



# Behaviour Policy

## 2024-25

Toot Hill School

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# A TRANSFORMATIVE BEHAVIOUR CULTURE

**‘Everyone in our Trust is a leader of behaviour’**

As a Trust, our aspiration is to create schools that are truly transformational. Securing exceptional behaviour and attitudes is imperative. All our schools will be calm, safe, purposeful, and positive places to learn. We will strive to set the highest of standards; ambition and aspiration will underpin everything that we do. Teachers will teach highly effective lessons in disruption-free classrooms, children and young adults will self-regulate and engage in high quality learning they will use their agency to positively influence all elements of school culture.

Children and young adults will receive both recognition and rewards with our approach to positive framing being routed in our Attitudes to Learning structures. The balance between equality and equity will be harnessed in fairness for everyone associated with our Trust family — no one will be left behind as we strive to develop the whole person.

Our approach will be centred around partnership, with this supporting our drive for fairness and mutual respect. Our on-boarding will support all stakeholders to understand the value of exceptional behaviour and the responsibility that everyone has in securing this. Clear, concise, and timely communication supports our drive to listen more, as we positively and proactively work in harmony with children and young adults, their parents, staff, and other stakeholders to do what is best to support them.

Our approach is grounded in research with the pillars of our strategy being taken directly from the EEF research. Our Pillars are shown below.

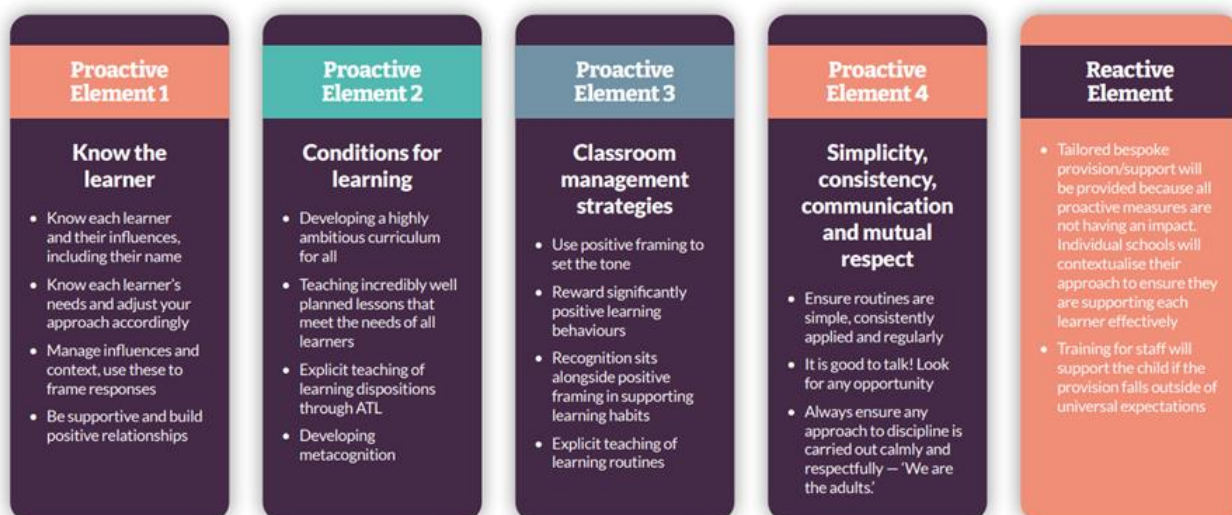
## Behaviour and Attitudes



*“Everyone is a leader of behaviour.”*

### The highest of expectations and standards

This behaviour strategy is owned by our trust family, but led strategically at both trust and whole school level to support our approach to developing inclusive schools. It will be applied proactively using a partnership approach that embodies the principles of mutual respect. Systems will be used consistently but the aim is for these to become largely invisible.



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## 1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of 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 and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)

- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2023](#)
- › [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](#).

