

# Behaviour policy and statement of behaviour principles

ReFocus



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## 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

All members of the ReFocus community (students, staff, parents / carers, governors) should be encouraged to make positive choices that benefit themselves and the wider ReFocus community. At ReFocus we believe that considering and understanding the consequences of our choices is key to improving our ability to make them. Self-control is preferable to imposed control and we wish to support our students to grow in maturity and for them to demonstrate self-awareness, self-direction, and self-control. Our Behaviour Policy is based on principles that are set out in the ReFocus Behavioural Principles, that begin with the firm belief that students are responsible and intelligent individuals who are capable of self-direction and self-control given the right environment. In order to enable effective learning and teaching to take place, students are expected to adhere to the highest standards of behaviour in all aspects of ReFocus life. It will be our policy that unacceptable behaviour will always be confronted and that everyone at Refocus will feel empowered to challenge those who choose to behave in an anti-social manner or one that has or is likely to have an adverse impact on anyone's learning or well-being. We expect all members of ReFocus to behave courteously and respectfully towards one another in person, on paper, and when communicating electronically. We expect all students and staff to care actively for other members of the ReFocus community and to contribute to their wellbeing and success

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2023](#)

- › [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](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › 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

### 3. Definitions

Students' behaviour should aim to reflect favourably on themselves and ReFocus. Any act by a student within or outside of school which threatens, or could potentially threaten, the physical and/or mental well-being of any member of the ReFocus community (including inappropriate or malicious use of digital technologies), or which is damaging or potentially damaging to the good reputation of the school, may require a response from ReFocus.

Responsibilities for the promotion and the reward of good behaviour

Students are expected to support and uphold the Home-Refocus agreement, the agreed Code of Conduct, and this Behaviour Policy.

Parents/carers are expected to support and uphold the Home-Refocus agreement, the agreed Code of Conduct, and this Behaviour Policy, by reinforcing ReFocus' expectations.

Staff are expected to abide by the terms and conditions set out in their letters of appointment and their contracts, supporting, and upholding the Home-ReFocus agreement, the agreed Code of Conduct, and this Behaviour Policy. Staff should always exemplify the core values, making use of the classroom management checklist (see Appendix).

The promotion and reward of good behaviour together with the leadership and management of the system of rewards and consequences is the responsibility of the Headteacher – Paula Tucker and the Deputy Headteacher – Hayley Perry.

## Rewards and Incentives

At ReFocus, positive behaviour is reinforced and encouraged by a formal reward structure outlined below. Students are motivated by praise, reward and celebration of improvement and achievement.

Student investment in and involvement with activities and opportunities available at ReFocus will be encouraged and supported if possible to

**Misbehaviour** is defined as:

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

Non-completion of classwork or homework.

Poor attitude

Incorrect uniform

**Serious misbehaviour** is defined as:

Repeated breaches of the school rules

Any form of bullying

Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

Sexual comments

Sexual jokes or taunting

**Physical behaviour** such as interfering with clothes

Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited/banned items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
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## 4. Bullying

### Bullying & Cyber-Bullying

Bullying is unacceptable and will not be tolerated at ReFocus. Any member of the community, student, staff, or volunteer has the right to work and learn without the fear of being bullied. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally and either directly or through cyber technology (see the ReFocus ICT Acceptable Use Policy for further information).

#### Common features of bullying can include:

- Name calling
- Mocking
- Cyber bullying including but not restricted to inappropriate text messaging, emailing and use of social media (e.g., Facebook, Snapchat, Twitter, and Instagram)

- sexual harassment, online sexual abuse and sexual violence between children and learners. Online abuse can include sending abusive, harassing and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery
- Spreading rumours or hurtful untruths
- Making offensive or humiliating comments
- Physical threats or deliberate invasion of personal space

Those who engage in bullying, including cyber bullying, and fail to show through their actions that they have learnt bullying is unacceptable risk forfeiting their right to be at ReFocus and can face permanent exclusion. Where a criminal offence may have taken place, especially in reference to cyberbullying or sexual harassment, a referral to the police may also be made.

For further information on ReFocus’ response to bullying of any kind, please see the ReFocus Anti-Bullying Policy.

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

TYPE OF BULLYING	DEFINITION
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Refocus Anti-bullying Policy is on the Refocus webpage.

