



STOCKSBRIDGE
HIGH SCHOOL

— This is Just the Start —

Behaviour Policy

Date First Published	September 2020
Version	5
Last Approved	September 2023
Cycle	Annual
Review date	September 2024

Contents

Changes to this edition.....	1
Purpose	2
Legal Framework	3
Roles and Responsibilities.....	3
Definitions.....	5
Staff induction, development and support.....	6
Managing Behaviour	7
Prevention strategies, intervention, and sanctions for unacceptable behaviour	8
Initial interventions.....	8
Behaviour curriculum	9
Positive teacher-pupil relationships	9
Preventative measures for pupils with SEND	9
De-escalation strategies	10
Physical intervention.....	10
Removal from the classroom	11
Detentions	11
Sexual abuse and discrimination	12
Smoking and controlled substances.....	12
Prohibited items, searching pupils and confiscation.....	13
Effective classroom management.....	14
Classroom rules and routines.....	14
The classroom environment.....	15
Praise and rewards	15
Behaviour outside of school premises	16
Data collection and behaviour evaluation	17
Monitoring and Evaluation	17
Equality Impact Assessment	17
Stocksbridge High School VISION: BELIEVE, ACHIEVE, SUCCEED	18
DISABILITY	19
REWARDS.....	19
ATTITUDE & EQUIPMENT FOR LEARNING	22
SANCTIONS & CONSEQUENCES.....	23

INVOLVEMENT OF PARENTS/CARERS.....	29
CORRIDORS AND BEHAVIOUR IN AND AROUND THE SCHOOL BUILDING	29
SUPERVISED LUNCH	30
PUNCTUALITY	30
CONSEQUENCE ROOM	30
DETENTIONS	31
SUSPENSIONS.....	31
FORMAL WARNINGS	32
QRS – QUICK RESPONSE SHEET	32
STUDENT TRACKER & OTHER INTERVENTIONS – CHANGE TO SHS TERMINOLOGY	32
PARTIAL TIMETABLES.....	32
MOBILE PHONES	33
E-CIGARETTES	33
PERMANENT EXCLUSION	36
GOVERNORS’ ROLE WITHIN PERMANENT EXCLUSIONS.....	36
Additional exclusions.....	37
Reasonable adjustments for SEND students	37
PROCESS	38
Work for Excluded Students.....	38
Governors Discipline Committee.....	39
Reintegration	39
THE SCHOOL’S POWER TO SEARCH A STUDENT	39
USE OF REASONABLE FORCE	41
DISCIPLINE BEYOND THE SCHOOL GATES/GROUNDS.....	42
BUS BEHAVIOUR	42

Changes to this edition

- Incorporation of new Minerva Learning Trust and DfE guidance into the policy.
- Updated terminology that refers to new staff roles within the behaviour system.
- Review and incorporation of existing and new legal frameworks to which the policy is compliant
- Roles and Responsibilities of staff within the policy.

Purpose

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

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

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

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

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

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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Legal Framework

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

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

This policy operates in conjunction with the following school policies:

- Suspensions and Exclusions Policy
- Searching, Screening and Confiscation Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

Roles and Responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.

- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils are responsible for:

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

Parents and carers are responsible for:

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

Definitions

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

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied

- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

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

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

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

Staff induction, development and support

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

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

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

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

Managing Behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written task, such as an account of their behaviour
- Removal of privileges
- School-based community service, e.g. tidying the classroom
- Detention

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- The pastoral lead investigates the incident and decides whether it constitutes unacceptable behaviour.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the pastoral lead will determine the period the pupil will be removed from the classroom, as well as any detention time.
- The pastoral lead will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspensions and Exclusions Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or

communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place. Following further incidents of unacceptable behaviour, the following sanctions are implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspensions and Exclusions Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

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

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
 - Not improving their behaviour following low-level sanctions
 - Displaying a sudden change in behaviour from previous patterns of behaviour
- Examples of initial interventions to address misbehaviour include, but are not limited to, the following:
- Frequently engaging with parents, including home visits where necessary

- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

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

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

Positive teacher-pupil relationships

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

Preventative measures for pupils with SEND

- Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.
- Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided. Details of the graduated approach are in the SEND policy.
- The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:
 - Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
 - Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
 - Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition

- Training for staff in understanding autism and other conditions

De-escalation strategies

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

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

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

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

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

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

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

Any incidents which involve the physical restraint of pupils will be recorded on the school's Serious Incident Log.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

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

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school can impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Weekends during term, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, **30** minutes will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Smoking and controlled substances

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

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

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

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

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

- **E-cigarettes and vapes**
- **Lighters**
- **Aerosols**
- **Legal highs/psychoactive substances**
- **Energy drinks**

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help

pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils are provided with a Classroom Rules Agreement which they are required to read and sign. All rules outlined in the Classroom Rules Agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

[Early years settings and primary schools] For younger pupils, parents will read the Classroom Rules Agreement with their child and sign it on their behalf.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

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

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

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

Behaviour outside of school premises

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

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

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

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

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

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

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school

premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

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

Data collection and behaviour evaluation

The school will collect data from the following sources:

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

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

Monitoring and Evaluation

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

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

Equality Impact Assessment

The Trust will carry out an Equality Impact Assessment in order to ensure that policies, procedures and practices cater for individuals who share protected characteristics in relation to the Equality Act 2010. The purpose of these assessments is to ensure that policies, procedures and practices within the organisation are fair to all. If unfairness is highlighted, the assessment will also seek to show how this can be changed and, where it can't be changed, how it can be improved.