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

**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
- › Serious malicious allegations
- › 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
  - Online sexual harassment
- › Vandalism
- › Theft
- › Fighting
- › Smoking and Vaping
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol

- Drugs that include over the counter, prescribed and Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Vapes and vape paraphernalia
- 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)

## 4. 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 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: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please refer to our Antibullying strategy for further details on our approach to preventing and addressing bullying.

## 5. Roles and responsibilities

### **'A shared responsibility for all'**

Promoting excellent behaviour and attitudes in our children and young people is a shared partnership responsibility between home and school. Parents/carers are a major influence on their children's behaviour and we at school reinforce the attitudes, courtesies, and disciplined behaviour that children begin at home.

We expect all members of our school communities:

- To jointly share the responsibility for securing and maintaining a positive learning environment
- To be courteous and show consideration for others.
- To show respect and be respectful
- To care for their own and others' safety, property, and well-being always

We aim to ensure that:

- Positive behaviour is rewarded
- Misbehaviour and Serious Misbehaviour is dealt with promptly, firmly, fairly, and consistently
- Parents/carers are provided with feedback about their child's / young adults behaviour, communication should be highly effective

### ***Behaviour Responsibilities - 'Everyone is a leader of behaviour'***

Working as a team we all have responsibilities, the quote 'The standard you walk past is the standard you accept' Lt General Morrison captures our mantra.

For a detailed version of our responsibilities matrix please see appendix 2, 3 and 4. A summary of these is shown below.

To support this shared responsibility each school will have a 'Home School agreement' that is completed annually by all parties. This is shown in appendix 1.

### **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 Head Teacher**

The Head Teacher 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)

### **5.3 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 (see appendix 3 for a behaviour log)
- › Challenging students to meet the school's expectations

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

### **5.4 Parents and carers**

Parents and carers, should:

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

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

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour 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 and onboarding sessions wherever appropriate.

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

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

## 6. School behaviour curriculum

### The Nova Classroom supports transformative behaviour and attitudes

Strong behaviour systems and structures are pivotal to achieving what we expect to see in our classrooms. Our aim is for all lessons to be free from disruption. For behaviour in lessons we expect:

- teachers to know their students and their learning needs well
- students to be happy, they are able to experience a sense of achievement everyday
- that there is a culture of high expectation
- that everyone is included and all needs are met
- that the environment is well organised, inviting and stimulating
- behaviour standards to be high, with any inappropriate behaviour being dealt with effectively

**It is not however not just about behaviour in our classrooms, we expect positive behaviour at all points of the school day. For behaviour outside of lesson we expect all learners to:**

- Be proud to be part of their school community and treat everyone with respect
- Be courteous and respectful
- Engage positively with everyone within the school community
- Walk calmly but purposefully around the school following the movement structures.
- Respect other people's physical space
- Talk politely using developed language, no shouting
- Actively engage with staff and visitors, good morning and good afternoon is the standard

### Systems used to manage Behaviour

Behaviour incidents and sanctions are logged and monitored through our MIS system - Bromcom. Bromcom is used to track behaviour patterns and incidents to support strategic intervention and reporting.

### Behaviour Curriculum – The Toot Hill Way

Our behaviour curriculum defines what expected behaviour looks like in our school, rather than just list prohibited behaviours. It's a way to teach students 'how we do things around here' and why.

Our behaviour curriculum is centred around the teaching of routines and habits. It is centred on what successful behaviour looks like and defines it clearly for all parties. Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour. In short, our behaviour curriculum helps everyone to understand the 'why'.

At Toot Hill, we have a set of agreed lesson expectations that supports positive behaviour and shapes the culture and climate focused on purpose, respect, integrity, determination and empathy and where everyone is inclusive, kind and responsible for their actions.

These lesson expectations need to be part of every lesson:

- All teachers are on the corridor at the start of the lesson welcoming our students into their classroom.
- Every student takes their equipment at the start of the lesson out on their desk, which includes pencil case, whiteboards & planner.
- Seating plans are carefully designed for every class, with PP/SEND/EAL students identified and seated accordingly.



