# Clacton County High School

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**Higher Expectations, Raising Aspirations, Transforming Lives**

# Behaviour for Learning Policy 2023-24

| Last reviewed | Summer 2023 |
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| Next review date | Summer 2024 |

Clacton County High School is a member of The Sigma Trust
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SIGMA TRUST

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## 1. The CCHS statement of intent

Clacton County High School is committed to facilitating excellent teaching and learning through three simple rules:

**Ready**

**Respectful**

**Safe**

This school believes that, in order to facilitate good teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life and is therefore 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.
- Developing an understanding that all behaviours have a consequence, whereby we; praise and reward good behaviour; challenge and address misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with families.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students and families in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

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 through 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, orderly and calm environment in which positive mental health and wellbeing are promoted. The school also aims to promote resilience as part of a whole-school approach using the following methods:

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

Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health.

## 2. 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 (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- 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 (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies and the student code of conduct:

- Student Code of Conduct
- Complaints Policy; Sigma Trust Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-Child Abuse Policy
- Safeguarding and Child Protection Policy
- Search and Confiscation Policy
- Anti-bullying Policy

## 3. Roles and responsibilities

The local governance committee 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 Sigma Trust's Complaints Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by students at the school.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and students at least once a year.
- Reporting to the local governance committee on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENDCo is responsible for:

- Collaborating with the governing committee and headteacher to determine the strategic development of behaviour and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support students with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENDCo and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the students in their class.

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

- Adhering to this policy.
- Supporting students in adhering to this policy.
- Promoting a supportive, inclusive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant members of staff up-to-date with any changes in behaviour, including Directors of Learning, SENDCo and the Headteacher.

- As authorised by the headteacher, challenging students who display levels of behaviour that do not meet the student code of conduct. This responsibility includes the power to challenge students even when they are not in school or in the charge of a member of staff.

Students 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 are responsible for:

- Supporting their child in adhering to the Student Code of Conduct.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Ensuring they comply with their legal obligation of making sure their child regularly attends school.

## 4. Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour, persistent or otherwise, 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 and/or recording images in order to intimidate, threaten, or cause offence or harm by its nature.
- Possession of banned / prohibited / illegal items, substances, or drug related paraphernalia
- Truancy and running away from school
- Refusing to comply with disciplinary consequences
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive 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 students
- 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 the perpetrator and/or other students, 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
- Use of mobile phones, smart watches and/or ear pods without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity or frequency of the behaviour.

## 5. Expectations

The school wants students to feel safe, comfortable and confident to take responsibility for their learning. To achieve this, we expect all students to be Ready, Respectful and Safe during lessons, outside the classroom and in the community. Together, these expectations form the school's three rules.

All students have an induction process that describes and explains the school's expectations, values, rules, ethos and culture. There is an ongoing process that continues to reinforce and clarify these elements throughout the academic year within a wider pastoral programme. Detail around key expectations, such as uniform, is presented clearly on the school website and any other documentation shared with families.

## 6. Managing behaviour and prevention strategies

**Positive adult-student relationships**

Positive relationships between all adults in the school and students is key to combating unacceptable behaviour. The school focuses heavily on forming these relationships to allow teachers to understand their students and create a strong foundation from which behavioural change can take place. This includes a clear approach around the application of Trauma Perceived Practice (TPP) and an understanding of the use of appropriate adult behaviours to promote positive relationships with students.

**De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. Alongside TPP approaches, 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 student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student 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**

In line with the school's Physical Intervention Policy, trained members of staff have the legal right to use reasonable force to prevent students 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.

**Other forms of intervention**

The school will access a wider range of strategies that are available to it. This can include support from specialist professionals, such as the school's Inclusion Partner or Educational Psychologist, or more targeted strategies designed to provide a more bespoke approach to preventing undesirable or unacceptable behaviour. An assessment of needs will be undertaken by relevant senior staff and the SENDCo in order to implement an appropriate form of targeted intervention.

## 7. Effective classroom management

Being Ready, Respectful and Safe are to be adhered to throughout the school day including both lesson times and during social times.

