



# BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of Huntington School; respect, honesty and kindness.
- Outlines the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- City of York Fair Access Handbook 2023 and Graduated Response documents which outlines local protocols



### 3. Definitions

At Huntington, we intend that every student feels valued and truly part of our school community. Positive relationships will be fostered between school staff, students and their families. High aspirations will be the core of this approach, where the success of each child will be celebrated by all, both within and outside school and into the world of work and further education. Our core values of Respect, Honesty and Kindness will be manifest in action every single day.

Our **new vision** for the school underpins our behaviour policy:



## Huntington School

Learn and succeed

Our core values: **Respect, Honesty & Kindness**



Our school is a **safe, inclusive and welcoming** community that everyone feels proud to be a part of.



We hold **high ambition, positive relationships** and **mutual respect** at the core of our school culture.



Our school develops **confidence, resilience** and **independence** for all by delivering a high-quality, **evidence-informed education**.

*We celebrate our achievements, learn from our mistakes and support each other to be responsible and hardworking citizens.*

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Serious misbehaviour is defined as:
  - Repeated breaches of the school rules
  - Any form of bullying
  - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
  - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:



- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or vaping on school site
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

There is no legal definition of bullying, however our school definition of bullying is:

***Repetitive intentional hurting of one person or a group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.*** Bullying is, therefore:

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

**Bullying can include:**

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence





TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. Link [here](#).

## 5. Roles and responsibilities

### 5.1 The governing board

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them



- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on ClassCharts.
- Challenging students to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture



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

## 5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with support from our **Behaviour Support Worker**, where appropriate. Referral may also be made to City of York partner services [www.saferchildrenyork.org.uk](http://www.saferchildrenyork.org.uk)

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for students who are mid-phase arrivals.

## 6. School behaviour curriculum

At Huntington, we believe it is vitally important that we *explicitly teach* students our expectations around routines and conduct as well as modelling our core values of respect, honesty and kindness.

We teach our behaviour curriculum through tutor time, assemblies and through the academic curriculum too.

Our expectations of students are that they:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online



As a school, we have adopted our **visible consistencies**; these are 10 key rules relating to standards and conduct that all students and staff are aware of:

## VISIBLE CONSISTENCIES

<b>STANDARD 1</b>	Students must have <b>their top button and tie fastened</b> correctly.	<b>CONDUCT 1</b>	Students <b>must walk sensibly</b> on the left side of the corridor and stairwells.
<b>STANDARD 2</b>	Students must wear their <b>school jumper*</b> and must not wear hoods inside.	<b>CONDUCT 2</b>	Students must observe the <b>one-way system</b> at all times.
<b>STANDARD 3</b>	Students <b>must not wear coats</b> in the classroom.	<b>CONDUCT 3</b>	Students <b>must talk quietly</b> as they travel through school. <b>Shouting/swearing/raised voices</b> is not permitted.
<b>STANDARD 4</b>	Students <b>do not wear jewellery</b> with the exception of one pair of stud earrings.	<b>CONDUCT 4</b>	Students <b>must line up quietly</b> in single file outside of classrooms and when waiting in the lunch queues.
<b>STANDARD 5</b>	Students <b>must not be seen with a mobile phone or earphones</b> in school.	<b>CONDUCT 5</b>	<b>Play fighting and excessive physical play</b> is not acceptable at any time.

- When students are found to not be adhering to our visible consistencies, they are given **an infringement**. These are entered on to ClassCharts.
- **Four infringements** in the space of five days will result in a lunch time detention. In some cases, staff are asked to make a professional judgement as to whether a more serious sanction is required.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

## 7. Mobile phones

- Students are **not permitted** to use their mobile phones in school. They must be switched off and not seen at any time throughout the school day. If students are caught with their mobile (even if they are not using it), they will be asked to hand it in to the member of staff. **Refusal to do this will result in a serious sanction; time spent in the Reflection Room.**
- Students who hand their mobile in may collect it from Student Reception at the end of the school day **but will receive an after-school detention as a sanction**. If there is a further incident, parents are asked to come in and collect.
- Some students may hand their mobile in at the start of the day to their pastoral teams and collect it at the end of the day so that they have access to it when travelling to and from home. There may be exceptions to this rule for medical reasons (such as diabetes etc) but these will only exist with parental consent.