- All registers must be taken at the start of every lesson and students must answer their name with "Yes Sir/Miss"
- At the end of every lesson student leave the room in the same way. They stand behind their place and the teachers dismisses them leave row by row.
- The teacher bids farewell to the students at the door and ensures uniform standards are exemplary.

## 6.1 Systems used to manage behaviour

Behaviour incidents and sanctions are logged and monitored through our MIS system - Bromcom system. Bromcom is used to track behaviour patterns and incidents to support strategic intervention and reporting.

### Behaviour systems in lesson

We expect all lessons to be calm and extremely purposeful. Children and young adults will be highly engaged and have a thirst for learning. There will be true partnership working and collaboration. Our aim is for all lessons to be free from disruption. To support this notion all schools within the trust use a consequence system which is a sequential system of defined consequences to behavioural actions within the classroom.

The consequences system is designed to provide a consistency of approach across all lessons and to prevent persistent low-level disruption. Teachers will at all points aim to use positive framing to support their approach, but our ambitious standards must be adhered to. In this system children and young adults will get one chance to correct their misbehaviour (C1). The teacher at this point will intervene to support the correction point. If the misbehaviour continues or escalates. this will lead to a C2 which will result in removal from lesson. Serious misbehaviour will result in an immediate C2 and a removal from lesson.

This system should not be used for uniform and equipment issues but school staff may use an appropriate consequence for these. As a Trust, we recognise that all colleagues are professionals however to help with consistency we have provided some examples of misbehaviour which would warrant the issuing of a correction / consequence. This list is not exhaustive:

- Intentionally talking when the teacher is talking
- Intentionally disrupting others
- Shouting out
- Not engaging with work purposefully
- Being overtly negative
- Refusal to follow instructions
- Displaying a poor attitude
- Intentionally not following the teacher's instructions

# Consequences System



## What you have done

## What happens now

C1	You have broken a Respect Rule and are impacting on teaching and learning.	You will have a verbal warning. Listen and act on the advice offered. Apologise and be respectful for the rest of the lesson. You may be asked to move seats to help you focus.
C2	Your attitude to learning has not improved and you are still not complying with expectations after a verbal warning.	You will be told to leave the lesson and go straight to RR. This will be logged on system. Your parent/carer will be informed.

## Serious Incident

### Pupil action

### Staff action

### Restorative action

<p>Repeated non co-operation</p> <p>Verbally abusing students or staff</p> <p>Racist/homophobic/transphobic/misogynistic/sexual comments</p> <p>Inappropriate use of electronic device</p> <p>Verbally or physically abusive to pupils or staff</p> <p>Dangerous conduct</p> <p>Vandalism</p>	<p>Immediate removal from lesson and sent to RR whilst incident is investigated.</p> <p>A restorative action and/or sanction will then be issued.</p>	<p>Complete restorative questions and be honest and reflective in how you can resolve the situation.</p>
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## Whole School Action

The school may use the following consequences depending on the severity of the incident:

<ul style="list-style-type: none"> <li>Immediate lunch/after-school detention</li> <li>ICE</li> <li>Removal of semi-structured time (e.g. breaktime)</li> <li>Canon plots</li> </ul>	<ul style="list-style-type: none"> <li>Exclusion from areas of the school (e.g. the school field at lunchtime)</li> <li>Removal of IT rights (e.g. email and internet access)</li> </ul>	<ul style="list-style-type: none"> <li>Referral to the school police liaison officer and other outside agencies</li> <li>Formal Inclusion</li> <li>Inclusion at another school</li> </ul>
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## C2 Escalation System

We hope that no student receives a C2 and is sent from a lesson. We run a C2 escalation system to deter repeated removal from lessons, but more importantly ensure that support is in place for families if serious levels of misbehaviour are presented by a student.

### In One Day:

Scenario	Sanction
A student receives a C2	The student is placed in Reset Room for the remainder of the lesson and the following lesson. If the student receives their C2 in the last period of the day, they complete their Reset Room time in period 1 the next working day. The student completes a detention at the next available social time.
A student receives two C2s in a day	The student remains in Internal Seclusion (IS) for the remainder of the day after the second C2. If the student receives their second C2 during the last period of the day, they complete period 1 in IS the next day.

