Behaviour Support Policy

Reepham High School and College

Agreed date: Summer 2025

Review date: Summer 2028

Responsibility of: Behaviour and Pastoral Lead

Approved by:	Board of Governors	Date: Summer 2025
Last reviewed on:	Autumn 2024	
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<u>Principles and approach</u>

The key principles that underpin our approach towards behaviour at Reepham is a commitment towards fostering positive relationships alongside high behaviour expectations and developing pupil's resilience. We [pride] ourselves upon providing support, continuous training, and guidance for every member of staff to enable [them to] model positive and respectful interactions with the pupils at all times.

We uphold and value the principle that all pupils regardless of ethnicity, gender, age, ability, sexual orientation or religion is entitled to equal treatment and access to resources, high quality teaching and care, this is underpinned by the curriculum and every member of staff, led by the Governors, Senior Leaders and the Behaviour Support Team.

Our priority is to support pupils with their mental health and well-being, providing access to the Safeguarding team when required and promoting the opportunity to receive mentoring from a member of staff who has been trained to help the pupils develop their resilience and foster supportive relationships at school. The Behaviour Support Team alongside all members of staff are continually trained to recognise and understand the causes of poor behaviour and address these using a proactive approach. A number of staff are now trauma informed trained to help support some of the most challenging behaviour.

1. Aims

This policy aims to:

> Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
> Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
> Promote equity and provide a behaviour framework that supports every child to flourish and reach their full potential
> Teach pupils behaviour for learning, some children will need more support to reach an expected standard
> Outline the expectations and consequences of behaviour
> Provide a consistent approach to behaviour management that is applied equally to all pupils
> 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 Feb 2024 (publishing.service.gov.uk)
> Searching, Screening and Confiscation (publishing.service.gov.uk)
> The Equality Act 2010
> Keeping Children Safe in Education
> Suspension and permanent exclusion guidance September 2023 (publishing.service.gov.uk)
> Use of reasonable force in schools
> Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

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 anti-bullying strategy

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

3. Definitions

Summary of poor behaviour and consequences

Misbehaviour is defined as:

> Disruption in lessons, in corridors between lessons, and at break and lunchtimes

> Non-completion of classwork or homework

> Poor attitude

> Incorrect uniform

Serious misbehaviour is defined as:

> Repeated breaches of the school rules

> Any form of bullying

> Sexual violence

> 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/Vaping

> Racist, sexist, homophobic, transphobic or discriminatory behaviour

> Possession of any prohibited items. These are:

- Knives or weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco/Vapes

- Fireworks

- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

> Please note that the list below is a GUIDE and individual circumstances MAY be taken into consideration resulting in a different consequence being applied.

> Students who do not meet expectations may not be allowed to attend non (curriculum) essential visits or trips. There will be NO refund.

> Non-compliance relevant to a category will result in escalation to the next category and consequences

Actions	Likely Consequences
- In possession of drug or drug use equipment - Under the influence of drugs or alcohol - Persistent poor behaviour following PSP or BSP - Serious one off incidents including Supplying drugs Assault / fighting Deliberate physical contact with a staff member - Bringing a weapon into school	- Permanent exclusion - Police informed - Parents contacted by Senior Staff Please also refer to Synergy Trust Suspension and Permanent Exclusion Policy.
- Bullying, Racist / homophobic behaviour - Inappropriate sexual comments or actions - Damage to property or equipment - Swearing at adults - Malicious allegations against staff / adults - Smoking / vaping - Bringing the school into disrepute - Refusing to follow instructions from an adult - Behaviour that jeopardises the health, safety or wellbeing of students or staff (Eg setting off the fire alarm)	- Suspension (internal or external) - Police informed as appropriate - Parents contacted by Pastoral support/ Head of Year/Head of Key Stage or a senior member of staff. - After school detention with SLT
- Major disruption to learning – removal from class - Poor conduct on buses - Rudeness - Swearing - Truancy - Poor behaviour while on a Behaviour Support Plan or report - Refusing to give an adult mobile phone - Leaving a lesson without permission	- Removal from circulation to IN1 isolation room - Parents contacted by pastoral support - Break, lunch or after school detention - Loss of social time - Internal suspension (Removal)
- Anti-social behaviour - Poor conduct in Social Time - Poor attendance - Lateness to school or lessons - Use of mobile phone during school hours - Low Attitude to Learning Score across subjects	- Detention - Parents contacted by pastoral support - Report - Pastoral Support Plan - Behaviour Support - Phone confiscated until the end of the day - Supervised social time (LB1 or detention room)
- Uniform infringements - Lateness to class - Dropping litter - Chewing gum - Incomplete homework - Homework not completed to the appropriate standard - Disruption to learning - Poor attitude to learning	- Discuss issues with student/sign uniform card (3 signatures in a half term will equal a lunch detention - Reprimand student - Redo homework if not at the expected quality - Class teacher can keep student in at break or put them into a centralized lunch detention run by HODs. - Parents contacted by teachers / text - Parents asked to attend a meeting at school - Recorded on Arbor - Student sent home to enable remedial action (approved by Senior staff only)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one 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 of time

> Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy and include:

● How pupils, parents and staff can report incidents of bullying

● How the school investigates allegations of bullying

● Consequence procedures, making reference to this policy where applicable

● How the school supports pupils who have been bullied, and those vulnerable to bullying

● Whole-school proactive strategies to prevent bullying

● How the school trains staff and governors in preventing and handling bullying

5. Roles and responsibilities

5.1 The governing board

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

5.2 The headteacher/Deputy headteacher

The headteacher/ Deputy headteacher are 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 pupils

> 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 pupils 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 pupils both sanctions and support when necessary

> Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1).

5.3 Teachers and staff

Staff are responsible for:

> Creating a calm and safe environment for pupils

> Establishing and maintaining clear boundaries of acceptable pupil behaviour

> Implementing the behaviour policy consistently

> Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

> Modelling expected behaviour and positive relationships

> Providing a personalised approach to the specific behavioural needs of particular pupils

> Considering their own behaviour on the school culture and how they can uphold school rules and expectations

> Recording behaviour incidents promptly

> Challenging pupils to meet the school's expectations

The leadership team (LT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

> Get to know the school's behaviour policy and reinforce it at home where appropriate

> Support their child in adhering to the school's behaviour policy

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher or head of department 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.

5.5 Pupils

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

> The expected standard of behaviour they should be displaying at school

> That they have a duty to follow the behaviour policy

> The school's key rules and routines

> The rewards they can earn for meeting the behaviour 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

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

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

Pupils 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 pupils who are mid-phase arrivals.

6. School behaviour curriculum

The behaviour expectations are taught and reminded at the start of every term in every lesson on the first day back. Regular assemblies are led about behaviour and the school's expectations of behaviour, as well as through PSHE lessons and Year Day activities during tutor time. Rewards are promoted regularly, showing the value of good behaviour.

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

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

6.1 Mobile phones
> Pupils are allowed mobile phones on site, but they must be switched off and in their bags.
> Pupils may use them in lessons if given permission by staff to carry out a necessary task.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff will be establishing whole school consistent routines throughout their lessons, including 'do now' activities. They will follow the whole school behaviour guide. See appendix.

They will:
> Create and maintain a stimulating environment that encourages pupils to be engaged
> Develop a positive relationship with pupils, which may include:

- o   Building a positive relationship with pupils
- o   Greeting pupils in the morning/at the start of lessons
- o   Establishing clear routines
- o   Communicating expectations of behaviour in ways other than verbally, using SLANT, to teach behaviour for learning
- o   Highlighting and promoting good behaviour
- o   Concluding the day positively and starting the next day afresh
- o   Having a plan for dealing with low-level disruption
- o   Using positive reinforcement
- o   Refer to the head of department or the pastoral team for support when needed

7.2 Safeguarding

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

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

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

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

7.3 Responding to good behaviour

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

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

The school employs an array of rewards, believing them to be pivotal in the development of positive rapport, behaviour and conduct. The most significant of these is the personal positive interaction between teacher and pupil that occurs many times in every lesson.

