



Bramcote College
A member of The White Hills Park Trust

Behaviour Policy

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Statement of Principle:

All students at Bramcote College are entitled to a safe, secure environment and an ethos conducive to effective learning. Good behaviour underpins the success of a school and we expect all students to demonstrate high standards of behaviour at all times. The way our students behave and conduct themselves in and out of school is an integral part of our school culture. The whole school culture and environment is what facilitates and drives progress, achievement and success.

We want all of our students in school to experience success and we want our students to enjoy school life and fulfil their potential. In order to achieve this, we will recognise the positive behaviours that we wish to develop in our learners and we will correct the behaviours we do not want to see.

We are aiming for our students to be independent and autonomous in their learning and this requires not only the absence of negative behaviour but the development and promoting of good behaviour. A student who can behave autonomously is more likely to take responsibility for their own learning and become a successful student and person. As a school, we recognise that some students experience difficulties and we will do all we can to support them but every student is expected to do their very best.

When some students demonstrate unacceptable behaviour, it will be dealt with in a fair, consistent and appropriate manner. Above all else, we will strive to recognise and reward positive behaviour, effort, achievement and progress.

We are not aiming for perfection but we are aiming for 100% effort and a positive attitude from all of our students, because this is what makes the difference when it comes to being successful. We also recognise that working alongside parents and carers to reinforce positive behaviours is key to being successful.

The expectations we have of all students: Bramcote College School

Rules

In and around school we have a set of rules that underpins the expected attitudes, behaviours and approach to learning that we have of all students.

1. Your aim in each lesson is to LEARN & make PROGRESS
2. ATTEND school every day and be PUNCTUAL to every lesson
3. Take PRIDE in the work you produce and give 100% EFFORT
4. Be EQUIPPED, be PREPARED to LEARN and TAKE PART
5. Sit in your SEATING PLAN and remain seated unless directed
6. TALK at appropriate times and about appropriate subjects
7. No CHEWING gum at any time. No EATING outside of designated areas
8. RESPECT yourself and others
9. LISTEN to members of staff and follow instructions politely and calmly, first time, every time
10. Your UNIFORM should be smart and correct
11. RESPOND to requests positively and without challenge
12. Follow ROUTINES and RULES around our school
13. RESPOND to & RESPECT the Bramcote School Student Leaders
14. Do not make unnecessary CONTACT with other students
15. Remember that you are always an AMBASSADOR for our SCHOOL COMMUNITY and you should make your way to and from school in an orderly and responsible way

Expectations of Bramcote Staff

Staff will be expected to:

- endeavour to arrive on time to their lessons
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom

Whether positive or negative, behaviour is the way in which a person behaves in response to a particular situation or stimulus. If we can successfully manage the environment (situation and stimulus) then we can negate some of the barriers that students will have with their behaviour. We must also understand that behaviour is directly linked to an emotional response and we encourage staff to understand why a student is presenting behaviours in such a way.

Bramcote College staff must strive to create the right environment that encourages positive behaviour. This environment should be consistent, fair, welcoming, kind, calm, challenging, supportive, engaging, structured and positive.

Our success in managing behaviour should not be judged by the absence of problems but how we deal with them

Strategies for promoting good behaviour:

- ✓ Act as a role model for things you expect to see – mirror what you want
- ✓ Don't be surprised when problems occur – we are working with children who are learning and testing the boundaries of acceptable behaviour
- ✓ Meet & greet and dismiss students at the door
- ✓ Remain calm yet firm
- ✓ Be consistent with all students
- ✓ Maintain visibility in your teaching space, position yourself where students can see you and you can see them at all times
- ✓ Use non-invasive techniques (non-verbal challenge and reminders) as a first step
- ✓ Focus on a Rule of 3. Reprimanding individuals 3 times without correction is reinforcing their negative behaviour
- ✓ Use the 1, 2, 3 cards for the identified SEN students
- ✓ Communicate the next steps and consequences to the students when addressing their behaviour
- ✓ Don't back them in to a corner - give them an out
- ✓ Think one step ahead – ask yourself “how is this going to go?”
- ✓ Don't let your mood dictate how you manage students
- ✓ Don't react, plan for behavioural incidents – know your students
- ✓ Read student profiles and act accordingly with individual students
- ✓ Recognise and praise the good to influence the actions of others
- ✓ Do not over use the word please when giving behavioural instructions, but do say thank you

- ✓ Do all you can to avoid:
 - Humiliating – it breeds resentment
 - Shouting often – it weakens your status
 - Over reacting –the problems will grow
 - Blanket punishments – the innocent do not deserve them
 - Over punishing and escalating too quickly – it reduces options later
 - Jumping to conclusions – avoid punishing what you can't prove
 - Don't block a student's exit

Remember that we all have a collective responsibility for managing the students within our school using the framework

Everyone, Everywhere, Every time

We should be challenging the behaviours we do not want and recognising the behaviours we do want.

Positive Reward, Recognition, INSPIRE Points & Graduation:

At Bramcote College we believe that students thrive in a positive and rewarding environment. We want young people to feel proud of their achievements and we reward and recognise the efforts of our students in a number of ways. Teachers act as role models by using positive language and actively seeking opportunities to reward students for doing the right thing in terms of behaviour, work and attendance.

