Behaviour and Discipline Policy
(including Student Code of Conduct and Anti Bullying Policy)

Member of leadership team with lead responsibility for oversight and update of policy	DOW
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1. INTRODUCTION

To be successful, a school must promote good behaviour among its students and create an orderly, calm, supportive and safe environment so that students can learn, thrive and reach their full potential. Being taught how to behave well and appropriately is vital for all students to succeed personally. This policy is key in supporting a culture where students and staff are able to flourish. All staff must collectively embody this school culture, upholding the school's behaviour policy at all times and responding to misbehaviour consistently and fairly. This document includes our Anti – Bullying Policy. Both documents outline the rules and guidance which we expect everyone to follow. It summarises the rewards, behaviour management processes and sanctions which we use. The policy should be read in conjunction with our 'Ensuring Excellence' document, Online Safety Policy, Uniform Policy, Child Protection and Safeguarding Policy, Child on Child Abuse Policy and our Equal Opportunities Policy.

The role of school leaders

It is essential that all school leaders are proactive and positive in their interactions with students and staff. They must be highly visible and recognise the importance of promoting a strong behaviour culture with all stakeholders. School leaders should actively and assertively promote an environment where everyone feels safe and supported.

All new staff are inducted clearly into the school's behavioural expectations and are made aware of the importance of maintaining high standards when they join the school. Messaging is repeated throughout the year to reinforce expectations of staff and their role in promoting routines, high expectations and managing student behaviour.

Regular training for staff on behaviour is vital at all levels and is fully supported by school leaders. Staff are made aware of the national qualifications and developmental opportunities available to them and are encouraged and fully supported in accessing effective CPD.

Monitoring and evaluation are key to ensuring that all staff uphold behavioural expectations and that interventions can be swiftly put into place where staff require support. Department leaders and strategic leaders must monitor teaching staff to evaluate the need for staff support, development and intervention. This is further supported by the deep dive mechanism. Early Career Teachers and Recently Qualified Teachers are supported by Lead Practitioners as part of their induction and development. Support packages are implemented for any member of staff as necessary.

The behaviour lead, pastoral leaders and behaviour managers must ensure that they are aware of any students or groups of students who persistently misbehave, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour. Data must be carefully analysed and appropriate interventions implemented and monitored. This data and analysis must be shared with senior leaders regularly.

Behaviour data and analysis are presented to governors and the governor link for behaviour meets with the behaviour lead regularly.

The role of teachers and staff

Staff have an important role in developing a calm and safe environment for students and establishing clear boundaries of acceptable student behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that students can see examples of good habits and are confident to ask for help when needed. Staff should also challenge students to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

All students can expect the following in their lessons:

- To be met and greeted warmly at the start of each lesson
- A Do Now task to be ready for each student on arrival to each lesson
- A calm and purposeful learning atmosphere created by teachers
- A seating plan for each group
- Frequent reference to being ready, respectful and responsible
- Consistent use of behaviour strategies and systems
- Poor behaviour to be dealt with discreetly, fairly and calmly
- Relentless positivity from staff
- A clean slate every lesson
- A restorative approach to behaviour whereby all professionals and students listen, reflect and understand their role and accept responsibility for their actions
- To be held accountable for the completion of any tasks assigned to them
- Recognition for getting it right or going above and beyond
- Recognition through merits, recognition boards and recognition cards
- Teachers who build positive relationships and communicate kindness
- SEND protocols to be applied as required
- High expectations from all staff
- Considered use of language by teachers (e.g. – language of choice – 'If you … then…')
- Their teachers to use language of de-escalation - 'I have noticed that…. I need you to ….'
- To be dismissed politely by their teacher

The role of students

At The Polesworth School, every student is made aware of the school behaviour standards, expectations, pastoral support, and sanctions and rewards. Students should understand that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Students are encouraged to share their experience of behaviour and provide feedback on the school's behaviour culture to support evaluation, improvement and the implementation of the behaviour policy. Every student is supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

Provision is made for all new students to ensure that they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction may be provided for students who are mid-phase arrivals and for students who struggle to understand and meet our values and expectations.