## 5. Roles and responsibilities

### 5.1 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)

### 5.2 Staff

Staff are responsible for:

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EMPLOYABLE, SOCIABLE, READY



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 the impact of 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.

### **5.3 Parents and carers**

Parents and carers, where possible, should:

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

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

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

Discuss any behavioural concerns with the class teacher 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, while 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.

### **5.4 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 standards, and the consequences they will face if they don't meet the standards

The pastoral support that is available to them to help them meet the behaviour standards

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

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

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

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

## Mentor System

ReFocus operates a mentor system consisting of four mentor groups comprising of a mixture of Year 10 and Year 11 students. Mentors compete for the title of 'Kingdom of Credit' each term which is awarded to the mentor with the greatest number of credit points.

The mentors are named after the key figures in and around the local community of Wellingborough: The groups are: Coles (Paula), Yorke (Katie), Middleton (Hayley) & Neal (Liam).

Richard Coles is the Reverend of Finedon, a member of Wellingborough homes that provide social and affordable housing in the area and Chancellor of Northampton University; Thom Yorke is the lead singer of the band Radiohead and went to school and started his band in Wellingborough; Dan Middleton is one of the most viewed YouTubers in the world who comes from Wellingborough and; Phil Neal who played for Wellingborough Town and has played over 400 games for Liverpool.

Over the year, mentor events and competitions will take place. Mentors are encouraged to organise these competitions throughout each half term.

Payback system

Refocus uses a payback system in which restorative actions can be undertaken to reduce the number of consequences each student can receive. The payback system is not mandatory and will only come into effect if;

- Offered by a member of staff (not decided by the pupil)
- The action is deemed not serious enough to warrant an immediate consequence.

- The action does not fall into Level 2 or 3

Refocus aims to teach pupils that if they make mistakes, they can make it right and do not have to just “accept the consequences”.

Restorative actions can be agreed upon by the pupil and a member of staff.

## Consequences

ReFocus prefers to encourage success and well-being through rewards and privileges. However, any student choosing not to meet

Confronting all incidents and acting consistently when applying consequences ensures the deterrent effect of our Behaviour Policy. We recognise that it is not the person but the action which has led to the consequence. It is not possible to link a specific consequence to a particular offence in all cases. The specific circumstances of each offence must be considered when deciding upon consequences.

Parents / carers may be informed by letter, email, or telephone of their child’s behaviour. In any serious or persistent cases of misbehaviour students may be sent home and parents / carers invited into school to discuss the situation. Parents / carers play a vital role in endorsing the Behaviour Policy and ReFocus’ pledge to keep parents / carers informed should their child be giving cause for concern.

## Parent/Carer involvement

Parents/carers will be informed of all Level 2 Consequences. Depending on the seriousness of the concern, and in particular in situations where there are repeated concerns, parents/carers will be asked to come in to school for a meeting with the student and mentor to discuss those concerns at a Progress Meeting.

## Referral system

In the first instance, behaviour is to be addressed by the class teacher or the member of staff encountering it, and the staff concerned have a responsibility to do this. Poor behaviour should always be challenged. Some student behaviour will also be addressed by the mentors and/or the Senior Leadership Team as a means of supporting the teacher initially involved and ensuring that all staff are fully aware of student behaviour

## 6. School behaviour curriculum

### Attendance and Punctuality

Students are expected to register with their mentor between 9:15am and 9:30am. All students are also expected to arrive to school, lessons and other ReFocus commitments on time. Punctuality to lessons within school times may be affected by a student’s refusal to attend the lesson. Any student that refuses to attend a lesson will be provided with support and encouraged to do work in a separate environment to ensure learning continues.

Attendance and punctuality across the school will be monitored regularly by Deputy Head Katie Close who may issue further consequences and support mechanisms. Further information is contained with the ReFocus Attendance and Punctuality Policy

## **Dress and Appearance**

There is no uniform at ReFocus and students may dress casually but are expected to dress suitably for a learning environment. In particular, students should be dressed to study and to work comfortably and should ensure they are sufficiently covered for a learning environment. Hats, hoods, and headphones should be removed before entering lessons and assembly times. Coats should be taken off in lessons, though teachers may grant exceptions in cold weather, particularly if relating to public health ventilation precautions, or in relation to the comfort of students.

After a warning, a student who continues not to meet these guidelines will meet with their mentor to discuss.