**In One School Week (Monday to Friday):**

<b>Scenario</b>	<b>Sanction (in addition to daily sanctions above)</b>
A student receives three C2s in a week	The student is placed in the after school SLT detention on a Friday.
A student receives four C2s in a week	The student is placed in internal seclusion for the next day and still sits the SLT detention on a Friday.
A student receives five or more C2s in a week	The student receives an external seclusion or fixed-term suspension

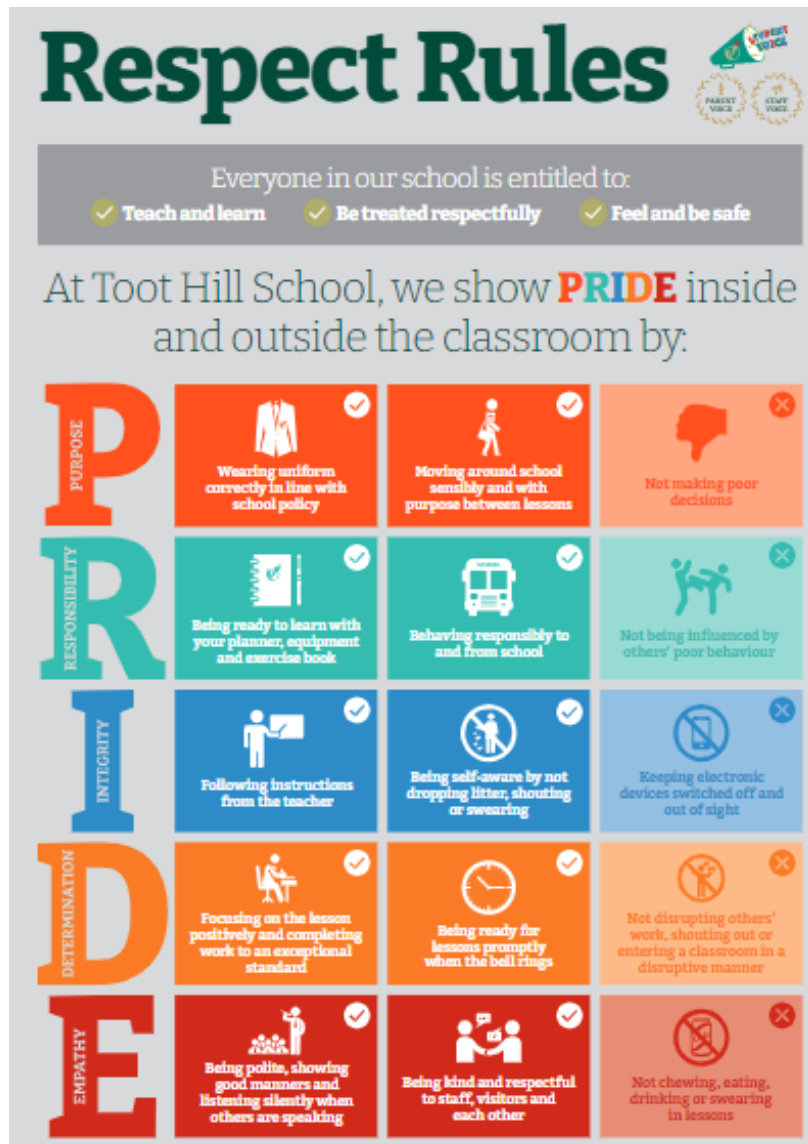
**In One Half-term:**

<b>Scenario</b>	<b>Sanction</b>
A student receives 12 C2s in a half-term	The student receives at least a one-day fixed-term suspension.
A student receives 18 C2s in a half-term	The student receives at least a three-day fixed-term suspension.

**Outside of lesson**

We expect all children / young adults to be proud to be part of their school community and treat everyone with respect. They will be always courteous and respectful. We expect them to engage positively with everyone within the school community. Students will walk calmly but purposefully around the school following the movement structures that schools have implemented. Other people's physical space will be respected. Students will talk politely using developed language and will not shout out. All children / young adults are expected to actively engage with staff and visitors, good morning and good afternoon is the standard response that should be expected.

