



THE
SUTHERS
SCHOOL

Behaviour Policy

The Suthers School

Approved by:	Nic Watkin	Date: Sept 23'
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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.

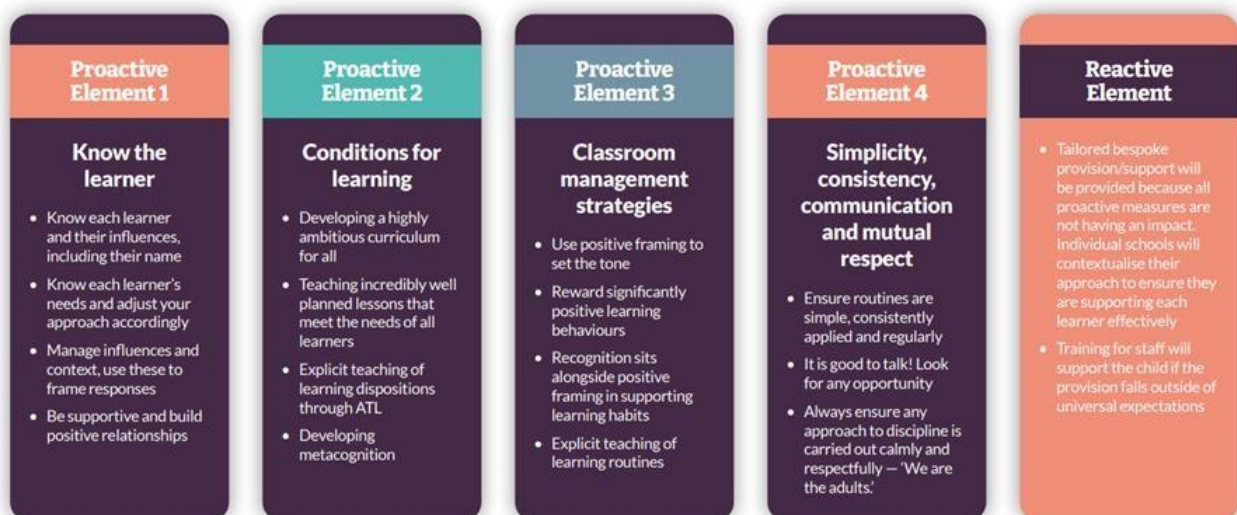
Behaviour and Attitudes



“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.



Contents

1. Aims	3
2. Legislation, statutory requirements and statutory guidance	3
3. Definitions	4
4. Bullying	5
5. Roles and responsibilities	6
6. School behaviour curriculum	8
7. Responding to behaviour	12
8. Serious sanctions	16
9. Responding to misbehaviour from pupils with SEND	17
10. Supporting pupils following a sanction	18
11. Pupil transition	18
12. Training	19
13. Monitoring arrangements	19
14. Links with other policies	19
Appendix 1 Home School Agreement	20
Appendix 2 Responsibilities of Teachers & Middle Leaders	21
Appendix 3 Responsibilities of Senior Leaders and Head Teachers	22
Appendix 4 Responsibilities of the Trust and Governance	23
Appendix 5 Searching a Pupil	23

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
- 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 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 pupil referral units in England 2017](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting 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

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 pupil)

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">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps 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 [School to include their agreement as appendix 1- Trust starting point provided]

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

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of 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 (see appendix 3 for a behaviour log)
- Challenging pupils 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 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 induction and onboarding sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour curriculum, 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 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 Nova Classroom supports transformative behaviour and attitudes. Strong behaviour systems and structures are pivotal to achieving what we expect to see in our classrooms.

At Suthers our commitment is to disruption free learning in all lessons. We have high expectations and want everyone to meet these to ensure that Suthers School is a calm, safe and respectful place to learn and work for staff and students.

We believe that behaviour is a curriculum: our students must be taught how to behave appropriately in different contexts and that positive relationships are the key to transforming behaviour. We believe that good relationships are built out of consistency, structure and high expectations. We also understand that no one behaviour strategy will work with all students and that everyone deserves a fresh start.

For behaviour in lessons, we expect:

- teachers to know their students and their learning needs well;
- students to be happy, they can experience a sense of achievement every day;
- a culture of high expectation;
- that everyone is included, and all needs are met;
- that the environment is well organised, welcoming and purposeful;
- behaviour standards to be high, with any inappropriate behaviour being dealt with effectively.

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- Be courteous and respectful;
- Engage positively with everyone within the school community;
- Walk calmly and safely with pace and purpose around the school following the movement systems;
- 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.