## **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.

The points below are suggestions only and should be adapted to suit your school's specific circumstances.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display the behaviour curriculum or their own classroom rules

Develop a positive relationship with pupils, which may include:

Greeting pupils in the morning/at the start of lessons

Establishing clear routines

Communicating expectations of behaviour in ways other than verbally

Highlighting and promoting good behaviour

Concluding the day positively and starting the next day afresh      Having a plan for dealing with low-level disruption

Using positive reinforcement

## **7.2 Intervention (including searching, confiscating and physical intervention)**

As a response to a breach of behaviour policy or at a time when the health and safety of members of the Refocus community is reasonably felt to be under threat, it may be necessary for a member of staff to intervene in a situation in one of the following ways – searching a student, confiscating an item or items from a student, or exercising restraint or reasonable force with a student. It is important to establish clearly how and when this may happen.

## **7.3 Searching students**

Legal provision in the Violent Crime Reduction Act 2006, inserted in the Education Act 1996, and guidance issued by the Department for Education (August 2011) makes it lawful for the Head (or staff designated by the Head) to search students for any item with their consent. There is also a statutory power to search students or their possessions without consent where there are reasonable grounds to believe that the student has certain prohibited items for anything which is considered to be harmful or is listed as a banned item in the Code of Conduct. Reasonable grounds may include overhearing students talking about an item or a student behaving in an unusual or suspicious manner. Prohibited items include knives, weapons, alcohol, drugs, and stolen items. ReFocus staff can confiscate any banned or prohibited item found because of a search

### **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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but 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 select appropriate [headteacher / designated safeguarding lead (or deputy) / pastoral lead], to try to 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 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, desk or locker.

'Outer clothing' includes:

Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes or 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/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 whether 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.

### 7.4 Communication and record-keeping

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

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

#### Who will be present

This subsection and the 1 directly following apply to strip searches that involve the exposure of a pupil's intimate body parts, but you may decide to follow these procedures for other searches. If so, amend these subsections accordingly.

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

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

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

The appropriate adult agrees

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

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

The appropriate adult will:

Act to safeguard the rights, entitlements 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.

## **7.5 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 whether, 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.

## 7.6 Confiscation

The Education and Inspections Act 2006 and Guidance for Schools on Screening, Searching and Confiscation (DfE, Aug 2011) make it clear that confiscation is an appropriate disciplinary measure when applied in a reasonable and proportionate way. Any member of ReFocus staff may confiscate, retain, or dispose of a student's property to enforce ReFocus' Code of Conduct and to maintain an environment conducive to learning, where the rights of all students to be educated in a safe and orderly environment are safeguarded. Such circumstances may include:

- an item that poses a threat to others: for example, a laser pen being used to distract and possibly harm other students or staff;
- an item that poses a threat to good order for learning: for example, a student using a personal music-player or mobile phone in class;
- an item that is against school uniform rules: for example, if a student refuses to take off an unauthorised item of clothing (such as a baseball cap) on entering a classroom;
- an item that poses a health or safety threat: for example, any item which may be used as a weapon;
- an item which is counter to the ethos of the school, for example material which might cause tension between one community and another or is illegal for a student to have (for example, racist or pornographic material, alcohol, illegal substances);

In general, items will be confiscated for the duration of a lesson and then passed to mentors to be returned to the students at the completion of the same school day or the soonest convenient point thereafter. The basis for confiscations of a longer duration should be in line with the

ReFocus Behaviour Policy and discussed and approved by the Headteacher. Where any item is thought to be a weapon, a controlled substance or stolen goods, the police will be informed, and it may be passed to them. Students have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned.

Particular care will be taken when deciding whether to confiscate items of clothing or jewellery, with appropriate regard to whether the item in question has religious significance to the student. When confiscating items, staff will avoid physical contact or interference with students' clothing of a kind that might give rise to abuse allegations. Confiscation of any item that would leave the student only partly dressed will be avoided.

## 7.7 Restraint and use of Reasonable Force

The Education and Inspections Act 2006, section 93, and guidance from the Department of Education (August 2011) enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any person (including the student themselves);
- prejudicing the maintenance of good order and discipline at ReFocus or among the students receiving education at Refocus, during lessons or at any other time during the school day.

All members of the teaching and support staff have a legal power to use reasonable force for the reasons outlined above and this power may temporarily extend to people authorised by the Head to take charge of students, such as unpaid volunteers or parents/carers accompanying students on ReFocus activities. Force will never be used as a punishment for a child – this is unlawful and unacceptable. ReFocus also acknowledges its duty to make reasonable adjustments in the potential use of reasonable force for disabled students.