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. After an initial incident of negative behaviour, the following steps are implemented:

**FIRST WARNING - Remind**: the adult involved (teacher/non teacher) will remind the student that the behaviour they have demonstrated is not acceptable and link this reminder to the school rules; by being Ready, Respectful, and Safe.

**FINAL WARNING - Reflect**: if the student continues to behave unacceptably the adult will have a short, private, conversation with the young person and ask them to reflect on their behaviour. The colleague can then address the student's behaviour, or the source of why that behaviour was displayed.

**Remove:** If there is no change in the behaviour, then the student will be removed from the classroom and complete their work in a different room. The student will need to return to the classroom at the end of the lesson to discuss their behaviour with the class teacher and agree a way forward.

In some cases, a behaviour displayed by the student may mean this graduated response is not appropriate and, for example, lead straight to a Removal.

Subject to reasonable adjustments, e.g. those made for students whose SEND may affect their behaviour, students will be expected to follow the school rules and routines described in the Student Code of Conduct.

**Praise and rewards**

Clacton County High School strives to provide a caring environment where individuals develop their full potential and recognise that praise is key to making students feel valued, 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, not work produced.
- Resilience and independence are encouraged.
- Praise is only given when a student's efforts, work or behaviour need to be recognised.
- The praise given is always sincere.

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 students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.

The aims of the reward system are to:

- Reinforce the ethos and culture of the school by developing shared values and encouraging positive patterns of behaviour.
- Provide positive reinforcement and incentives to all students.
- Develop students' intrinsic motivation to learn.
- Help to improve students' attendance and punctuality, attitude to learning and  achievement.
- Reward students who do the right thing in school every single day.
- Provide a cohesive and consistent system applied throughout the school.
- Improve the communication between home and school in regards to positive behaviour  through weekly reports.

As with praise, the school understands that providing rewards after certain behaviour means that students 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 students are fairly rewarded.

One form of reward are the PROUD points. Students will receive 15 PROUD points per day; three for each lesson including Tutor time. Students will receive three PROUD points per lesson for the following categories:

- **Attendance and punctuality** - Students demonstrating that they are ready to learn. This includes arriving on time to school and all their lessons.
- **Attitude to learning** - Students approach their studies with a 'can-do' attitude, striving to do well even if they find the work difficult. Students demonstrate effort.
- **Classwork and homework** - Students complete their work to the best of their ability, being thorough and taking pride in the work that they complete and submit.

In addition to the three PROUD points given at the start of each lesson, students can also earn additional PROUD points per lesson. These are called PROUD+ points. These relate to each of the school's PROUD values:

**P**erseverance      **R**esponsibility      **O**pportunity      **U**nity      **D**iversity

Where a student demonstrates any behaviour that upholds any one or more of these values, they will be rewarded with these additional PROUD+ points.

All points can be exchanged for items such as stationary, calculators, vouchers or sports equipment.

**Termly Rewards**

Students may be eligible for the school's termly reward based upon an analysis of the behaviour points accrued throughout the academic year.

The reward is voted upon by students through a school survey.

**PROUD badges**

Students will be recognised for their achievements with our PROUD badges. Students can earn a PROUD badge for:

- PROUD Ambassador - students that have volunteered to work on school projects and community projects will be awarded a PROUD ambassador badges
- PROUD Points - students will receive a bronze PROUD badge if they manage to achieve 100% of the PROUD points on offer to them throughout an entire school year. They will continue to earn a silver badge should they do this for a second year, and then finally a gold badge for a third year.
- PROUD - If a student demonstrates any element of our PROUD ethos and is nominated by a teacher, they could be awarded a badge for that specific element of PROUD. These could be for one off acts that make us a school Proud.

## 8. Consequences for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using consequences effectively and appropriately to improve students' behaviour in the future.