The Trust will monitor the impact of the policy to assess whether there is evidence of a detrimental impact on anyone with a protected characteristic as a result of the application of this policy. The assessment will include consideration of adaptations or changes which can be made to address any issues identified.

Stocksbridge High School VISION: BELIEVE, ACHIEVE, SUCCEED

As a School, we believe that students need a safe, secure and orderly environment in which to achieve their full potential, both academically and socially. We aim to create this environment by having a clear structure of expectations in which students can learn and teachers can teach. The Behaviour Policy at Stocksbridge High School is intended to actively contribute to the development and maintenance of an excellent climate for learning, good behaviour and our positive ethos of Believe, Achieve, Succeed. All members of the school community are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. Our values underpin our behaviour policy and are brought to life in all areas of our organisation:

- Be positive
- Be caring
- Be courageous
- Be reflective

To underline these values, rewards are central to the system, but when students fall below our high expectations, a clear system of sanction is in place. This behaviour policy is designed to encourage students to make the right choices and to reinforce choices through praise and rewards. However, poor behaviour and low level disruption will not be tolerated as it threatens the rights of all young people to have an effective education.

We recognise that the vast majority of students are well behaved, co-operative and responsible and the heart of our policy is recognising and rewarding good and responsible behaviour. The School's rules, expectations and sanction/reward systems are displayed in every room and provide a clear explanation of our expectations and how, if they are met, students will be reward, or, if they are not, how sanction will be applied.

A basic set of expectations are in place for all students within the School:

- Arrive on time and to lessons punctually
- Be prepared and ready to learn
- Wear School uniform correctly
- Be polite, courteous and friendly to all members of the School
- Follow the School rules and comply with reasonable requests or instructions made by staff on the first time of asking
- Have regard for their own health and safety and that of others
- Show respect to the School environment and building
- Do not leave the School site without prior permission

AIMS

The aims of this policy are therefore as follows:

- To encourage adherence to an agreed set of principles of behaviour by all staff and students.
- To support effective teaching and learning in an atmosphere of mutual respect.
- To support positive behaviour on the journey to and from school.
- To support positive behaviour during break/lunch times and during lesson change over.
- To develop a culture of respect both within school and in the wider community.

DISABILITY

Where the misbehaviour of children is related to an emotional or physical disability, the governors expect that the SENDCO/ Senior Inclusion Lead / Pastoral Managers will make all relevant staff aware of these students' needs and that they will provide information on how best to approach any behaviour issues. The SENDCO, Senior Inclusion Lead, Pastoral Managers and Leadership will make reasonable adjustments to the Behaviour System to enable those children to be included within the school community. The school will work closely to the principle that we will make reasonable adjustments, but not exceptions.

This will include:

- Ensuring that staff have had information/ training in the nature of disabilities, and how they should treat children with disabilities which could impact on behaviour;
- Ensuring that staff are aware of any children with such disabilities;
- Ensuring that help is sought from the LA to enable the school to make reasonable adjustments;
- Ensuring that school resources are committed to assist in making reasonable adjustments to the Behaviour System.
- Making reasonable adjustments to the school's organisation of the timetable for particular students.

REWARDS

Praise and rewards have a considerable role within school. Students receive recognition for their positive contributions to the life of the school, for example, sound academic work and effort, good behaviour and adherence to the schools' policies and expectations. It is expected that good standards of behaviour will be encouraged through the consistent application of the Behaviour System, supported by a balanced combination of rewards and consequences within the whole school ethos. It is important to develop and maintain consistency in the application of the rewards systems in place.

AIMS

- To develop a consistent pattern of rewards, which are known, understood and agreed by all
- To support the Behaviour System by showing the benefits of working positively in the school environment
- To make rewards more visible both inside of the classroom and around school.
- To reward students in line with our school values and encourage them to be:
- Positive
- Caring
- Courageous
- Reflective

IMPLEMENTATION

On a lesson by lesson basis, students' positive achievements will be recognised through awarding of achievement points which should be recorded in their planner by staff. Staff should give four praise stamps every lesson. They recognise excellent performance and participation. All teaching and non-teaching staff will operate within this system.

This may be achieved in the following ways:

- Rewards should be awarded consistently by all staff, to all students, for the same actions
- Rewards should be awarded for academic achievement, attendance/punctuality, improved values, behaviour, progress and participation.
- General praise and encouragement in lessons should be used as much as possible.
- The Leadership Team, Support Staff, Senior Inclusion Lead, Pastoral Managers or Form Tutor are encouraged to visit classrooms and other areas (e.g. Breakouts, outdoor areas) to provide further verbal or written praise to individuals/groups.
- Examples of formal rewards which staff are encouraged to use for academic achievement, attendance/punctuality, improved behaviour/progress and worthiness of effort include:
- Rewards assemblies which recognise success of differing kinds in assemblies. Certificates and rewards being presented at these times.
- Parental contact made weekly for students who have shown a consistently positive approach that week.
- Students' work displayed wherever possible to celebrate achievement. e.g. classrooms, on display boards around school.
- Departmental postcards or letters and phone calls to parents/carers are used to celebrate and recognise a wide variety of academic and non-academic achievements in outside of the school community.
- Senior Inclusion Lead / Pastoral Managers Notice Board, Department Notice Boards, and other identified display areas in and around school further celebrate and share students' achievements and positive contributions.
- House competitions and awards which provide a sense of community and shared success/celebration.