To effectively promote the correct behaviours and attitudes that we would like to see in our learners we recognise the efforts and achievements by awarding INSPIRE points. INSPIRE points represent our school values of Integrity, Nurture, Success, Perseverance, Innovation, Responsibility and Engagement. These values make up the fabric of our school culture and are recognised within our students when they are displayed or demonstrated in and out of the classroom.

Teachers give verbal praise in class and, when work is marked, they seek to give written praise and encouragement. Whole School and year events such as success assemblies and graduation provide an opportunity to celebrate students' successes and achievements. We want to send the message that these events matter and that it's good to do well and to achieve the very best you are capable of.

INSPIRE Points

Our currency for recognition is the awarding of INSPIRE points. These represent our school values and are used to promote and recognise positive behaviours in school. These can be awarded by members of staff in school for a range of different reasons including:

- ✓ Positive attitudes
- ✓ good work
- ✓ being helpful
- ✓ good homework
- ✓ good effort
- ✓ improvement & progress
- ✓ taking part in extra activities in school
- ✓ being a good citizen
- ✓ going the extra mile
- ✓ inter form competitions
- ✓ work or achievements in the community

INSPIRE Star Award

Each lesson, the teacher of a class will nominate an 'INSPIRE' Star. This will be the student that has really stood out in effort, attitude and progress or for another reason such as leadership or supporting other learners in the group. Receiving this, awards the student with 5 INSPIRE points and parents will receive a text message home the following day to communicate this.

Postcards Home

To compliment the INSPIRE points and star awards, staff will also send postcards home. This will be in recognition of continued effort and application in school, both in and out of lessons.

Success Assemblies

In line with our INSPIRE values we have Success Weeks at the end of each half term. In this week each year group will have a Success Assembly in which the individual efforts and achievements will be recognised. Heads of year will award Platinum, Gold, Silver and Bronze certificates. This will be a reflection of the number of INSPIRE points awarded, the absence of negative points, good attendance and progress.

Subject Awards

Each term certificates will be awarded for outstanding achievement in each curriculum area. Awards will be made during the success assemblies. These awards will be selected by each subject area and will recognise effort, progress and/ or individual contributions to each subject.

Attendance Rewards

As part of our success weeks we acknowledge students who have excellent attendance as this is a prerequisite to being successful at school.

Zero Club

At the end of each half term we recognise students who are in what we call 'Zero Club'. This is a recognition of those who receive zero negative referrals each half term. We believe this is important as these students are doing the right things, day in and day out. Ordinarily, those in Zero Club will be rewarded with a non-uniform day.

Graduation/ End of Year Celebrations

The success of our students culminates in an end of year graduation ceremony. This event recognises student's achievements both inside and outside of the school community and so acknowledges them as a student and young person. Based on the number of points accrued, students will graduate at Platinum, Gold, Silver or Bronze level. This event will be held in a normal school year.

Behaviour Corrections & Sanctions:

As part of learning how to develop good behavioural habits, it is critical that students learn to take responsibility for their actions. As a school, this means we will correct the behaviours we do not want to see in our students, in order to improve their attitude and effort towards being successful at school.

At Bramcote College we run a correction system. The purpose of behaviour management should be to correct and improve behaviours, not simply punish. We aim to have restorative conversations in order to rectify issues and restore student teacher relationships. Behaviours that require an escalated response may require students to complete community service, after school corrections, time in reset or isolation. Above all else, we will endeavour to be consistent and fair in our response to student behaviour. Please see appendix 1 for a full overview of which behaviours trigger which response.

If a student fails to complete a correction that has been issued then there will be an expectation to repeat then escalate the response.

10 minute Corrections (TMCs)

We use a simple correction system that is designed to address behaviours centring on school readiness and preparation. We believe that it is crucial for a student to come to school ready to learn. We understand that students make mistakes and we believe that students can and will improve. Corrections are designed to be a reminder to students to do the simple things right and come to school ready to learn with our standards set high. Corrections will be issued to students for the following reasons:

- ✓ Punctuality
- ✓ Lack of equipment
- ✓ Lack of / incorrect uniform
- ✓ Not following school routines
- ✓ Unkind words
- ✓ Inappropriate language
- ✓ No DEAR book
- ✓ Chewing
- ✓ Mobile phone

All corrections are completed at the end of the school day with their P4 teacher and students will remain until 3:30pm (year 7 & 10 students will remain until 3:25pm due to a staggered departure). If a student refuses or does not stay, then there will be a separate consequence to this behavioural choice. To allow students to take responsibility and prepare for the day, if they present at student support before 8:45am to address any issues, no correction will be issued. Please see appendix 2 for more information.

Classroom Teacher Corrections

We expect classroom teachers to manage, challenge and correct behaviours, at break, lunch or at 3:20pm, that have direct impact on the progress of students in their lesson. Please see appendix 3 for a full outline of the behaviours a teacher will correct include:

- ✓ Poor attitude
- ✓ Poor work rate
- ✓ Lack of homework
- ✓ Lack of focus
- ✓ Distracting others & low-level disruption

- ✓ Not following instructions first time

Lunch-time Corrections & Loss of Social Time

For a repeated pattern of behaviour, for example, multiple corrections or for moderate behavioural issues, a student will lose their social time at break and lunch time. It will also be used as an escalated response. A student will also be placed in this correction due to poor behaviour during break and lunch time.