After any reported incident of negative behaviour, the following procedure is followed:

- The student is referred to the appropriate year group Pastoral Team, Director of learning, or, in their absence, the most senior member of staff.
- The Pastoral Leader, Director of Learning, or other delegated colleague, investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the Pastoral Leader or Director of Learning deems the incident to be unacceptable behaviour, they will record the incident on the behavioural activities log, as well as on the student's behaviour contract or report if they have one. The recorded behaviour will form part of the chronology of behavioural events on the student's permanent record.
- Where deemed necessary, the student will be referred to the school's RESET provision. The Pastoral Leader, in consultation with colleagues, will determine the length of the period the student will spend in the school's RESET provision, as well as any detention time.
- Where deemed necessary, the Pastoral Leader, or delegated colleague, will inform the student's family and invite them to discuss the incident.
- At any stage, consultation with senior members of staff may take place to consider the nature of the behaviour reported. Although the reported unacceptable behaviour does not necessarily mean a student has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, mental health issues, or other factors that may be contributing to the student's behaviour.
- Consultation with senior members of staff will take place if the reported behaviour is serious enough to warrant an Offsite Direction, Suspension, Request for Support or Permanent Exclusion in which case the matter is referred to the Head of School or Executive Headteacher.

All instances of unacceptable behaviour are taken seriously and dealt with immediately. The pastoral team will keep a record of all reported incidents and any imposed sanction(s) for each electronically and on the student's school record. Witness reports and any letters regarding sanctions will be kept on the student's school record.

**Reflection Detentions**

CCHS will not accept disruptive behaviour either in lessons or around the school site, or any other behaviour that is not considered Ready, Respectful or Safe. The school will make it clear to parents/carers and students that negative behaviour requires reflection and that this may take place during a detention. This opportunity to reflect during a detention may take place both during and outside of school hours. Parental consent is not required for detention, however the school will always make its best endeavours to notify parents and carers in advance.

Examples of behaviours that may require a detention include, but are not limited to, the following:

| **Ready** |
| --- |
| ● Arrival to school after 8.55am<br>● Failure to attend tutor time.<br>● If a student is late to tutor time/lesson five times in a week.<br>● If a student refuses to hand over their phone as a result of a mobile phone breach.<br>● Persistent incorrect uniform.<br>● Failure to attend an examination. |
| **Respectful** |
| ● If a student uses inappropriate/disrespectful/foul and abusive language in school.<br>● Behaviour that is deemed emotionally harmful or distressing to those who are around them.<br>● Failing a Pastoral or Faculty Report.<br>● If a student distributes goods for money.<br>● Child-on-child abuse.<br>● Boisterous or anti-social behaviour during social times. |
| **Safe** |
| ● Inappropriate use of the school's internet/technology.<br>● If a student is found in a restricted area at break or lunch.<br>● If a student is found running in the corridor.<br>● If a student uses inappropriate conduct on the school site.<br>● Misuse of mobile phone.<br>● Poor conduct during fire evacuation procedures.<br>● Dangerous behaviour.<br>● Throwing an object that may or may not cause harm to another person. |

There are three levels of detention:

1. Break time detention for up to 10 minutes. This is issued when a student fails to adhere to Faculty Report expectations. The Director of Learning will contact parents or lead a parent meeting in the event this detention is failed.
2. Faculty detention for 15 minutes at the end of the school day. This is issued when a senior member of staff needs to be involved as a consequence of negative behaviour in the classroom, a classroom the student is removed to or where the restorative conversation is failed. Escalation to a senior detention will occur in the event this detention is failed.
3. Senior detention for 30 minutes at lunchtime. This may also be issued for any antisocial behaviour and excessive lateness. Students will be allowed to eat and drink during this detention. 10 minutes will be allocated at the end of this detention for the student to use the toilet and make their way to their next lesson for a punctual arrival. A senior detention may be extended over a course of lunchtimes. Escalation to STOP will occur in the event this detention is failed.

A student may be referred to the school's RESET provision if there are persistent breaches of the expectations associated with detentions.

When issuing a detention, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the student.

Staff issuing a detention will endeavour to meet with the student before the next timetabled lesson. The purpose of this is to discuss what triggers led to the behaviour being displayed, and agree strategies, based upon the student's own reflections, to avoid a repeat.

**The RESET room**

The school may decide to move students to a separate room away from other students for a limited period – this is known as the RESET room.

The school will only move students to the RESET room where absolutely necessary. The school will ensure that students' health and safety is not compromised during their time in the RESET room, and that any additional requirements, such as SEND needs, are met.