Positive behaviour will be rewarded with (not limited to):

- > golden ticket (+associated benefits)
- > positive events being logged on Arbor
- > certificates
- > gift vouchers
- > attendance prizes
- > reports
- > tutor interviews
- > senior staff interviews
- > mentions in assemblies
- > subject certificates
- > specific rewards assemblies
- > placing pupils in positions of responsibility ie prefects and Senior Pupils / Deputies
- > phoning parents to praise pupils

> positive messaging on notice boards and in the classroom

> a focus on Behaviour for Learning.

7.4 Responding to misbehaviour

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

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils 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 pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Positive behaviour management

'In lesson' positive behaviour management 'process'. Focus on primary behaviours – use all encouragements to focus on positive desired behaviour; pupil on task and concentrating on and completing the work. Give the pupil every chance of getting it right using the advice below. Bring everything back to the expected primary behaviours.

All pupils to hear friendly and enthusiastic **personalised greeting** – teacher to set the tone with difficult individuals. Then, lots of **generalised and specific positive narration** at the start of lesson and during **any transition point** within the lesson to **describe, reiterate and amplify the expected behaviours**. Any pupil not quite managing it will receive **personal positive encouragements** to get them on track if showing signs of being off task. If any pupil does not respond to several of these positive encouragements give them -

 1. **Remind**- '*This is a personal reminder that I need you to………*' and remind them of the expectations and thank them for following your instructions. A pupil should receive several positive behaviour encouragements before is told they now have received a 'reminder'. **Make sure you use the word 'reminder'.** Encouragements you give to describe the desired primary behaviour.

2. **Reset, stand outside of the classroom briefly** - if a reminder and further positive encouragements do not result in improved behaviour, pupil asked to stand outside briefly. Teacher to speak to pupil optimistically and restoratively, explaining what is required, telling them that as they have been asked to leave the classroom briefly, letting them know that further off task behaviour will result in removal and a lunchtime detention. Dialogue to describe desired primary behaviour.

Script – '*I need to see you doing the work please, which I know you can do really well.*

3. **Removal from the lesson-** if pupil continues to behave poorly, the 'On Call' system will be used and the member of staff on call will remove the pupil for the rest of the lesson. The pupil will be escorted to the 'Behaviour Support Room' for the remainder of the lesson. Removal from the class will result in a lunchtime detention either on that day or the day after, this will be automated once logged onto Arbor. For a disruptive class use on-call and get the class to work in silence until the on-call member of staff arrives. Following this, the class teacher and on-call member of staff will decide upon what action needs to happen, for example a senior member of staff being asked to support or the removal of more than one pupil if needed.

Important - only record the highest level of behaviour on Arbor at the end of the lesson.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future, this will include restorative conversations between the teacher and pupil. See appendix.

> Agreeing a behaviour contract

> Putting a pupil on a Behaviour Support Plan (BSP)

> Removal of the pupil from the classroom

- Internal Exclusion
- Fixed Term Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil 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.

7.5 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

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

7.6 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 pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

> In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

> It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and 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 pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

> Assess whether there is an urgent need for a search

> Assess whether not doing the search would put other pupils or staff at risk

> Consider whether the search would pose a safeguarding risk to the pupil

> Explain to the pupil why they are being searched

> Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

> Explain how and where the search will be carried out

> Give the pupil the opportunity to ask questions

> Seek the pupil's co-operation

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

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

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

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

> Desks

> Lockers

> Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

> Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item 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 pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

7.7 Off-site misbehaviour

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

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Wearing school uniform

> In any other way identifiable as a pupil of our school

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

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil

> Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

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

> It poses a threat or causes harm to another pupil

> It could have repercussions for the orderly running of the school

> It adversely affects the reputation of the school

> The pupil is identifiable as a member of the school

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher or member of the Senior Leadership Team 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.

7.10 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.

Pupils 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:
  o   Manage the incident internally
  o   Refer to early help
  o   Refer to children's social care
  o   Report to the police

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

7.11 Malicious allegations

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

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

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

The school will also consider the pastoral needs of staff and pupils 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 pupils.

8. Serious sanctions

8.1 Detention

It is a school's legal right to issue after school detentions without having to give prior notice to parents. However, due to the rural location of our school this punishment is used as a last resort and the school will give at least 24 hours' notice. The school will work with the parent to agree a day which causes the least inconvenience, but will be within one week of the initial misdemeanour.