Classroom teachers and Heads of Department will use this sanction to manage learning behaviours within the classroom. If a student does not attend their classroom correction a head of department will expect a student to complete a lunch time head of department correction.

During this time a student will have the opportunity to eat and use a toilet before their next lesson.

20 minute After-school Corrections (TwMCs)

As an escalation to the 10 minute correction system, we also employ a no-notice 20 minute after-school correction. This will be used to address behaviours in a classroom that have been disruptive and not in line with the expectations we have for a student's attitude to learning. This will form part of our central corrections system

After-school (4pm) Corrections

If a student has to be removed from a lesson or for more serious or persistent incidents in and around school a student will be expected to stay until 4pm that day. If this is necessary, you will be notified by a text message informing you that your child needs to remain at school. We believe in rectifying issues and behaviour on the same day in order for the student to return to school the following day with a clean slate. However, if the issue has taken place after 2:30pm, we will contact you by phone or the correction will be completed the next day.

This is in response to the **Education Reform Act 2011**, which rules out the need for schools to receive direct consent to sanction a student and that a school's sanction cannot be legally refused.

Failure to attend a 4pm correction will be seen as defiance and the student will then receive a period of time in isolation as well as an expectation to repeat the 4pm correction.

SLT Support

A member of SLT is always available to respond to and support behaviour in school (see appendix 3). It may be necessary to move or remove a student if they are not responding or they are displaying serious behavioural concerns. The aim will be to support and reintegrate the student in the lesson, move the student to a buddy classroom or remove the student to the Reset room (Appendix 5)

SLT support will be required to deal with behaviours outlined below and such behaviours would warrant immediate removal from the classroom environment or social setting to be placed in reset, isolation and/or excluded.

- ✓ Persistent disruption
- ✓ Non-compliant behaviour
- ✓ Failure to respond to previous warnings or classroom corrections
- ✓ verbal/physical abuse of staff
- ✓ verbal/physical abuse of fellow students
- ✓ racial/sexual harassment
- ✓ illegal or suspected illegal substances

- ✓ fire alarm breaches
- ✓ Weapons or inappropriate items in school
- ✓ criminal damage
- ✓ physical assault
- ✓ dangerous behaviour
- ✓ refusal to go to another classroom
- ✓ or any other incident considered serious & potentially or actually affecting the safety of others

All incidents, either positive or negative are logged on Bromcom. We urge all parents to actively sign up and use this system, in order to proactively support in managing and promoting good behaviour at home. Some incidents surrounding bullying or those linked to other student concerns will also be logged on the school's CPOMS system.

Fixed Term Exclusions

Unfortunately, some students may choose to demonstrate some behaviours that we simply cannot and will not accept in school. These include physical assault and persistent bullying of other students, swearing and abuse of a member of staff and/ or more serious offences.

These behaviours will be met with either isolation, internal exclusion or a fixed term exclusion depending on the severity of behaviours displayed. Certain behaviours carry fixed sanctions, for example, swearing at a member of staff will result in a 2-day exclusion.

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist Abuse
- Sexual Misconduct
- Suspected or proven drug and alcohol related incidents
- Damage
- Theft
- Smoking or bringing smoking material on to the school site
- Persistent Disruptive Behaviour
- Bringing an offensive weapon or an imitation weapon into school, or using or attempting to use such a weapon in school, or on the way to and from school
- Bringing illegal or suspicious substances into school or supplying or selling, or attempting to supply or sell, such substances in school or on the way to and from school

A fixed- term exclusion can last up to a maximum of 45 days. A fixed- term exclusion for six days or more will result in students being educated elsewhere within the trust.

A permanent exclusion is only issued for repeated fixed- term exclusions where the student persistently fails to respond, or for one major incident. Exclusions will be issued for serious breaches of behaviour. The decision will be made at a senior level and in consultation with the Local Governing Body.

Post-Exclusion Expectations

Following an exclusion, a student will be expected to complete a phased return into school via our Reset space. They will work in a quiet, calm environment and be expected to meet all expectations before returning to normal lessons. Their transition back in to school and time in the reset room, may be as long as their exclusion, for example, a 2-day exclusion will be followed with 2 days in reset. This will prove to us and the student that they are prepared and ready to return to learning and the school environment. It will also help them understand the choices they made and what led to the incident in the first place. They will have work provided during this time and they will have access to staff for support in both completing the work set and catching up where necessary.

Support Structures for Students Causing Concern:

The following structures exist within the school to support pupils whose behaviour is either causing a concern or for those who require additional support due to their needs. Patterns of behaviour will be monitored over time by the Heads of Year and more strategic decisions will then be made about supporting students and their families with their behaviour. In some cases, the methods outlined below will simply be about providing a sanction, in other cases they are used to provide support to students who need to improve their behaviour in order to access lessons, learning and to be successful at school.

Referral to these areas of support is via the Head of Year, SENCO, Assistant Head Teachers and Deputy Headteacher. Parental involvement in these decisions will be essential.