Each lesson, the teacher will give out a Praise card to one student in the class. This will signify that the teacher believes the student has gone beyond in at least one of the following areas:

	Positive	Caring	Courageous	Reflective
Examples of classroom behaviours	Resilience throughout task Politeness Excellent work ethic	Helping other students Great presentation of work Helping the teacher	Answering questions Sharing work in front of class Presenting or speaking in group work	Responding well to feedback (verbal or written) Responding positively to a behaviour reminder Completing a self/peer evaluation

These are further exemplified by posters in classrooms, corridors and social spaces.

The card is handed to the student. The student will post the card into the year team box. Each week, a draw will take place in assembly and students are rewarded for the achievement. Students are encouraged to keep their slips to show parents and receive rewards for a high number of slips. The teacher will log this on SIMS and give the student two praise stamps. Staff are required to give two additional praise stamps per lesson. These are given to two separate students. Students can use their stamps to order their rewards in form time. Students can “cash in” their reward stamps at any point and can spend them straight away or save up if they wish. Some examples of rewards available to buy are:

- Sweets (10 stamps)
- Amazon voucher (50 stamps)
- Pencil Case (30 stamps)
- Football (30 stamps)

An accumulation of achievement points will also make students eligible for end of year reward trips. Students do not need to “save up” for these.

CORRIDOR REWARDS

Students will be rewarded with praise stamps at lunchtime for positive behaviour. These can include:

- Picking up litter
- Helping other students
- Helping staff
- Standing up to negative behaviour
- Doing revision tasks at break/lunch

ATTITUDE & EQUIPMENT FOR LEARNING

Stocksbridge High School is a school where positive behaviour for learning takes place as a result of all students and staff following these expectations:

Students:

All students will be expected to adhere to the same non-negotiable learning expectations in every lesson:

- Enter the room quietly, calmly, sensibly and respectfully; as set out in the Climate & Culture for Learning Expectations in Appendix 5
- Answer the register politely, responding "Yes Sir" or "Yes Miss" when their name is called.
- Follow instructions first time, every time.
- Stand behind chairs before being asked to sit down by the teacher and before they leave the room.
- Have their planner at all times in lesson.
- Open their planner to the correct date after sitting down.
- Have correct equipment for each lesson (eg a pen, pencil, ruler and calculator when in Maths), which is placed on the table. Coats are removed and placed on the backs of chairs and bags are placed on the floor.
- Listen when the teacher is talking.
- Complete all tasks to the best of their ability.
- Be on task at all times.
- Behave in a way which allows all students in the class to achieve.
- Leave the room wearing the correct uniform; with coats off unless it is the end of the day.

Teachers:

- Are ready at the door to greet students with a smile.
- Welcome students and check uniform upon entering the classroom.
- Ensure that students enter the room quietly, calmly, sensibly and respectfully and ask students to repeat the process if the entrance is not acceptable.
- A starter activity is on the board so that our students are immediately engaged and there is no lost learning time.
- Tackle lateness to lessons and deal with this by following the whole school policy.
- Accurately take the register within the first five minutes of the lesson and report any anomalies.
- Students are encouraged to use the toilets during break and lunchtime only, unless they have a toilet pass so that there is no lost learning time.
- Are consistent in application of rewards and consequences.

General points for staff and students around school:

- Speak politely to everyone
- Use a quiet voice – keep noise levels down and respect individuals' personal space.
- Choose language which is friendly and polite.
- Offer to help others, especially visitors.
- Listen to others and expect to be listened to:
- Try to understand other people's point of view.
- Be quiet when required.
- Be patient.
- Treat others with the respect you would expect yourself.
- Help keep the school environment a welcoming place:
- No eating or drinking in classrooms, breakout areas, corridors.
- Food and drink can only be consumed in designated areas.
- Keep classrooms, corridors and outside areas clean and tidy.
- Place any litter/waste in the bins provided around the school.
- Be respectful of displays, furniture and toilet areas.
- Move calmly around the school. Keep to the left of the corridors and stairs, being patient and safe in busy areas.

SANCTIONS & CONSEQUENCES

Students have the right to expect fair and consistently applied consequences for poor behaviour. Staff and students are all made aware of the consequence system in line with the behaviour policy. An appropriate consequence is one which is designed to put matters right and encourage future improvement in behaviour. It is therefore inappropriate to punish whole groups for the misdemeanours of a few, or to impose a consequence that is designed to humiliate or intimidate students. Staff will record instances of poor behaviour or attitude through the use of the SIMS behaviour management module.

AIMS

- To develop a consistent pattern of consequences, which are known, understood and agreed by all members of the school community.
- To reinforce our values of: Be positive, Be caring, Be courageous and Be reflective
- To develop a behaviour framework which allows all to succeed.