The role of parents/carers

The role of parents is crucial in helping the school to develop and maintain good behaviour. To support the school, parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us.

We will keep parents updated about their children's behaviour and encourage them to celebrate their child's successes. Where appropriate, parents will be included in any pastoral work following misbehaviour.

2. EXPECTATIONS

At The Polesworth School, students are expected to treat others as they would wish to be treated themselves, showing their readiness to learn, responsibility and respect towards fellow students, staff, visitors and local residents. We have clear expectations of our students to ensure that they can concentrate on their learning in a safe, mutually respectful, calm and purposeful atmosphere. Our expectations should be followed whenever students are representing The Polesworth School, including on the way to and from school, whether walking, cycling or using the bus.

At The Polesworth School we know that most students will be happy to abide by rules that are fair, consistent and proportionate. Almost all students prefer to be in a school where the adults take behaviour seriously. We also acknowledge that behaviour flows from character, intention and circumstances. We recognise the value in influencing a student's character and attitude in order to help students to flourish as learners, as individuals and as members of our school community.

With this in mind, we adopt a restorative approach to behaviour whereby students are encouraged to take responsibility for their behaviour in a calm, non-confrontational and controlled manner. Students will be encouraged at all stages to reflect on their actions and converse with other students and staff to repair and develop relationships that will allow for effective learning and for a student's emotional behaviours to be supported. This approach relies heavily on individuals not making assumptions about others and restorative dialogue that is honest and considered. Kindness is essential and our responses to behaviours are trauma informed. To behave safely, students need to feel safe and we recognise that some students will arrive at school not feeling safe and will need support from emotionally attuned staff to regulate their emotions and to develop the capacity to self-regulate.

All our behaviour systems are underpinned by the expectation that all students are ready, respectful and responsible.

The school behaviour curriculum

It is essential that high standards and expectations of good behaviour pervade all aspects of school life at The Polesworth School. Students should be taught and encouraged to behave well. Staff must always challenge misbehaviour and must teach students appropriate behaviours and expectations in all their interactions inside and outside the classroom. Everyone should treat one another with dignity, kindness and respect always and staff should routinely make reference to the school's values promoting readiness to learn, respect and responsible behaviour. Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour.

We have strong transition processes and procedures in place. Behaviour systems, rules and routines are introduced to students during transition activities and when they join the school. Expectation assemblies are delivered at the beginning of the school year and behaviour focused assemblies and tutorial sessions take place throughout the year to re-induct students into behaviour systems, rules and routines.

Expected behaviours and what they look like are the focus of short sessions delivered by strategic leaders and the behaviour team to all students in their year groups half termly throughout the academic year.   These sessions allow students to discuss expected behaviours with their peers and staff and to reflect upon their own behaviours.

These behaviours should be taught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited. Staff must offer positive reinforcement when expectations are met and deliver sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

Simple and clear routines are crucial and should be used by all staff to teach and reinforce the behaviours expected of all students in the classroom and around the school site. Repeated practices by all staff promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Staff should explicitly teach the routines and behaviour that they expect in the classroom and should appreciate that 'to behave' is not universally interpreted in the same way and that some students may need additional support to meet the expected standards of behaviour. Expectations and routines must be clearly communicated, modelled, repeated, checked for understanding, corrected when common mistakes and misunderstandings occur, revised and repeated

Adjustments can be made to routines for students with additional needs, where appropriate and reasonable, to ensure all students can meet behavioural expectations.

Behaviour expectations and students with Special Educational Needs and/or Disability (SEND)

At the Polesworth School, staff must manage student behaviour effectively, whether the student has underlying needs or not. When a student is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided. Behaviour will often need to be considered in relation to a student's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Where a student has SEND that at times affects their behaviour, we have a duty to ensure that the student is not disadvantaged and if a student has an Education, Health and Care Plan, the provisions set out in that plan will be adhered to.

