession and or use of an illegal drug on school premises.

The second is where there are exceptional circumstances where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Carrying, using or threatening to use a weapon
- Arson
- Malicious allegations against staff.

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

In line with the 2006 Education and Inspections Act, the decision to apply nationally agreed sanctions, including detentions, lies with the school. Parents cannot override a judgement made by the school. Concerns related to the fair application of sanctions should, however, be directed to the relevant Continent Leader who will make the appropriate enquiries and, where necessary, liaise with the Senior Leadership Team.

Pastoral Support for Students

Students are encouraged and supported to engage with their learning. The pastoral team offer a range of strategies to ensure the welfare needs of all students are met and to ensure all students access learning:

- HUB Intervention - specialist 1:1 teaching
- Social Learning Base - emotional/ wellbeing support within a nurturing environment
- TA intervention/ SEN techniques/strategies for classroom transitions
- Referral for YNOT, 1:1 support for Mental Health
- External agency support from Continent Leader/ DSL.



- Interventions for social time through the FT/SLB/CL
- Parental engagement sessions - SLB
- Princess's Trust - Interventions for further engagement

Additional Consequences/Strategies

To support the above staff may decide to utilise these additional strategies to support successful behaviour management:

- letters to parents/carers (other than a standard detention text home)
- meetings with parents/carers
- withdrawal of school privileges appropriate to the infringement e.g. not allowed access to visits, use of ICT facilities/internet access etc. (must be in liaison with Network Manager / EVC)
- confiscation of items requiring parental collection. In some cases where a pupil persistently breaks the school's rules regarding possession or use of unauthorised items, or persistently fails to conform to the school uniform this sanction may be enforced. Parents will be expected to come and collect items e.g. mobile phones
- restorative justice
- interventions by the school with regard to behaviour on the buses and at bus stops. Dangerous behaviour will be reported to the Police.

Reporting Incidents

The prompt and accurate reporting of serious incidents is considered particularly important to the effectiveness of the school's Behaviour for Learning Policy. Incidents should be recorded in G4S and information forwarded to the relevant line manager/Continent Leader quickly and in sufficient detail that an investigation can be conducted.

Beyond the school gates

Teachers have a statutory power to discipline pupils for misbehaviour outside of the school premises. Examples include, but are not limited to:

- Unacceptable appearance in terms of uniform expectations in close proximity of the school or on buses.
- Sanctions will apply to pupils who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school.
- Action would be taken against any pupil who was verbally abusing other pupils or members of the public on a bus on the way to or from school.
- Sanctions will apply if misbehaviour takes place on educational visits or whilst the pupil was taking part in a further education course as part of a school programme.
- The school will apply sanctions if a pupil misbehaves whilst representing the school in a sports event with another school or any other event which might affect the chance of opportunities being offered to other pupils in the future.
- The school would take action if a pupil harassed a member of staff or pupil off school premises, including through the internet. This could also be a police matter.
- Bringing the school into disrepute by smoking or using smoking paraphernalia in close proximity of the school.



School buses

Whilst Rhyddings is based at the Hameldon site in Burnley, the vast majority of pupils travel to and from school on school buses. The standard of behaviour expected on these buses is in line with that expected in school. A separate bus charter exists, explaining how the school will deal with inappropriate behaviour on buses. Parents/carers have a responsibility to ensure their child is aware of the consequences of serious or repeated misbehaviour on buses.

Behaviour and Safety and the Curriculum

Issues related to Behaviour and Safety are an integral part of the PHSE / Citizenship curriculum and assemblies. However, all members of staff, and particularly teaching staff, have a responsibility to take advantage of planned, and unplanned opportunities, to help pupils develop the spiritual, moral, social and cultural values associated with the 'Rhyddings way' to model the expected behaviour of the Rhyddings community.

Interrelationship with other School Policies

In order for the Behaviour for Learning Policy to be effective it must be utilised alongside other key policies, for example:

- Health and Safety Policy
- Anti-Bullying Policy
- Single Equalities Policy
- Child Protection Policy
- Attendance Policy
- Teaching and Learning Policy

Searching pupils at school

Staff can search a pupil for any item if the pupil agrees. In the event that a pupil does not consent to a search, the Headteacher or any member of the SLT have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any material of an extreme nature
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the pupil themselves).

Searches must be conducted by a member of the SLT of the same sex as the pupil being searched and in the presence of a witness, also of the same sex. Searches can only be conducted on the school premises or if the member of staff has lawful control or charge



of the pupil, for example on educational visits or in training settings. In the absence of a member of the Senior Leadership Team on an educational visit, the visit leader can fulfil this role.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing.

Definitions

- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; blazer; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

Confiscation

Any member of staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where it is reasonable to do so. In the case of any item that may be deemed valuable, it should be clearly labelled and remain with a Continent Leader or a member of SLT. Where a search has been conducted by a member of SLT there is discretion to confiscate, retain and/or destroy any item found so long as it is reasonable in the circumstances. Where any article is thought to be a weapon, an illegal substance or stolen goods of significant value, the items will remain in school with a member of SLT, until the Police can be informed and the item(s) collected. Where a person conducting a search finds alcohol, cigarettes, tobacco and papers, fireworks or other substances which may cause harm or be detrimental to good order and discipline e.g. legal highs, they may be disposed of by the school. Under no circumstances should the items be returned to the pupil.