IMPLEMENTATION

Where a student has breached the schools' behaviour expectations, consequences become necessary. Staff should apply consequences according to the guidance provided in this policy and the Pastoral Handbook. Should this not prove to be effective and resolve the situation, this may be followed by a referral to the key staff in that students' pastoral support. These are: Form Tutor / Pastoral Manager / Senior Inclusion Lead / SLT.

In class, application of the non-negotiable behaviour expectations should be consistent. If students do not meet these expectations, then the behaviour warning system should be applied. For students failing to comply with this, or for more serious incidents during lessons, the on-call system should be used:

STOCKSBRIDGE HIGH SCHOOL CONSEQUENCE SYSTEM:

Where classroom behaviour falls outside of what is acceptable, the following sanctions apply. These should be visually recorded on the Consequence Board in each classroom to enable SLT or Pastoral support to provide intervention during 'Every Lesson Counts' visits:

- The consequence board records the following by the classroom teacher.
- Reminder of expectations
- Behaviour Warning 1: X added to behaviour warning 1 column. B1 recorded on SIMS
- Behaviour Warning 2: B2 logged on SIMS, student waits outside classroom for restorative conversation between staff and student. Behaviour expectations re-iterated. Student re-integrated into classroom.

The third behaviour incident results in students being on-called and sent to the Consequence Room. Teacher to write a note in planner for student to present to the consequence room staff. 30 minute same day detention applied after school.

CONSEQUENCE SYSTEM OVERVIEW	
Behaviour Reminder	<p>Every student in every lesson has a chance to improve their behaviour with a behaviour reminder. teacher will write the students name on the consequence board and put an X in the “Behaviour Reminder” section.</p> <p>This may be for:</p> <ul style="list-style-type: none"> Low level disruption in lessons Not following basic classroom expectations Not paying attention Poor behaviour and low level disruption in a lesson Not respecting other people in the room Showing a lack of respect toward a member of staff A lack of effort in the lesson Lack of work completed
	<p>Ignoring the behaviour reminder will result in the teacher escalating the sanction to a B1. The student name will be written on the consequence board and an X put next to their name in the Behaviour Warning 1 column. Teacher adds a B1 log to SIMs.</p> <p>This may be for:</p> <ul style="list-style-type: none"> Repeated poor behaviour in a lesson. Showing a lack of respect for a member of staff. A lack of effort throughout the lesson. A lack of work completed in the lesson. Inappropriate comments. Defiance.
	<p>Ignoring the B1 will result in the teacher escalating the sanction to a B2. An additional X will be put to the students name on the consequence board. They will be asked to leave the classroom before being re-integrated back into the classroom by the teacher. The teacher will log the incident on SIM the earliest opportunity.</p> <p>This may be for:</p> <ul style="list-style-type: none"> Persistent and repeated poor behaviour in a lesson. Showing a lack of respect for a member of staff. A lack of effort throughout the lesson. A lack of work completed in the lesson. Inappropriate comments. Defiance.

	<p>Ignoring the B2 will result in you being given a B3 sanction. At this point you will be removed from classroom and sent to CONSEQUENCE ROOM to complete the lesson.</p> <p>Your teacher will record this on SIMS.</p> <p>In the consequence room the member of staff will remind you of the afterschool detention and write it in the planner.</p> <p>You must attend the 30-minute same day school detention.</p> <p>This is a serious sanction.</p> <p>Failure to attend will result in internal isolation and a repeat of the detention.</p> <p>Your Pastoral Manager will inform your parents/carers by text at this stage.</p> <p>Students who receive more than one B3 in one day will be removed from lessons and will spend the rest of the day in Consequence Room and still serve the afterschool detention.</p> <p>This may be for:</p> <ul style="list-style-type: none"> Continued and persistent poor behaviour in a lesson. Serious lack of respect for a member of staff Serious lack of effort in lessons. Extremely poor behaviour around the School Building. <p>Immediate B3 detention for the following:</p> <ul style="list-style-type: none"> Health & safety risk. Smoking. Littering or failing to put litter in the bin. Lateness to lessons by 5 minutes. Missing equipment. Uniform violation. Refusing a reasonable request from a member of staff
--	---

<p>B4</p> <p>Internal Excl</p> <p>(IE)</p>	<p>Internal Exclusion is a very serious sanction and results in a day in the consequence room.</p> <p>It runs at the same time as a normal day, but you will be isolated away from the whole school community.</p> <p>You will work in the CONSEQUENCE ROOM for the entire day, be brought your lunch, and will need to hand over your bag, your mobile phone, and your coat as you arrive.</p> <p>Poor behaviour or lack of work completed in CONSEQUENCE ROOM will result in a fixed term exclusion.</p> <p>This may be for:</p> <ul style="list-style-type: none"> Verbal abuse of others. Persistent lack of respect for staff & students Persistent lack of effort and poor behaviour in lessons. Persistently poor behaviour around the School. 2 B3 on calls in a day 3 B3 on calls in a week. 10 behaviour points in a week. Missing a B3 detention. Student will have to repeat their 30 minute Detention after spending the day in IE. <p>Immediate B4 IE will be issued for the following:</p> <ul style="list-style-type: none"> Inappropriate language. Graffiti around the school. Truancy; more than 10 minutes late to lesson Exam disruption. Persistent smoking. Persistent lateness. Persistent uniform issues. Serious health & safety risk. Failure to attend B3 detention. Bullying (online or offline).
--	--