Pupils can be issued with detentions during break, after school during term time.

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

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

> Compromise the pupil's safety

> Conflict with a medical appointment

> Prevent the pupil from getting home safely

> Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

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

Pupils who have been removed will continue to receive education in internal exclusion in IN1, the designated classroom.

Removal is a serious sanction and will only be used in response to serious misbehaviour or continued misbehaviour that disrupts the learning of others. Staff will only remove pupils from the classroom once they have worked through the behaviour ladder, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

> Restore order if the pupil is being unreasonably disruptive

> Maintain the safety of all pupils

> Allow the disruptive pupil to continue their learning in a managed environment

> Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the deputy headteacher or Pastoral Lead.

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

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

> Meetings with Pastoral Leaders
> Use of teaching assistants
> Short term Behaviour Support Plan
> Long term behaviour plans
> Pupil support units / inclusion team
> Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log. The parent/carer will receive notification of an afterschool detention that the pupil will have as a result of the removal from lesson.

8.3 Fixed term suspensions 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.

Suspension procedures

In cases of a pupil being suspended from school, the following procedure will be followed.

> Circumstances of the incident will be as clearly established as possible and will always involve the suspended pupil.
> The suspended pupil will have the decision explained to them.
> The parents of the suspended pupil will always be contacted, and the decision will be explained to them clearly too.
> Parents will be invited into school for a re-integration meeting. This could take place at the point of the suspension or at the time of the pupil returning to school.
> Upon their return to school pupils may be placed on a Behaviour Support Plan if the misdemeanour was lesson related. This is a daily monitoring system which emphasises positive behaviour and allows pupils to receive lots of positive feedback upon their return.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils 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 pupil caused by the school's policies or practices (Equality Act 2010)
> Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
> If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The school will aim to anticipate and remove triggers of misbehaviour below. Examples include

> Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
> Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
> Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
> Training for staff in understanding conditions such as autism
> Use of separation spaces (nurture rooms – LB1/LB2) where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

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

> Whether the pupil was unable to understand the rule or instruction?
> Whether the pupil was unable to act differently at the time as a result of their SEND?
> Whether the pupil 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 pupil for the behaviour.

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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

10. Supporting pupils following a sanction

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

> Meeting with tutor, mentor, or relevant Pastoral Leader
> The use of behaviour reports
> Reintegration meetings with parent following a Fixed Term Supsension
> Regular contact with the Pastoral Leader
> A Behaviour Support Plan with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

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

- Assistant Headteacher/Head of Yr 7/SENCO visiting all Yr6 pupils at the feeder schools
- Head of Year/ Pastoral support/ Admissions Officer to meet and support pupils joining in year or a other year groups
- 2 full day induction days at school in July
- Parent meeting with Asst. Head and Head of Year 7
- Individual meeting with new form tutor

12. Training

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

- Training from Deputy Headteacher on behaviour strategies employed at the school.
- How to record behaviour
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents using Arbor
- Attendance, permanent exclusion and suspension
- Use of pupil support units and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- All Pastoral Leaders regularly explore data trends and act appropriately.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Local Governing Body at least bi-annually, or more frequently, if needed.

14. Links with other policies

This behaviour policy is linked to the following policies

- Child protection and safeguarding policy
- Anti-bullying policy

Appendix 1: written statement of behaviour principles

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

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

> Staff and volunteers set an excellent example to pupils at all times

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

> The behaviour policy is understood by pupils and staff

> The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

> Pupils are helped to take responsibility for their actions

> Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

Appendix 2: Strip searches

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**

- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

> Act to safeguard the rights, entitlement and welfare of the pupil

> Not be a police officer or otherwise associated with the police

> Not be the headteacher

> Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Appendix 3: The Reepham behaviour guide   The Reepham Way

