



Rossett School

Success for everyone

Respectful Relationships and Behaviour Policy 2025-26

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline 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 (2024)
- Searching, screening and confiscation: advice for schools (2022)
- The Equality Act 2010
- Keeping Children Safe in Education (2025)
- Suspension and permanent exclusion from maintained schools, academies and referral units in England, including student movement (2024)
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

This policy also links to the following school policies:

- Teaching and Learning

- Bullying
- SEND
- Attendance

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children; paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and antibullying strategy

This policy complies with our funding agreement and articles of association.

3. Scope of the Policy

The Respectful Relationships and Behaviour Policy applies to all students (Years 7 - 13) and covers events occurring either on or off school site.

- On school premises, during school hours or during after-school activities.
- On the way to or from school, including on buses
- Under supervision on off-site visits, including residential trips and sporting events.
- Behaving in a way that could damage the name of Rossett School while in school uniform or another identifiable way such as a lanyard.
- Behaving in a way out of school hours that could have repercussions for the safety of other students or the orderly running of the school.
- Representing the school, for example whilst visiting another school or education setting.
- Intimidating or threatening another student or member of staff either physically or virtually, for example social media.

4. Definitions

Misbehaviour is defined as:

- Disruptive behaviour in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Incorrect uniform
- Use of mobile phone during school hours

Serious misbehaviour is defined as:

- Persistent disruptive behaviour
- Persistent breaches of the school's expectations, including uniform
- Refusal to follow a reasonable request by a member of staff

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- Physical assault against an adult or students
- Verbal abuse towards an adult or student
- Damage to school or personal property belonging to a member of the school
- Inappropriate use of social media or online technology
- Truancy
- 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 like 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 including vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco, cigarette papers and 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 student)

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
Repeated, often over a period
- 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
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)

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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 or gaming sites

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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 (see section 13.1)

6.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student 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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Parents and carers

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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 school 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, whilst 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.

6.5 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 and whilst representing Rossett 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 standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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-year transfers.

7. Our expectations

7.1 Rossett Values

The following expectations apply to all Rossett students:

VALUE	DEFINITION
We are Respectful	• We will speak, and act, with kindness to everyone • We will take care of our space, place and property
We are Responsible	• We are smart, sensible and trustworthy • We make the right choices at the right time, for ourselves and others
We are Ready	• We are prepared, reliable and always committed • We make the most of every opportunity that we are given
We are Resilient	• We keep going, even when it is hard, because that's when we learn the most • We solve problems, move forward and remain positive
We are Reflective	• We seek, listen to and act on all feedback • We aim to be better, everyday

This is taught through our Behaviour Curriculum which includes assemblies, PD, Form Time, and in the routines set by all teachers.

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

7.2 Uniform expectations

Rossett School believes that all students should attend school smartly dressed in a distinctive way and we expect all our students to wear the clothes specified properly as this communicates a sense of pride in our school. The expectations are as follows:

Blazer	Black school blazer with Rossett logo (either a Blazer or a Sweatshirt must be worn).
Shirt	Plain white unfitted shirt, worn with a tie. Shirts must always be tucked in, and the top button fastened.
Tie	Rossett School tie - this must be worn at all times.
Trousers	Plain black, traditional style trousers. No low-rise trousers, jeans, jeggings or leggings.
Skirt	Plain black, traditional near knee length skirt. No stretch materials.

Sweatshirt	Black v-neck sweatshirt with school logo (either a Blazer or a Sweatshirt must be worn).
Socks/Tights	Black socks under trousers or white socks with a skirt. Black or flesh coloured tights.
Shoes	All black, leather/leather alternative, flat shoes. No logos.
Jewellery (Optional)	Students may wear a maximum of: • two plain studs in each ear • two rings • two bracelets • one nose stud No other jewellery is allowed.
Make up (Optional)	Make up must be discrete, including nail varnish. Natural hair colours only. No false nails or false eyelashes.

We expect all standards to follow our uniform policy.

Where a student is not wearing the correct uniform, we will record this as a Behaviour Incident (Incorrect Uniform). Where a student arrives at school without an item of uniform we will record this as a Behaviour Incident (Missing Uniform).

When a student persistently does not wearing the correct uniform their parents/carers will be contacted and arrangements will be made to rectify this.

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 expectations in their classroom
- Develop a positive relationship with students, which may include:

- Greeting students in the morning and at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour
- 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

8.2 Responding to good behaviour

- When a student'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 consistently, clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.
- Positive behaviour will be rewarded.