## 8. Responding to behaviour

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour system/curriculum or their own classroom rules
- Develop a positive relationship with students, which will include:
  - Greeting students at the start of lessons (see below)
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

The following routines have been introduced and should be clear and evident in every classroom:

#### Starts of lessons:



Greet students at the door, then enter **quietly**.



Students take their **coats off** and get **equipment out**, ready to learn.



Students complete the **Do Now** task promptly, with **full focus** on learning.



## Ends to lessons:



Pack away equipment **quietly**.



Stand behind your desk in **silence**.



Wait to be dismissed, **one row** at a time.

### 8.2 Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information – link [here](#).

### 8.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Use of our achievements system; merit 1 (M1) or merit 2 (M2)
- Communicating praise to parents/carers via a phone call or written correspondence/postcard from pastoral or departmental teams
- Students being able to 'cash in their merits in our Class Charts Rewards Shop
- Head of Year breakfasts or breaktime events
- Rewards Assemblies
- Nomination for Headteacher Award and/or Rewards Evenings.
- Rewards trips/visits (summer term)





## 8.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases:

### **Intervention 1: Non-verbal Intervention**

This is where you are constantly making micro corrections with your hands or intentional modelling of the action you expect students to take. This might be to indicate that you wish the student to sit on their chair properly (how would you do this with your hands?) or put their hands up to answer a question.

### **Intervention 2: Positive Group Correction**

This is slightly more invasive but is ideal for catching off-task behaviour early. For example, you might say, "I need to see everyone writing" while you briefly focus on an individual student who needs a bit more support with eye contact and perhaps a slight nod of your head.

### **Intervention 3: Anonymous Individual Correction**

This is similar to intervention 2, however, it makes it more explicit that there are people (as yet anonymous) that have not yet met expectations. For example, "I need two more pens down thank you".

### **Intervention 4: Private Individual Correction**

When you have to name names, you can still make use of privacy. If possible, do this at a time when it is easy to be *off stage*. For example, "Please take 30 seconds to discuss with a partner" (class instruction) and then "Robert, I can see you are tired, but this lesson is too important for you to have your head on the desk. Open up your book to remind you what we did last lesson and then I will check in on you in 2 minutes". This gives take up time too – avoid any further conversation at this point.

### **Intervention 5: Lightning Quick Public Correction**

You will be forced at times to make corrections or give reminders to individual students during public moments. In these cases, your goal should be to limit the amount of time the student is *on stage*. For example, "Toby, I need to see your pencil moving, just like it did last lesson". Move quickly to change the conversation and don't offer the opportunity for the student to respond.





### **Intervention 6: Consequence**

Using the C1 – C5 system in a non-invasive way and communicating as transparently as possible is an important intervention when the previous interventions are having limited impact.

### **Using the C1 – 5: Behaviour System**



<b>C1</b>	<b>Verbal Warning</b> (Planner on teacher's desk)
<b>C2</b>	<b>Comment on SIMS</b> (2 x C2s per week = House Detention with HTL)
<b>C3</b>	<b>SLT Lunch Time Detention</b> am – same day pm – next day (Text sent home)
<b>C4</b>	<b>Removal within subject</b> After-school Detention with HTL (as well as C3 sanction)
<b>C5</b>	<b>Isolation (1 full day)</b>

<b>Extreme and/or Dangerous Behaviour</b>
<b>Isolation/Exclusion</b>

#### **C1 – 5 Behaviour System**

Staff/teachers should always use the system as 'a lever, not a weapon.'