The Suthers Way

The definition of a culture is, 'the ideas, customs, and social behaviour of a particular people or society.' At Suthers School we are highly ambitious for all our students and pride ourselves on the strong outcomes they achieve. Our pursuit of excellence for every member of our school community is unwavering. We also have a strong emphasis on helping our students develop the depth and strength of character needed to succeed and thrive in an ever-changing world.

We understand that clarity and consistency are the foundations of all good habits and 'The Suthers Way' is designed to provide an overview of the systems and routines that underpin our cultural philosophy. We believe that relational practice is at the heart of everything we do and strive to develop the character of all of our students. To drive this aspirational ethos, we have established a set of five core values that underpin everything that we do:

1. Tenacity
2. Optimism
3. Respect
4. Curiosity
5. Hard Work

Our goal is to help all of our students develop these five vital character strengths and to equip them with the skills and social intelligence to have a positive impact on the world around them. We create opportunities to

teach these values and share role models that epitomise them in standing briefings, assemblies and personal development opportunities. We seek to reward these values when students demonstrate them through positive points and golden tickets.

The Suthers School behaviour curriculum underpins includes the following areas:

- School Expectations
- Consequences and Rewards
- Common language
- Positive Framing
- Standing briefings
- Assemblies
- Movement systems

Consistency is key and this guide is to ensure everyone knows what is expected: it should be used as a reference point to refresh our understanding of our behaviour expectations and to spark professional discussions.

School Expectations

At Suthers we have a set of agreed expectations and non-negotiables that supports positive behaviour and shapes the culture and climate, where everyone is polite, kind and responsible for their actions.

Entering and Exiting School:

- Students are responsible for positively representing the academy when travelling to and from school.
- Students should dismount bicycles on school grounds and walk them through the school gates.
- Students will greet everyone positively by saying “Good morning” and “Goodbye.”

Lesson expectations:

- Students are responsible for attending every lesson and arriving on time wearing the correct uniform.
- Teachers will be out on the corridor at the start of the lesson welcoming our students into their classroom.
- Students enter the classroom ready to learn and actively participate in the lesson.
- The Connect activity starts every lesson; this will be ready on the board or on the desks as students enter the classroom. They are expected to start straight away.
- Students will get their equipment out on their desk which includes pencil case, whiteboards & Planner.
- Seating plans are designed for each class so that all students have the best opportunity to be successful in their learning.
- 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 all lessons students leave the room in the same way. They stand behind their chairs and the teachers dismiss them row by row.

Around the school

- Students should keep to the left on stairwells and corridors.
- Students should walk calmly and safely with pace and purpose whilst respecting others’ physical space and keeping hands to themselves.
- Uniform will be smart: shirts tucked, blazers on and top buttons done up.
- Agreed movement systems will be followed at all times.

Assemblies

- Tutor groups will line up silently outside the auditorium in single file.
- Students will enter the auditorium in silence, when instructed by staff. **Break and lunchtime**

- Students will enter the refectory quietly and sensibly.
- They should queue for food and drinks two by two in an orderly manner.
- All litter will be placed in bins to take care of our school environment. **Use of toilets**
- Students should use break and lunchtime effectively to plan their toilet break. They should ensure they use the toilet before school, during break and lunchtime to prevent the use of learning time where possible.
- Students should use the green staff lanyard provided by staff when using a toilet in lesson time, in an emergency.
- Students must never enter a cubicle with another student.
- Students will not use lesson transitions to use the mirror facilities in the toilets.

Consequences and Rewards

At the Suthers School, we have high expectations and accept no excuses. We will support every student to meet our expectations and if they do this, their hard work, kindness and character virtues are recognized through a variety of strategies as outlined on page 13, 7.3 Responding to Good Behaviour. No matter how clearly rules, norms and routines are taught, pupils will still test all boundaries. When these are broken, it is necessary for pupils to experience consequences that are aimed at reminding the individual and the class that classroom norms must be respected. Staff will apply the consequence system which includes:

- C1 – warning given to the student
- C2 – removal from the lesson and sent to the Respect and Responsibilities room for the remainder of the lesson. Students will also complete an after-school 30-minute detention
- 2x C2 in a day – rest of the day in the Respect and Responsibilities room plus will complete an afterschool 30-minute detention
- 3x C2 in a week- 1 day internal isolation for this student. If this happens again, it will escalate to an external seclusion at a partner school. Further sanctions will follow for repeat behaviours.