<p>B5</p> <p>Suspension</p> <p>(formally known as fixed term exclusion)</p>	<p>A suspension is the most serious sanction that can be given, before permanent exclusion.</p> <p>You will be banned from school grounds for the length of your suspension, and will be given work to complete. This must be completed at home.</p> <p>This may be for:</p> <ul style="list-style-type: none"> Swearing at or about a member of staff. Verbal abuse of others. Persistent lack of respect for staff & students Persistent lack of effort and poor behaviour in lessons. Persistently poor behaviour around the School. 2 X B4 IE in a week. <p>Immediate B5 Suspension may be given for the following:</p> <ul style="list-style-type: none"> External Truancy Graffiti around the School. Persistent truancy Exam disruption. Persistent smoking. Persistent uniform issues. Serious health & safety risk. Failure to attend B3 detention. Bullying (online or offline).
<p>B6</p> <p>Permanent Exclusion</p>	<p>A permanent exclusion is the School's last resort and is exceptionally rare.</p> <p>It means you will never be allowed to return to the School after the exclusion has been decided upon.</p> <p>This may be for:</p> <ul style="list-style-type: none"> Persistent and repeated breaches of the behaviour policy or any serious incident which threatens the safety of others to include: A combination of behaviour which shows no sign of changing. Illegal drugs/alcohol/weapons being brought into the School. Behaviour which poses a risk to other members of the School

When a student is removed from the classroom, they should not be outside the classroom for more than 3 minutes. Under no circumstances should the student be stood outside the classroom for more than 5 minutes.

If the consequences, strategies and targets put in place at this level have no effect, another member of the Senior Leadership Team will become involved. A referral to external agencies may be considered appropriate at this stage. If there is a serious breach or persistent breaches of the school rules and policies, students will be referred to the Governors' Disciplinary Panel (GDP) which will meet each half-term. The GDP will also review reports prepared by Senior Inclusion Lead /Pastoral Managers and may interview any students who are causing concerns regarding their behaviour and attitude. The GDP could also ask the parents/carers of students causing concern to come into school for a meeting to discuss concerns and find solutions.

When staff do use the Consequences System they record incidents and action taken using SIMS. Form Tutors, Pastoral managers and Senior Inclusion Lead can use this data to track students' behaviour and intervene accordingly.

INVOLVEMENT OF PARENTS/CARERS

Parents/Carers will be contacted, wherever possible, when consequences are applied. This may be through text, notes in the student planner, telephone or emails home. When necessary Senior Inclusion Lead, Pastoral Managers or the Pastoral and Attendance Officer may make a home visit to support communication. Individual staff should always check SIMS before contacting parents to ensure that contact is appropriate and approved.

Parents/Carers are also encouraged to communicate with Subject and Form Teachers using the Student Planner, email or telephone. The school's expectations and policies are explained to parents/carers before their child/children start at the school at the Y6 Open Evening (or at an admission meeting if during the year). There are Parents' Evenings for each year group in school over the course of the academic year. All parents/carers are invited to attend these.

Should a parent/carer have any concerns they are advised to contact their child's class teacher, form tutor or subject teacher in the first instance.

CORRIDORS AND BEHAVIOUR IN AND AROUND THE SCHOOL BUILDING

When a student is found to be behaving poorly on a corridor, or around the school building/grounds an appropriate sanction will be given. If a student is doing any of the following, a 30-minute same day detention can be given in line with the consequence policy:

- Running on corridors
- Shouting or screaming
- Swearing
- Persistent uniform issues
- Wearing of coats or jackets in the School
- Fizzy/energy drinks
- Refusing to follow instructions
- Rudeness to staff
- Not lining up appropriately outside a classroom.

Lunchtime supervisors and staff around school will issue detention slips for poor behaviour in social time. If issued with a slip, students will complete a 30 minute next day detention. Staff will give students a detention slip and put the duplicate in the behaviour box which will be located in reception. Students will be reminded to attend their detention in form time.

If a student refuses to take a detention slip, the slip will be placed in their form tutors pigeon hole. This will escalate the consequence to a B4 and being placed in isolation.

SUPERVISED LUNCH

If a student persistently fails to behave appropriately in social times, they will be placed in the consequence room. Students can only be placed in supervised lunches by a member of the pastoral team or SLT.

PUNCTUALITY

Students should be in school for 8:40. If a student is late to school twice in a week, they will be issued with a detention notice upon arrival to school. They will be expected to complete a 30 minute detention on Friday as a consequence in W1. If the student does not turn up to break time detention, they will be placed in a 30 minute after school Detention.

CONSEQUENCE ROOM

Internal Exclusion is an extremely serious sanction. The consequence room has a functional and purposeful environment with a bank of work which covers every curriculum area for KS3 students; for KS4 students, teachers will provide the work that the student misses.

Students will be 'isolated' in the fullest sense of the word. All unstructured time will be spent in the CONSEQUENCE ROOM – the Internal Exclusion room. The room will be fully supervised by a member of the pastoral team at all times.