At Toot Hill School, students show respect to their peers and staff by adhering to the school's RESPECT rules, both in and out of class. Failure to follow such rules outside of lessons could result in a loss of break or lunchtime privileges, or depending on the gravity of the misbehaviour, a sanction list in section 7.4.



## 7. Responding to behaviour

### 7.1 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 curriculum and their own classroom rules
- Develop a positive relationship with students, which include:
  - Greeting students at the door at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding lessons positively and starting the next lesson a fresh

- Having a plan for dealing with low-level disruption
- Using positive framing and positive reinforcement

## **7.2 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.

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 student's behaviour 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.

Every day at Toot Hill School, our students display great behaviour and attitudes. Our vision is to have a multi-faceted approach and enable students to be recognised at department, pastoral and whole school level. Our culture of collaboration underpins the shared experiences between students and staff and we believe that student success should be recognised and celebrated.

Positive behaviour is rewarded in a number of ways, including:

- Praise (Verbal or Written)
- Class credits
- Letters or phone calls home to parents
- Awards badges
- Special responsibilities/privileges being issued
- Awards ceremonies such as celebration assemblies or Achievement Evening
- Success boards
- Whole-class or year group rewards, such as a popular activity

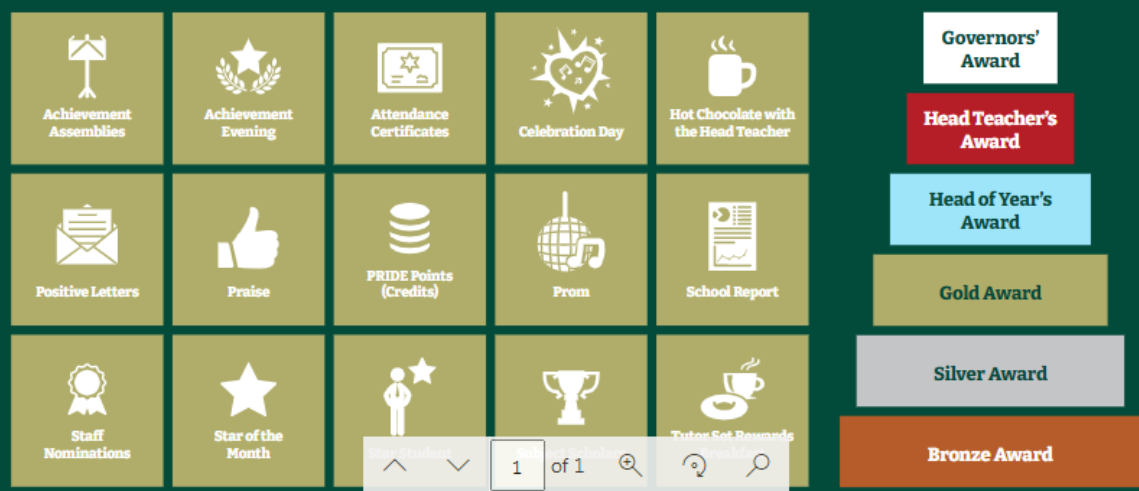
# Recognising and celebrating success at Toot Hill School

Every day at Toot Hill School, our students display great behaviour and attitudes. Our vision is to have a multi-faceted approach and enable students to be recognised at department, pastoral and whole school level.

Our culture of collaboration underpins the shared experiences between students and staff and we believe that student success should be recognised and celebrated.



TOOT HILL  
SCHOOL



## 7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that we expect 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.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of the class if this allows the situation to be diffused
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
  - Although schools do not have to provide parents / carers with notice of afterschool detentions or the reasons why, we expect schools to make every effort to try and contact parents to notify them of the same day / next day detention and the reason why.
- Referring the child / young adult to a senior member of staff

- › Letters or phone calls home to parents
- › Agreeing a behaviour contract
- › Putting a student 'on report'
- › We may use the [the Reset Room (RR) in response to serious or persistent breaches of this policy. Referral may be made to the Reset Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. The Reset Room is managed by Mr Harley Cox..
- › Children / young adults who do not attend a given detention can also be referred to the Reset Room.
- › Internal seclusion
- › External seclusion, (based at another school)
- › Directions off-site
- › Managed moves
- › Suspensions
- › Permanent exclusion.