RESET

Our Reset room is used for a range of reasons. It is used for students who have been removed from lessons who will then spend a period of time there before going back to lessons. In this space students are encouraged to reflect on behaviours and complete restorative conversations with learning mentors. If students respond well they are allowed to return to lessons. If a student does not respond, then they will be placed in isolation. The Reset space may also be used for students who require a short-term withdrawal from lessons or certain subjects based on patterns of behaviour. The Reset room is not solely about managing behaviour and may also be used by students who need an alternative environment to work in.

The aim of the Reset space is to ensure a 'readiness to learn and return' to lessons. We understand that behavioural corrections should have a minimal impact on the academic achievement of students. Equally, we will not allow students to prevent learning from happening

Forest School Provision

Our Forest School provision programme is an alternative classroom environment and provides a supportive, nurturing yet educational environment for students who are identified as requiring further support in school. This can be for a range of reasons including behavioural difficulties, social and emotional support or to provide an alternative education pathway that is more suitable. In all, this provision represents the inclusive culture of Bramcote College and is designed to support students to be successful.

Mentoring Support

For some students we will use mentoring to support them in school. The mentor will be a member of staff, a teacher, HOY or in some cases an external mentor. The aim of this will be to provide a medium-term support to educate students in how to improve their behaviour.

Isolation

A student may be placed in isolation by a member of student support, head of year or SLT. This may be for a variable amount of time, depending on the seriousness of the incident. The aim of isolation is to give students time to reflect on their behaviour, sanction them by way of social exclusion and in some cases, ensure the school environment and lessons remain orderly and calm without their presence. Although, we appreciate isolation can have an impact on a students' progress it remains a necessary sanction for certain types of behaviour. In the majority of cases, it will be communicated to parents and guardians when their child is in isolation and the reasons why. Isolation will be closely supervised to ensure high standards of behaviour. Failure to comply with the expectations in isolation will result in removal to an SLT member's office for an extended period of time or an exclusion.

Internal Exclusion

As part of our reasonable adjustments that we make based on an individual students circumstances and needs, we may instead decide to internally exclude a student rather than carry out a formal exclusion. This will be offered where we feel the student in question needs support.

Parental Meetings

If a student's behaviour is a cause for concern over a half term then parents will be invited in to school to discuss the issues and a strategy of working together to improve things moving forward. Regular contact will be made with parents where behaviour is a concern.

Engagement of outside agencies

In some cases, where we have concerns over a student's ability to adjust their behaviour in the long term, then we will engage the support of outside agencies. This may include, for example, social services or the family service. These services are designed to support both the family and school in managing and improving a student's behaviour.

Time-Out Procedures

Students who require behavioural support will be offered time-out as a means of reducing the impact of their behaviour on others and preventing escalation. During this time, they have clear procedures to follow including restorative and reflective conversations with members of staff, before returning to the classroom environment.

Managed Moves:

The School uses Managed Moves as a way of preventing Permanent Exclusions. Managed Moves are used both within the White Hills Park Trust and within the Broxtowe Area. Based on residency we may request or make contact with a school outside of Broxtowe to support us in such matters.

Reasons for a Managed Move:

- A student receives more than a 5-day exclusion
- An incident occurs which results in a managed move as an alternative to a fixed-term exclusion
- An incident occurs where it is deemed sensible to provide education at a partner school, under the conditions of a managed move
- A student is offered a managed move as an alternative to a permanent exclusion
- A student is offered a managed move as parents consider a fresh start is needed

Managed moves will be set-up in agreement with the partner school and parents of the child concerned. The move will have conditions placed upon it and will be for an agreed period of time. The host school can end the placement at any time if the behaviours of the student in question warrant it.

Due to covid-19 restrictions some managed moves will not be used at this time.

Teachers Power to Search Student without Consent:

- School staff can search a student for any item that may contravene the School Behaviour Policy (see paragraph on exclusions)
- The Headteacher and staff authorised by the Headteacher have a statutory power to search students or their possessions, without consent, where they reasonably suspect the student has certain prohibited items. The items that can be searched for under this power are:
 - ✓ knives or weapons
 - ✓ alcohol
 - ✓ tobacco and cigarette paraphernalia
 - ✓ fireworks
 - ✓ pornographic images
 - ✓ drugs
 - ✓ stolen items
 - ✓ any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property (this may include mobile phones)
- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Teachers Use of Reasonable Force:

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

DFE guidance stipulates that schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves or others through physical outbursts.

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them. On whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed in the circumstance. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Discipline outside the School Gates:

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

In line with DFE Guidance and the Bramcote College Behaviour Policy, the school may discipline a student for any misbehaviour when the child is:

- 1) taking part in any school-organised or school-related activity or
- 2) travelling to or from school or
- 3) wearing school uniform or
- 4) in some other way identifiable as a pupil at the school

or misbehaviour at any time, whether or not the conditions above apply, that:

- 5) could have repercussions for the orderly running of the school or
- 6) poses a threat to another student or member of the public or
- 7) could adversely affect the reputation of the school

The sanctions previously described would be applied in the same way should a student's behaviour deem it necessary.