If a member of staff finds a pornographic image, they should inform the school's DSL and in cases such as extreme examples, the Police will be informed by the DSL as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the Police.

The protocols for searching individuals also apply to the searching of electronic devices. The member of SLT /Visit Leader conducting the search may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files if required.

Taking into Account Individual Pupil's Needs

All staff in our school need to take account of the individual needs and circumstances of the pupils when implementing the Behaviour for Learning Policy.

We would expect staff to make reasonable adjustments in the application of our Behaviour for Learning Policy for pupils with special educational needs and/or disabilities. Specific support mechanisms will be provided to assist those who need special



consideration in the type of teaching provision and resources offered to them to ensure they reach their full potential.

All staff will be provided with regularly updated information regarding pupils who have special educational needs and/or disabilities by the SENCO. It is expected that staff will use this information wisely when implementing the school behavioural policy.

It should also be noted that the school must also balance the needs of an individual with those of the wider school community, and where pupil behaviour places others at risk, or threatens to undermine general pupil behaviour and the maintenance of a safe and effective learning environment, the safety of the whole pupil body is paramount.

Use of Reasonable Force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. 'Reasonable in the circumstances' means using no more force than is needed. All members of school staff have a legal power to use reasonable force. Below are some examples of when reasonable force could be employed:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or a school visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others. Please note that in most circumstances the sensible option in order to deescalate the situation would be to let the pupil leave the room and send for SLT support.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

NOTE: Wherever possible the member of staff considering the use of reasonable force should seek out an adult witness. This is in order to prevent the pupil from making malicious allegations against the member of staff. This should not however prevent a member of staff from intervening in an emergency e.g. a fight in the playground where there are no immediate adult witnesses. If reasonable force has been used this must be reported to a member of SLT as soon as possible.

Communicating with Parents /Carers

Parents/Carers will be contacted promptly by the school, normally on the day of the incident, to notify them of any reported serious incidents of misbehaviour in which their child has been involved. This can, where necessary, be done before the completion of any investigation to keep parents/carers informed but parents/carers must then be contacted once the investigation is complete to be informed of any outcomes. Parents have a duty to ensure school have the current contact details for both parents.

Racist Incidents

All incident will be recorded on G4S by the member of staff informed of the incident. The school reports details of racist incidents in accordance with its statutory duties. The SLT



member responsible (IA) must be informed of any racist incidents and will advise on the appropriate course of action.

Monitoring and Review

The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and antidiscrimination, and the school's statutory duties in line with the Single Equalities Policy. The procedures will be reviewed regularly by the SLT to ensure that they are current and reflect the practice within the school. Any amendments should be ratified by the Headteacher. In consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour for Learning Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. In the event that substantive changes are required these would need to be ratified by the Governing Body.



Appendix 1 – Consequence system for classroom misbehaviour

Stage	Action by teacher	Examples of misbehaviour at this stage
C1	<ul style="list-style-type: none"> • Verbal reminder - teacher explains why. 	<ul style="list-style-type: none"> • Talking over teacher/pupils • Eating • Rudeness • Not respectful to others/ staff
C2	<ul style="list-style-type: none"> • Pupil name is noted by the teacher. • Pupil is reminded of next step if no change in their behaviour. 	<ul style="list-style-type: none"> • Poor effort • Disrespect for school or other pupils' resources and the environment • Not responding to first stage when asked.
C3	<ul style="list-style-type: none"> • Tick against pupil name noted in stage 2, and reason why explained to pupil briefly. • Break time or lunch time detention for 20 minutes. • Pupil is reminded of next step if no change in their behaviour • Record incident and sanction on G4S. 	<ul style="list-style-type: none"> • Continued misbehaviour under the first two stages • Inappropriate language • Not following instructions • Rudeness • Disrupting others • Defiant behaviour
C4	<ul style="list-style-type: none"> • After school detention for one hour <u>instead</u> of previous break or lunchtime detention. • Pupil is removed from the classroom to a pre-agreed 'buddy' lesson. • Record incident and sanction on G4S. 	<ul style="list-style-type: none"> • Continued misbehaviour under the first three stages • Endangering the safety or wellbeing of other pupils/staff • Defiance/refusal to follow instructions.
C5	<ul style="list-style-type: none"> • Call out made to callout co-ordinator • Pupil removed to isolation room or other appropriate location • Text home to notify parent/carer of action and sanction • Class teacher records incident on G4S and still issues detention issued at stage 4 	<ul style="list-style-type: none"> • Continued misbehaviour under the first four stages • Endangering the safety or wellbeing of other pupils/staff • Abuse of staff/pupils • Defiance/refusal to follow instructions, including going to the buddy room • Behaviour which results in significant disruption to the lesson or where continued presence of the pupil undermines the teacher