The amount of time that a student spends in the RESET room will be up to the school to decide, but the student will have a predetermined period of time to reconsider the choices made that led to a RESET referral. This could be for more than one school day.

Supportive work and conversation will form part of the time in RESET to help the student understand how to modify their behaviours in school and consider the strategies to help manage their time at school. A review of existing strategies (i.e: PSP; One-Plan) will be undertaken.

The school will ensure that the student does not attend the RESET room for any longer than necessary. Referrals to RESET will be between 1.15pm - 4.00pm.

The staff member in charge and supervising the student will decide what the student may and may not do during their time spent in the RESET room. Appropriate work according to subject and year group will be set, and there will be an exercise included whereby the opportunity to reflect and consider positive strategies is completed. Specific pre-arranged strategies, such as counselling or mentoring, will continue.

Students must bring a packed lunch, with only soft drink/water and no sweets. Students on free school meals should notify the appropriate pastoral team who will ensure a lunch is provided. Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

There will be some students who will not be able to access the RESET provision structure, so the school will provide a more bespoke provision for these students. Any bespoke arrangements will be made and agreed in consultation with appropriate senior staff, including the SENDCo where required. Reasonable adjustments for students with SEND will be considered in consultation with the SENDCo and appropriate senior staff.

All students are expected to attend in full uniform.

Examples of behaviours that may require a RESET referral include, but are not limited to, the following:

| READY |
| --- |
| <ul><li>Refusal to wear correct uniform</li><li>Truancy from a lesson/part lesson or organised event</li><li>Failure to sit/misbehaviour in a detention</li><li>Refusal to comply with a removal</li></ul> |
| **RESPECTFUL** |
| <ul><li>Inappropriate use of the toilet facilities</li><li>Aggressive behaviour (including play fighting)</li><li>Bullying/Cyber bullying, including unacceptable use of social media</li><li>Throwing an object that could cause harm to another person</li><li>Possession of banned/prohibited/illegal items or substances</li></ul> |
| **SAFE** |
| <ul><li>Persistent failure of Pastoral Report</li><li>Failure of Senior Report</li><li>Refusal to hand over a mobile phone that is visible, or has disrupted learning</li><li>Defiance of a member of staff or refusal to follow instructions</li><li>Inciting unruly behaviour during social times</li></ul> |

Where there is a failure in the standards expected of the RESET referral, there will be an escalation that will consider a STOP referral or Suspension.

**Short-Term Offsite Provision (STOP) or Suspension**

Offsite provision involves removal from the school for a fixed period of time and being sent to another school. This provision could be any one of the Sigma Trust secondary schools; Colne Community College, Harwich and Dovercourt High School, Philip Morant, Thomas Lord Audley School, St. Helena School, or Stanway School. Clacton Coastal Academy is also used due to its close proximity and the same protocols are in place, despite being a non-Sigma school.

The school will ensure that students' health and safety is not compromised during their time on a STOP referral, and that any additional requirements, such as SEND needs, are met.

Students will be fully supervised and provided with opportunities to reflect upon the triggers that led to the behaviour requiring this form of intervention. Students will attend a STOP placement in full uniform.

Examples of behaviours that may require a STOP referral or Suspension include, but are not limited to, the following:

| READY |
| --- |
| ● Refusal to wear correct uniform<br>● Persistent truancy from a lesson/part lesson or organised event<br>● Failure to sit/misbehaviour in a senior detention<br>● Refusal to go into the RESET room<br>● Unacceptable behaviour in the RESET room<br>● Suspension/STOP if student fails RESET<br>● Bringing the school into disrepute |

| RESPECTFUL |
| --- |
| ● Taking photographs/videos of staff and students<br>● Inappropriate use of the toilet facilities<br>● Fighting/physical aggression<br>● Bullying/Cyber bullying, including unacceptable use of social media<br>● Accessing/modifying or deleting the schools Management Information Systems<br>● Tampering with Fire safety equipment<br>● Physical assault on staff/student<br>● Throwing an object that could cause harm to another person<br>● Dangerous behaviour<br>● Possession of banned/prohibited/illegal items or substances<br>● Smoking on site, outside school gates, or in uniform (including e-cigarettes or vapes)<br>● Inappropriate sexual behaviour |