The duration of the day in the Internal Exclusion Room will be from 8.50am-3.30pm. All students who are placed in Consequence Room must bring their set books and equipment for that day. If a student does not meet the behavioural expectations of a session in CONSEQUENCE ROOM, then he/she will receive a one-day suspension, and will then repeat his/her day in there.

The following lists the warning system in place in Consequence Room:

Reminder. All students are reminded of the expectations as they enter consequence room. The students name will be placed on the consequence board.

- B1

Further poor behaviour – a reminder of the consequences for not meeting Internal Exclusion expectations is FTE

- B2

Explicit reminder that two further issues will result in being excluded and restarting the day of Internal Exclusion the following day

- SLT B3

SLT warning – final opportunity to comply before Suspension

Completes the day on a fixed term exclusion and restarts day in Internal Exclusion the following day

DETENTIONS

Detentions for poor behaviour will take place after school. Classroom teachers, members of the pastoral team and/or SLT, will staff them.

After -school detentions will take place in W1. Details of how detentions are run can be found in the pastoral handbook.

Late detentions will take place at break time and will last for 10 minutes. Late detentions will take place in W1.

SUSPENSIONS

A decision to suspend a student will be taken only:

- In response to serious breaches of the School's behaviour policy
- If allowing the student to remain in the School would seriously harm the education or welfare of others in the School.

Length of suspensions

We will always attempt to ensure that suspensions are for the shortest time necessary and will follow DfE guidelines which suggest that a period of 1 – 5 days is often long enough to secure the benefits of exclusion without adverse educational consequences.

The School will:

- Inform parents/carers of their responsibility to ensure that their child is not present in a public place in School hours during the first five days of any suspension.
- Provide a pack of work to be completed at home and ensure that work completed while excluded is marked in accordance with the SHS marking and feedback policy.
- Make provisions for full-time education (off-site) from the 6th day of any period of suspension of 6 days or longer, where an investigation is not underway to recommend permanent exclusion of the student.
- Work in partnership to improve behaviour.
- Arrange a reintegration meeting following the expiry of a suspension.
- Liaise with and inform the police where any criminal offence has taken place, alongside contacting any other relevant agencies: Youth Offending Team, Anti-Social Behaviour Unit, Social Worker

FORMAL WARNINGS

The Headteacher may, in certain circumstances, wish to give formal warnings to students around their conduct. These can include:

- Verbal warning

A recorded sanction registering displeasure with behaviour or patterns of behaviour

- First written warning

A further sanction which is in place to further indicate the severity of poor behaviour

- Final written warning

A final warning before permanent exclusion is a distinct possibility. Referral to the Board of Governors

QRS – QUICK RESPONSE SHEET

The QRS is a means of centralising behavioural information from across the School for a specific student. These can be used to plan interventions, give evidence for cases, or provide information to ensure the best provision for a student. When these are sent out by a member of the Pastoral Team, they should be completed promptly (within 72 hours).

STUDENT TRACKER & OTHER INTERVENTIONS – CHANGE TO SHS TERMINOLOGY

A 'Student Tracker' Report Card system is in place in School in order to monitor, in conjunction with parents/carers, students' behaviour. Where a negative pattern of behaviour is appearing, students will work in collaboration with their Pastoral Manager to focus on key behavioural issues, and to amend these in a period of time. Specific focus areas will be applied, and these will be monitored on a daily basis. Regular parental contact is key, and should the need arise and severity increase, students will begin to report to a member of SLT. Persistent refusal to engage with the system will result in sanctions being applied.

- Dept. report
- PM/PL report
- Parental warning letter

PARTIAL TIMETABLES

In extreme circumstances partial timetables may also be deemed appropriate for students. This is a time limited intervention that will be agreed in advance with parents/carers and reviewed regularly. The local authority will always be notified of any partial timetables explaining the reason. The School will record all partial timetables and these will be signed in agreement with parents / carers.

A range of other interventions, reasonable adjustments and support may be discussed with parents and implemented to address the needs of the individual child and attempt to improve their behaviour and engagement.

MOBILE PHONES

Students should not bring their mobile phone to school. If they do choose to bring their mobile phone to school, it should be switched off in their school bag. Mobile phones are the responsibility of students if they choose to bring them to school. If a student is caught using their mobile phone in school, it will be confiscated by staff and put in reception. The student will be able to pick the mobile phone up at 3 o'clock.

If a student is caught a second time on their mobile phone, parents will be expected to collect the mobile phone from school.

E-CIGARETTES

Vaping is treated in the same way as smoking in school. Students bringing in e-cigarettes will have them confiscated. They will not be returned.