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.

## 7.5 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

For further information please refer to the use of reasonable force policy

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

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.

For greater detail about our approach to searches please see appendix 5 of this policy

## 7.7 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).

## **7.8 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 when the student is under the lawful control of a staff member.

## **7.9 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, a member of SLT 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 harmful sexual behaviour, 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 or refer to relevant agencies

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

## **7.11 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.

## **8. Serious sanctions**

### **8.1 Detention**

Students can be issued with detentions during breaks, lunch, after school or on weekends during term time.

- Although schools do not have to provide parents / carers with notice of afterschool detentions or the reasons why, we expect schools to make every effort to try and contact parents to notify them of the same day / next day detention and the reason why.

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

### **8.2 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 as part of our sanctions linked to the consequence system.

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 as identified through the escalation process of the consequence system. 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 who have been removed from the classroom are supervised in the Reset Room.

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

Parents will be informed on the same day that their child is removed from the classroom.

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

- › Meetings with behaviour mentors
- › Short term behaviour report cards with Heads of Year or Senior Leaders
- › Long term behaviour plans
- › Student support units
- › 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, this will be captured through the MIS system.

### **8.3 Internal and External Seclusion inc directing off-site**

In serious incidents it may be necessary to explore the use of more significant sanctions to try and prevent suspension or exclusion, this is assessed on an individual basis. We may use:

- › Internal seclusion in the Isolation Room or provision at a neighboring school (external seclusion) in response to serious or persistent breaches of the behaviour policy. Referral may be made to either provision for serious behaviour breaches that are not limited to lesson time. Students are expected to complete similar work as they would in class. The Isolation Room is managed by Mr Harley Cox.
- › The school may direct off-site, or facilitate a managed move

### **8.4 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.

Please refer to our suspensions and exclusions policy for more information.

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

### **9.1 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.

## 9.2 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, 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 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.

## 9.4 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 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 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.

Following removal from the classroom, time spent at alternative provision, in another setting under off-site direction or following suspension, the following measures may be used to support improved behaviour:

- › Reintegration meetings
- › Daily contact with the pastoral lead
- › A report card with personalised behaviour goals
- › Regular review meetings with parents and carers

Following a suspension, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a pupil returns from a fixed-period exclusion:

- › Agreeing a behaviour contract and associated targets
- › Agreeing a follow-up review

## **11. Student transition**

### **11.1 Inducting incoming students**

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. The school will use its work on the developed behaviour curriculum to support this induction.

### **11.2 Preparing outgoing students for transition**

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at any transition point.

## **12. Training**

As part of our continual induction and onboarding processes, our staff are provided with regular training on managing behaviour, including training on:

- › How to enact the behaviour curriculum
- › How to use the Consequence system effectively
- › How to use positive framing and positive reinforcement
- › How to ensure routines are robust
- › How to ensure your own classroom rules are strong, fit for purpose and are values driven

Staff can also access bespoke support to improve their practice

- › Training from the Behaviour Lead
- › Training from their Teaching and Learning mentor

Behaviour management will also form part of continuing professional learning.

## **13. Monitoring arrangements**

### **13.1 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
- › Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

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.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- › Exclusions policy
- › Anti-bullying Strategy
- › Educational Trips and Visits
- › Child protection and safeguarding policy
- › Use of reasonable force
- › Mobile phone policy
- › Uniform Policy
- › Attendance Policy

## Appendix 1 Home School Agreement

### Toot Hill School Home School Agreement

At Toot Hill School, we show PRIDE inside and outside of our lessons. Toot Hill School recognises that the successful development of its learners depends on an effective partnership between the school, learners, and parents/carers. All three parties share responsibility for the development and achievement of every learner.