Expectations of Parents/ Guardians:

Parents and guardians are expected to fully support the school in managing the behaviour of our students by:

- working in partnership with staff to ensure good behaviour
- supporting the school in decisions taken to correct and manage behaviour
- understanding the school's need to issue after school corrections and support in this matter
- informing staff of any concerns that you may have in or out of school
- responding to concerns raised by members of staff
- ensuring students come to school correctly equipped and prepared to work
- ensuring your child is punctual to school and their attendance meets school targets
- signing up to and access the school's behaviour and progress system, Bromcom, in order to monitor and support their behaviour

The Behaviour Policy in relation to the Equality ACT 2010 in respect of students with SEND:

Bramcote College acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEND. All incidents are investigated, and reasonable adjustments made for students on the SEND register. In many cases, students will have specific learning profiles that account for these adjustments in how students are managed and corrected. Additional support will be provided to students with SEND in terms of their learning and progression in school.

Additional support and adjustments for SEND students include:

- ✓ Learning profiles
- ✓ Time-out procedures
- ✓ Key workers to specifically manage behavioural difficulties
- ✓ In-class support
- ✓ Adjusted isolations
- ✓ Small group learning

If you wish to contact a member of staff regarding behavioural difficulties of students with SEND, please speak with the school's SENCO Mary Kirby mary.kirby@whptrust.org

Allegations of Abuse against Staff:

Allegations of abuse are taken seriously, but we will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Malicious accusations against school staff are fully investigated and will be dealt with in a fair and consistent manner.

The investigation will be led by the Head Teacher and appropriate action will be taken if the allegations are found to be malicious and unfounded.

Any allegations against the Head Teacher will be investigated by The Chair of Governors.

Any investigation involving any member of staff will be reported to the LADO.

Further guidance and additional information can be found at:

<http://www.education.gov.uk/publications>

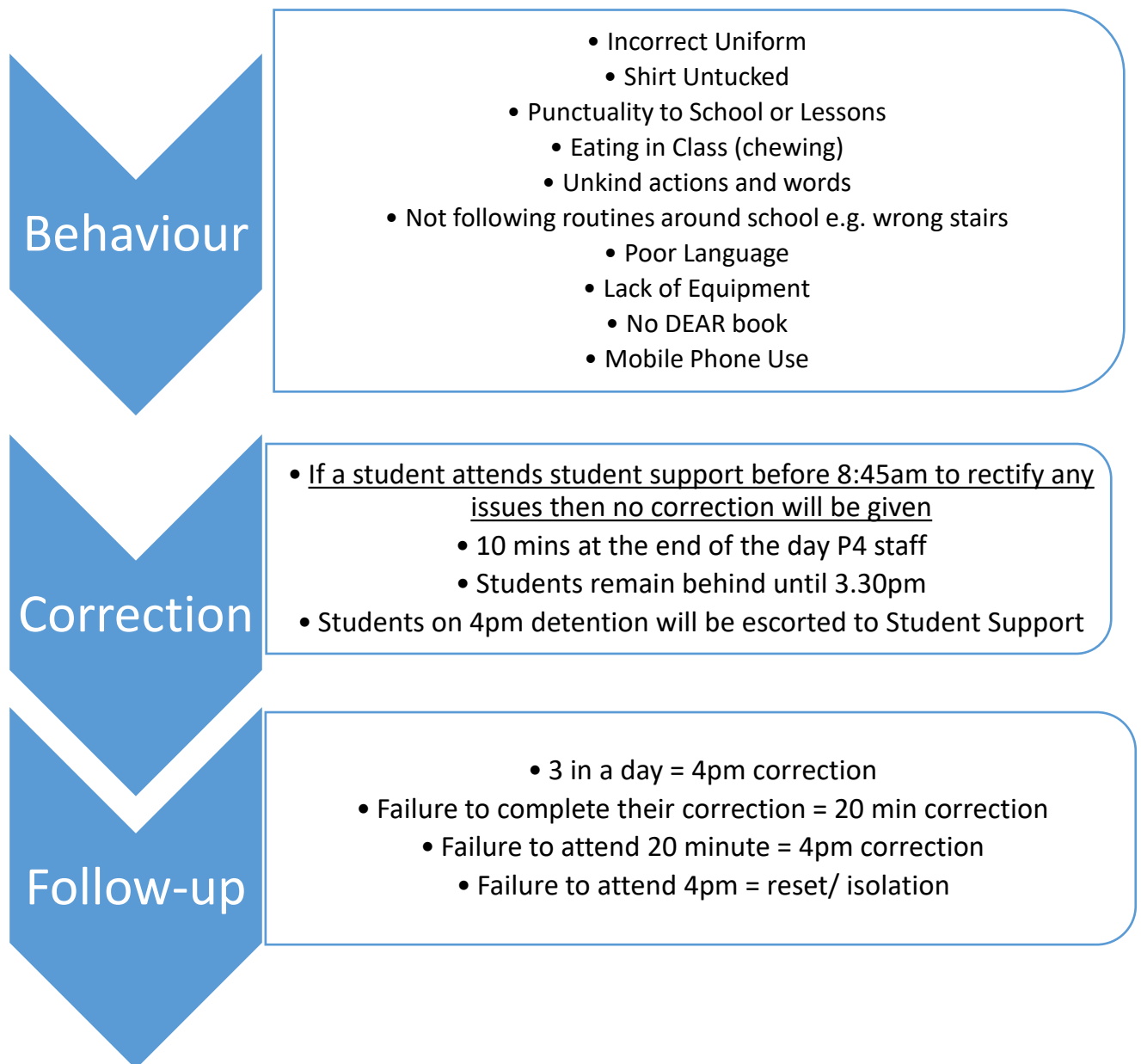
General Data Protection Regulations (GDPR) & Data Protection Act (DPA 2018)

Data will be processed in line with the requirements and protections set out in the GDPR and the DPA 2018. Data will be held in accordance with the Trust's Management and Retention of Record's policy. Data may also be shared when appropriate in accordance with our statutory duties and as detailed in the Trust Privacy Notice.