The SENCo will communicate to staff any likely triggers of misbehaviour and put in place support to prevent these. The voice of the student and parental support is vital through this process. Examples of support may include:

- short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- time-out cards
- regular support meetings
- information/advice on EDUKEY
- training for staff in understanding neurodevelopmental needs.

When sanctions are put in place, staff should consider whether any reasonable adjustments need to be made to the sanction in response to any disability the student may have.

STUDENT CODE OF CONDUCT

BE READY

- Wear the correct uniform.
- Always be on time.
- Ensure your phone is only used during break and lunch (but not in the Hall/Gym).
- Sit in the seat you have being given by your teacher.
- Enter the lesson and leave the lesson in a calm and sensible way.
- Complete your 'Do Now' task as soon as you have entered the room.
- Follow your teacher's instructions.
- Participate in your learning by answering questions and/or contributing to discussions.
- Complete tasks set.
- Ask for support if you need it.
- Complete all homework tasks.
- Push yourself to always improve.

BE RESPECTFUL

- Respect others by listening when they are speaking.
- Do not distract others.
- Support other students in your lesson.
- Be kind and helpful to other students.
- Think carefully about what you say and how you say it.
- Look after your own belongings and respect those of other people.

- Look after school property and be proud of your school.
- Don't drop litter.
- On your way to and from school you must behave sensibly and show respect.

BE RESPONSIBLE AND SAFE

- Walk calmly around the school site
- Phones should be switched off in lessons and should not be seen– this includes earphones attached to mobile phones or airpods.
- Do not bring dangerous or banned items to school
- If you bring medication to school, hand it in to Reception in Student Services (Nethersole Building).
- Wheel your bicycle on the school grounds and be safe on your journey to and from school
- Clear your table and put rubbish in the bin when you have eaten in the canteen.
- Report graffiti or damage to school property.
- Smoking/vaping is not allowed on school premises or buses.

USE OF SOCIAL MEDIA

- Always be polite when communicating with others.
- Do not use abusive or strong language towards others that may be humiliating and hurtful.
- Do not post or distribute images or videos of others without their permission.
- Do not post or send inappropriate images or videos of yourself or others to anyone.
- Do not post offensive or inappropriate comments about the school or members of staff.
- Report any instances where you come across any information/images that you find upsetting.
- Do not meet with anyone you have met online without first checking with your parents. If they agree to the meeting, make sure it is in a public place and do not go alone, ideally taking a parent with you.

<u>BANNED ITEMS</u>

Below is a list of items that are banned from the school site and for which a search can be made:

- Laser pens

- Water pistols

- Illegal drugs and 'legal highs'

- Cigarettes/tobacco and anything associated with smoking

- Lighters/matches

- Vapes

- Knives or weapons

- Fireworks

- Alcohol

- Energy drinks

- Chewing gum

- Correction fluid

- Hoodies (Y7-11)

- Chains

- Catapults

- Stolen items

- Stink bombs

- Super Glue

- Ropes and cable ties

- Tools

- Solvents

- Offensive materials – racist/homophobic/pornographic/extremist

- Gambling materials

- Items for resale

- Speakers

- Any item that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury or damage to property

3. Managing Behaviour in Lessons

The school seeks to ensure that all members of the school community are supported to be safe and to feel safe to work and learn, ensuring that students get the most from their learning. Building positive relationships and intrinsically motivating children to learn are essential to our approach.

Staff at The Polesworth School use a number of techniques to manage behaviour in their lessons and to ensure we have a consistent and effective approach to behaviour management. These techniques are covered as part of teaching staff induction and are revisited throughout the year to support staff.

Dealing with persistent poor behaviour in lessons

This model is to be used in conjunction with the behaviour management strategies highlighted above. Teachers must always attempt to de-escalate by giving students take up time and using considered language that allows a student to consider their choices rather than resulting in an escalated response.

1. Reminder of expectations
2. Verbal Warning
3. Teacher/Tutor 30 minute detention

4. Head of Department (HoD)/Head of Year (HoY) 45 minute detention. First 30 minutes with teacher/tutor, last 15 minutes with the Head of Department/Head of Year.

