



St Wilfrid's Catholic School

Behaviour Policy

"But Jesus called the children to him and said, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these" (Luke 18:16)

Date policy last reviewed: 24 March 2023

Next Review 1 March 2028

Signed by:

Headteacher

Date: 27 February 2026

Chair of governors

Date: 27 February 2026



1. Statement of Intent

St Wilfrid's Catholic School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

Our 'children' are not 'little', however, they *are* children and it is because of 'them' that we are here at St Wilfrid's. We, and their parents, want them to learn to fulfil their potential. Sometimes their behaviour will prevent this fulfilment. Other times their behaviour will enable learning. Such behaviour we will call 'behaviour for learning.' Children are our 'core purpose.' Successful organisations are ones that never stray from remembering their core purpose.

We are a Catholic school which therefore strives to follow Jesus' command that we should 'Love one another'. This command should be evidenced in the way that we discipline¹ students who display behaviour contra to that contained in our 'School Rules' and 'Behaviour in Lessons' documents. Unwanted behaviour is often the result of unmotivated students. Excellent teaching and an appropriate curriculum can often overcome this.

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 students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

Reasonable and proportionate sanctions will be used where a Student'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.

¹ 'Discipline' rather than 'punish'. To 'discipline' is to try to correct or reform behaviour which is much more conducive to a 'loving Christian community'.



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
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Student Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Student Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Students' Personal Electronic Devices Policy
- Behaviour Action Plan



2. Roles & Responsibilities

Governors

- To work with the Headteacher to ensure that the school provides a well-ordered environment for the education of its students
- To convene a discipline committee when required
- 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.

Headteacher

- 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 students' 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 students 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 will be responsible for:

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

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior 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 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 will be responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENCO 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.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting students 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 student.
- Being aware of the needs, outcomes sought, and support provided to any students 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 students who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Students will be responsible for:

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

Parents will be 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.
- To ensure that the curriculum offers personalised opportunities suited to the needs of each student.



3. Definitions

For the purposes of this policy, the school will define “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 will include, 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 students
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “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
- 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.



4. 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 students to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of students 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 student'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 student wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

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.

5. Social, Emotional and Mental Health (SEMH) Needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school will 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

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



6. Managing behaviour

Instances of unacceptable behaviour will be 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 students whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Students will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with students, 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:

- a. We reward students in KS3 by a system of ACE points. Students can be awarded an ACE point if they are deemed worthy of such an award under the headings of:
 - Achievement
 - Community (behaviour that benefits our immediate, or wider community) or
 - Excellence (in any sphere, i.e. relationships, presentation, uniform)
- b. ACE points must be highly valued, i.e. multiple ACE point awards to one student are discouraged.
- c. Teachers should strive to award **two ACE points each lesson**. More if warranted.
- d. On awarding a student an ACE point the teacher records this on Bromcom with the reason and signs. (Student told to write whatever the award is for, saving the teacher time and re-enforcing the praise)
- e. ACE points are tallied within the tutor group and certificates 'Bronze' (25), 'Silver' (50), 'Gold' (100) and 'Platinum' (150) are awarded at the end of each term. In addition to the certificates the two students in each tutor group with the most ACE points receive prizes. House Co-ordinators will liaise with KS3 Tutors over ACE points totals and be responsible for the production of certificates for Awards Assemblies. Each ACE point is worth 1 House point.
- f. KS4 students are rewarded with 'Congratulations' letters/email-postcards/telephone calls home which should be sent by department staff. These 'Congratulatory Letters/Email-postcards/telephone calls should be recorded using the Achievement Log on Bromcom (see instructions for recording). Each positive contact home is worth 5 House points.
- g. In addition to f. it would be excellent practice if individual teachers telephoned home with 'good news'. These should again be recorded using the Achievement Log (see recording instructions). Teachers should aim to reward students as per f. & g. at least **once per lesson**.
- h. Every Term teachers will nominate students to attend a 'Celebration Breakfast' in the Head's office with parents informed of this nomination. All teachers should aim to nominate at least one student each term.
- i. We believe in creating a culture of 4 to1. That means 4 positive 'strokes' to 1 'negative'. A 'stroke' is a unit of interaction, i.e. a 'good morning' or 'smile'. We do not *have* to give a negative stroke if it is not warranted! However, a negative stroke could simply be advice as to how learning or achievement could be improved.



