



**The
Sovereign
Trust**

Behaviour Policy

Issue 1.2

Manor Academy Sale

Behaviour Policy


Policy Adopted Date:	Approved: 20/12/23
Issue:	1.2
Review Period:	Annually
Review Committee	Manor AAC – 20/12/2023
Approval Committee	Manor AAC – 20/12/2023
Signed by:	Head Teacher – P Symonds
Signature	

Table of Contents

1. Statement of Intent	4
2. Academy Objectives	4
3. Policy Aims	4
4. Behaviour Management.....	5
References	7
Appendices.....	7

1. Statement of Intent

To establish a code of behaviour which reflects the aims and ethos of the school, the local authority and the current Department for Education guidelines (DfE, Jan 2016). We aim to provide a caring, safe environment in which everyone is treated fairly and can develop and achieve to their full potential.

2. Academy Objectives

The management of behaviour is an integral part of the curriculum and teaches appropriate and relevant social skills, enabling the pupils to participate fully in the life of the school. Inappropriate behaviour may compromise the learning and welfare of the individuals and community. This policy sets out measures which are designed to:

- Promote self-discipline and positive behaviour.
- Cultivate a climate of tolerance, confidence and mutual respect.
- Provide a happy, secure working atmosphere in which pupils can develop their abilities and make progress in their learning.
- Promote equal opportunities for all, regardless of ability, LGBT, race, gender or culture.

3. Policy Aims

This policy aims to provide staff with strategies to manage behaviour as well as a consistent approach to recognising and rewarding positive behaviour and assigning sanctions for poor behaviour. Furthermore, it identifies strategies which can be implemented across specific groups of pupils or with individuals who are struggling to make appropriate choices.

This policy covers behaviour that occurs out of school that is either witnessed by a member of staff or reported to the school, and this includes when pupils are:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil from the school.
- Misbehaving in such a way that it:
 - could have repercussions for the orderly running of the school or;
 - poses a threat to another pupil or member of the public or;
 - could adversely affect the reputation of the school.

4. Behaviour Management

Positive Behaviour Management Strategies

At Manor Academy, we believe that the teaching of positive behaviour, developing the self-confidence of pupils and developing positive relationships built on mutual respect are the first steps to improving pupil behaviour. Appendix A details positive strategies that will help staff facilitate this and should be read in conjunction with Appendix B which outlines the benefits and language of restorative practice.

Positive Rewards

Our Code of Conduct consists of three simple rules:

- Follow adult instructions.
- Complete work to the best of your ability.
- Show respect to pupils, staff and property.

The Code of Conduct is displayed in every classroom (copy of poster in Appendix C).

To encourage positive behaviour, pupils who follow the Code of Conduct are rewarded. Pupils earn points which are recorded on our behaviour management system. Individuals all have the opportunity to earn larger rewards based on points accumulated. We also operate a school 'House' system recognising the house earning the highest number of points each week to encourage a shared responsibility within the 'teams'. These positive reward points provide a consistent approach and encouragement for all pupils and the system is detailed in Appendix D.

Prevention

Early identification of issues that may impact on behaviour will be a priority. Early intervention plans will be developed with relevant partners including parents / carers where necessary. The intervention plan will be reviewed termly or as required in response to new information.

Choices and Consequences

Where pupils make poor choices despite positive behaviour strategies, they will be given consequences in line with our Choices and Consequences Chart (poster contained in Appendix F). This Choices and Consequences Chart was developed using feedback from both staff and pupils in order to achieve a fair and consistent approach that is easy to follow.

Details of protocols for issuing, recording and conducting consequences are given in Appendix G. Once consequences have been completed, pupils are encouraged to participate in restorative practice so that all parties involved are ready to 'move on'. Guidelines on how to complete a restorative meeting are given in Appendix B.

Other Behaviour Management Strategies

When pupils persistently make poor choices, consequences beyond those on the Choices and Consequences Chart may be required. These consequences are considered on a case by case basis to ensure they are appropriate for the pupil and their individual situation. These additional behaviour management strategies are also detailed in Appendix G.

Behaviour Management Team

We have a Behaviour Management team which operate out of our "Behaviour Support Base". The team provides a facility to support both staff and pupils but in order to be effective must be used in accordance with the guidelines detailed in Appendix H.

Positive Handling

The use of Positive Handling (including the use of physical interventions) to manage challenging behaviour is kept to a minimum using the strategies outlined in this policy. However, in exceptional circumstances the use of reasonable, proportionate and necessary force may be required and the Manor Academy's policy on the use of Positive Handling is detailed in Appendix I.

Bullying

Many of the strategies detailed in this policy will reduce the likelihood of bullying. However, further details on strategies and procedures for dealing with bullying specifically are given in the Anti-Bullying Policy.

Uniform

Specific rules and procedures relating to uniform (including shoes, hair, make-up and jewellery) are detailed in Appendix J.

Banned Items

Specific rules and procedures relating to banned items (including illegal substances and weapons) and school's rights to screen and search property are detailed in Appendix K.

5. Roles and Responsibilities

In line with Teacher and Teaching Assistant Standards (DfE, 2011 and UNISON, 2016), all staff are expected to take responsibility for implementing this behaviour policy within the classroom, around school and, where applicable, outside school. Some staff, such as Form Tutors, Key Stage Managers, the Behaviour Team and the Senior Leadership Team have additional roles relating to behaviour management which are outlined in Appendix G.

It is also important that parents and carers play a role in supporting school with the implementation of this policy and all parents and carers are asked to sign our Home School Agreement (Appendix M) which details their responsibilities.

References

Department for Education (2011) Teachers' Standards

Department for Education (2016) Behaviour and discipline in schools – Advice for headteachers and school staff.