Corrections & Behaviour							
ROLE	STUDENT SUPPORT		TUTOR	CLASSROOM TEACHER		SLT	HOY
BEHAVIOURS	Break Time & Lunch Time Incidents Truancy Persistent Lateness ICT Misuse Fighting Smoking/vaping	Punctuality Lack of Equipment Uniform Issues (if addressed before 8:45, no immediate correction)	Punctuality Lack of Equipment Uniform Issues DEAR Book	Incorrect Uniform Lack of Equipment Punctuality to Lessons DEAR Books	ATL Progress Homework Disruption & shouting out Distracting others Effort	Persistent behaviour or serious disruption Defiance Rudeness Bullying Theft Vandalism Threatening behaviour	Response to behavioural patterns Response to Reports Missed department/HOD detentions Defiance Rudeness Bullying Theft Vandalism Threatening behaviour
CORRECTIONS & SANCTIONS	Break Time corrections	Ten Minute Corrections at 3:20pm Completed by P4 Staff			Departmental Correction/HOD corrections at Break & Lunch Twenty Minute After school corrections	Removal to Reset & Isolation	Break Time Corrections
	Lunch Time Corrections & Isolation						Lunchtime Corrections
							Removal to Reset & Isolation
	4pm Corrections						
	SLT Friday Detention						
	Reset Room Out of Lessons & Isolation & Internal Exclusions						
Serious Incidents of Behaviour will Result in FTE (Fixed Term Exclusions) Swearing at a member of staff Serious Assault of another Student							