School Response to Inappropriate Behaviour (including poor behaviour outside of school, whether accompanied by a member of staff or not. This includes journeys to and from school and when in uniform as per Section 89.5 of the Education and Inspections Act 2006)

- a. As a Christian community we believe in forgiveness.
- b. Wherever possible the teacher should refrain from shouting and outline clearly and calmly to the student the consequences should their unwanted behaviour continue.
- c. The school believes that the behaviour of students is the responsibility of everyone in our community. However, to promote consistency of reaction to unwanted behaviour we see two very clear distinctions of such behaviour, i.e. that presented in the classroom and that 'outside' of the classroom.
- d. **Unwanted Behaviour in the Classroom**² is in the first instance the responsibility of the teacher to deal with and sanction appropriately (see below). The procedures followed by each teacher, within each department, should complement the whole school policy. However, if the sanctions imposed by the classroom teacher fail to have the desired outcome, namely the eradication of the unwanted behaviour, then it is expected that the Subject Leader will become involved. The school has a 'Coloured' system of sanctions which should be in place in each classroom to ensure consistency of approach in each classroom. All staff should ensure that they use the language of this policy when dealing with students.
- e. The "Behaviour Log" should be used to record persistent "yellow" level behaviour along with the action taken e.g. "spoken to student", even if no sanction is implemented. All "orange" level behaviour should be recorded with the appropriate action taken. You may wish to discuss with the SL/YL how best to deal with any incident. All staff involved in dealing with poor behaviour are expected to be involved in any resolution.
- f. **Unwanted Behaviour outside the Classroom** is the responsibility of the teacher observing the behaviour. They will sanction as appropriate and may decide to inform the Form Tutor/YL of the incident and action taken.
- g. In line with Statutory powers unwanted behaviour that may bring the school into disrepute or be detrimental to our local community or other students will be proportionately sanctioned by the Year Leader or member of the Senior Leadership Team or anyone else delegated by the Headteacher.

Internal Supervision

- a. The Year Leader may decide to internally seclude a student if their behaviour is particularly poor. This is a serious sanction in which the student works in isolation, under supervision, from their peers. They do not have communal break-times although they must be permitted to visit the school canteen to collect their lunch.
- b. The Subject Teacher for any student placed in internal supervision must provide work for that student as directed by the Year Leader.
- c. Parents will be informed of their child's seclusion by letter or phone call. It is expected that the parents will attend a meeting with the relevant Year Leader to discuss the issue.

² E.g. disruptive behaviour, poor or no homework etc.



Exclusions/Suspensions

- a. The school will always seek to help a student through their difficulties and use suspension from school only as a last resort.
- b. If in the opinion of the YL/LT the behaviour of the student was so poor as to warrant more than internal seclusion but not quite a suspension, the student will be involved in an extended period of internal supervision which will consist of the student arriving at Reception at 9 am and then working under supervision with a member of the Pastoral/Leadership Team until 3.20 pm, or 5 pm.
- c. The school adheres to the West Sussex Policy on exclusions in which only the Headteacher or Deputy Headteacher may suspend a student on a fixed-term basis and only the Headteacher exclude permanently. (A copy of the County Policy is available from the Headteacher's PA). Assistant Heads are delegated the responsibility of managing fixed term suspension in consultation with the Head or Deputy.
- d. **Fixed Term** suspensions are usually cumulative, beginning with one day but may increase to anything up to 5 days. The length of period obviously depends on the severity of the incident.
- e. A fixed term suspension will be reported to the parents by telephone and confirmed by letter clearly stating the reasons for the suspension, rights to appeal and arrangements for work to be set for the child. Work **must** be set for suspended students. This information will be retained on the student's file. The parent will be asked to collect their child; however, it may be possible (if safety is not an issue) for the child to work under supervision until the end of the day and the first day of the formal suspension will then be the following day.
- f. Students returning from a fixed term suspension will meet with the senior member of staff that managed the suspension and their YL and be given an appropriate re-integration programme. This might include a positive report.
- g. The Pastoral team may deem it appropriate for a Pastoral Support Programme (PSP) to be initiated for students regularly contravening school rules. These involve as many adults or agencies with an interest in the Child's welfare and are intended to help the student manage their behaviour. The PSP is intended to avoid suspension being necessary. Sometimes, of course, a fixed term suspension is appropriate for an isolated incident, e.g. physical fight.
- h. As a result of continuous cause for concern, a student may become the focus of an Early Help Plan (EHP). This will be instigated by the YL.
- i. A permanent exclusion is when a student is no longer allowed to attend school. The decision to exclude a student permanently will only be taken:
 - in response to a serious breach or persistent breaches of the school's behaviour policy; and
 - where allowing the pupil to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.