Detailed written records of serious incidents, including those requiring physical intervention by staff, must be reported to Paula Tucker who will maintain a record. Parents/carers will also be informed as soon as possible. All injuries will be recorded according to ReFocus' Health and Safety policy.

We believe the projected risk of such situations occurring at ReFocus is low. The provision of specific training for staff in the use of force or restraint has been completed by 4 members of staff and 2 additional members of staff are booked on a course.

### **ReFocus seeks to minimise the circumstances whereby such intervention would be necessary by:**

- creating a positive, disciplined, and orderly atmosphere in ReFocus and providing students with a clear framework for good conduct;
- providing guidance and encouragement for students, in both lessons and other forums, to manage conflict and strong feelings in a way that does not escalate the situation.
- fostering positive working relationships between staff and students, creating an atmosphere of mutual respect and trust that is conducive to good order;
- ensuring students are aware they can approach their mentor or another member of staff in difficult circumstances and who can help resolve and de-fuse situations;

- planning carefully to avoid circumstances that could make a conflict situation more likely and advising staff of potential difficulties and strategies that could be employed to resolve them.

All staff members are issued with a Critical Incident Protocol, with procedures to be followed in the event of an emergency and contact telephone numbers for the appropriate staff members who will be able to provide advice and support. In circumstances where the member of staff believes that he or she may be at the risk of injury, staff should not intervene without additional support or should immediately telephone the emergency services.

Staff should decide their actions based upon the potential for injury, damage or serious disorder should they decide not to intervene; the chances of achieving the desired results by other means; and the relative risks of physical intervention compared to other means.

Before using force, staff should (wherever practicable) tell the student(s) to stop misbehaving and communicate in a calm and measured manner that the use of force may be necessary. Staff should make it clear that their physical intervention will stop as soon as it ceases to be necessary.

Staff should attempt to intervene in such a way that their actions cannot be interpreted as being motivated by anger, frustration, or as sexually inappropriate.

Circumstances that could justify intervention include:

- immediate risk of death or injury, such as a student running into a busy road or preventing a student threatening another with a dangerous object;
- a student attacks a member of staff, or another student;
- students are fighting, causing risk of injury to themselves and others;
- a student is committing, or is on the verge of committing, deliberate damage to property;
- a student is causing, or is at risk of causing, injury, or damage by accident, by roughplay, or by misuse of an object or materials;
- a student absconds from a lesson or school (this, in itself, is not sufficient to justify the use of force) and their actions potentially threaten their own safety, that of other staff / students or the good order and discipline of other classes;

Types of physical intervention that a member of staff could consider:

- passive physical contact, e.g., standing between students and/or blocking a student's path;
- active physical contact, e.g., leading a student by the arm, ushering a student away with a hand on their back or shoulder or, in extreme circumstances, using appropriate restrictive holds.

### **Following the incident, ReFocus will:**

- investigate thoroughly and make a record of the incident, in accordance with the requirements of ReFocus Health & Safety policy and the Child Protection and Safeguarding Policy
- make the physical well-being of students and staff involved a priority, with appropriate medical care;
- seek to provide emotional and psychological support to all concerned where necessary;
- apply appropriate sanctions where necessary, according to the School's BehaviourPolicy.

All complaints regarding the use of force by staff will be investigated thoroughly and speedily, in accordance with the Complaints Procedure.

Where a member of staff has acted within the law in using force, the Department of Education guidance (August 2011) states that the onus is on the person making the complaint to prove that his / her allegations of excessive force are true – it is not for the member of staff to show that he / she has acted reasonably.

Suspension of the member of staff during the investigation into the complaint will not be an automatic response by ReFocus. Careful consideration will be given by the Head and senior colleagues to each individual case and its particular circumstances to decide the most appropriate course of action. If a decision is made to suspend a member of staff, then ReFocus will ensure that it fulfils its duty of care to that colleague; options for appropriate pastoral care will be offered, along with access to a named contact who can provide support

## **7.8 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
- 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).

### **7.9 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.

### **7.10 Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, the headteacher 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.