Behaviour should be narrated so that students understand the next steps.

### **Moving on to the C system**

If interventions 1 – 5 are having limited impact, it is time to move on to the C system. On issuing a C1, the following language can be helpful to diffuse this transition: "it's a small mistake, so it's a small consequence". This signals to the student that they are now dealing in consequences rather than corrections but that the consequence is comparatively small. Collect the student planner and put it on to your desk.

Responses and consequences should be predictable in students' minds: "If I do X, Y will happen". If they aren't sure what will happen, they will have an incentive to 'test' and see. Consistently using the same language reduces the transaction costs involved and also makes them more legible for students.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.



In response to unacceptable behaviour, the following sanctions will be imposed:

<b>C1: First incident</b>	Verbal warning & Student Planner on teacher desk
<b>C2: Second incident</b>	C2 comment entered on ClassCharts (Two C2 comments across a week will result in a lunch time detention)
<b>C3: Third incident</b>	C3 comment and SLT Detention (same day)
<b>C4: Fourth incident</b>	C4 comment. Removal from lesson, lunch time and after-school detention issued.
<b>C5: Reflection Room</b>	Serious behaviour incident or escalation from C3/C4 (missed detention)

## 9. Off Site Direction (OSD)

### 9.1 Off Site Direction (OSD)

Off-Site Direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour.

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an AP or another mainstream school. During the off-site direction to another school, students must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school' DFE guidance September 2022

Such temporary periods at another school defined as Off Site Direction can occur with or without parental consent for Maintained Schools.

### 9.2 Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests', DFE guidance September 2022

Full managed moves should only be undertaken with the full knowledge and co-operation of all the parties involved, including the parents and the Local Authority, and in circumstances where it is in the best interests of the student concerned rather than the school.

### **9.3 Key principles**

The educational needs of the student should be paramount in any decision to instigate an Off Site Direction or managed move.

The objective of an Off Site Direction should be to initiate a formal process leading to the temporary transfer of a student to the provision of a different school or setting. It should be ratified at the appropriate Fair Access Meeting (FAM) with a clear indication of whether parental consent is in place.

A full managed move must occur with the consent of the parents and both the sending and receiving schools and is a permanent move of schools. It should be ratified by the appropriate Fair Access Meeting.

Off Site Directions or Managed Moves should be preceded by high quality information sharing between the sending and receiving schools, including data on prior and current attainment academic performance, relevant risk assessment, SEN plans including MSPs, relevant CPP/CIN/FEHAs and advice on managing the student's needs successfully. This must be done using the CYC Off Site Direction paperwork, and for Managed Moves through the Fair Access passport.

Any Off Site Direction or Managed Move should be approved and monitored by the City of York Fair Access Meetings, to avoid suggestions of school collusion, to ensure equity of movement across the Partnership's schools and to allow access to extra resources, where these are required to support or provide an alternative to any Off Site Direction or Managed Move.

### **9.4 When is off-site direction appropriate?**

As a time-limited alternative to reduce the risk of a child/young person being permanently excluded.

Where the school's own behaviour management strategies have been implemented to address a series of behavioural concerns and a Plan/Do/Review cycle meeting at the point of at least the second review has concluded that a temporary period of education at a different school would be the most positive intervention strategy to maintain the student in education.

Where there are well documented instances of other interventions and support strategies which have already been tried and are proving unsuccessful. These should be evidenced through a completed Graduated Response for SEMH.

Where the relationship between the student and either a particular group of fellow students and/or staff has broken and needs time to repair, and this is agreed at FAM

Embedded attendance issues exist that are believed to be linked to the current educational provision and need a short-term change to address.

### **9.5 When is a Managed Moved appropriate?**

As an alternative where the young person is likely to be permanently excluded.

Where the school's own behaviour management strategies have been implemented to address a series of behavioural concerns and a Plan/Do/Review cycle meeting at the point of at least the second review has concluded that a permanent fresh start in a new school would be the most positive intervention strategy to maintain the student in education.