7. Prevention Strategies, Intervention and Sanctions for Unacceptable Behaviour

Reward good behaviour/effort but challenge 'low-level' disruptive behaviour, incomplete or no homework, lack of equipment, etc.

Dealt with by Class Teacher

Rewards/Sanctions

It is at the teacher's discretion where on the cumulative 'scale' the student's behaviour within the current lesson has put them. Regular, low-level misbehaviour from lesson to lesson may result in the SL becoming involved.

Communication between teacher, tutor, Subject Leader and Year Leader & parent/carer (informally & formally) is essential to maximise the learning opportunities of **every child**.

Green: All students should start the lesson on **Green** regardless of what may have happened previously as this will have been dealt with and reconciliation will have taken place. Reward students who meet the expectations of the ACE point System (eg 2 per lesson). Contact home with "good news" (eg 1 per lesson). Encourage good behaviour rather than punish poor behaviour e.g. display name of students earning ACE pts rather than those behaving inappropriately. Students at this level leave the lesson feeling good about themselves and what they have learned! This should be the vast majority of students!

Yellow: Use a variety of strategies to inform the student that they must take responsibility for their behaviour and so respect the right of other students to learn. The strategies you use may reflect your relationship with the student but must reinforce the position of **YOU** acting as the adult and being pivotal in **resolving** any conflict! Some examples are: non-verbal reprimand, verbal reprimand, reinforcement of what the student could achieve, student being moved place, etc. Any action **must** be explained to the student at some point in the lesson.

Orange: Departmental report, break-time detention*, contacting parents/carers early to diffuse future conflict, after school detention, removal to another class within the dept./corridor, SL detention, etc. Again, any action **must** be explained to the student at some point in the lesson (see appendix).

Collaboration between subject teacher and tutor should be ongoing e.g. verbally, email, etc. Tutors should be informed of any persistent/serious problems via Incident Reports and of what action taken by the member of staff. Incident Report forms **should not** pass on responsibility to deal with an issue. Tutors should be asked for advice in how to resolve conflict at the earliest opportunity. Tutors should speak to the student about the issue and offer advice for personal improvement.

The involvement of parents/carers at the earliest opportunity is essential in maximising student performance in every aspect of school life.

If the issue persists despite calmly explained sanctions/advice from tutor/involvement of parents/carers, the student may be sent to work with Subject Leader or other department member. The Year Leader may become involved if this situation persists across a number of subject areas.



Red:

In the event of a serious incident the teacher may deem it necessary to ask for the student to be removed through the Emergency Withdrawal System. In this instance the 'on-call' member of staff can be contacted via reception. A student who is withdrawn automatically receives a leadership detention/period of Internal suspension and possibly placed on a Pastoral Support Plan. The next level of sanction is a period of Fixed Term Suspension. Therefore, Emergency Withdrawal should only take place after a serious incident or when a member of staff has exhausted every possible professional strategy to include the student in the lesson.

In all situations where conflict occurs between student and member of staff, reconciliation MUST take place for progress to be made. This reconciliation MUST be orchestrated by the ADULT before the next scheduled lesson.

- * All detentions should have a purpose i.e. catch up on the work not done in the lesson, extra work, etc. They should not be punitive in the sense of lines, essays, etc.
- * For break time detentions, all students should have the opportunity to eat/go to the toilet.

Any member of staff being observed in a lesson will be expected to use the language of the policy e.g. green, yellow, etc. This is a pre-requisite for any member of staff in showing positive behaviour management!