| SAFE |
| --- |
| ● Persistent failure of Pastoral Report<br>● Failure of Senior Report<br>● Verbal abuse to staff/student<br>● Verbal, threatening or intimidating behaviour to staff/student<br>● Refusal to hand over a mobile phone that is visible, or has disrupted learning<br>● Extreme defiance towards a member of staff, or refusing the authority of the school<br>● Persistent breaches of the Behaviour for Learning Policy<br>● Child on Child abuse<br>● Sexist, racist, homophobic or any discriminatory remarks/comments<br>● Deliberate damage to school property (a contribution towards the repair will also be required)<br>● Being removed from any exam environment for talking/unacceptable behaviour<br>● Defiance of a member of staff or refusal to follow instructions<br>● Inciting unruly behaviour during social times<br>● Physical aggression towards a member of staff<br>● Theft from the school or staff<br>● Persistent bullying |

- Sexist, racist, homophobic or any discriminatory incidents or aggression
- Sexual assault/harassment
- Disruption of mock and formal examinations
- Use or threat of use of an offensive weapon or prohibited item

*Where Suspension is used this is considered in line with the school's Suspension and Exclusion Policy.

**Removal of a student from the school**

This may be through an Offsite Direction, Managed Move, Request for Support or where necessary, Permanent Exclusion. Such steps will only be taken as a last resort and when all other solutions have been tried.

The procedures in relation to suspensions and exclusions are outlined in the school's Suspension and Exclusion Policy where a student is:

- in serious breach, or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or the welfare of the students or staff in the school.

A student who has had a fixed period of time from school following a STOP referral, Suspension or Offsite Direction will be formally reintegrated back into the school. This process will consider the strategies required to make this reintegration successful, and reduce the likelihood of further incidents of this nature.

A student who has had a Request For Support will be formally reintegrated back into school in partnership with specialist agencies. This process will consider the strategies required to make this reintegration successful, and reduce the likelihood of further incidents of this nature.

## 9. 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 child-on-child 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.

## 10. Use of mobile phones/smart watches

If a mobile phone is visible on site outside of lessons, it will be confiscated by a member of staff and handed to the pastoral team for safekeeping. The phone may be collected by the student at the end of the school day.

Any misuse of a mobile phone or smart watches, including visibility or use during a lesson, will result in the device being collected and confiscated for the remainder of the day by a senior member of staff. Exceptions may be made in very specific cases that have a clear rationale (monitoring blood sugar levels through use of an app, for example). These exceptions will be authorised by the headteacher only.

If a student refuses to respond to the instructions of staff and hand their phone in, the senior member of staff responding will collect the student and phone. This refusal will result in the student receiving a detention or being placed in our RESET room the following day.

Students are not permitted to use mobile phones to photograph, film or record any activity with the school site and buildings. A mobile phone ban will be issued to students who engage in any of these activities, and they may be subject to random searches to ensure this ban is adhered to.

Electronic devices, including mobile phones and smart watches, are strictly prohibited in examinations. Students may face disqualification from the examination in the event of a breach. The school, as an examination centre, will conduct randomised checks.

## 11. Smoking and controlled substances

The school will follow the procedures outlined in its Drugs Policy and Search and Confiscation Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and students are instructed not to smoke or vape on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes any electronic-based devices (better known as vapes).

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

## 12. Prohibited items, searching students and confiscation

Authorised members of staff can use their power to search and confiscate as detailed in the Search and Confiscation Policy.

## 13. Behaviour off school premises

Students at the school must agree to represent the school in a positive manner. The guidance laid out in this policy applies both inside school and out in the wider community, particularly if the student is dressed in school uniform, school trips and events, and any work-experience or vocational based placements.

## 14. Training and Staff Support

There is an ongoing programme of training and development for all staff in the school throughout the academic year. Induction for new staff and trainees is provided. Training and development are delivered using a variety of methods including behaviour-specific staff briefings, twilight and INSET events. Staff requiring additional support may be provided with a coaching and mentoring plan. Opportunities using the school's staff appraisal process will allow staff to identify whether they require ongoing development, or opportunities to enhance their skills further.

## 15. Monitoring and review

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

## 16. Appendices