UNISON (2016) Professional standards for teaching assistants – Advice for headteachers, teachers, teaching assistant, governing boards and employers.

Appendices

Appendix A- Positive Behaviour Strategies

Appendix B- Restorative Practise

Appendix C- Code of Conduct

Appendix D- Reward System

Appendix E- Class Charts Poster

Appendix F- Choices and Consequences Chart

Appendix G- Implementing Choice and Consequences and Other Behaviour Management Strategies

Appendix H – Report Books and Positive Books

Appendix I- Smart Centre

Appendix J- Positive Handling Policy

Appendix K – Uniform

Appendix L – Banned Items

Appendix M – Home-School Agreement

Appendix A - Positive Behaviour Management Strategies

Introduction

The primary aim of the behaviour policy is to teach learners how to manage themselves and how to behave appropriately. This will help create an atmosphere in which effective teaching and learning can take place.

Positive behaviour management strategies focus on preventative measures and there are a number of areas to consider:

- Whole school ethos, promotion of Social and Emotional Aspects of Learning (SEAL) and pastoral support.
- Understanding each individual pupil and their specific needs / difficulties.
- Establishing positive relationships with pupils and modelling the behaviour we expect at all times.
- 'Using classroom management strategies to manage behaviour before resorting to using the 'Choices and Consequences' chart.

Focussing on these positive strategies and consistently using the reward system will minimise the need to use our 'Choices and Consequences' chart.

Whole school ethos, promotion of SEAL and pastoral support

At Manor Academy a real focus is placed on preparing pupils emotionally and socially to become self-reliant, caring and responsible individuals. This is embedded within the ethos of the school and is specifically presented to pupils through whole school assemblies, SEAL lessons, form time and Personal and Social Development (PSD) lessons.

These lessons and form time are also an opportunity to promote citizenship values and also give learners a forum to discuss positive behaviour or address any issues with other learners supported by staff.

The majority of learners at Manor Academy need a strong pastoral support system in place to help them achieve to their full potential. Form tutors take a lead role in supporting learners and are expected to:

- Provide a calm positive environment to welcome learners and prepare them for learning.
- Give learners opportunity to discuss concerns and support them with managing these concerns.
- Promote the positive reward system (ClassCharts points, Appendix E)
- Monitor behaviour reported by other staff using ClassCharts and discuss this with learners using Restorative Language (Appendix B).
- Communicate with parents and carers on a regular basis to reinforce positive relationships.

- Identify and implement strategies suitable for individual learners such as, visual timetables, emoticon visual prompt cards, time out cards, social stories, etc.
- Use positive comment books or report books where applicable (Appendix H)

Understanding individual learners

All our learners have special educational needs and a number have social, emotional and behavioural difficulties. The vast majority of pupils want to behave well and often poor behaviour occurs due to underlying issues such as:

- Boredom.
- Insecurities / anxiety about failure.
- Physiological factors such as tiredness or hunger.
- Emotional instability.
- Struggling to manage underlying conditions such as ADHD or Autism.

All staff need to have a clear understanding of each pupils' individual needs and specific learning difficulties. This understanding will come through familiarity with Education Health Care Plans (EHCPs), Education Action Plans (EAPs) and additional information provided by Form Tutors, Nurture Team, Key Stage Managers, etc. If identified as necessary, pupils will have an additional risk assessment or care plan

Form Tutors, Key Stage Managers and the Assistant Head will liaise with parents / carers, and external agencies such as Social Services, Education Psychologists, Speech and Language Therapists, School Nurses and Connexions. This will facilitate information sharing so that appropriate targets and support can be put in place for pupils as required.

Form tutors should involve pupils in their own target setting for EAPs and class teachers should involve pupils in target setting within subject areas. Some pupils may require additional therapy / support / counselling sessions or alternative timetables to ensure that they are supported and able to develop to their full potential. These additional sessions or alternative timetables will be agreed by Key Stage Managers in discussion with Form Tutors, relevant subject teachers and where appropriate, the staff facilitating the sessions.

Positive relationships and modelling behaviour

Staff should at all times model the behaviour that they expect to see in learners. This will partly be done through the actions they take and the way they speak to others. In particular, pupils benefit from seeing staff remain calm and listening to others. Positive behaviour will also be modelled through verbalised expectations, such as 'I expect you all to listen to each other during the discussion so that you are respectful', praise and use of restorative language such as 'I am really pleased to see you are working really hard on this task' (see Appendix A for further information).

Staff should also take the initiative to establish positive relationships with learners. Individuals all have their own way of doing this but some examples include:

- Acknowledging learners on the corridor, saying good morning, asking if they are ok when they look sad.
- Listen to learners. If they try to speak to staff at an inappropriate moment, staff should acknowledge that they want to speak and tell them when they will be able to speak (e.g. at the end of the lesson or at break).
- Use humour to break down barriers and make learners feel more comfortable.

All staff should try to avoid the following:

- Taking things personally
- Humiliating learners
- Over-reacting
- Shouting unnecessarily
- Blanket punishments
- Talking to learners about their negative behaviour in front of others.
- Entering pupils personal space.

Classroom management strategies

Staff should be using classroom management strategies to manage behaviour throughout the lesson before resorting to the 'Choices and Consequences' chart when pupils do not respond to these.