APPENDIX

	Examples of Misbehaviour	Examples of Strategies
Yellow	<p>Student off task – first instance</p> <p>Student continues to be off task</p> <p>Student continues to be off task/distracting others</p>	<p>Non-verbal reprimand</p> <p>Verbal reprimand</p> <p>Move place</p>
<p>Your aim here is to change the students behaviour allowing them to return to Green</p>		
Orange	<p>Student has continued to display poor behaviour despite action taken. This may be the first time for this student.</p> <p>Student has continued to display poor behaviour despite action taken. The student may have displayed similar behaviour in previous lessons.</p> <p>Continuous poor behaviour within lesson and subsequent lessons despite tutor/parental involvement</p>	<p>Short/full break time detention/discussion with tutor</p> <p>After school detention/contact parents/Dept report</p> <p>SL detention/Removal to another class/involvement of Year Leader</p>
<p>Students placed within Orange will be unable to return to Green that lesson & will face an appropriate sanction.</p> <p>The teacher should ensure that they use all available strategies to prevent escalation to Red</p>		

These are examples only. Close attention should be paid to the level descriptors in order for consistency to be achieved. Staff should ensure that they are consistent in the use of language as previously described.



Behaviour curriculum

Positive behaviour will be taught to all students 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 students. Appropriate and reasonable adjustments to routines for students 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-student relationships

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

Preventative measures for students with SEND

Behaviour will always be considered in relation to a student's SEND. If it is deemed that a student's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the student.

Where a student is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

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 student concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long
- Ensuring a student with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a student 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 will include:

- 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** will 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. 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 student will be immediately taken to the headteacher, and the student's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the student from the school via a suspension. Where suspension is carried out, the student's parent will be asked to collect the student and take them home for the rest of the day – students will not be sent home without the school contacting their parent.

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

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

Removal from the classroom

Aim: To ensure that incidents which warrant an Emergency Withdrawal are appropriately dealt with.

1. Guidance

- a. The removal of a student from a class through the withdrawal system should be seen as a last resort. This is a very serious sanction which could lead to internal/external exclusion.
- b. Examples of situations where Emergency Withdrawal would be appropriate include:
 - c. Abusive language directed towards a member of staff.
 - d. Aggressive behaviour directed towards a member of staff.
 - e. Physical aggression between students.
 - f. Refusal by a student to carry out a reasonable request when all other professional strategies have failed and Emergency Withdrawal is the last resort.
 - g. After a student has been withdrawn within the department/corridor and behaviour continues to be problematic.
 - h. A nominated teacher is "on duty" each lesson (schedule published in September). The duty teacher will inform reception as to his/her whereabouts if not in own office. Teachers on "duty" should not schedule meetings etc during this time. Any incident requiring Emergency Withdrawal should be reported to Reception who will inform the duty teacher who will respond to the incident.



2. Before Emergency Withdrawal:

All departments/areas should have a Departmental Withdrawal system designed to prevent escalation to Emergency Withdrawal. This can be organised within Subject areas or areas of the building.

On arriving at the classroom the member of staff doing the withdrawal will ask the teacher to confirm that they want the withdrawal to go ahead. Often the behaviour is rectified when the senior person is called for.

3. Department Withdrawal

Appropriate sanctions for Departmental Withdrawal maybe lunchtime/after school detentions. Parents should be made aware and if necessary invited into school by the class teacher to discuss. This should be supported by the Tutor, YL, SL or Assistant Headteacher when necessary. Department Withdrawal should be used before “emergency” withdrawal unless the student’s behaviour warrants removal from the situation by Senior Leadership Team.

4. Emergency Withdrawal

If a student is withdrawn from a lesson he/she will have a day of withdrawal. This withdrawal will mean that a student will not be permitted to have their normal timetable and will be allocated to a senior teacher for the day. Students will work under supervision or in a classroom with students other than their year group. This will include break times during which they will be supervised (they will have the opportunity to eat/go to the toilet). The appropriate Year Leader will inform parents.