Start and end of the lesson/tutor time	Praise
Upon arrival pupils to enter the room calmly and get on with the Do Now as quickly as possible - • Teacher to greet the pupils individually at the door as much as possible with positivity and warmth. • If the teacher is not there pupils to wait quietly outside the classroom until teacher arrives and invites them in. • General uniform checking as pupils enter the classroom. All coats removed. • Seating plans in every lesson please. • Pupils to get out correct equipment and begin the 'do now' activity in silence. • Registration to be done once class all in silence and well on task with the Do Now. • Pupils to remain in silence during registration. • Once the Do Now is complete transition into next part of the lesson. • If a pupil is not present at the close of the register onwards they are late and this will be recorded on the register (more than three lates in a week and they will be issued with a lunchtime detention). Expectations – • Pupils to complete all tasks with effort and to the best of their abilities. • Pupils are always expected to be respectful and not interrupt the teacher or each other. • Pupils expected to ask and answer questions as required. • Pupils expected to look at the teacher whilst they are talking. • Pupils to follow all instructions promptly. • Use of **SLANT** to support. **Finish** the lesson 2 minutes before the bell, giving pupils time to pack away in quietly and stand behind their chairs ready to be dismissed. Use this time for positive commentary and rewards and reminders of behaviour in between lessons. **Tutor Time** Tutor time will have the same classroom entry expectations as above. For assemblies, each tutor group lines up quietly in register order before leaving the	**Praise, praise, and more praise!** **Never underestimate the power that praise, and positivity can have in transforming the classroom.** • Stand at the door of the classroom and greet the children with a smile, praise and positively narrate the pupils who are getting it right both generally and by name. Make them feel that you are happy to be teaching them! • More praise during the lesson for those pupils following lesson expectations, repetition of narrating the good behaviour will help remind those who are not displaying the expectations. • Positive use of the board, put up the names of those who are displaying excellent behaviour. • Use Arbor to give pupils positive points for good behaviour and work ethic - following the expectations. • Remind them regularly of how proud you are that you're working at Reepham High School, make them feel proud of their environment too! • Commentate and narrate all positive behaviour, especially at transition times to remind what they should be doing until they are all doing it. **Praise, positivity, and manners are infectious. If we're all consistent in our approach and our responses, we will see a positive change in the children's behaviour.** **See guidance below for specific teacher scripts to be used at the start, during and the end of the lesson.** **Uniform** Uniform expectations to be stated and narrated upon entry and uniform cards signed if not in line with policy. • Shirts tucked in (not during social times) • Blazers on unless permission given to remove • Jewellery in line with policy • Correct footwear (assume they have proper footwear in bag) • No coats on • In lesson uniform checking to be done quietly and individually

	room.

<div align="center">**Scripts examples - (Consistency is key!)**</div>

Start of the lesson	*"Good morning/afternoon …."*, *"Good to see you, how was your weekend?".* Set the tone of your lesson, make them feel welcomed and valued. Build rapport, describe expectations and narrate when you see it.
	"so many of you with uniform spot on, great, just a few to go" *"thank you for looking great with shirts tucked in, ready to learn"*
	"Sit down in silence, equipment out and do the Do Now – we already have 4/5/6 doing it, thank you".
	"Excellent …., I can see that you've got your equipment out in front of you and that you're ready to learn".
	"Nearly everyone in silence working well – just need a couple more and we're there".
	"Only 2 mins since the bell and nearly everyone dressed properly, with equipment out, working in silence - brilliant"
If a pupil is late	*"Hi ….. Come in, sit down and get your stuff out as quickly as you can please. Please get on with the Do Now.*
	*No point asking them where they have been or why they are late – just record on the system.
During the lesson- use SLANT (See attached sheet)	*"SLANT". "Well done …., excellent focus".*
	"Fantastic answer …..! ….., can you add anything else".
	*If they ask to go to the toilet, try to delay, unless they have a medical card– "*hang on, just give me a minute, just do a couple more minutes work and I'll come back to you – Ok to hold on for a couple of minutes?"* Then, a few minutes later - "Can you hold on until break time? If not, here's the yellow lanyard and be quick"* *Use your professional judgement to decide. Record toilet visits, so we can identify those asking to go every lesson.
The end of the lesson	*"Please pack away and stand behind your chairs in silence".* Then use time to give positive messages. *"Well done ….. for following the instructions so promptly".* *"Brilliant lesson today, you've learnt a lot".*
	*Finish lesson and pack up 3 mins before the bell, this will give you time for positive messages and to hand out the rewards. *"Lots of really hard work today – well done – you really got through the work well and deserve real credit". " You contributed an excellent answer, have a positive point". "I'm seeing a group really working well"* *Identify superstars and tell them why they are.
	*Give set messages – see below next section. Get them to leave in single file, *"Have a really good day everyone, great lesson".*
Movement around the school in	*In the 2 mins before the end of the lesson, remind the pupils of the expectations regarding movement around the school.