#### **We expect all members of our school communities:**

1. To jointly share the responsibility for securing and maintaining a positive learning environment
2. To be courteous and show consideration for others
3. To show respect and be respectful
4. To care for their own and others' safety, property, and well-being always

#### **As a school we will:**

1. Provide a safe, secure and clean environment for your child
2. Communicate timely and effectively with parents/carers around successes and any challenges.
3. Teach a broad and balanced curriculum, including Personal Development to ensure your child grows academically and personally in character.
4. Give support, guidance and advice as and when needed.
5. Inform you of your child's academic and pastoral progress.
6. Welcome your support, feedback and involvement in the life of the school.

Signed:                      Date:

#### **As a parent/carers we will:**

1. Support and engage with Toot Hill School to ensure my child flourishes personally and socially.
2. Be responsible for my child's health, welfare and well-being.
3. Engage with parents' evenings and other meetings called by school to support my child.
4. Show an interest in my child's experience of school and let the school know of any concerns or changes which may be impacting on their well-being, behaviour or learning.
4. Jointly share the responsibility for securing and maintaining a positive learning environment and show an interest in my child's development.
5. Provide a suitable learning environment and encourage my child to do their home learning.
6. Support the behaviour, uniform and attendance policy of the school.

Signed:                      Date:

#### **As a student of Toot Hill School, we will show we 'work hard, be kind and take PRIDE' by:**

**P** – Being on time to school every day and every lesson. I will be proud of my school community and value my education.

**R** – Ensuring my mobile phone is off, away and not used in school. I will bring my own equipment and be ready to learn.

**I** – Having integrity and be honest. I will refuse to take part in unkind, bullying or anti-social behaviour.

**D** – Trying my best each and every day. I will complete all my classwork/home learning to the best of my ability.

**E** – Being courteous, kind and showing consideration for all of the school community and wider community. I will respect the environment of the school and its neighbourhood.

Signed:    Date:

## Appendix 2 Responsibilities of Teachers & Middle Leaders

**Teachers** are expected to:

- Own your space. On entry stand at your door to meet and greet learners, be enthusiastic and fair. On exit stand at your door to control the exit and manage the flow of learners into the building, be pro-active and fair
- Know the names and roles of any other adult in the class
- Ensure the consequence system is displayed and that all learners know how it works
- Be clear and consistent with your rules, ensure everyone understands these
- Know the rewards system and ensure you use this when required
- Take responsibility for pro-actively managing the behaviour of learners and follow the behaviour policy consistently
- Ensure the classroom is a clean and tidy learning environment by managing student movement and activities effectively
- Use positive framing effectively to support classroom management practice
- Stay calm and not react to any form of antagonism
- Support other colleagues to pro-actively develop transformative behaviour and standards

Learners

- Know the names of your learners
- Know the needs of all of your learners, especially those who have SEND needs

Teaching

- Plan and prepare highly engaging knowledge rich lessons that are ambitious and will make the learners think
- Praise the behaviour that you want to see more of
- Teach learners classroom routines
- Have clear routines for transitions and for stopping the lesson
- Differentiate the work effectively

Communication with Parents

- Give feedback to parents about behaviour, let them know about the good days as well as the bad

**Middle Leaders** are expected to:

- Take ownership for securing transformative behaviour and attitudes standards in their areas, outside of their classrooms
- Understand, lead and model the vision and expected high standards for behaviour and attitudes in their area and across the school
- Place Behaviour and Attitudes at the core of their work. Every day they will ask themselves how have I contributed to improving the behaviour culture in this school?
- Ensure that securing transformative behaviour and attitudes across their area is a high priority for them as a leader
- Commit to supporting others to grow and develop as excellent leaders of behaviour
- Model the behaviour you would expect to see from your staff
- Support supply teachers to teach in disruption free classrooms
- Are expert leaders of behaviour in their own classrooms and beyond, including keeping up to date wider reading to ensure they have a secure knowledge of behaviour theory, research and evidence-based approaches.
- Provide a high-quality CPL programme that enables their teams to develop their behaviour and attitudes expertise

Communication with Parents

- Build positive relationships with the parents of students with behaviour difficulties.