5. After Emergency Withdrawal has occurred:

- On arrival at the lesson the Emergency Withdrawal teacher must ask the class teacher for the details of the incident and enquire as to whether he/she wishes the student to be formally withdrawn.
- The student will be placed in isolation under the supervision of the Emergency Withdrawal teacher, for the remainder of that lesson.
- The incident must be recorded by the class teacher who requests the withdrawal. This must be done as a matter of urgency using the Behaviour Log on Bromcom. This is essential in deciding upon the severity of sanction.
- The Emergency Withdrawal teacher will inform the relevant YL so as to Action an immediate 5 period supervision period (where possible). The YL will instruct the withdrawal teacher as to where to take the student at the end of the lesson.
- In order to reinforce the idea of “**Restorative Justice**”, the class teacher will be required to be involved in a reconciliation process with the student. The class teacher will be contacted by the YL for this to take place.
- Any student withdrawn from a lesson starts the next lesson with that teacher on “green” (see Behaviour Policy).



Detentions

The school will make it clear to parents and students 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 students will be made aware of when it may be used.

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the student, 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 student. If the detention is during lunchtime, **25** minutes will be allocated to allow the student 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 student at increased risk.
- Whether the student 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 student is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the student; 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 student's safety. An alternative and appropriate sanction will be issued instead.



8. Sexual Abuse and Harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment 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. Disciplinary sanctions 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.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other students are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Smoking and Controlled Substances

The school will follow the procedures outlined in its Smoke-free Policy and Student 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 students will be instructed not to smoke on school grounds. Students will not be permitted to bring smoking materials or nicotine products to school.

The school will have 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 Student Drug and Alcohol Policy and Child Protection and Safeguarding Policy.



10. Prohibited items, searching students and confiscation

Headteachers and staff authorised by them will have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Authorised members of staff will be 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 student themselves; or
 - To damage the property of any person, including the student themselves.

Students will not be permitted to use their mobile phones during the course of the school day in accordance with the Students' Personal Electronic Devices Policy. Any student found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Students will be permitted to bring their mobile phone to school but will not be permitted to use them and must keep them switched off and out of sight throughout the course of the school day.

Staff members will have the power to search a student or their possessions where they have reasonable grounds to suspect a student is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify 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:

- 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 student themselves; or
 - To damage the property of any person, including the student themselves.



Students will not be permitted to use their mobile phones during the course of the school day in accordance with the Students' Personal Electronic Devices Policy. Any student found using their mobile phone during the school day will have their device confiscated.

Students will be permitted to bring their mobile phone to school but will not be permitted to use them and must keep them switched off and out of sight throughout the course of the school day.

Staff members will have the power to search a student or their possessions where they have reasonable grounds to suspect a student is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify 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**
- **Mobile phones**

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.



11. Effective Classroom Management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all students.
- 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 students stimulated.

Subject to reasonable adjustments, e.g. those made for students whose SEND may affect their behaviour, students will be expected to follow the school Student Code of Conduct, which requires students 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 students.
- 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 will have 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 will also have an established set of classroom routines to help students 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 students, then explaining the task clearly so all students understand what they are supposed to be doing.

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



Teachers will support students to understand and follow classroom rules and routines. Teachers will inform students of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help students understand why they are needed, and will model rules and routines to ensure students understand them. Teachers will also explain clearly to students what will happen if they breach any classroom rules to ensure students are aware of the sanctions that may be imposed.

To support students' continued awareness and understanding of classroom rules and routines, teachers will 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 will 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, students will be 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 students' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that students understand this.

Students will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these students when necessary.

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 students and ensure they have full view of the room at all times.

Teachers will 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 students' faces, that students 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 will recognise that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will 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 student'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 will encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.



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.

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

12. Effective Student Support

The school recognises that the core purpose of providing alternative provision for students who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for students with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling students to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified students.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

13. Behaviour Outside of School Premises

Students at the school must agree to represent the school in a positive manner. The guidance laid out in the Student Code of Conduct will apply both inside school and out in the wider community, particularly if the student is dressed in school uniform.

Staff can sanction students for misbehaviour outside of the school premises, including conduct online, provided the student is:

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



Staff may also sanction students for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, 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, including cyberbullying, 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 student 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 students from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

14. 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 student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, 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.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.



15. Monitoring and Review

This policy will be reviewed by the headteacher and senior mental health lead on an **bi-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.

The next scheduled review date for this policy is **22 May 2025**