### **7.11 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

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

## **7.12 Malicious allegations**

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

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

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

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



Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils

## 8. ReFocus sanctions

Level 1 Academic Concerns include:	Level 1 Behavioural Concerns include:	Level 1 Behavioural Concerns include:
<ul style="list-style-type: none"> <li>• Non-completion of work. (not making the required progress)</li> <li>• Refusal to take part in lesson</li> <li>• Noncompliance in the workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated chatting in class/distracting others. Littering/ not cleaning own mess up.</li> <li>• Minor disruption.</li> <li>• Mildly answering back to staff.</li> <li>• Overly boisterous behaviour.</li> <li>• Leaving lesson without permission.</li> <li>• Minor infringement of the ICT Acceptable Use policy.</li> <li>• Refusing to remove hood or hat.</li> <li>• Challenging authority or rude to staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Arriving to school late, but before 10am (the first late in any week is not recorded as a concern) Key worker reminder.</li> <li>• Inexcusably arriving late to a lesson.</li> </ul>

Level 1 Academic Consequences	Level 1 Behavioural Consequences (applied according to concern)	Level 1 Punctuality Consequences
<ul style="list-style-type: none"> <li>• Work with the class teacher to complete work at break or lunch time.</li> <li>• Stay behind after school to complete work. (taxis and parents will be notified)</li> <li>• Complete portfolio work and complete session after school.</li> <li>• (taxis and parents notified)</li> </ul>	<ul style="list-style-type: none"> <li>• Work with TA independently to avoid distractions.</li> <li>• Clean social area at the earliest convenient time for staff.</li> <li>• Social time away from others.</li> <li>• Meeting with mentor to adjust behaviour. Apology expected.</li> <li>• Social time away from others.</li> <li>• TA linked to student until trust rebuilt.</li> <li>• Reread policy. Accompanied on ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Lateness to school: Early Morning Check-in by text</li> <li>• Lateness to lesson: make up lost time during break or lunch.</li> </ul>

	<p>until trust rebuilt.</p> <ul style="list-style-type: none"> <li>• Meeting with mentor to adjust behaviour.</li> <li>• Not given phone back for social time.</li> </ul>	
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Level 2 Academic Concerns include:	Level 2 Behavioural Concerns include:	Level 2 Punctuality Concerns include:
<ul style="list-style-type: none"> <li>• Failure to complete portfolio work on time</li> <li>• Continued refusal to complete work in lesson</li> <li>• Lack of progress in the workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated level 2 concerns.</li> <li>• Use of offensive language.</li> <li>• Constantly distracting others.</li> <li>• Throwing food.</li> <li>• Disruption to lessons.</li> <li>• Constantly ignoring staff/ not following requests after second request.</li> <li>• Breach of the ICT Acceptable Use policy. -</li> <li>• Verbal assault. (Non threatening)</li> <li>• Not Following instructions off-site.</li> <li>• Unsafe behaviour off-site.</li> </ul>	<ul style="list-style-type: none"> <li>• Arriving to school late more than three times in a week</li> <li>• Non attendance for more than 1 day in a week</li> </ul>

	<ul style="list-style-type: none"><li>• Bullying, sexual, racial, or other harassment.</li></ul>	
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<b>Level 2 Academic Consequences</b>	<b>Level 2 Behavioural Consequences</b>	<b>Level 2 Punctuality Consequences</b>
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	(applied according to concern)	
<ul style="list-style-type: none"> <li>• Work with the class teacher to complete work at break or lunch time.</li> </ul>	<ul style="list-style-type: none"> <li>• TA assigned to student during that lesson. Sit away from others.</li> <li>• Lesson taught away from other students</li> <li>• Complete lesson about mutual respect with mentor after</li> </ul>	<ul style="list-style-type: none"> <li>• Lateness to school: Early Morning Check-in by text, phone call to parents regarding punctuality. After School session to catch up on</li> </ul>
<ul style="list-style-type: none"> <li>• Stay behind after school to complete work. (taxis and parents will be notified)</li> <li>• Complete portfolio work and complete session after school. (taxis and parents notified)</li> </ul>	<ul style="list-style-type: none"> <li>• school on a Friday. (taxis and parents will be notified) Loss of social time. Chat with mentor on personal safety. Reread policy. Student will be accompanied when using ICT until trust rebuilt</li> <li>• Meeting with mentor to adjust behaviour. Behaviour contract.</li> <li>• Not given phone back for social time.</li> <li>• Lunch pass removed.</li> <li>• Enrichment will be replaced with a written lesson to catch up on work that has been missed.</li> <li>• P.E Practical lesson replaced with theory.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-attendance for more than 2 days in one week: contact parents/ attendance contract</li> </ul>