8.3 Promoting good behaviour

We promote good behaviour within the school community by:

- Focussing on the positive aspects of students' behaviour through a culture of praise and reward.
- Informing parents/carers or guardians and students on a daily basis of positives (rewards) and negatives (sanctions) recorded on ClassCharts and the reasons for them;
- Communicating to students what we mean by acceptable behaviour including through assemblies, form periods, lessons and by modelling acceptable behaviour as adults;
- Applying commonly agreed expectations, expectations, rewards and sanctions consistently and fairly so that students understand what they need to do without contradiction;
- Placing positive and respectful relationships at the heart of our interactions with students, showing them warmth, understanding and mutual respect at all times;
- Providing support, guidance, CPD and effective systems so that staff can contribute to the development and promotion of good behaviour within the school;

- Providing further support and strategies to help those students who struggle to understand what acceptable behaviour looks like;
- Engaging parents/carers or guardians as partners in promoting good behaviour by having a transparent, publicly available, Respectful Relationships and Behaviour Policy for the school which is updated annually.

Teachers promote good behaviour in lessons by:

- Being skilled in relevant Behaviour for Learning strategies so that students experience a consistent approach to behaviour management within each of their lessons and disrupted learning is kept to a minimum;
- Applying the principle traits of the Rossett School Values when attributing positive behaviour points to students so that students understand the value of these traits and recognise the foundation of our behaviour ethos across the school;
- Creating a safe, stimulating and orderly environment for learning, maintaining an appropriate balance between praise and sanction;
- Actively use praise and record positive points on ClassCharts to motivate and encourage students to contribute in class and succeed as a Rossett School learner;
- Planning and delivering appropriate and challenging lessons that take into account the ability range of the students and any specific educational need;
- Following the relevant faculty assessment for learning protocols to ensure students are provided with developmental feedback;
- Using ClassCharts to inform seating plans that ensure minimum disruption and enhance the learning environment for all;
- Planning and setting homework tasks carefully and clearly so that students of all ability levels understand what they need to do;
- Explaining to students where behaviour is unacceptable and putting sanctions in place accordingly while being prepared to listen to the students' point of view when it is appropriately expressed;
- Challenging misbehaviour calmly and respectfully but firmly ensuring students are clear about the issue - misbehaviour is discussed with the student with the emphasis on modifying future behaviours and creating strong Rossett School learners.

8.4 Rewards

Celebrating success is an integral part of being a member of staff at Rossett. We have a diverse range of rewards that staff are able to give to students when they have:

- Produced work over and above that expected from that student, or
- An act of 'good citizenship' - be that inside or outside the classroom

Our method of recording Rewards is through ClassCharts.

REWARD	POINT	DESCRIPTION
Readiness Point	1	Punctual, dressed correctly and fully equipped
Responsible Point	1	Good effort, good progress, good collaboration, good classwork, good homework
Homework Completed	1	Completing Homework
High Quality Homework	2	Completing Homework to a high standard
Commitment Point	2	Attendance at an Extra-Curricular activity
Exceptional Learner Token	5	Being the exceptional learner in a lesson (minimum 1 per lesson)
Respect Token	5	Demonstrating respect to members of our school community
Responsible Token	5	Being a responsible Rossett student
Ready Token	5	Always punctual, correctly dressed and fully equipped
Resilient Token	5	Willing to persevere in the face of challenge
Reflective Token	5	Reflecting and improving learning, relationships, conduct
Excellent Conduct	10	95% ClassCharts or better in a Term
Excellent Attendance	10	95% Attendance or better in a Term
Headteacher Token	10	Outstanding achievement
Remarkable Token	50	Collecting all other Tokens / 100% Attendance
Bronze Award	50	1000 ClassCharts points collected
Silver Award	75	1500 ClassCharts points collected
Gold Award	100	2000 ClassCharts points collected

Exceptional Learner Tokens are subject specific printed cards that a teacher can give to students with a personalised message explaining why they displayed exceptional learning in that lesson. We expect that a teacher will award one of these each lesson.

Every member of staff can also award **Rossett Values Tokens** for excellent development of our five Rossett School values. These are rewarded less frequently to emphasise their importance and value in the Rossett community.

In addition, twelve students (two from each year group) each week will be nominated for the prestigious Headteacher's 'Friday 5'. They will receive a **Headteachers Token**, a letter home and a chance to meet with the Headteacher where they are praised for their outstanding contribution to the school life.