Where there are well documented instances of other interventions and support strategies which have already been tried and are proving unsuccessful. This should be evidenced in the Fair Access paperwork.

Where the relationship between the student and either a particular group of fellow students and/or staff has broken down to an irrevocable degree and this is agreed at FAM  
Embedded attendance issues exist that are believed to be linked to the current educational provision.

### **9.6 When is a Managed Move or Off Site Direction not appropriate?**

A Managed Move to another mainstream should not generally be sought for a student in Year 11. A modified programme, which might include full or partial referral to alternative provision, may be more appropriate. Off Site Directions may be more appropriate but consideration should be given to the impact on the child or young person's curriculum study and gaps that may develop prior to formal examinations.

A Managed Move or Off Site Direction should not normally be instigated for a student with a Child Protection plan, unless the proposed move forms part of this plan. In all cases of students with clear safeguarding needs the managed move must not increase risk and should be designed to reduce it through improved engagement with education

A Managed Move or Off Site Direction should not be instigated for a student with an Education Health Care Plan (EHCP), as this could undermine the statutory review of the EHCP. The consideration of the appropriateness of the student's current placement and provision is always undertaken as part of the review process. Provision changes for students with EHCPs are managed by the SEND services team and do not go through the Fair Access Meeting as the Local Authority is the Admission Authority. The SEND Code of Practice is paramount and there must be a formal review of the EHCP before a change of provision can be agreed.

Managed Moves and Off Site Directions should only be considered for a child in care, with the consent and support of the Head of the Virtual School. The Off Site Direction or Managed Move should form part of the student's care plan and PEP. No moves for CYPIC students are not covered by the FAM process whether temporary or permanent.



## **9.7 All Managed Moved Arrangements should be with parental consent**

When the Headteacher makes the decision to consider proceeding with a Managed Move, an approach should be made to the parents of the student for their agreement to implement the strategy.

Only if the parent/carer is in full knowledge and has given approval should the process go ahead. If the parent/carer refuses, the school can record the refusal but must then use its behaviour policy and school disciplinary procedures to manage the student as normal. In this instance, the Headteacher must adhere to the statutory guidance on managing exclusions; 'However, the threat of exclusion must never be used to influence parents to remove their student from the school.' If a parent wishes a managed move but the school does not support the move parents are entitled to seek a casual admission. The Fair Access Meeting will be the decision makers in this situation if the case meets their criteria, if not normal admissions will be employed.

## **9.8 Off Site Directions can proceed without consent for maintained schools**

Parental consent is not required for Off Site Directions but is encouraged to maximise the chance of success of any intervention. Where consent is offered, full access to the receiving school's curriculum should be offered as soon as possible. Where consent is not offered, provision may need to initially be within support/withdrawal offers within the receiving school as confidence and relationships are built. Regular review cycles should underwrite any Off Site Direction with meetings at least every eight weeks.

The Fair Access cycle will expect the majority of Off Site Directions to cease after eight or sixteen weeks with the child or young person returning to their roll school or the Off Site Direction converting to a Managed Move. The Off Site direction may be curtailed at any point but joint agreement by the school, or by the decision of any Fair Access Meeting. If a parent removes previously offered consent, then the two schools should hold a review meeting to decide if the Off Site Direction should end, or if the direction is to continue without consent.

## **9.9 Instigating a Managed Moved or Off Site Direction**

Schools should use the Fair Access Meeting as the broker for Managed Moves and Off Site Directions as this allows for collective decision making and access to appropriate support packages and resources.