between lesson instructions	*"Move quickly and quietly to your next lesson. This is not a break. Do not go to the toilet or reception – reception is closed until break/lunch time.* *If you need to go to reception/safeguarding, go at break or lunch time. Thank you".* *They can go to the toilet at break and lunchtime. See above for in lesson guidance about allowing pupils to go to the toilet.
Correcting uniform	*"All coats off and uniform correctly worn thanks"* *"Thanks for tucking your shirt in, thank you".* *"Thanks for looking smart with you uniform correct and shirts tucked in"* **"Please can you wear your skirt correctly so that we can see the Reepham logo".** *"Thanks for removing any surplus jewellery as per the uniform expectations"* *"I'm seeing lots of excellently dressed people – looks great"*

Positive Behaviour Management

'In lesson' positive behaviour management 'process'. <u>Focus on primary behaviours please</u> – use all encouragements to focus on positive desired behaviour; pupil on task and concentrating on and completing the work. Give the pupil every chance of getting it right using the advice below. Bring everything back to the expected primary behaviours.

All pupils to hear friendly and enthusiastic **personalised greeting** – set the tone with difficult individuals. Then, lots of **generalised and specific positive narration** at the start of lesson and during **any transition point** within the lesson to **describe, reiterate and amplify the expected behaviours**. Any pupil not quite managing it will receive **personal positive encouragements** to get them on track if showing signs of being off task. If any pupil does not respond to several of these positive encouragements give them -

1. **Remind**- '*This is a personal reminder that I need you to………* ' and remind them of the expectations and thank them for following your instructions. A pupil should receive several positive behaviour encouragements before is told they now have received a 'reminder'. **Make sure you use the word 'reminder'.** Encouragements you give to describe the desired primary behaviour.

2. **Reset, stand outside of the classroom briefly** - if a reminder and further positive encouragements do not result in improved behaviour, pupil asked to stand outside briefly. Teacher to speak to pupil optimistically and restoratively, explaining what is required,
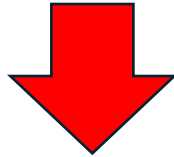
telling them that as they have been asked to leave the classroom briefly, letting them know that further off task behaviour will result in removal and a lunchtime detention. Dialogue to describe desired primary behaviour.

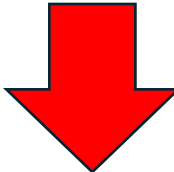**Script** – *'I need to see you doing the work please, which I know you can do really well.*

3. **Removal from the lesson-** if pupil continues to behave poorly, the 'On Call' system will be used and the member of staff on call will remove the pupil for the rest of the lesson. The pupil will be escorted to the 'Behaviour Support Room' for the remainder of the lesson. Removal from the class will result in a lunchtime detention either on that day or the day after, this will be automated once logged onto Arbor. **Important - only record the highest level of behaviour on the system at the end of the lesson.**

Reepham Behaviour Sanctions

REMIND

RESET

REMOVE

1) Formal Warning **Remind**	2) 2 mins Outside **Reset**	3) On Call Removal **Remove**

Pupil to remain in lesson but be reminded of what pupil needs to be doing and what improvement is needed.	**Pupil and teacher have a chat about what needs to happen one-to-one.**	**Pupil to be removed from lesson by on call member of staff and taken to IN1. For a whole class issue, see guidance further down the table.**
		
		IN1 staff to determine if,
		
		   a) **Pupil can return to FOLLOWING lesson (not returned to lesson they were removed from)**
		   b) **Pupil likely to need longer in designated**