When delivering sanctions, staff will do so in a calm, controlled and restorative manner. They will employ a common language that emphasizes choice and deescalates situations and is in line with a restorative approach.

Behaviour Support Call-Out

A behaviour support call-out takes place for the following reasons:

- A serious incident/unsafe behaviour
- Persistent refusal to comply following the setting of the HoD detention and the use of various behaviour strategies
- Aggressive defiance
- Threatening and/or abusive behaviour
- Fighting/assault
- Student leaves a lesson without permission
- Student's persistent misbehaviour is having an ongoing detrimental effect on the learning of others.
- Student's behaviour has become unmanageable

- The behaviour manager will attend to support and judge the next steps.
- The student will be removed from the lesson if deemed appropriate by the behaviour manager.
- If misbehaviour continues following the support call, the student will be removed by the behaviour manager.
- The behaviour manager will consider the appropriate sanction and interventions needed with the Head of Department or Head of Year as necessary.

Lesson removal

Removal from the classroom is a serious sanction and should only be used once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal should be used to maintain the safety of all students and to restore stability following an unreasonably high level of disruption. Removal should also be used to enable disruptive students to continue their education in a managed environment and allow the student to regain calm and refocus in a safe space. Teachers must provide meaningful and appropriate work and resources for any student removed from their lesson by a behaviour manager. The removal room will be supervised by a behaviour manager who will encourage students to reflect on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

The student should only remain in the removal room for the duration of the lesson that they have been removed from. Students will only remain out of lessons beyond this time if this is deemed to be necessary and if further support is required, or if this strategy is cited within a Behaviour

Improvement Plan or a Pastoral Support Plan.   Where students have been removed from two lessons, a decision may be made to remove the student from other lessons to support them further.

Parents will be informed on the same day if their child has been removed from the classroom.

Special considerations and reasonable adjustments must be considered by the behaviour and pastoral team dependent upon the individual student's needs and circumstances.

Examples of further behaviour management techniques and interventions that teaching staff should consider:

- Refer a student to the Head of Department
- A student being placed on subject report
- A phone call home
- A meeting with parents
- A meeting with the Behaviour Manager (BM) to discuss strategies
- Liaison with the inclusion team to discuss strategies for SEND students
- Mediation
- Respite
- Behaviour Manager observations of students in lessons in order to create a student support plan or offer support and advice to staff
- Additional training/coaching to support staff in their development of behaviour management led by a behaviour expert or one of our Lead Practitioners or a pastoral/department leader
- Restorative conversations
- Seating plan changes
- Student mentor

4.   SANCTIONS

Like any large school, there are inevitably times when we must deal with unacceptable behaviour. We use several sanctions of increasing severity to discipline misbehaviour. The intended outcome of any sanction is that the student will be made aware of why their behaviour is unacceptable and resolve not to act in such a way again. Taking disciplinary action and providing appropriate support are not mutually exclusive actions. Sanctions should be supported by reflective conversations and targeted pastoral support as appropriate. Staff should consider whether further intervention is necessary such as pastoral support, an early help referral or a mental health support referral.

Sanctions will be used for the following purposes:

- **deterrence**: sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the school.
- **protection**: keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk.

- **improvement**: to support students to understand and meet the behaviour expectations of the school and reengage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules.

Staff should always respond in a consistent, fair, and proportionate manner to misbehaviour so that students know with certainty that misbehaviour will always be addressed. De-escalation techniques and language must be employed to support a calm atmosphere and to help in preventing further escalation and the recurrence of misbehaviour.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred such as mental health needs, religious requirements, child protection concerns, subject to bullying, challenges at home, needs (including SEND) etc. Where alternative arrangements for sanctions are considered, regard for impact on consistency and perceived fairness should be considered.