Examples of good practice that can be used is listed below:

- Set clear behavioural expectations and boundaries and be consistent.
- Use the voice scale.
- Meet and greet the pupils in the corridor and encourage them to line up and enter classrooms appropriately. This will help to set the standard for the lesson and a staff presence will discourage poor behaviour in the corridors.
- Model good behaviour as described above – be polite, firm and respectful.
- Use a seating plan.
- Praise often.
- Have tasks or activities ready to engage learners throughout the lesson.
- Use an assertive tone but avoid shouting.
- Separate behaviour from the individual.
- Talk to students about their behaviour in terms of the choices they make.
- Draw attention to what a child should be doing – not the negative behaviour, e.g. "What should you be doing?"..."Okay get on with it."
- Set time limits for tasks and follow up.
- Tactically ignore some low level behaviours.
- When you want learners to focus on what you are saying – give them specific instructions make sure everyone does it e.g. "face the front and listen."

- Keep the lesson moving by giving short tasks, an appropriate level of challenge and a variety of different types of activities to meet the individual needs of learners.
- As described above, know your students and their individual strategies.
- Embed a calm routine for ending each lesson and ensure the learners leave the room in a sensible way.
- Refer to the 'Code of Conduct' and the 'Choices and Consequences' charts which are displayed in each classroom.

If classroom management strategies are being used and poor behaviour continues, it will be necessary to apply the 'Choices and Consequences' chart. This should be done fairly and consistently. Appendix F gives further information on how to use the 'Choices and Consequences' chart.

Appendix B – Restorative Practice

How restorative Practice helps

Restorative Practice supports pupils by;

- Helping them to realise the affect their behaviour has on others emotions.
- Helping them to reflect on their actions and resolve them in a non-confrontational manner.
- Creating a fair system for dealing with and resolving situations.
- Helping them to understand the consequence they are faced with.
- Improving emotional literacy as well as communication and social skills through the use of affective statements pupils.
- Helping them to gain greater understanding of emotions and feelings of others.

Restorative practice looks at;

- what has happened
- what harm has resulted
- who has been affected
- what needs to happen next

Positive affective statements

Positive affective statements share emotions and reflect on positive behaviour.

Examples:

Rather than saying "Well done for sharing your experience"...

say "You made me feel so happy when you shared your experience with the class".

Rather than saying "I'm so proud"...

say "You made me feel proud when I saw how brave you were."

Negative affective statements

Negative affective statements share emotions, reflect on negative behaviour and bring feelings of natural shame to the surface.

Examples:

Rather than saying "I'm sad"...

Say "You made me feel sad when you hurt your friend."

Rather than saying "I'm unhappy"...

Say "You made me feel unhappy when you shouted out across the classroom".

Remember

Shame occurs naturally in everyone regardless of how they express it.

Always expect challenging reactions to shame; smirking, laughing, fight/flight, poor eye contact, no expression and try not to react to these reactions as it will cause the situation to escalate which therefore deflects from the original issue.

Avoid encouraging shame with comments, shaking head, tutting.

Restorative meeting/conference

The following questions are an example of what can be used .

- What's happened?
- How did this make you feel?
- What have your thoughts been since?
- What do you think needs to happen now?

These questions can then be asked to the person who has caused the harm

- What happened?
- How did this make you feel?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

These are guideline questions that will help you to be able to complete the restorative meeting. If people are struggling to be able to answer when together you can then intervene and help them to be able to go through the process explaining the situation from their point of view.

There should, by the end of the meeting, be a clear resolution for all concerned. They should feel that there has been a positive outcome and that the issue has been dealt with fairly. (updated March 2021 J McAllister)

Appendix C – Code of Conduct

At Manor Academy Sale

We are all helping to create a school where -

- ☐ We feel safe and happy
- ☐ We are able to learn to the best of our ability
- ☐ We are treated fairly

Our Simple School Rules

I will choose to -

- ☐ Follow adult instructions
 - ☐ Complete all my work to the best of my ability
- Show respect towards pupils, staff and property

APPENDIX D - Rewards System

Introduction

Attitude, achievement and attendance are rewarded by the reward system and through celebration of achievements in whole school assemblies. The reward system acts as a motivational tool for pupils who are struggling and also recognises the achievements of learners who consistently perform well throughout the year

The reward system incorporates:

- Rewards for Class Charts points accumulated by individual learners over the year.
- Recognition for the House with the most Class Charts points accumulated each week (and for the individual learner that earned the most in that House).
- Recognition for all learners achieving 100% attendance each term and over the year.
- Rewards for 100% attendance and improvement of attendance each term.
- Rewards for the House with the highest attendance each term.

This reward system does not replace the need for praise and sharing of good work within the classroom, but should supplement it.

Earning Class Charts points

Learners can earn three points each lesson or reading session (two in registration) for following the Code of Conduct (see Appendix C):

1. Follow adult instructions.
2. Show respect to pupils, staff and property.
3. Complete work to the best of your ability (not awarded during registration).

An additional point can be rewarded to no more than two pupils per lesson who have gone above and beyond (e.g. an outstanding piece of work, helping another pupil, determined attitude). This point should only be rewarded if it is deemed necessary and does not have to be awarded every lesson. It is important that pupils understand the value of this additional point.

Each classroom has a poster displayed to remind pupils how to earn points and should be referred to as a reminder to pupils that completing work should be to the best of THEIR ability. A copy of the poster is presented in Appendix E.

Additional points can also be awarded for extra-curricular clubs and activities, for example:

- Sports events
- Choir performances
- Engaging in lunchtime clubs
- Participating in after school clubs
- Helping out after school for events
- Reading books and completing a review

Class teachers or staff running clubs are responsible for completing ClassCharts and awarding points. If pupils are absent from lessons, for example on trips, having therapy / counselling sessions, the staff leading the trip or session will be responsible for adding any points earned to ClassCharts.

Class Charts - Individual rewards

Points are accumulated over the year on Class Charts and they are exchanged for rewards at 500 point milestones as shown in the table below.