Appendix 1: Corrections & behaviour Management Chart

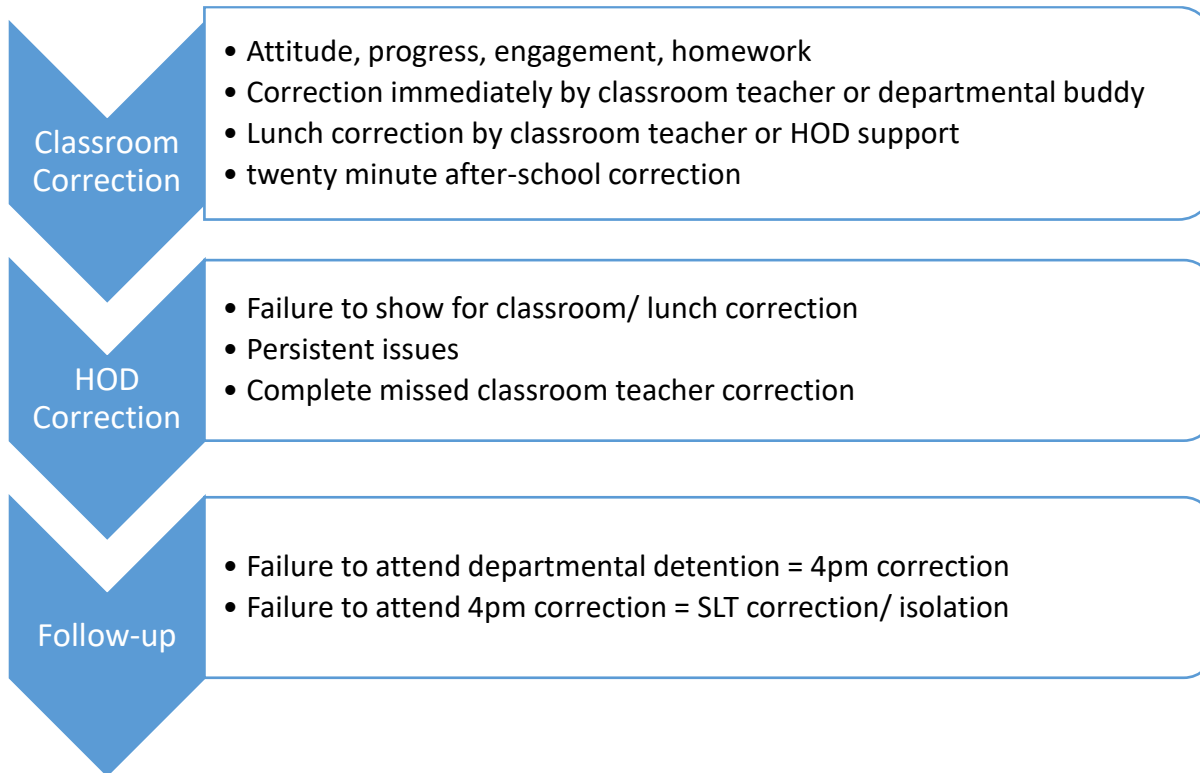
Appendix 2: Corrections Flow Chart



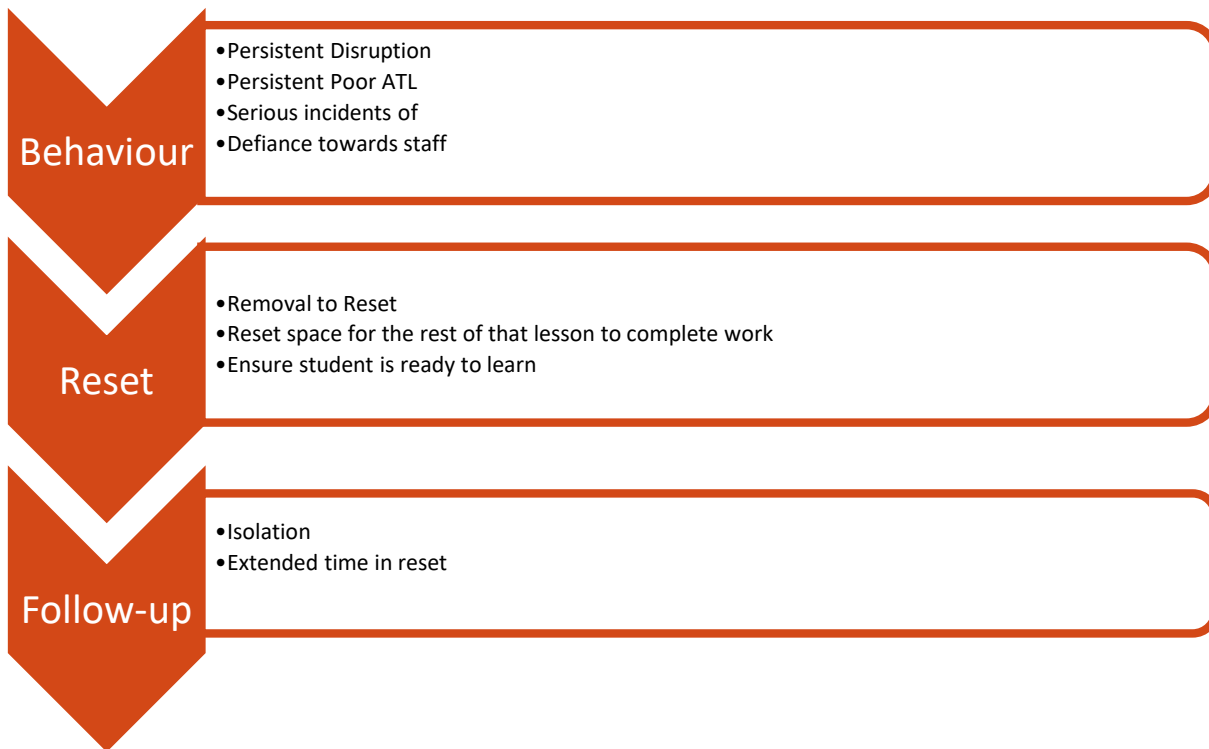
Appendix 3: Classroom Behaviour Flow Chart



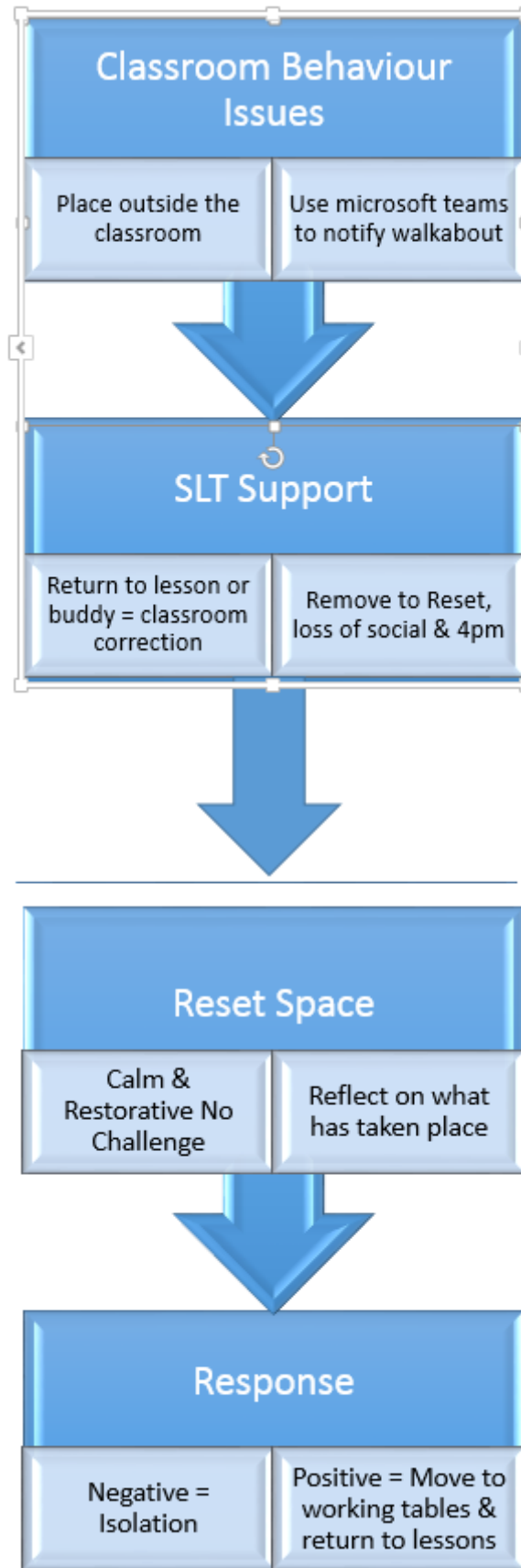
Appendix 4: Classroom & Departmental Corrections