The students are challenged with collecting tokens for all their timetabled subjects plus each of the Rossett Values tokens.

Strengths of our reward system:

- We recognise, encourage and support students who are exemplifying Rossett expectations
- We foster a positive achievement culture - it is 'cool' to achieve
- We encourage staff to look for positives - 'catch' students doing the right thing
- We acknowledge student achievement to Parent/Carers
- Builds an aspirational culture

This school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

8.5 Responding to misbehaviour

When a student'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

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 student to help them to meet behaviour standards in the future.

Behaviour incidents are recorded on ClassCharts. For a list of Behaviour Incidents see below.

MISBEHAVIOUR	POINT	DESCRIPTION
Poor Punctuality	-1	Arriving late to a Form Period or Lesson
Incorrect Uniform	-1	Failing to wear the full and correct uniform
Missing Equipment	-1	Failing to be fully equipped for each lesson
Misbehaviour in Class	-1	Disruptive or defiant behaviour in a lesson
Inadequate Work	-1	Failure to produce the required volume or quality of work
Mobile Phone Misuse	-1	Using a Mobile Phone, iPad or Earphones without the permission of the teacher, or using them inappropriately

Misbehaviour Out of Class	-1	Disruptive or defiant behaviour at a Social Time or between lessons
Missing Homework	-1	Failing to complete Homework by the required deadline
Missing Uniform	-3	Arriving at school with an item(s) of uniform missing
Persistent Misbehaviour	-3	Repeatedly failing to meet Rossett behaviour expectations during a Form Period, Lesson, Break or Lunch
Persistent Inadequate Work	-3	Repeatedly failing to produce the required volume or quality of work
Serious Misbehaviour	-5	Serious breaches of Rossett's Behaviour Policy e.g. Verbal Abuse, Threatening Behaviour, Assault, Bullying, Prejudiced Comments, Smoking, Theft
Missing from Lesson	-5	Failing to attend, or missing a significant part of a Form Period or Lesson without permission
Out of Bounds	-5	Being in an area of the school site that students do not have access to,

We use the following sanctions in response to unacceptable behaviour:

- Sending the student out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- After school detention
- Loss of privileges - for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Returning home to change into correct uniform
- Removal of the student from the classroom
- Time in the 'Reflection Rooms'

- Following SLT timetable
- Suspension
- Permanent Exclusion in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

8.6 Safeguarding

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

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

8.7 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 student 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 and reported to parents

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

8.8 Mobile phones - 'Not seen, not heard, not taken'

We understand that many young people will possess a mobile phone and may bring it to school. This often provides parents and carers with reassurance that their child is safe travelling to and from school. However, allowing students access to a mobile phone during school hours introduces several complexities and risks such as distraction, disruption, bullying

and abuse. There is also a significant safeguarding risk for students using the Internet without the protective firewall that the school network provides.

Therefore, at Rossett School access to a mobile phone is prohibited on the school site.

If a student is seen with a mobile phone, even if not in use, this will be removed by an adult and kept securely in the Student Reception until the end of the day.

This will be recorded on ClassCharts as a Behaviour Incident (-1) and parents/carers will be notified.

If a student refuses to hand in their phone, following a request by a member of staff, it will be considered as serious misbehaviour and will result in time in the 'Reflection Room' for 'Refusal to follow a reasonable request by a member of staff'.

8.9 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a student's possession because of a search will be confiscated. These items will not be returned to the students.

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, if appropriate.

Searches

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 student, 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 student 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 student; 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 ensure 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 student. During this time the student 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 student 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 student 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 student, 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 student
- Explain to the student why they are being searched
- Explain to the student 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 student the opportunity to ask questions
- Seek the student's co-operation

If the student 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 a member of SLT, to try and determine why the student is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

Searching students' possessions

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

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student 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 student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 student 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

8.10 Social Times

At break and lunchtimes, we expect the same high level of behaviour. This means that:

- Students must only use the outdoor spaces and the Dining Halls that are allocated to them.
- Students must behave in a sensible, respectful and responsible way that allows for a calm atmosphere to be maintained.
- Students must clear all tables, plates and rubbish when they have finished eating.
- Students must not be in 'Out of Bounds' areas at social times.
- Students must make their way to the next lesson when the first bell rings.