Points	Reward
500	Bronze certificate
1000	£5 voucher
1500	Silver certificate
2000	£5 voucher
2500	Gold certificate
3000	£5 voucher

Rewards are handed out in assembly so that learners successes can be celebrated.

Form tutors should share learners progress in Class Charts with them at least once a week during registration. Some form tutors may choose to use a visual aid on the classroom wall in the form of a chart so pupils can see how they have performed. A copy of a chart is available on the shared drive which can be copied and used for this purpose.

Class Charts – House winner

Every pupil is allocated a place in one of four 'House Teams' Ruby, Sapphire, Emerald and Amethyst. Every week the 'House' who has been awarded the most points is awarded the 'House cup' and the ribbons in the colour of the winning team are tied on. The pupil who has accumulated

the most points in that week from the successful 'House' is invited to receive the cup during assembly.

Attendance – Individual recognition and rewards

We want pupils to strive for 100% attendance and this is rewarded both on the half termly basis and termly.

Each half term, pupils with 100% attendance have their name put into a prize draw. Prizes are drawn termly and names remain in the draw for the full year, i.e. if a pupil has 100% attendance over the full year, their name will have six chances of being drawn.

All pupils have the opportunity to earn badges for 100% attendance over a full term. If they achieve 100% over one full term, they are awarded a bronze badge. If they achieve 100% attendance over two full terms, they are awarded a silver badge. If they achieve 100% over a full year, they are awarded a gold badge.

In addition to recognising outstanding attendance, we there are a limited number of prizes / awards given to individual pupils who have shown outstanding improvement of attendance or perseverance through difficult periods.

Attendance – House reward

In order to encourage shared responsibility for attendance, the house group that has the best overall attendance each term will be given an additional reward such as a special breakfast.

APPENDIX E – Class Charts Poster

Have you earnt your points this lesson?



Above and
beyond



Complete work
to the best of
my ability



Follow adult
instructions



Show respect
to pupils, staff
and property

APPENDIX F – Choices and Consequences

Choices and Consequences				
	Level One	Level Two	Level Three	Level Four
Outcome	Verbal warning	Detention	After discussion	After discussion
Definite	-----	Restorative Practice	Phone call home Restorative Practice	Restorative Practice
Possible	-----	Phone call home	After school detention Isolation for one period	Parent meeting Internal exclusion (All day) Fixed isolation period (1/2 day, including lunch) Fixed term exclusion
Class Charts	Yes	Yes	No	No
SIMS	No	Yes	Yes	Yes
Misbehaviour	Chewing/drinking Incomplete/refusal to work Name calling Running in school Stopping others learning Swearing in general chat Untidy / incorrect uniform Banned items (confiscated) Play fighting Long hair not tied back	Walking out of a lesson Not going to a lesson Persistent Level 1 behaviour Missed detention Swearing at other pupils Ignoring Level 1 warning Losing or damaging target booklet	Going off-site Swearing at staff Refusal to attend lesson Persistent Level 2 behaviour	Bullying Damage to property Fighting Violence Dangerous banned items Four detentions in a week Homophobic/Racist/Vulgar comments Theft

APPENDIX G – Implementing Choices and Consequences and Other Behaviour Management Strategies

The emphasis in behaviour management is in understanding our pupils and using the positive behaviour management strategies that are detailed in Appendix A. However, where pupils continue to make poor choices and are not following the school's Code of Conduct, they will receive an appropriate consequence as outlined in the 'Choices and Consequences' chart (Appendix F).

Types of consequences

The Choices and Consequences chart has escalating consequences for levels 1 to 4.

Verbal warning

For minor behaviours, the Choices and Consequences chart should be referred to and a "verbal warning" is given to the pupil. Staff need to use these exact words so that pupils recognise they are at Level 1 on the chart.

Detention

At Level 2, detentions are held during break or lunch. Level 2 detentions will normally be given for between 5 and 20 minutes depending on the individual situation. Staff must ensure that pupils have opportunity to relieve themselves before their next lesson.

Detentions above Level 2 may be longer and may be held before or after school. If held for the duration of lunch, pupils will be given opportunity to eat in the detention though their choice may be restricted to cold food options.

If pupils are required to complete an after school detention, staff must inform parents / carers before the detention can be completed. Detentions may be held on the same day but staff must also ensure that the pupil will be able to get home safely after the detention, this may mean delaying the detention until parents or carers can collect. It is the responsibility of the pupil and parent/carer to work with the school to ensure that the pupil can travel home safely.

Isolation

At Level 3 pupils may be given one period of isolation. Isolations will normally be completed in our smart centre but may in another location deemed appropriate such as outside the Head Teacher's office or with the Deputy or Assistant Head. Pupils may need time to reflect on their behaviour but will be expected to complete appropriate such as work from the lesson that they are missing. During this time, pupils will be monitored and appropriate work will be provided. Restorative

practice may also take place or discussion about the impact of the pupil's behaviour and how they will now move forward. The isolation starts when the pupil arrives in the correct location and starts work.

Fixed isolation period

A fixed isolation period is one of the possible consequences at Level 4 and includes two or three lesson plus lunchtime. This means that pupils will not be given opportunity to socialise during lunchtime. Their lunch choice may be restricted to cold food options in order to facilitate this isolation.

Internal exclusion

Internal exclusion is one of the possible consequences at Level 4. During internal exclusion, pupils will remain in school but be excluded from lesson and isolated during break and lunchtimes.

Pupils will be expected to complete work during lesson times and the exclusion starts when the pupil starts working. If the pupil starts the exclusion after P1, it will carry into the next day.