Appendix 5: RESET Process & SLT Support



Appendix 6: Classroom Behaviour & SLT Support



Appendix 7: Covid-19 Behaviour Policy Addendum

Behaviour Policy Addendum Sept 2020

This document is an addition to the existing Behaviour policy in order to support changes in the school environment, expectations of students and staff and adaptations to behaviour management under the current set of circumstances.

Returning to school will present a range of challenges for everyone. Our students will have been subjected to a vast range of different challenges all in their own unique set of circumstances. School must be a safe place for them, offering counsel, support and encouragement but maintain structure and expectations around behaviour and learning. Whatever circumstances staff and students are emerging from, school must remain the consistent, fair and structured environment that is required to allow students to be successful, safe and happy.

Staff and students must understand the ways in which we need to change our behaviours in order to support and adhere to the government guidelines to support the reduction in transmission of Covid-19. The school environment has changed in order to support the guidelines and staff will have a wider responsibility to learn the changes themselves as well as supporting our students to learn and adhere to these expectations, making clear judgements between behaviours that are not yet learnt to those being deliberately displayed. Part of the role of staff is to not just challenge and condemn behaviours, but to educate, remind and improve the behaviours of our students whilst in school.

Successful behaviour needs to be taught, not just told.

Expectations & Rules for Students and Staff that will support keeping everyone safe during this time:

- ✓ Do not come to school if you are presenting with any symptoms of Covid-19 and follow government guidance on self-isolation and risk management
- ✓ Hand wash or sanitise before entering and re-entering the building
- ✓ Hand sanitise upon entering and leaving a classroom or an area in school
- ✓ Maintain good hand and personal hygiene 'catch it, kill it, bin it'
- ✓ Do not deliberately touch, grab, hug, bump or contact any other students or staff
- ✓ Follow and adhere to the social distancing measures put in place and one-way systems that are used to prevent unnecessary cross-over between staff and students
- ✓ Adhere to social distancing rules in the classroom, corridors, communal spaces and outside areas
- ✓ Students must remain in their designated year group zones and subsequent bubbles in order to reduce cross-over between year groups
- ✓ Students are expected in full uniform and are expected to attend in full and correct PE kit on the days they have PE lessons, to avoid using and crowding in the changing rooms
- ✓ Students must come to school equipped and ready to learn. Equipment can be given to students, but it is not to be loaned, swapped or returned
- ✓ Students must arrive to and depart the school site on time using the designated entrance and exit points. As soon as the school day is completed students must depart as a year group and continue to adhere to the required social distancing to the best of their ability. Students should not be waiting or gathering before departing or arriving to school

Behaviour that wilfully undermines the safety measures that the school has put in place or risks the safety of students or staff will not be tolerated. If incidents occur then they will be treated as high level behavioural incidents and sanctioned accordingly.

The following behaviours will result in temporary removal from the school site in-line with the home-school agreement:

- ✓ Deliberately spitting at or toward an individual
- ✓ Deliberately coughing or sneezing at another individual
- ✓ Forcibly touching or grabbing another student or member of staff
- ✓ Deliberately and repeatedly not adhering to the social distancing guidelines in school
- ✓ Persistently making verbal comments and challenges about the existing situation
- ✓ Not adhering to the need to wear a face mask, if and when they become compulsory

Existing rules & expectations that should be reinforced:

- ✓ No touch policy
- ✓ Mobile phones should not be seen or heard
- ✓ Earphones are not permitted
- ✓ Disruption of the learning environment will not be accepted
- ✓ Talking at inappropriate times
- ✓ Speaking inappropriately towards staff and peers
- ✓ Swearing and using offensive language
- ✓ Jewellery
- ✓ Chewing gum
- ✓ Littering
- ✓ Punctuality & Attendance

Correction Procedures that can be employed to support behaviour management and improving students' approach to school:

- ✓ Pro-active and pre-emptive management of the learning environment
- ✓ Staff intervention and challenge and education regarding appropriate behaviours
- ✓ Movement of students to different desks (designated spare desks in each room for this purpose)
- ✓ Modified seating plans
- ✓ Time-out of the lessons
- ✓ Buddy classrooms where possible
- ✓ Classroom teacher sanctions at Break and Lunch times (10mins)
- ✓ Departmental corrections at Break and Lunch time (20mins)
- ✓ TMC's for school readiness
- ✓ Walkabout support with any of the above and/or student removal to reset
- ✓ Time in RESET to address behaviours
- ✓ Pastoral intervention
- ✓ Phone calls home
- ✓ Collection or sent from school site
- ✓ **Reward and recognition for those behaviours that we want to see and encourage**
- ✓ **Recognise the good, challenge and educate what we don't want**