8.11 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student of our school

Sanctions may also be applied where a student 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 student
- Could adversely affect the reputation of the school

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

8.12 Online misbehaviour

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

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

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

8.13 Suspected criminal behaviour

If a student 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 Headteacher 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.

8.14 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.

8.15 Malicious allegations

Where a student 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 student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or

malicious, the school will consider whether to discipline the student 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 student 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.

9. Serious sanctions

9.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time. This will be done by alerting the appropriate people using ClassCharts.

Once an alert has been communicated, a member of the Support Timetable staff will attend and determine if:

- The student involved can be reintegrated into the learning in their lesson
- The student should be removed to another room in the subject area
- The student should be removed to the Reflection Room

Students who have been removed will continue to receive education under the supervision of a member of staff that 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 student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

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 student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Staff will record all incidents of removal from the classroom using ClassCharts along with details of the incident that led to the removal.

9.2 Detention

Students can be issued with detentions after school

The school will decide whether it is necessary to inform the student's parents. When imposing a detention, the school will consider whether doing so would:

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

9.3 Reflection Room

Students who have been placed in the Reflection Room are supervised by a member of staff and the duration of the placement will be reviewed by the Senior Leadership Team and appropriate pastoral staff.

Parents will be informed their child is to be placed in the Reflection Room. Students will be set work by their class teacher.

The school will consider an alternative approach to behaviour management for students who are placed in the Reflection Room repeatedly, such as:

- Meetings with Students and Parents/Carers
- Short term behaviour report cards
- Pastoral Intervention plan (PIP)
- 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 student in the behaviour log.

9.4 Suspension and permanent exclusions

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 exclude will be made by the Headteacher and only as a last resort.

10. Responding to misbehaviour from students with SEND

10.1 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student'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 causing any substantial disadvantage to a disabled student 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 student 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 student concerned.

10.2 Adapting sanctions for students with SEND

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

- Whether the student was unable to understand the rule or instruction?

- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is 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 student 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.

10.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 and/or others, to identify or support specific needs.

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

10.4 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 student with an EHC plan, it will contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

11. Supporting students following a sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead

- A report card with personalised behaviour goals
- Pastoral Intervention plan (PIP)

12. Student transition - 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.

13. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the students at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the senior leadership team. The data will be analysed from a variety of perspectives including:

- At school level

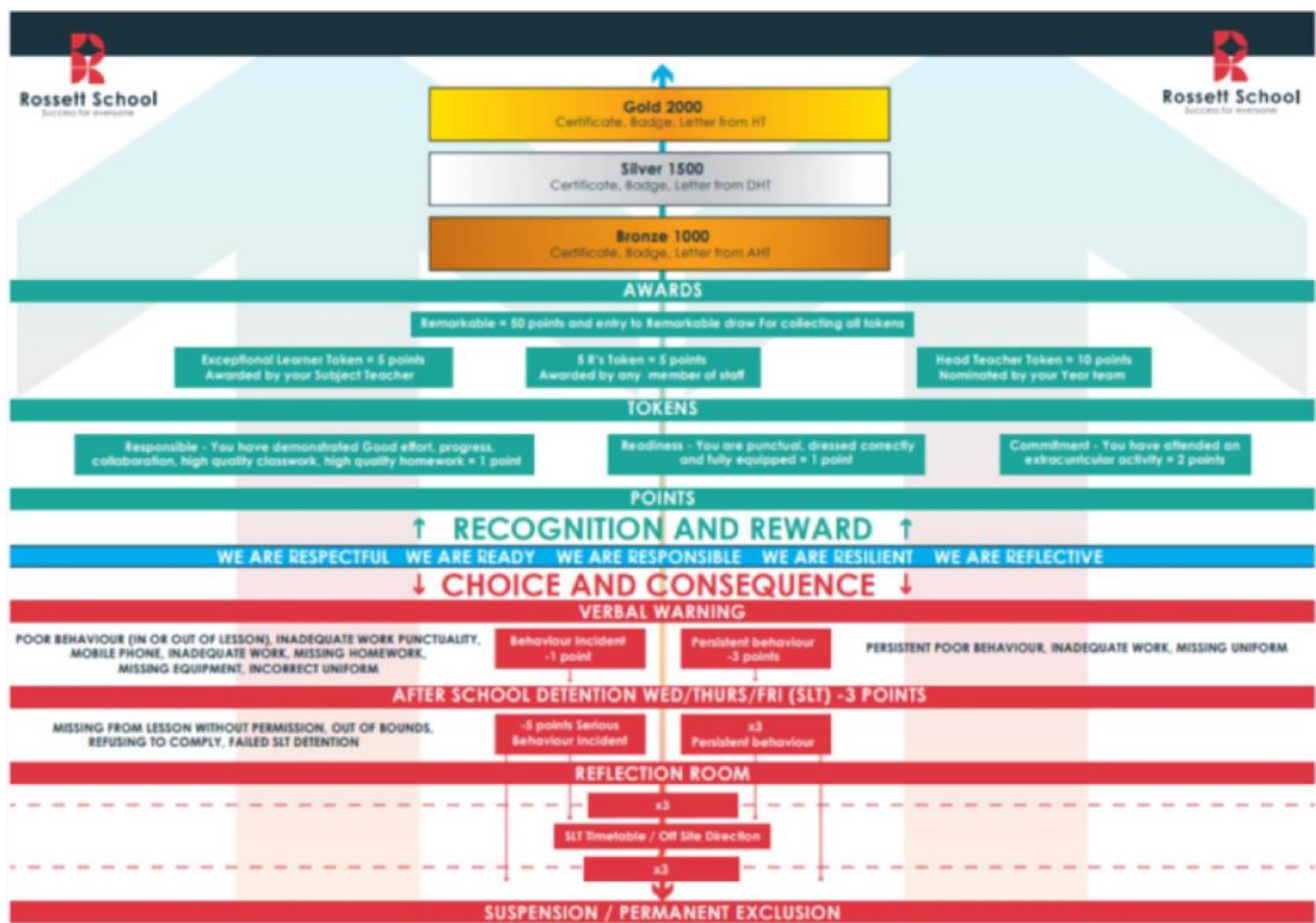
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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 it.