Number of suspensions	Action	Actioned by
First suspension	Parents contacted. Reintegration meeting with Pastoral Manager. Student on report to Pastoral Manager Relevant reasonable adjustments established. Behaviour Warning 1 Letter	Pastoral Manager
Second suspension	Parents contacted. Reintegration meeting with SIL & Pastoral Manager. Student on report to SIL Relevant reasonable adjustments established. Behaviour warning 2 letter	Senior Inclusion Lead Pastoral Manager
Third suspension	Parents contacted. Reintegration meeting with SLT Year Link Student on report to SLT Year Link Relevant reasonable adjustments established <u>Governors' Disciplinary Panel warning</u>	Senior Inclusion Lead SLT Year Team Link
Fourth suspension	Parents contacted. Reintegration meeting with Deputy Head Student on report to Assoc. Assistant Head Relevant reasonable adjustments established <u>Written Governors' Disciplinary Panel warning</u>	Senior Inclusion Lead Assistant Headteacher-Inclusion Deputy Head
Fifth suspension	Parents contacted. Reintegration meeting with Headteacher Student on report to Assistant Headteacher Relevant reasonable adjustments established <u>Governors' Disciplinary Panel Hearing</u>	Senior Inclusion Lead Assistant Headteacher-Inclusion Headteacher
15 excluded days or at other times when considered necessary by the Headteacher	Parents contacted. Reintegration meeting with Assistant Headteacher Student on report to Headteacher Relevant reasonable adjustments established <u>Governors' Disciplinary Panel Hearing</u>	Assistant Headteacher Senior Inclusion Lead Headteacher
3 periods of 5 days exclusion 15 days in one term	Parents contacted. Reintegration meeting with SLT/Deputy Headteacher/Headteacher Student on report to Headteacher Relevant reasonable adjustments established <u>Governors' Disciplinary Panel Hearing</u>	SLT Year Team Link Senior Inclusion Lead Headteacher

PERMANENT EXCLUSION

The Governors of Stocksbridge High School have stated that they consider that the use of the Headteacher's power to recommend permanent exclusion from the School to be essential for the purposes of establishing and maintaining good order and discipline. They believe that its use should be reasonable and proportionate. Within these limits they support the Headteacher in using his/her discretion in the exercise of these powers.

Permanent Exclusion will be reserved for offences that will have a seriously damaging effect on the life of the School, the well-being of other students or staff or seriously and persistently interfere with teaching and learning in the School. This can include but is not limited to:

- Serious violence which creates fear and anxiety among staff or students
- Possession of an offensive weapon on the School site
- Dealing in drugs on the college site
- Persistent defiance of School authority or disruption of teaching and learning
- Persistent bullying, harassment or abuse (as above)

A decision to exclude a child permanently is a serious one. It will usually be the final step in our process for dealing with disciplinary offences and will usually follow a wide range of other strategies, which have been tried without success. It is an acknowledgement by the Head Teacher that all available strategies have been exhausted for dealing with the student and is normally only used as a last resort.

There may however be exceptional circumstances where, in the Head Teacher's judgement it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

In this instance, the School will inform parents/carers as a matter of urgency.

GOVERNORS' ROLE WITHIN PERMANENT EXCLUSIONS

A Governor's role within the process of a permanent exclusion is vital. Governors must:

- Ensure that they are available for the hearing at the relevant time
- Ask for any further information they may require that is not included in the initial bundle
- Ensure that all relevant documentation is read and that probing questions for the School's Headteacher are asked

- Make the final decision around whether a Headteacher's recommendation to permanently exclude should be upheld
- Take the lead in an Independent Review Panel, should the permanent exclusion be upheld in the first instance, and parents/carers appeal the decision

Additional exclusions

Fixed term exclusions may not be modified within the term of that exclusion. However, further exclusions (up to and including permanent) may be put into place upon the conclusion of an initial exclusion when:

New evidence has come to light in an investigation in the period of the initial exclusion. In this instance, the excluded student will be given the opportunity to respond to it before the following exclusion is processed or a permanent is put in place. The student has also been reported to the police and the result of that investigation provides additional evidence to the School.

Reasonable adjustments for SEND students

Where a student's SEND need has the potential to make them more at risk of exclusion, additional work to attempt to reduce this risk will be completed with the student. This could be:

- Pastoral Team Support
- Anger management intervention
- Offsite alternative provision
- Behavioural psychologist intervention
- Life coaching intervention
- External services referral
- MINT profile implementation
- My Plan implementation
- Educational Psychologist assessment
- Cognitive and behavioural assessments and observations by the SEND team

For students with an EHCP, wherever possible, alternatives to permanent exclusion will be explored in conjunction with the LA's SENACT team which could include the above support, or an alternative provision, should need not be being met at SHS.

PROCESS

Investigation

The investigation will not be undertaken by the person who will decide on exclusion unless circumstances dictate this:

- Witness statements will be recorded, signed and dated.
- Anonymity will not be promised unless this is the only way to obtain a statement. The statement will be signed and dated in the normal way but the name will be withheld. It is important that all parties recognise that less reliance can be placed on anonymous statements.
- The person accused of any offence will be given the opportunity to give his/her own side of the story and respond to statements made by others. It is not necessary that there is a face-to-face confrontation.

Decision

The decision to exclude will only be taken by the Headteacher or, in his/her absence, the next most senior member of the Leadership Team. The decision will be taken on all the evidence available at the time. The decision will be taken on the balance of probability. Where the offence alleged is a criminal act the standard of proof will be that it is 'distinctly more probable than not' that the student committed it.