		30 minute lunchtime detention
<u>**Not**</u> **recorded on Arbor**	**Recorded on Arbor by class teacher this will be a -1 on Arbor**	**Recorded on Arbor by class teacher this will be a -2 on Arbor, repeat removals will be a -3 and recorded only by HODs/HOY/SLT**
"Consider this a reminder that you need to focus on the work please. Do you want to ask anything about what you should be doing? Can I offer you more help or explanation?"	**"I need to see you doing the work please, which I know you can do really well. I will go back in and have a good rest of the lesson.**	**At this stage allow the on-call staff member to have the discussion with the pupil in a different environment.** **For a disruptive class use on-call and get the class to work in silence until the on-call member of staff arrives. Following this, the class teacher and on-call member of staff will decide upon what action needs to happen, for example a senior member of staff being asked to support or the removal of more than one pupil if needed.**

Behaviour for learning at Reepham

S	**Sit up:** Look interested, stay engaged, have equipment in front of you
L	**Listen carefully:** aim to give 100% of your attention to the speaker, smile and nod
A	**Ask and Answer:** Take part in lessons in a positive way
N	**Never interrupt:** Raise your hand, be respectful and patient
T	**Track the speaker:** Face the speaker, to show other people that their ideas matter

The Reepham College Way

Whole College lesson routines

Start and end of the lesson/tutor time	Praise
Upon arrival the teacher greets students individually with positivity and warmth. - Students enter the classroom, get out the correct equipment, and begin the '**Do Now'** in silence**. - Registration is done once the class are silent and on task. - If a student is not present at the close of the register onwards, they are **late** and this must be **recorded on the register** stating how late they were in minutes. **Mobile phones** are **always turned off and in students' bags** during lessons, unless the teacher has specifically instructed that they are to be used for a task. **Seating plans** are used for **every college lesson** and a copy is shared with HOD. - Teachers check that students are following the **dress code**, speak to them about this where necessary, and recorded on Arbor. **Expectations –** - Students **complete all tasks with effort and to the best of their abilities**. - Students are always expected to **be respectful and not interrupt the teacher or each other.** - Students are expected to **ask and answer questions** as required. - Students **follow all instructions promptly**. **Tutor Time** - Tutors and tutees **arrive on time**, ready for the session. **Tutors check** students are following the **dress code,** speak to them about this when necessary, and recorded on Arbor. **Mobile phones** are **always turned off and in students' bags** during lessons, unless the teacher has specifically instructed that they are to be used for a task.	**Praise, praise, and more praise!** **Never underestimate the power that praise, and positivity can have in transforming the classroom.** - Praise those pupils following lesson expectations, e.g. folder up to date, homework of a high standard etc, Repetition of narrating the good behaviour will help remind those who are not quite there. - Be mindful of the presence of students when having confidential conversations in all communal areas of the college. - Commentate and narrate all positive behaviour to remind them what they should be doing. **See guidance on the next page for specific teacher scripts to be used at the start, during and the end of the lesson.** **Dress Code -** **The following items are not acceptable to be worn to college:** · Excessively short skirts, dresses, or shorts. · Clothing that fails to reasonably cover underwear. · Excessively ripped or torn jeans. · Jewellery should be discreet and facial piercings should be kept to a minimum. · Extreme hair colours are not acceptable.

The Reepham College Way Scripts examples (Consistency is key!)