Fixed term exclusion

When there has been more extreme behaviour, pupils may be excluded from school for a fixed period of time. This is a formal action that is reported to the Board of Trustees and Trafford Council.

Restorative practice

Whenever a pupil has made poor choices they are given opportunity and encouraged to undertake restorative practice with the teacher / other pupils to resolve any issues. Once restorative practice has been completed, pupils are encouraged to 'put issues in the bin' and have a fresh start.

Communication with home

Behaviour at Level 2 or above will be communicated with home. This communication will normally be by phone call at Level 2 and 3. For behaviour at Level 4 parents / carers will normally be asked to attend school to discuss the pupil's behaviour. 8

Behaviour management strategies beyond the Choices and Consequences Chart

Report books

When pupils persistently make poor choices, for example if a pupil has more than four detentions in a week or two isolation in a week more than once, form tutors and Key Stage Managers may decide that a pupil should go on report. Further details about when report books are implemented and how targets are set and monitored are given in Appendix H.

Other consequences

In exceptional circumstances, other consequences / behaviour management techniques may be required to manage pupils with ongoing behaviour issues. These include:

- Pupils being escorted around school.
- Pupils completing work before and after school rather than being permitted on site during the school day.
- Parents / carers being asked to remove pupils from school during lunchtime.
- Pupils temporarily completing work offsite – either at a local partner school or at a local library with supervision by an outside agency
- Reduced timetable
- Personalised programme of study which may include time at another educational establishment

Permanent exclusion

Permanent exclusion of a pupil may result either from persistent unacceptable behaviour over a period of time or for a one off serious incident.

Permanent exclusions are a last resort but are a necessary way of dealing with very serious unacceptable behaviour. Alternatives to exclusions will always be sought and permanent exclusion will only be considered when the safety of other pupils or staff is an issue. When the decision is made to permanently exclude a pupil, the decision will be robust, fair and defensible.

The exclusion process and procedure will be followed rigidly and guidance sought when necessary. Statutory requirements for exclusion are followed.

Roles and Responsibilities

Pupils

Pupils are encouraged to care for each other and to value the contribution each individual makes to the life of the school. They are asked to take responsibility for their own behaviour and choices and to model good behaviour for others in the school community. Pupils will be made aware of the school policy, procedures and expectations.

Parents/Carers

We place a high priority on establishing positive links with parents/carers and encouraging a genuine partnership between home and school. We ask parents/carers to support their children in adhering to the "Home-school Agreement" and to support the school's rewards, sanctions and reporting systems (see appendix L). Parents/Carers are encouraged to discuss with the school any issues arising from the operation of this policy.

All Staff

All members of staff are responsible for ensuring that consequences are applied consistently and fairly. In order to achieve this, staff should refer to the Choices and Consequences Chart when speaking to pupils about their behaviour and in selecting appropriate consequences. For Level 3 or Level 4 behaviours, staff should liaise with Key Stage Managers or the Behaviour Management Team.

All members of staff are responsible for recording incidents on Sims or Class Charts and copying in the relevant members of staff (Form Tutors and Key Stage Managers). If this cannot be completed before the end of the school day, Form Tutors should be informed verbally so that they consider any additional actions that may be required.

If detentions are issued as a consequence, these will be completed with the member of staff involved. The member of staff involved will normally be responsible for contacting home to inform them about the incident; however they should liaise with Form Tutors to confirm that this is the most appropriate.

In addition to this, some staff have additional responsibilities which are detailed below.

Form Tutors

Form Tutors should be monitoring the learners on a daily basis ensuring they have the correct attitude and equipment to succeed and have a positive day. Form tutors should ensure that all pupils have a sound knowledge of the 'Code of Conduct' and 'Choices and Consequences' policy (see appendices C and F).

Form tutors are expected to respond to initial concerns, ensuring they are recorded and progress is monitored with regards to behaviour, liaising with parents/carers, Key Stage Managers and SLT where appropriate. For example, Form tutors are responsible for identifying pupils that require a

Level 4 consequence for having four detentions in a week and for identifying pupils that may need to go on report for persistent poor choices.

Key Stage Managers

Key Stage Managers work alongside Form Tutors to support decisions and help implement sanctions effectively. They will work alongside Form Tutors and the Behaviour Management Team to identify pupils who may require additional support or interventions to manage their behaviour. Where appropriate, Key Stage Managers will discuss individual issues and pupils with SLT.

Behaviour Management Team

The Behaviour Management Team take lead responsibility for supporting pupils during their isolation or internal exclusion and for providing pupils sent to smart an opportunity to resolve their issues. They carry out planned interventions and ensure that restorative practice has been completed with pupils accessing smart.

The Behaviour Team are responsible for sharing relevant information about pupils with Form Tutors and where appropriate, other members of staff. The Behaviour Management Team record in detail the use of the smart centre and interventions that are completed. This information is available to all staff and is regularly discussed with Key Stage Managers and SLT through Pastoral Board meetings.

Senior Leadership Team

SLT will work collaboratively with Key Stage Managers to ensure all staff are supported in monitoring learners and enforcing sanctions.

The Assistant Headteacher will support pupils and staff in a pastoral capacity working alongside multi agencies to ensure the safeguarding of all pupils.

The Deputy Headteacher will assist the Headteacher to ensure that all members of the school community are aware of this policy.

The Headteacher will be responsible for the awareness and implementation and day-to-day management of this policy and associated procedures.

Board of Trustees

The Board of Trustees will ensure that the policy is communicated to parents/carers and learners. They will ensure that the policy is non-discriminatory and its purpose is clear.