All behaviours are underpinned by Ready, Respectful, Responsible Each stage should include restorative conversations			
Type of Behaviour (these are examples, not an exhaustive list)	Sanction	Actioned By	Escalates to
Low level chatting Silliness Lack of concentration Pen tapping Failure to complete class work (one off) Failure to bring equipment (one off) Leaning back on chair Incorrect uniform	Reminder of expectations or verbal warning	Subject Teacher/ Tutor	HoD/HoY
Persistent from above list Insufficient class work Lateness to lesson on three occasions – except period 1 (subject detention) Lateness to school on three occasions (Head of Year detention) No homework submitted Reluctance to follow instructions after warnings Being unkind to another student following an initial warning (not discriminatory).	30 Minute Detention Text message sent to parents	Subject Teacher/ Tutor/ BM	HoD/HoY
Persistent from above list Lesson removal sanction Inappropriate language, rudeness to an adult (not discriminatory or insulting) Persistent incorrect uniform Persistent defiance or serious defiance of a member of staff such as walking away Poor behaviour outside class e.g. water throwing, littering	45 Minute Detention Text message sent to parents	HoD/ HoY/BM	Senior Leadership Link

Single incident of truancy Missed detention Minor vandalism to school property Rudeness or inappropriate language which is discriminatory Persistent defiance during social times Smoking/vaping	1 Hour BM Detention Text message sent to parents	BM	Senior Leadership Team (SLT)
Bullying Aggressive defiance Vandalism to school property One-off assault on another student Inappropriate and offensive language Inappropriate language - racial, homophobic or sexual Threatening behaviour towards a member of staff Theft Bringing the school's name into disrepute (sanction dependent upon severity) Misuse of mobile phone such as recording in lessons.	Internal Exclusion – Parents should be notified by BM	HOY/ SLT/BM	Headteacher SSC
Persistent from above list Inappropriate and offensive language directed at a member of staff Inappropriate language (racial, homophobic or sexual) directed at another student or member of staff Possession/consumption of illegal substances Ongoing bullying Serious or repeated assault on a student Serious damage of property or building Serious threatening behaviour towards a member of staff Disrupting the internal exclusion room Theft Bringing the school's name into disrepute (sanction dependent upon severity) Failure to complete Internal Exclusion	Suspension - depending on the circumstances could lead to Permanent Exclusion or Managed Move (Length dependent on incident) Respite Consideration of an Off-Site Direction	SLT	Head SSC
Persistent from above list Persistent breaches of the school's behaviour policy In possession of an offensive weapon	Permanent Exclusion (A Managed Move or Off-Site	SLT	Head SSC

Dealing of Illegal substances Potentially any one-off event deemed so serious that the inclusion of the student as part of the school is not compatible with good order and discipline Making a malicious allegation against a member of staff which could have jeopardised their employment Extremist behaviour/act Bringing the school's name into disrepute (sanction dependent upon severity)	Direction could be offered in certain circumstances)		

Other sanctions may include:

- Loss of social time
- Loss of privileges – for example, being unable to attend a school trip or a school event.
- School based community service
- Scheduled reporting to staff
- Student being placed on report

Detentions

Detentions take place at the end of the school day and run on Monday to Friday during term time. Below is a list of the detention types that we have at Polesworth.

- 30 minutes – Teacher/Tutor/Behaviour Manager Detention

- 45 minutes – Head of Year/Head of Department/Behaviour Manager Detention

- 1hr – SLT/Behaviour Manager Detention

- Detentions must be booked on the system before 3.30pm on the day of the incident and the detention should be scheduled for the following day unless an ongoing investigation does not allow for this or if the student already has a detention.
- Parents/carers will be informed the day before the detention by text message. Booked detentions will be visible on MyChild the day prior to the detention after 4.00pm.
- Detentions are non-negotiable and cannot be re-booked except under extraordinary circumstances or where a student has not attended school owing to illness.
- Where a student fails to complete a detention – it will escalate to a 1 hour behaviour manager detention. Failure to attend the behaviour manager detention will ensure that the detention will escalate to an internal exclusion.
- Detentions must involve restorative conversations with students. Detentions are an opportunity for staff and students to reflect on what happened and for the student to consider how the incident could have been avoided. They should be viewed as opportunities for reflection and to build relationships.
- For students who are 18 or over, detentions will be sat during the school day.