14.2 Monitoring this policy

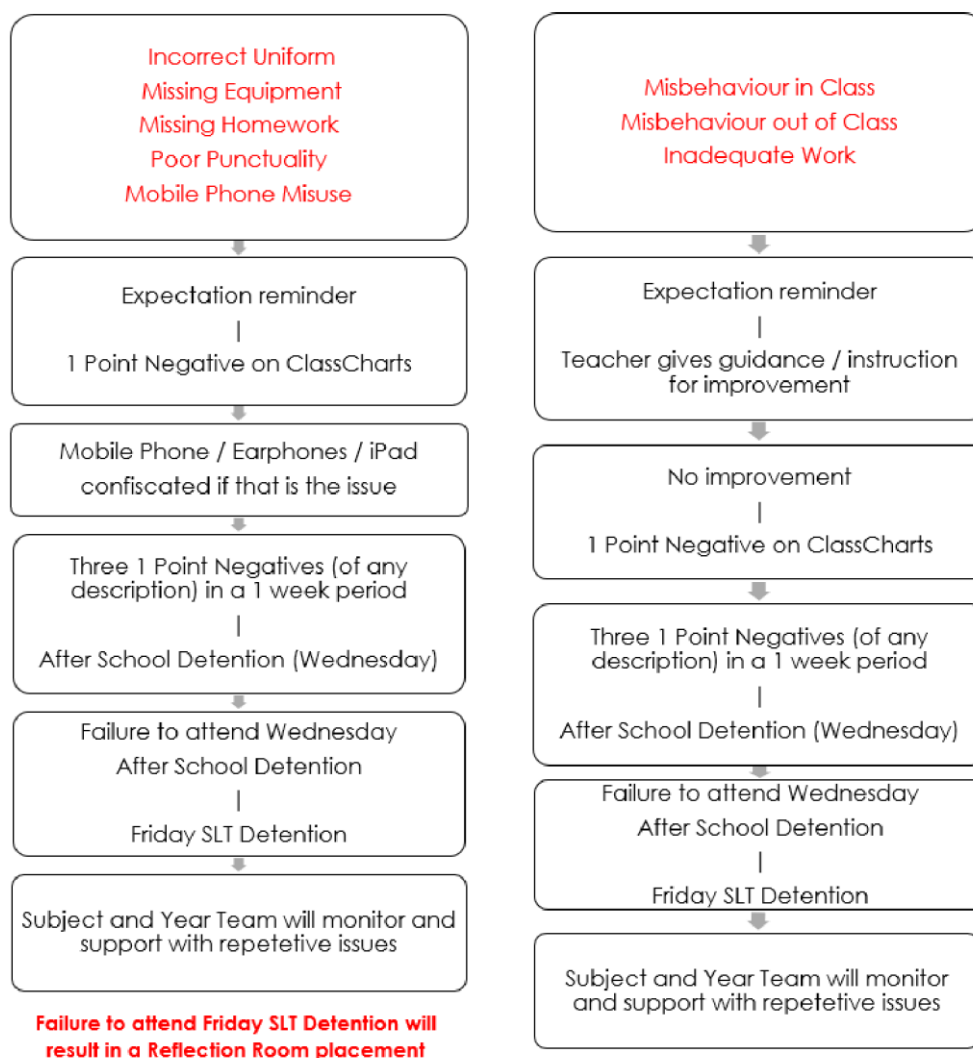
This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 14.1). At each review, the policy will be approved by the full governing board.