Appendix H – Report Books and Positive Books

When report books should be implemented

A consultation will be held between Form Tutors and Key Stage Manager about implementing a report book. To warrant this there would normally be the following evidence logged on Sims:

- Four detentions in a week more than once
- Two isolations within a week more than once

There may be times other than this when the form tutor believes a report book would support the pupil and help them manage an individual issue.

Report book levels

Report book level	Reports to	Period of time at this level	Target setting team
Green	Form tutors	2 weeks	Form Tutors and KS Manager
Yellow	KS Manager	2 weeks	Form Tutors and KS Manager
Orange	Assistant Head / Deputy Head / Director of Autism	1 week	Form Tutors and SLT
Red	Head Teacher	1 week	Form Tutors and Head Teacher

Target setting

Targets should be individual to the pupil and worded positively. We recommend three targets per week however if more targets are set these should be reflected upon weekly and reduced if consistently met. Depending on the targets it may or may not be relevant to include break, lunch and registration in target setting. Targets will be set by the target setting team. Sometimes it may be appropriate to discuss pupils on report books at a Pastoral Meeting with the relevant key stage team to ensure effective use of the system.

Each week achievable success criteria will be set at the same time as the targets, this should consider the student's individual special education needs. Some targets may require 100% achievement (for example targets related to behaviour that are included in level 4 on the Choices and Consequences chart), whereas for other targets the focus should be on improvement so 80-90% may be more appropriate. Targets and success criteria will be discussed with both the pupil and parents/carers.

Responsibilities

Form tutors are responsible for monitoring weekly behaviour of their form. If they identify that particular criteria have been met (as detailed above), they will arrange to meet with the Key Stage Manager to discuss whether a report book should be implemented. If agreed, the form tutor will then inform all staff via email and post the target information (a copy of the front page of the target book) in the staff room on the notice board. This should be changed weekly to the updated version and this will make it easier for all staff to know who is on a target book, what level it is and who they should report to at the end of the day.

Pupils are responsible for carrying their report book with them at all times during the week. Pupils are also responsible for asking staff to complete the report book each lesson and if applicable, at break and lunch.

Depending on individual circumstances, incomplete, damaged or missing report books will result in a consequence such as lunchtime or after school detention. This will be agreed by the target setting team and explained to the pupil and parents/carers.

The pupil must report to the relevant member of staff at the end of the day to get the report book checked and signed. The pupils will then be expected to take the report book home to show to parents / carers who must also sign the report book to say that they have seen it.

In some situations, it may be advisable for a text to be sent home summarising the success over the day for example: Bob achieved four out of five of his targets today. The member of staff being reported to, would then take the report book from the pupil at the end of the day and pass it to the Form Tutor to return to the pupil in the morning. The relevant staff member must contact the parent/carer weekly to discuss the impact of the report book. The Form Tutor will be responsible for arranging a scanned copy of the completed book to be added to the pupils linked documents on SIMS.

On a daily or weekly basis, pupils should be encouraged to discuss the reasons behind any failure to meet targets and give suggestions of how this could be resolved in similar situations. The member of staff should share any outcomes from these discussions with Form Tutors, Key Stage Managers and any other relevant members of staff (e.g. subject teacher in which the failure occurred).

When pupils are taken off report books, the Form Tutors will be responsible for monitoring whether trigger criteria are met which will result in the target book being re-instated.

Communication with parents / carers

When the decision is made to put a pupil on report, this must be discussed with parents/carers. Normally this discussion will take place during a meeting at school with Form Tutor or Key Stage Manager but depending on the circumstances it may be necessary to have this discussion by telephone.

The report book system will be explained so that parents and pupil understand timings and how things may escalate as well as how a pupil can work to come off the target book.

During this initial meeting, the parents/carers responsibility will also be explained.

The member of staff that is being reported to will speak to parents/carers as the pupil approaches the end of their time at that level to discuss progress and explain what will happen next.

Escalation or de-escalation of report books

If a pupil is not achieving the success criteria for meeting their targets, they will normally be moved up to the next level of report book where they will start reporting to a more senior member of staff.

The new target setting team will discuss whether the targets remain appropriate or require re-setting and whether the success criteria are appropriate for that pupil given their personal circumstances and special needs.

These changes will be discussed with the pupil and parents / carers, by the new member of staff being reported to.

When a pupil is achieving the success criteria for meeting their targets, they will normally be moved down to the level of target sheet below or if at green level, they will be taken off the report book.

It may be appropriate to set higher success criteria for meeting targets and if so this should be discussed with the pupil and parents/carers by the new member of staff being reported to.

As a pupil comes off the report book, it may be appropriate to implement trigger criteria, which if exceeded will result in the report book being reinstated. These criteria must be made clear to the pupil and parents/carers.

Positive Books

Some pupils may need some additional support as they complete their time on report. They can be offered Positive Books. ClassCharts points earned each lesson will be recorded and positive comments written by teachers which can be shared with home.

The length of time spent using a Positive Book will depend on the individual pupil and will be decided by the Form Tutor in discussion with the pupil and with parents / carers.

APPENDIX I - Smart Centre

Aims of the Smart Centre

The aim of the smart centre is to support teaching and learning for both pupils and staff. Pupils will be greeted with a positive attitude and offered help, guidance and support to enable them to access the curriculum.

General information

The Smart Centre is overseen by the Behaviour Manager and is normally staffed by two members of staff. It has three purposes, firstly it is to house isolations and internal exclusions, secondly it is to support the teaching and learning of those pupils who have been temporarily removed from their lessons and finally it is used to facilitate planned intervention sessions.

Smart Centre Staff will use restorative practise theory, to enable pupils to explore their feelings and reflect on the impact they have had on others and identify how they can put things right.