Informing

The following will be communicated without delay by student post; and/or letter and telephone message as appropriate:

- The parent/carer of the student
- The Chair of Governors
- The Local Authority Exclusions Team

If an exclusion will prevent a student from taking a public examination then the Chair of Governors will be informed immediately so that s/he can review the decision or convene a meeting of the Disciplinary Committee before the examination takes place.

Work for Excluded Students

Members of staff who teach excluded students will provide work for these students to do at home and make it available as instructed by the Head of Year for those students. This will be marked by SHS staff when returned to the School.

The Head Teacher will inform the Local Authority of the decision to permanently exclude a student. The Local Authority will make provision for the full-time education of students from the 6th day of exclusion.

Governors Discipline Committee

The Governor Disciplinary Panel will be convened in accordance with current regulations by the Clerk to the Governors. It will be clerked and advised by the Clerk to Governors or a person with experience in clerking such meetings. The Clerk will ensure that all members of the Committee are reminded of the legal framework for their hearing. The conduct of the meeting will be in the hands of the Chair of the Committee, in accordance with the rule of natural justice and having regard to any, and most recent, guidance issued by the Secretary of State. The decision whether to uphold the Headteacher to permanently exclude or to re-instate the child will be taken by the Governor Disciplinary Panel permanent exclusion panel after all parties have had the opportunity to state their case and respond to the point put by other parties.

Reintegration

Students returning to the School after a decision has been taken to reinstate the student, rather than uphold the Headteacher's decision to permanently exclude, exclusion will be subject to a reintegration procedure organised by a member of SLT. This will normally involve the parents and a member of the Senior Leadership Team. The parent and student will be invited to a meeting to discuss the reintegration into School life.

A student who is returned to the School by the Independent Appeals Panel but who is regarded as presenting a threat to the good order and discipline of the School or to members of the School community may be kept in Internal Exclusion until such time as it is thought appropriate to make a phased return into the School proper.

THE SCHOOL'S POWER TO SEARCH A STUDENT

There may be occasions where the School has to execute its power to search a student. The School doesn't need a student's consent to search them if they think the student has prohibited items, including:

- weapons, eg knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, eg cigarettes
- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

If found these items will be confiscated.

Two members of staff must always be present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as the student. If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

Staff can undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. A member of SLT must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

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

'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; gloves and scarves.

'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

A student's possessions will only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it will be passed to the police.

Where the person conducting a search finds alcohol, they will dispose of it and will not be returned to the student.

If controlled drugs are found, these will be delivered to the police as soon as possible. Where a member of staff finds other substances which are not believed to be controlled drugs these will be confiscated if they are deemed to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if

returning them to their owner is not practicable) if it is deemed that there is a good reason to do so.

Where a member of staff finds tobacco or cigarette papers they will retain or dispose of them and they will not be returned to the student.

Fireworks found as a result of a search will be retained or disposed of and will not be returned to the student.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it will be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device will be deleted unless it is deemed necessary to pass them to the police.

Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police, retained or disposed of. The item will not be returned to the student.

Where a member of staff finds an item which is banned under the school rules they will take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of an offence will be passed to the police as soon as possible.

USE OF REASONABLE FORCE

Where students' behaviour or conduct is potentially harmful to themselves or others, all staff in schools have the right to use reasonable force in order to protect themselves and others.

Reasonable force will be used to:

- Control – Blocking a student's path or leading by the arm away from a situation
- Force – Breaking up a fight or guiding a student to safety
- Restraint – Holding back physically to bring a student under control in crisis

Use of reasonable force will be:

- Proportionate
- Necessary
- Reasonable
- In the student's best interests

A number of staff in higher risk areas of SHS – The ASC Provision, SLT, SEND staff – who are more likely to come into contact with students who may go into a crisis situation are certified in Team Teach training.

DISCIPLINE BEYOND THE SCHOOL GATES/GROUNDS

Behaviour of all students still falls under the School behaviour policy if they are travelling to and from school, and until they are back in the care of their parents/carers. Very high standards of behaviour are expected from all students during this time; especially if still wearing School uniform. Where bad behaviour occurs when a student is travelling to and from the School, the School reserves the right to issue a sanction under the Behaviour TOGETHER sanctions policy, or a fixed term exclusion or a permanent exclusion, particularly in relation to violent and public conduct. The full sanctions system will apply regardless of the type of incident.

Students should remain in full uniform when travelling to and from the School and must not be involved in any behaviour that could adversely affect the reputation of the School, the safety of its students or cause harm or distress to any member of the local community.

BUS BEHAVIOUR

Students must adhere to the following expectations whilst travelling on the school bus:

- All students will respect the bus and will not cause any damage to it
- All students must stay in their seats
- No student is allowed to smoke on the bus
- Students must not use abusive or inappropriate language to the driver or one another
- Students must not throw things about inside the bus or out of the window
- Students must behave appropriately at all times
- Students must have their fares ready before boarding the bus
- In the case of a breakdown, students must remain in the bus

Sanctions

Sanctions, in line with the School's behaviour Policy will be enforced for any students not meeting these expectations, but these may include:

- Parents/Bus Company informed
- Exclusion from the bus for a given period or permanently
- Detention given at lunchtime
- Detention given after school
- Any serious misconduct whilst the bus is on its journey, the bus driver will report to the nearest Police Station as a last resort
- Drivers will report to the Manager of the Bus Company.