Common Language

We use a common language to reinforce 'The Suthers Way':

- Tracking me – used in all classrooms to ensure the focus remains on the member of staff speaking.
- Pace and purpose – used to positively remind students to move quickly and safely around the building to arrive to lessons on time.
- Sit upright and learn – used as a signal to students about demonstrating they are ready to learn and actively participate in the lesson.
- Connect, I do, we do, you do – used to signal different parts of the lesson.
- KIND-Keep Left, Indoor Voices, No physical contact, Do not disturb learning- Language used to reinforce positive behaviours in the corridors

Positive Framing

Whilst in lessons and around the building please teachers will use positive framing. For example:

Student X is clicking a pen and it is distracting the class or the teacher.

1. Teacher will continue to deliver the lesson by looking directly at the student to rectify their behaviour or continue with the delivery and gently tap on the student's table.
2. If the student is still clicking and hasn't rectified their behaviour, then the teacher will pause and look directly at the child and with humour once the child has stopped clicking, 'great, now we can continue'.
3. Once the student's behaviour is rectified – the teacher will acknowledge the correction by nodding, mouthing 'thank you' or thumbs up.

If the student still does not respond

1. If the student is continuing to disrupt or refusing to cooperate then the C1 (Correction is issued). Teachers will be clear with the student why they have received the C1 and will record this on their board. At this stage

the teacher may wish to move the child seat/give their emergency pass for a 2-minute time out depending on their needs

2. If the student continues to disrupt the teacher will then issue the C2.

Whilst on the door and greeting students

1. If teachers notice a child is struggling as they enter the room or struggling at the beginning of the lesson, they will check in with them and engage them with a question and praise their response. Teachers will ensure they are the first student to check in with during their circulation to ensure they are ok, again praising them for engaging in the connect.

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 pupils to be engaged
- Display the behaviour curriculum and their own classroom rules
- Develop a positive relationship with pupils, which include:
 - Greeting pupils 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 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 goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

- Verbal Praise
- Communicating praise to parents/carers via a phone call or electronic correspondence
- Individual positive points for demonstrating "The Suthers Way"
- Positive points, Star student or Golden ticket rewards for consistent positive behaviour in lessons

Certificates, postcards, Prizes ceremonies/assemblies, reward breakfasts and lunch with the head Teacher

- Whole Class or Year group rewards such as planned trips, activities or excursions

7.4 Responding to misbehaviour

When a pupil'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 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.

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.

The school uses the Consequences system as outlined in section 6, but may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil 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 pupil 'on report'
- We may use the Rights and Responsibilities room in response to serious or persistent breaches of this policy. Referral may be made to the Rights and Responsibilities room during lessons if they are disruptive, and they will be expected to complete the consolidation work of the topic they are studying in that lesson. The Rights and Responsibilities room is managed by the Assistant Head Teacher with responsibility for behaviour.
- Children / young adults who do not attend a given detention can also be referred to the Rights and Responsibilities room.
- Internal seclusion in the Rights and Responsibilities room, front of school or with a member of SLT
- External seclusion, (based at another school)
- Direction off-site
- Managed moves
- Suspensions
- Permanent exclusion.

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.

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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

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 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. 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 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, 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.

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:
 - 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 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.

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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

Pupils 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 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 may remove the pupil from the classroom for a limited time as part of our sanctions linked to the consequence system.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful and consolidates the learning taking place in the classroom.

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 pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all 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 who have been removed from the classroom are supervised in the [Respectights](#) and Responsibilities room

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

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 pupils who are frequently removed from class, such as:

- Meetings with behaviour mentors – both internal and external
- Short term behaviour report cards

- Long term behaviour plans
- Pupil 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 pupil, 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:

- The isolation room (internal seclusion) or provision at a neighbouring 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. Pupils are expected to complete similar work as they would in class.
- 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 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.

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, 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.

This could include measures like:

- Reintegration meetings with parents/carers
- Restorative conversations with staff members
- Re-onboarding students to "The Suthers Way"
- Regular contact with the Form tutor, Pastoral lead or Head of Year
- Use of Tutor, Subject, Pastoral, SLT Report cards
- Access to behaviour mentoring through a number of external partnerships

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 including "The Suthers Way". The school will use its work on the developed behaviour curriculum to support this induction.

11.2 Preparing outgoing pupils for transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil 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
- Relational Practice
- Unconditional Positive Regard

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 pupil support units, off-site directions 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

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 pupils 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

Needs inserting

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 behaviours 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 pupils 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 pupils.
- Display school rules clearly in classes and around the building. Staff and pupils 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 behaviours 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 pupils. Individual pupils
- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils 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, Pupil 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, Pupil Premium and LACs
- Are committed to their own learning to enable them to discharge their role effectively

Appendix 5 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 the headteacher, 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.

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

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.