Smart staff will keep a log of who has accessed the Smart Centre. This will be available on the shared drive. They will ensure that issues have been recorded on Sims by the member of staff who sent the pupil to Smart and discuss if necessary the outcome with them such as a phone call home or detention as per the 'Choices and Consequences' chart. Smart staff will keep a record on SIMS in the intervention section highlighting what has been discussed, how things have been resolved and any further actions they have taken to resolve issues.

Usage of the Smart Centre

- Pupils who turn up without staff knowledge will be returned to the area they should be in as quickly as possible.
- Pupils who have been sent by a member of staff will be encouraged to discuss the reason they have been asked to leave the lesson. They will then be returned to the lesson to put things right and continue with their learning.
- Pupils who are invited at a set time to complete a restorative practise.
- Pupils who have been put in internal exclusion or isolation as arranged with form tutors and KS managers.
- On the rare occasions that the smart centre is unable to accommodate a pupil, SLT will be available to support the students as and when necessary.

5.1

Additional Information

- All pupils should be encouraged to return to their lesson with the agreement of the teacher.
- Staff must use positive strategies to encourage pupils to participate in the lesson (as described in Appendix A). Please refer to pupils Education Action Plans where individual strategies will have been outlined.
- If staff need assistance from the Smart Centre team they can contact them via phone.

- Staff where possible should escort pupils to the Smart Centre and leave them at the door. Any information should be passed on outside the room.
- The member of staff who has sent the pupil needs to discuss, at an appropriate time, the reasoning behind time out in Smart and complete restorative practice where necessary.
- The member of staff who has sent the pupil needs to conduct any consequences necessary as per the 'Choices and Consequence' chart.
- If two or more pupils are sent to the smart centre the TA must accompany them.
- If a pupil returns to class they will do so with the support of a member of Smart Centre staff and they will ensure the pupil is settled before leaving.
- When the pupil returns to the lesson they should continue with the task and not discuss any behavioural issues until the end of the lesson after other pupils have been dismissed.
- Extracted teaching sessions should not be held in Smart where possible.
- If a pupil needs to be isolated as a consequence of inappropriate behaviour the form tutor will need to liaise with one of the members of staff on duty in smart to arrange an appropriate time. If the form tutor feels the incident is more severe and has discussed the incident with the Key Stage Manager an internal exclusion may be considered as an alternative to being sent home. These internal exclusions will be facilitated within the Smart Centre.

APPENDIX J - Positive Handling Policy

Please see the Positive handling policy

APPENDIX K - Uniform

School uniform makes an important contribution to creating a positive and purposeful school ethos. We rely upon parents to support this by ensuring pupils are dressed in clean and appropriate school uniform at the start of the day. All items of clothing should be clearly labelled with the child's name.

Uniform

The school uniform consists of:

- School polo shirt or plain white shirt
- Black school trousers (no skinny-leg pants, leggings, jeans or tracksuit bottoms) or black skirt (knee length)
- Blazer with school logo (blue for KS3, black for KS4)
- Optional school sweatshirt (blue for KS3, black for KS4)
- Optional tie (traditional or clip-on)
- School shoes (see additional information below)

Shirts must be tucked in at all times. During lessons pupils may take their blazers off but they must put them back on to walk around school. Pupils can remove their jumpers at any time if they are hot.

If an additional layer is required underneath the shirt, this should be a plain white vest or t-shirt and should not protrude from underneath the shirt.

Shoes

In order to minimise slips, trips, falls and wet feet, pupils must wear sensible, sturdy, black, leather (or equivalent) school shoes. These must be plain black all over including the soles and laces. Boots, trainers, backless mules, pumps, open-toed, ballet, dolly, high-heeled or sling-backs are examples of shoes that are not appropriate.

Examples of appropriate shoes:



Examples of shoes that are not permitted:



Coats, hats gloves and scarves

We encourage pupils to spend time outside during break times so they need a warm waterproof coat in winter months. Coats must be removed as pupils enter school and should be left in lockers or form rooms during the day. Any hats, scarves and gloves should also be removed as pupils enter the building.

Banned clothing

Baseball caps and hoodies should not be worn in school grounds. No coloured or decorated belts (black only).

PE Uniform

PE uniform includes:

- School Milan shirt
- School Milan shorts
- Trainers
- Optional Amazon rain jacket
- Optional Amazon tracksuit trousers

Jewellery

Only plain gold or silver studs, a watch and medi-necklace are permitted.

If pupils attend school with facial piercings such as nose, tongue or lip, these must be removed immediately or covered with plasters for the duration of the school day.

Hair

Hair that is shoulder-length or longer must be tied up when at school.

Natural hair dye is acceptable but no extreme, inappropriate or bizarre hair styles (including tramlines, letters or patterns shaved into hair or unnatural colours). Learners must not have their hair cut any shorter than a grade two however this can be blended to a grade one around the hair line at the back.

Make up

Make-up should be minimal. If a pupil has too much make-up on, they will be asked to remove it at the start of the day.

Procedure for missing or incorrect uniform

Pupils should arrive at school wearing the correct uniform, including the correct footwear.

At the start of the day form tutors will check uniform is appropriate and if there is any missing or incorrect uniform, a detention will be issued. Parents and carers are responsible for calling or sending a message with information about unavoidable uniform issues and in these instances, the detention will be waived.

Where possible pupils will be issued with an appropriate alternative item of clothing for the day and if they refuse to wear this further consequence will be issued. If no appropriate alternative can be provided, a uniform card will be issued for the pupil to carry for the day.

If pupils are seen with missing, incorrect or untidy uniform during the school day, they will be dealt with in line with the Choices and Consequences chart (i.e. given verbal warning, if seen again then given detention).