The Inclusion Advisor will act in a gatekeeping role to ensure that thresholds have been met and will liaise with the school, School Services and the Headteacher of relevant Alternative Provision (Danesgate) to see if the case can be held at the referring school with increased support. Any MSP (or equivalent evidence) and any CPP/CIN/FEHA should be submitted for consideration at the meeting, together with a student passport (including a completed Graduated SEMH response) as an executive summary and there should be no attempt made to minimise the nature and extent of the challenge the student may represent. Where a school has referred a student to panel, for consideration, under this Protocol, the school must send a representative to advocate for the student. All information will be summarised

at the Panel meeting with full information passed onto the receiving school when the decision has been made.

When the Managed Move is requested as an immediate full roll transfer this is agreed in the meeting and the student cannot return to the school that they have left. The receiving school will receive credit for taking the student by the allocation of a point under the agreed ins and outs points system. These points should be used to assist the Fair Access Partnership in ensuring managed moves are distributed fairly although it is understood that some schools may have more needs than others depending on their catchment and intake. When an Off Site Direction is requested or agreed in place of a requested managed move and full roll transfer, a clear rationale must be established for an improvement in the behaviour and/or attendance of the student at the receiving school that may allow the Off Site Direction to progress to a full Managed Move. This should be supported by high quality information sharing between the sending and receiving schools.

On occasion parents may request a transfer of school by completing a parent application form and under the normal admission procedures it has been established that the student has triggered the Fair Access Criteria. In these cases, the parents will be informed that the case will be considered by the next available Fair Access Meeting. The student must not be removed from roll under these circumstances until a decision is made through the FAM process around a potential full managed move or off site direction. Synergy attendance will not be amended unless the change becomes a Managed Move.

## **10. Reasonable force**

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
  - Always be used as a last resort
  - Be applied using the minimum amount of force and for the minimum amount of time possible
  - Be used in a way that maintains the safety and dignity of all concerned
  - Never be used as a form of punishment
  - Be recorded on the Reasonable Force log and reported to parents/carers

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





## **10.1 Confiscation, screening and searching**

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

### **Confiscation**

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

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

### **Searching a pupil**

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

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

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

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

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

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

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





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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

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

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

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

The authorised member of staff can use reasonable force to search for any prohibited items but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

### **Searching students’ possessions**

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

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.



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

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

### **Informing the designated safeguarding lead (DSL)**

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

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

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

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item.

A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

### **Support after a search**

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

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

## **11. Off-site misbehaviour**

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

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



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

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

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

### **11.1 Online misbehaviour**

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

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

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

### **11.2 Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, the pastoral deputy will make the report.

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

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

### **11.3 Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

- Proportionate
- Considered



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

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

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

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

## **12. Malicious allegations**

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

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

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

The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## **13. Serious sanctions**

### **13.1 Detention**

Students can be issued with detentions during break, lunch or after school during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

### **13.2 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time or extended time.

Students who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misbehaviour.

Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Students who have been removed from the classroom are supervised by either another teaching colleague or the teacher who is supervising the Reflection Room.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom and is placed into the Reflection Room.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings and planned interventions with Behaviour Support Worker
- Use of the Hub as a teaching space for limited time with teaching assistants
- Short-term timetable/curriculum reduction
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.



## **14. Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or permanently exclude will be made by the headteacher and only as a last resort.

**14.1.** We think it is important that we set the right tariff for each student and the right conditions for return. Many factors necessarily affect such decisions. These include:

14.11. the severity of the offence

14.12. the student's previous record

14.13. the student's current personal circumstances or any additional needs

14.14. what support/intervention we have offered to the student.

14.15. is there an alternative to exclusion?

**14.2.** If we find, after considering the bullet points listed above that a suspension is warranted then the Headteacher and/or Deputy Headteacher (Pastoral) must:

14.21. ensure that a thorough investigation has been carried out;

14.22. consider all the evidence available to support the allegations, taking into account the School's various policies and where applicable, the Equalities Act 2010;

14.23. allow and encourage the student to give his/her written version of the events;

14.24. check whether the event might have been provoked, for example by bullying or sexual or racial harassment;

14.25. keep a written record of the action taken (and copies of records made by other members of staff) including any interviews with the students concerned. The statements must be dated and signed whenever possible; and

14.26. if necessary, consult others, but not anyone who might have a role in reviewing the decision.