## Appendix 3 Responsibilities of Senior Leaders and Head Teachers

### Head Teachers and Senior Leaders are expected to:

#### Policy

- Shape, lead and model the vision and expected high standards for the Behaviour and Attitudes culture in their school.
- Ensure that behaviour policy is clearly understood by all staff, parents and students.
- Display school rules clearly in classes and around the building. Staff and students should know what they are.
- Ensure all staff and learners are clear on the sanction and reward systems within the school
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

#### Leadership

- Place Behaviour and Attitudes at the core of their work. Every day they will ask themselves how have I contributed to improving the behaviour culture in this school?
- Have a plan for the continual improvement of behaviour that is regularly evaluated
- Ensure that all staff have access to ongoing, relevant Behaviour focused CPL
- Model the behaviour you want to see from your staff.
- Reset behaviour expectations and celebrate successes at regular opportunities

#### Physical environment

- Be the face of their schools in the community. Every day you will ensure that you are outside the school at the start and end of the day
- Ensure that other Senior Leadership Team members are a visible presence around the school. Recognise hotspots and ensure that leaders are deployed at changeover points to alleviate any pressures
- Check that learners are moving around the school site in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

#### Staff

- Know the names of all staff.
- Praise the good performance of staff.
- Ensure that staff and students are supported to behave to the highest level. Underperformance should be challenged and work to improve behaviour practice instigated and led.

#### Children

- Praise good behaviour.
- Celebrate successes.

#### Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of students. Individual students
- Have clear plans for students likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for students with behavioural difficulties.

#### Communication with Parents

- Build positive relationships with all parents but specifically those parents / carers whose children are experiencing behaviour difficulties.



## **Appendix 4 Responsibilities of the Trust and Governance**

### **Executive Leaders are expected to:**

- Ensure all of our schools are supported and challenged to deliver on our commitment to provide disruption free learning environments
- Commit to their own continued professional learning
- Ensure all schools provide a safe, secure, inclusive and inspiring learning environment that enables the development of all staff and students
- Prioritise and support the professional development of all staff to ensure outstanding practice and provision
- Work with Head Teachers to challenge any underperformance in Behaviour and Attitudes practice. Provide relevant support to ensure that work to improve is rapidly instigated and effectively led.
- Commit to sharing excellent practice across the trust and wider education sector

### **Governors are expected to:**

- Support, challenge and hold to account the Head of School as part of their monitoring of school provision
- Scrutinise behaviour data as one measure of the impact and quality of a school's overall provision
- Ensure that the school makes the best use of its resources to ensure a quality of education for its students
- Scrutinise provision for all students, including key, identified groups such as SEND, Student Premium and LACs
- Visit the school in session in order to understand, support and challenge the quality of behaviour provision
- Are committed to their own learning to enable them to discharge their role effectively.

### **Directors are expected to:**

- Support, challenge and hold to account the CEO as part of their monitoring of Trust provision, including behaviour and attitudes, for all students
- Scrutinise behaviour data as one measure of the impact and quality of the Trust's work
- Ensure that the Trust makes the best use of its resources to ensure a quality of education for its students
- Scrutinise provision for all students, including key, identified groups such as SEND, Student Premium and LACs
- Are committed to their own learning to enable them to discharge their role effectively

## Appendix 5 Searching a Student

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 the headteacher, 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.

### **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 student'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 student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times. The school will advocate that any such search happens in the police station or any approved social care setting.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student'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, the police will have to arrange an appropriate adult.

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 student, except in urgent cases where there is risk of serious harm to the student or others. This will not be a member of school staff.

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

- The student 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 student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student 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 student
- › Not be a police officer or otherwise associated with the police
- › Not be the headteacher
- › Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student 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 student could be seen by anyone else.

### **Care after a strip search**

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student 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 student 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 student(s) who have been strip searched more than once and/or groups of students 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.