APPENDIX L - Banned Items

Mobile phones and other electronic devices

Mobile phones and other electronic devices such as MP3/4 players, ipods, ipads, tablets and hand-held / portable games consoles are not allowed in school.

Some pupils may need to bring their phones for safety reasons if they travel to school independently and we recognise that some pupils benefit from listening to music in the morning to allow them a calm start to the day. Pupils are permitted to use electronic devices discreetly before school to listen to music using headphones but devices must not be seen whilst in school grounds or they will be confiscated.

Where electronic devices are needed, they should be handed in to form tutors in morning registration. Consented searches may be required if form tutors suspect that devices have not been handed in (see below for further details).

If a pupil fails to hand in an electronic device at the start of morning registration, it will be confiscated when discovered, the pupil will be given a warning and it will be handed back to them at the end of the day. If this happens a second time a detention will be issued and the device will be confiscated until the end of the day. A phone call home is necessary to inform parents / carers and explain that on the next occasion, the device will be confiscated until the parent/carers come to collect it and a discussion is held between form staff and parents/carers.

Banned food and drink

Drinking water is provided in every classroom. Pupils are encouraged to bring bottles to fill with water (not squash / cordial). Pupils may also wish to have a small juice (i.e. 200ml) with their lunch but all other drinks are banned. This includes:

- Energy drinks (e.g. Red Bull, Monster, Rockstar, Energy)
- 'Sports' drinks (e.g. Lucozade, SiS, Powerade)
- Fizzy sugary drinks (e.g. Coke, Fanta, Sprite, lemonade)
- Fruit juice larger than 200ml (including fresh juice, smoothies, Oasis)

Pupils that bring a packed lunch may have a small bag of crisps or a couple of biscuits / small chocolate bar as part of a balance meal. However, the following food items are banned:

- Sweets (including mints)
- Large bags of crisps (i.e. larger than 25g)
- Packets of biscuits
- Large amounts of chocolate
- Chewing gum

These items will be confiscated and passed to form tutors. Form tutors will inform parents/carers and in the first instance, a warning will be given. If pupils continue to bring in banned items, consequences will be given in line with the Choices and Consequences Chart (Appendix F).

Banned dangerous items.

Any items that have the potential to cause harm or offence to others are banned from school. This includes:

- knives or weapons (mock or real)
- alcohol
- illegal drugs
- lighters, matches, cigarettes, tobacco and cigarette papers
- E-cigs / vaping equipment
- 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, or damage to the property of, any person (including the pupil).

Right to search

Staff have the power to search pupils with or without their consent for items used or likely to be used to commit an offence or cause injury or to damage property. All information on the right to search is outlined in Department of Education guidelines for schools 2014. We reserve the right to complete a consented search for learners who we suspect to have brought items into school which are on the schools banned item list.

Pupils who refuse to comply and are deemed to be a risk to health and safety can be refused admittance to the school grounds and at this point parent/carers will be contacted to collect them.

Please note that schools are not required to inform parent/carers before a search takes place and there is not legal requirement to keep a record. However, parent/carers will be informed where alcohol, illegal drugs or potentially harmful substances are found,

Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Consented Search

School staff can search a pupil for any item if the pupil agrees. If a consented search is carried out pupils have two members of staff present and no physical contact is made with the learner. They may be asked to remove their blazer, shoes and turn out their pockets so these items can be searched. Any other items a learner has brought into school will also be searched such as bags and coats in addition their locker may be checked. A hand-held scanner can then be used to

check that the pupil is not carrying any other items. If it is deemed that a learner may have hidden items with another pupil or somewhere else on the school grounds then this will also be investigated.

Power to search pupils without consent

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons (mock or real)
- 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, or damage to the property of, any person (including the pupil).

Force **cannot** be used to search for items banned under the school rules.

Incidents involving a weapon

If a weapon is found (this includes anything deemed to be a potential danger) it will be confiscated and DfE guidelines will be followed in conjunction with advice gained from relevant agencies. Any weapon related incident would be referred to MARAT

Illegal substances

Illegal substances will be confiscated and logged and the DfE Guidelines will be followed in conjunction with advice gained from relevant agencies

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

References

Department for Education

Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies February 2014

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Appendix M

As Parents, Guardians & Carers I/we will work hard to....

- See that my child attends school regularly and on time.
- See that my child wears appropriate uniform and has equipment needed including P.E kit.
- Let the school know on the first morning of any absence, before 9.00 am if possible.
- Support the policies and guidelines for behaviour, including anti-bullying, equal opportunities, race issues and essential agreement information (which can be found on the schools' website)
- Attend annual reviews and meetings to discuss my child's progress.
- Let the school know about concerns that might affect my child's work, attendance or behaviour.
- Encourage my child to complete homework when set.
- Engage with school around any medical issues in order to devise a Medical Health Care Plan.

As a Pupil I will...

- Follow the simple School Rules at all times
- Attend school regularly and on time
- Wear school uniform and bring equipment I need including P.E. kit.
- Do all the work set, including homework, as well as I can.
- Be polite and helpful to others and not prevent others from learning.
- Respect the pupils, staff, building and equipment.

The School will...

- Care for your child's safety and well-being.
- Provide a balanced curriculum to meet the needs of your child.
- Keep you informed about your child's progress and arrange meetings and reviews.
- Let you know about concerns and problems that may affect your child's work, attendance, behaviour and well-being.
- Strive to set and maintain high standards and provide opportunities for your child to

succeed.

- Provide reasonable contact with staff for you to become involved in the life of the school.
- Set and mark homework as appropriate for individual pupils and demands of the curriculum.
- Be open and welcoming at all times.
- Provide information about policies and curriculum issue
- Keep you informed about important dates and school events through regular news letters.