**14.3.** To get the decision and any subsequent tariff right needs calm reflection and therefore we agree to withdraw a student from lessons within School for up to one day in the first instance and, if necessary, place them in the Reflection Room to give us time to get the student record together. The decision that an offence of sufficient seriousness has taken place to warrant an suspension is taken by the Headteacher and the Deputy Headteacher. It is the responsibility of the Deputy Headteacher or Assistant Headteacher to inform parents



as soon as possible about the suspension, the nature of the incident, the readmission meeting date and what the interim arrangements are.

**14.4.** We will then set up a meeting between the teacher involved in any incident (where appropriate), the Form Tutor, the HoY, Assistant Headteachers/Deputy Headteacher and other relevant members of staff. If it is a possible second suspension the Headteacher will be involved and may chair the meeting.

**14.5.** If the decision is taken to suspend then at that meeting the tariff will be set and any special arrangements for readmission will be put into place. The Headteacher will then write to the parents explaining:

14.51. the precise period and the reasons for the suspension;

14.52. the parents' duties during the first five days;

14.53. the parents' right to make representation to the Governing Body and how the student may be involved in this;

14.54. the person the parent should contact if they wish to make such representation;

14.55. the arrangements made by the School to set and mark work for the student during the initial 5 days of the exclusion (for exclusions of more than one day);

14.56. if the suspension is to be for more than five days, the School day on which the student will be provided with full time education; and

14.57. details of a reintegration interview.

**14.6.** The Headteacher must inform the Governing Body if a student is being suspended for more than 15 days in any one term. Students can be suspended for one or more fixed periods, which when aggregated, do not exceed 45 School days in any one School year.

**14.7.** When this suspension leads to a final warning (before a Managed Move or permanent exclusion), referral to the Governors' Student Performance Committee should be automatic.

**14.8.** In all cases the Deputy Headteacher should arrange to meet with parents before or soon after the student returns and a dated contract should be drawn up to be signed at that meeting. If the School or the LA considers that parental influence could be better brought to bear in the behaviour of the student, a parenting contract may be offered. If the parent fails to engage with the School or LA in attempting to improve the student's behaviour, the School or LA may consider applying to the Magistrates' Court to compel the parent to comply with requirements outlined in the Parenting Contract e.g. "To follow the School rules on behaviour", "To not steal".





**14.9.** Suspensions can be for considerable periods (but when aggregated cannot exceed 45 days in a year). It should always be seen that:

14.91. For all but the most serious offences, we have tried other methods/sanctions before excluding a student

14.92. We have taken all factors into account and all points of view

14.93. We have a strong case if we have to go to appeal with a permanent exclusion

14.94. All those who will have to cope with the aftermath know fully what has been done, why it has been done and the conditions for a return (if applicable).

## **15. Responding to misbehaviour from students with SEND**

### **15.1 Recognising the impact of SEND on behaviour**

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

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

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

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

### **15.2 Adapting sanctions for students with SEND**

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

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

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

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

### **15.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, Child and Adolescent mental health services (CAMHS) and/or others, to identify or support specific needs.

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

### **15.4 Students with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must

be secured and the school will co-operate with the local authority and other bodies.

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

## **16. Supporting students following a sanction**

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

## **17. Pupil transition**

### **17.1 Inducting incoming students**

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

### **17.2 Preparing outgoing students for transition**

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

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

## **18. Monitoring arrangements**

### **18.1 Monitoring and evaluating behaviour**

- The school will collect data on the following:
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.



### **Appendix 1: written statement of behaviour principles**

Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

All students, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to students at all times, in line with the Staff Code of Conduct.

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by students and staff

Students are helped to take responsibility for their actions

Families are involved in the handling of behaviour incidents to foster good relationships between the school and students' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.