APPENDIX A – SANCTION FLOWCHARTS



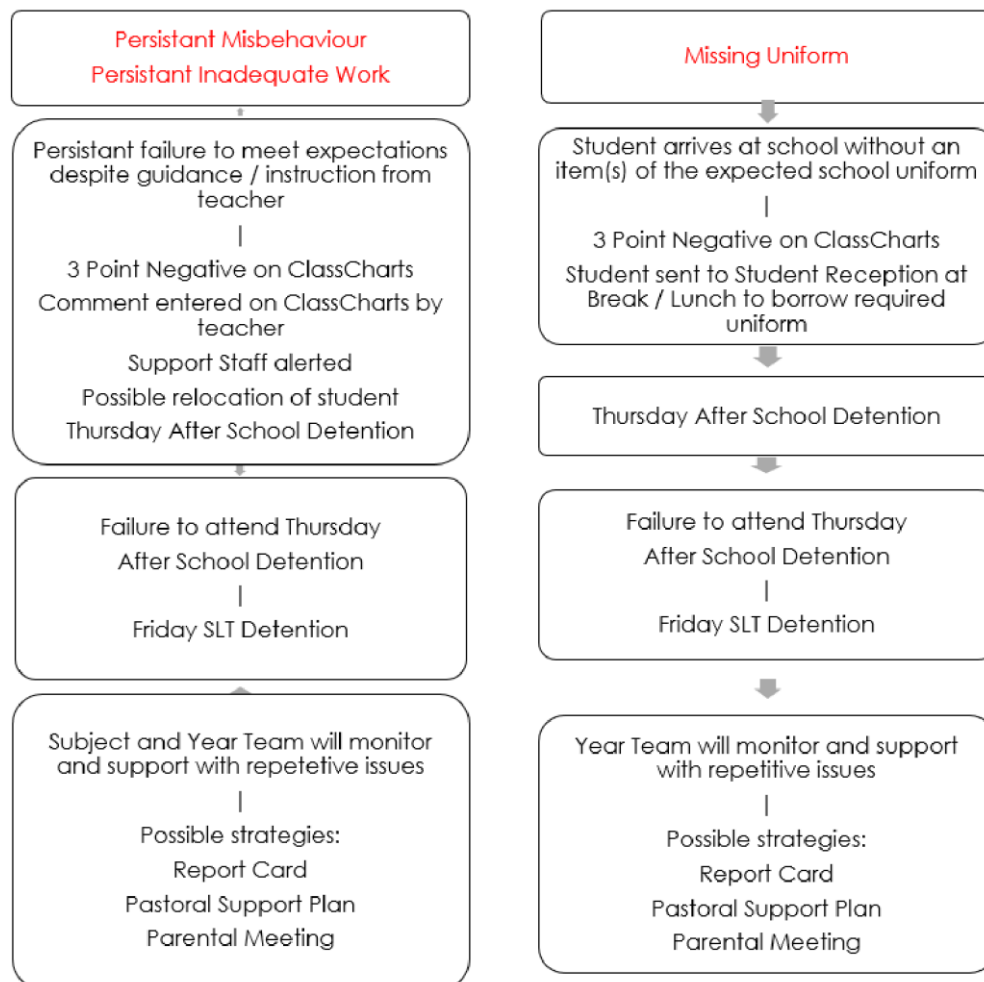
25-26 SANCTION PROCESSES

1 POINT NEGATIVES



25-26 SANCTION PROCESSES

3 POINT NEGATIVES



Failure to attend Friday SLT Detention will result in a Reflection Room placement

25-26 SANCTION PROCESSES

5 POINT NEGATIVES