Level 3 Academic Concerns include:	Level 3 Behavioural Concerns include:	Level 3 Punctuality Concerns include:
<p>Lack of progress in any given lesson with a risk of noncompletion</p>	<ul style="list-style-type: none"> <li>• Use of obscene/offensive language towards a member of staff.</li> <li>• Assault or threatened assault on a member of staff.</li> <li>• Assault or threatened assault on another student.</li> <li>• Fights between students.</li> <li>• Persistent bullying, sexual, racial, or other harassment Theft of personal or school property.</li> <li>• Vandalism.</li> <li>• Possession of a weapon or otherwise threatening the safety of others.</li> <li>• Drinking alcohol; any well-founded suspicion of illegal drug consumption, possession, supply, or abuse.</li> <li>• cyber-bullying or any malicious or inappropriate use of digital technology.</li> <li>• Physical aggression.</li> <li>• Verbal aggression in a threatening manner.</li> <li>• Persistent verbal aggression.</li> <li>• Leaving site without permission.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently late each day with no improvement.</li> <li>• Attendance is below 90%</li> </ul>

Level 3 Academic Consequences	Level 3 Behavioural Consequences (applied according to concern)	Level 3 Punctuality Consequences
<p>one to one support to ensure completion</p>	<ul style="list-style-type: none"> <li>• No phone given back for social time. (Mandatory for any L3 behaviors)</li> <li>• No access to workshop. (Mandatory for any L3 behaviour relating to – Physical or threatening behaviour towards staff or students, Theft, possession of a weapon or drug related incidents</li> <li>• No lunch pass (Year 11s) (Mandatory for any student who leaves site without permission or shows physical or verbal aggression towards another student who is off-site).</li> <li>• If any illegal substances are suspected to be being held by a student, a search of their bag must be conducted by at least 2 members of staff of the appropriate gender. If the student is not willing to comply they will be removed from site and sent home.</li> <li>• Walk with member of staff to de-escalate the situation.</li> <li>• Time out in the one to one room to calm down.</li> <li>• All Level 3 concerns will be discussed by the team during debrief. SLT will decide appropriate consequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with key worker on the importance of punctuality. Parents invited to meeting to discuss.</li> <li>• EIPT team involved.</li> </ul>

## Levels of Consequence

Regarding consequences, the following escalating approach should usually be taken by staff. All Consequences will be recorded on the school BromCom system and are reviewed daily by the mentor and shared with the team during daily debrief.

### Level 1 Consequences

All level 1 consequences will be recorded on BromCom for level 1 academic, behaviour and punctuality concerns. In those cases that the consequence includes a meeting with a member of staff, the student will be expected to attend during break or lunch on the same day as the misdemeanor. Three Level 1 Consequences in any category issued in a single day will result in escalation to a Level 2 Consequence issued by the mentor.

### Level 2 Consequences

All level 2 consequences will be recorded on BromCom for level 2 academic, behaviour and punctuality concerns. In those cases where a student is expected to stay behind to complete missed work the parents will be informed and this will be set by the mentor who will contact taxi firms if they need to be rearranged for a later collection time.

### Level 3 Consequences

In the event that an exclusion of a student is deemed appropriate, the parents/carers of the excluded student can expect the following: Communication providing details of the breach of ReFocus' expectations of conduct and behaviour, or the particular incident, and the basis for the decision to exclude.

A formal letter to confirm the exclusion following the above communication, clearly stating: the reasons for the exclusion, the length of the exclusion and any further actions that are to be taken following the exclusion.

If a student accrues three after-school sessions in any given term or six within a school year, a Progress Meeting will be organised at ReFocus, to be attended by the student, their parents/carers, the link school, and the mentor. At this meeting an agreement will be reached over how to ensure all parties can support the student in meeting ReFocus' expectations as set out in ReFocus policy documents and as agreed to by the student and their parents/carers when they signed the ReFocus Home-School Agreement. Typically, a progress meeting will result in agreed action points and a defined date of review.

Progress Meetings can be organised and arranged by the mentor in any circumstances where diagnostic discussion of a student's situation involving their family is felt to be advisable.