Start of the lesson	*"Phones away in your bags please, and on silent. I will let you know if you will need to use them during the lesson".* *"Good morning/afternoon ….", "Good to see you, how was your weekend?". Set the tone of your lesson, make them feel welcomed and valued.* *"…., can you please do up your jacket so that you are following the dress code thank you, and come in tomorrow following this correctly".* *"Excellent! Everyone is here on time - we've got some really interesting things to learn today".* *"Great to see so many of you getting on with the 'Do Now' activity so promptly".*
If a student is late	*"Hi Amy. Come in, sit down, and get your equipment out quickly and start the 'Do Now' activity please."* *Log this with an L on SIMS. Please ask them why they were late at the end of the lesson and record this on Arbor.
During the lesson	*"Well done …., excellent focus/detail in your answer".* *"good answer …..! …., can you add anything else?".* *If they ask to go to the toilet use your professional judgement to decide. Please let HOY know if toilet breaks are a recurrent thing and disrupting their learning.
The end of the lesson	*"Brilliant lesson today, you've made me really think about some of the issues you've raised".* *"Well done everyone, you have worked hard today, and we have covered some challenging ideas."* *"That was an excellent lesson, you really challenged yourselves today. See you next time".* *"Move quickly to your next lesson please. This is not a break".*
Challenging lack of effort/performance	*This should focus on the positive and practical steps a student can do to improve. *At no point should a teacher discuss a student's suitability for A levels, or removal from college as part of these conversations* *Please do not call year 12 assessment "progression tests" as students and parents worry and unnecessarily think the result of these tests could force their removal from college* *"What's happened here Jenny, I know you can do much better than this – I'd like you to attempt this work again, take your time, and make sure you include …. I would like you to hand it in to me on…"* *"I need you to put your phone away in your bag, please. You are not going to need it for the next hour".* *"I need each of you to really concentrate on the instructions I am about to give you (PAUSE)."* *"You seemed to roll your eyes earlier when XXXX was speaking. I was surprised to see you do that. We treat each other's ideas and opinions respectfully in PD. So, I don't expect to see this again. Do we agree on this?"* *"Next time you work in a group, I need you to contribute more because you are working as part of a team. How can we*

	make that happen? / is there anything stopping you from doing this?".
Expectations in the LRC	Students are **allowed to use their mobile phone** and should wear headphones.
	*Please **insist on SILENCE and that students ask for permission before leaving the LRC.**
	*__Move around the room or use AV Tutor__ to check that students are using the time productively.
	Expect students to have folders and equipment with them in the LRC.
	"Please make sure that you get work out quickly, work silently and listen for your names to be called out".
	"Thank you for getting on with your work silently, let's use this hour wisely. If you need to leave the LRC please come and let me know before you do so".
	"Good work today everyone, thank you for arriving prepared with the equipment you need and using the time productively".
Movement around the College	*In the 3 mins before the end of the lesson, remind the pupils of the expectations regarding movement around the school.
	"Move quickly to your next lesson please. This is not a break".
Correcting dress code	*"Are you aware of the dress code?" So, you will know that you are not following it…please can you make sure you are wearing what you should be tomorrow." Follow this up with can "please do your cardigan/jacket up?"*
	I will need to log this on Arbor. *"As sixth formers you are role models to the rest of the school, t*hank you for following the dress code today as we expect ".*
Expectations in tutor time	*__Please check__ the following at the start of each tutor time:*
	Dress code
	Phones are in bags.
	Students are sitting on chair, facing the teacher, listening to your instructions.
	"Phones away in your bags please. I will let you know if you will need to use them today".
	"Jenny, I can see you're not following the dress code, please do your jacket up and make sure that you come into tomorrow wearing what you should be. If you are unsure, look here". (Point to the dress code on the tutor notice board).
	Personal Development
	"It is Monday, so we are going to be discussing the topic of… in PD today. This can be a sensitive issue so lets just remind ourselves to be respectful of everyone's opinions in the group".
	"You can see what is coming up this term in our PD sessions, if there is anything that you might find upsetting please come and speak to me".

	"You are such a thoughtful lot, thank you for discussing that topic in such a mature way. You have given me lots of things to go away and think about".
	Silent Reading
	"It is Tuesday; therefore, I need you to quickly get the book you have chosen out, sit down, face this way and read silently".
	"We are taking this time to read to improve our vocabulary and communication skills. This will help with any writing tasks you need to do with your studies". "You'll be experiencing what it feels like to read continuously without interruption from any social media".

Positive Behaviour Management

Focus on primary behaviours please – use all encouragements to focus on positive desired behaviour; pupil on task and concentrating on and completing the work and independent study.

Positive events recorded on **Arbor** will inform which students receive **half termly Effort Awards** for subjects and tutor groups.

Negative events should be recorded on **Arbor.** Where behaviour issues occur only in **one subject** this should be dealt with by the **subject teacher in the first instance** and **then HOD.**

Unlike the High School the college **does not issue detentions.** Subject teachers are expected to have conversations directly with students and we encourage email or telephone communications with parents when required.

Negative events will be **monitored weekly** by HOY for patterns in behaviour **across more than one subject.**