Appendix 2 – Fixed tariff sanctions for specific acts of misbehaviour

Behaviour Outside of Lessons

Swearing	Warn in first instance
Swearing at staff	I/E or possible exclusion
Smoking (inc e-cigs)	1st = after school Curriculum Leader detention 2nd = Senior Leader detention 3rd = isolation Same offence if standing with smokers
Refusal to follow instructions	Teacher/staff to follow up min after school (but also refer to Curriculum Leader)
Mobile phones	Confiscate phone for rest of day → Curriculum Leader 2nd = detention (1/2 term)
(Petty) Vandalism/causing damage to other people's or school property	Depends on seriousness Expectation of payment

Other issues within lessons not covered by the consequence system:

Equipment	FT check 2 x week 4 strikes = detention Form Tutor 8 strikes = detention Curriculum Leader 12 strikes = detention Senior Leader
Lateness	Register on SIMS Late to 2 lessons = detention that day
Truancy	Isolation = 1 day



Overview - Graduated Behaviour Framework (GBF)

Contact with home is always the preferred approach for dealing with Behaviour. Where a student is on a Monitoring or Behaviour Report a weekly contact will be made to keep parents regularly informed.

	Number of occurrences / Type of sanction	1st Instance	2nd Instance	3rd Instance	4th Instance	5th Instance	Possible Next Steps
Main actions by Teachers / LST / SLT Lead in a Half-Term	C3 / Detention ↓	Detention + RJ with teacher	Detention + RJ with teacher	Detention + RJ with teacher + Contact Home	Detention + RJ with teacher & LST or SLT Lead + Contact Home	1 hr After-School detention + RJ with teacher & LST / SLT Lead + Contact Home by Teacher	Consideration of Parental Meeting, Liaise with CL / SLT Lead, F.T. Green - Monitoring Report - 2 weeks, Reviewed by CLs, CPOMS
	C4 ↓	Buddy with another teacher + 1 hr After-School detention + RJ with Teacher	Buddy with another teacher + 1 hr After-School detention + RJ with Teacher + Contact Home by Teacher	Buddy with another teacher + 1 hr After-School detention + RJ with teacher / LST + Contact Home by Teacher	Reflection for min. 4 lessons + 1 hr After-school detention + RJ with teacher & LST / SLT Lead + Contact Home	Parental Meeting, Liaise with CL / SLT Lead, F.T. Green - Monitoring Report - 2 weeks + reviews by CLs, CPOMS	Parental Meeting, Liaise with CL/BM/SLT Lead, Orange - Monitoring Report - 4 weeks, Review by CL / BM, CPOMS
Main actions for on-going consideration by Pastoral / Behaviour Weekly Team Meeting (overview of Half-Term/Term)	C5 / On Call ↓	Reflection for min. 2 lessons including a break or lunch time + 1 hr After-school detention + RJ + Contact Home	Reflection for min. 2 lessons including a break or lunch time + 1 hr After-school detention + RJ + Contact Home	Reflection for min. 2 lessons including a break or lunch time + 1 hr After-school detention + RJ + Contact Home	Parental Meeting, FT Green Monitoring Report - 2 weeks, Review by CLs, CPOMS	Parental Meeting, CL Orange - Monitoring Report - 4 weeks, Review by CL / BM, CPOMS	Parental Meeting, Pink - Monitoring Report - 6 weeks, other Options: MM, Exclusions, CPOMS
	Internal Exclusions ↓	Internal Exclusion** 9.30am - 4pm + RJ + Contact Home	Internal Exclusion** 9.30am - 4pm + RJ + Contact Home	Parental Meeting, FT Green Monitoring Report - 2 weeks, Review by CLs, CPOMS	Parental Meeting, CL Orange - Monitoring Report - 4 weeks, Review by CL / BM, CPOMS	Parental Meeting, Pink - Monitoring Report - 6 weeks, Review by SLT, CPOMS	Options: Exclusions, Governors Behaviour Meeting with Parents, Behaviour Contract, Exclusions, MM, AP or P/Ex, CPOMS
	Exclusions ↓	*Reintegration Meeting, CL Green Daily Behaviour Report - 2 weeks, Review by CLs, CPOMS	*Reintegration Meeting, Orange Daily Behavior Report - 4 weeks, Review by CL / BM, CPOMS	*Reintegration Meeting, Pink Daily Behaviour Report - 6 weeks, Review by SLT, CPOMS	*Headteacher Meeting with Parents, Pink Daily Behaviour Report, Behaviour Contract, CAF, CPOMS	*Governors Behaviour Meeting with Parents, Pink Daily Behaviour Report - 6 weeks, CAF Review by SLT, CPOMS	Options: Exclusions, CAF, consideration for MM, AP or P/Ex, CPOMS

* next steps dependent on reason for Exclusion

** Late minibus from Rhyddings at 9.30am

Pupils on report may have **Same Day Detentions** for the duration of their report, stated to Parents.

Green Monitoring Report = FT, Orange Monitoring & Behaviour Reports = CLs, Pink Monitoring & Behaviour Reports = SLT

Appendix 3 – Graduated Approach to Persistent Misconduct