## Consequences related to specific areas of expectation at ReFocus

### Attendance and Punctuality

Students are expected to register with their mentor between 9:15am and 9:30am. All students are also expected to arrive to school, lessons and other ReFocus commitments on time. Punctuality to lessons within school times may be affected by a student's refusal to attend the lesson. Any student that refuses to attend a lesson will be provided with support and encouraged to do work in a separate environment to ensure learning continues.

Attendance and punctuality across the school will be monitored regularly by Deputy Head Katie Close who may issue further consequences and support mechanisms. Further information is contained with the ReFocus Attendance and Punctuality Policy.

The different categories for support for students with attendance concerns are listed below:

Attendance to sessions	GAR	Equates to	Consequence
90 – 100%	Green	A good level of attendance	Rewarded termly 5 positive credits each week. 100% half-termly/termly award.
85 - 94%	Amber	90% = nearly 4 weeks of school	Fortnightly monitoring and discussion with Deputy Head At 93% letter triggered to parent and carer, alerting them to attendance and punctuality concerns. Letter 1 issued
85 – 90%	Red	85% = nearly 6 weeks of school	Deputy Head and mentor to put in place attendance support plan and review progress against plan on a weekly basis. Deputy Head and mentor to meet with parent and carer to review progress against system at least twice in a half term. Letter 2 issued.
Below 83%	Serious cause for concern	More than likely have missed one half term or more of learning.	Serious cause for concern meeting held with Deputy Head, Key Worker, and link school. Deputy Head to put in place attendance support plan and review progress against plan on a weekly basis. Mentor to meet student on a weekly basis to review progress against targets. Letter 3 issued. EIPT team contacted.



## **Dress and Appearance**

There is no uniform at ReFocus and students may dress casually but are expected to dress suitably for a learning environment. In particular, students should be dressed to study and to work comfortably and should ensure they are sufficiently covered for a learning environment. Hats, hoods, and headphones should be removed before entering lessons and assembly times. Coats should be taken off in lessons, though teachers may grant exceptions in cold weather, particularly if relating to public health ventilation precautions, or in relation to the comfort of students.

After a warning, a student who continues not to meet these guidelines will meet with their mentor to discuss.

## **Intervention**

### **(including searching, confiscating and physical intervention)**

As a response to a breach of behaviour policy or at a time when the health and safety of members of the Refocus community is reasonably felt to be under threat, it may be necessary for a member of staff to intervene in a situation in one of the following ways – searching a student, confiscating an item or items from a student, or exercising restraint or reasonable force with a student. It is important to establish clearly how and when this may happen.

## **8.3 Suspension and permanent exclusion**

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 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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.

Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

Training for staff in understanding conditions such as autism

Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- › The pupil was unable to understand the rule or instruction
- › The pupil was unable to act differently at the time as a result of their SEND
- › The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether 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/carers 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 matter. 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 the pupil to understand how to improve their behaviour and meet the expectations of the school.

See specific Refocus strategies on Tables above pages 25-29

### **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.

#### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **12. Training**

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

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

Behaviour management will also form part of continuing professional development.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors

The data will be analysed every day] by the senior leadership team

The data will be analysed from a variety of perspectives including:

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

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### **13.2 Monitoring this policy**

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

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

This behaviour policy is linked to the following policies

- › Exclusions policy
- › Child protection and safeguarding policy
- › Physical restraint policy
- › Mobile phone policy
- › E Safety Policy,
- › the Staff handbook and Code of Conduct.

## Appendix 1: written statement of behaviour principles

- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Pupils are helped to take responsibility for their actions
- › Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the Headteacher annually.

**Appendix 2: staff training log**

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

### Appendix 3: behaviour log

<b>PUPIL'S NAME:</b>	
<b>PUPIL'S KNOWN PROTECTED CHARACTERISTICS:</b>	sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
<b>NAME OF STAFF MEMBER REPORTING THE INCIDENT:</b>	
<b>DATE:</b>	
<b>WHERE DID THE INCIDENT TAKE PLACE?</b>	
<b>WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)</b>	
<b>WHAT HAPPENED?</b>	
<b>WHO WAS INVOLVED?</b>	
<b>WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?</b>	
<b>IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS</b>	
<b>PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):</b>	



## Appendix 4: letters to parents/carers about pupil behaviour – templates

### First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent/carer name: \_\_\_\_\_

Parent/carer signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_