COMMUNITY
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Internal Exclusion

An internal exclusion is used when a severe sanction is required, but when the school believes that a suspension would not be the most appropriate course of action. The internal exclusion will last from 8.30am to 3.30pm. A student who is internally excluded will report immediately to the Internal Exclusion room upon their arrival in school and will work in isolation supervised by a behaviour manager throughout the day.   Their class teachers will set appropriate and meaningful work for them, which they will complete with support from the supervising member of staff. Students will spend part of this time reflecting on the behaviours that led to the internal exclusion and agreeing a way in which to move forward, which is likely to involve some reparation work. Students will remain in internal exclusion during social times and at lunchtime they can order food that will be delivered to the internal exclusion room.

Parents/carers will always be contacted by phone at least the day before if a student is given an internal exclusion so that they are aware of the incident. They will be contacted by one of our behaviour managers. Failure to attend or misbehaviour during the day will lead to a suspension. If a student is absent and the internal exclusion is re-scheduled, parents/carers will be contacted with the new date.

Reasonable adjustments will be made for SEND students and other students with needs or personal circumstances as is appropriate.

On occasions, it may be necessary to isolate a student pending investigations into an incident. This should not be confused with an internal exclusion. However, the student will continue to complete work set while the investigation is ongoing.

Suspensions

A suspended student is not allowed to come into school or its vicinity for a fixed number of days. Parents/carers will always be contacted by phone by a behaviour manager or Head of Year where possible and then by letter. Students will be set work that they will be required to submit when they return to school. We arrange an interview with the Head of Year before re-admission – this meeting may be attended by the SENDco or a member of SLT. On these occasions we ask that parents/carers are accompanied by their child, so that we can discuss the incident and its consequences before they return to school. Following this meeting, the student will have a reintegration meeting with one of the behaviour managers to support them in improving their choices and behaviours. During this meeting any restorative actions will be agreed, and the student will be supported in doing this. Students will also be placed on school report by the behaviour manager for a week following a suspension.

A decision whether or not to suspend may take into account the student's previous behaviour record. The length of the suspension will depend on the particular circumstances of the case. It is the responsibility of parents/carers to ensure that excluded students remain at home and do not, under any circumstances, come into the vicinity of the school during their period of suspension.

If a student has a social worker or are looked-after their social worker must be notified of a suspension. If the student is looked-after, their Personal Education Plan should be reviewed and

amended as appropriate, and the Virtual Head will be contacted to discuss further support to be put in place.

The decision to place a student on the Behaviour Support Programme is taken only by senior staff. The intention of the programme is to encourage the student to think about the effect of their behaviour on others and to bring about change in their future behaviour. The day involves a range of sessions that could include:

- Solution Focused Counselling
- Anger management and social skills
- Dealing with anxiety and stress
- Lifestyle issues – alcohol, sexual health, drugs, sexuality
- Home life – relationships
- Aspirations for the future
- Restorative work

By the end of the day the following will also have taken place:

- Parents and carers/student/Head of Year/Behaviour Manager interview
- Contract agreed and signed by all parties
- Review date arranged

Managed Move

A managed move is dependent on another local school agreeing to take a student and a place is usually offered on a short trial basis before the student is formally taken on to the roll of the new school. During that period both schools work together to monitor behaviour and progress to ensure that the move is successful. Parent/carer agreement is required for a managed move.

Off Site Direction

Off-site direction may only be used to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in-school interventions have been unsuccessful or are deemed inappropriate. Placements are temporary and parents will be notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day. The length of time a student spends in another mainstream school, or an alternative provision and the reintegration plan must be kept under review. Parent/carer agreement is not required for an Off-site direction.

Permanent Exclusion

This is the most severe sanction available to a school. As such it is very rarely used at Polesworth and is reserved for the most grave or repeated breaches of discipline, or where the Headteacher feels that the relationship between school and student has entirely broken down, or that the student represents such a threat to the education or safety of others in the school that the only solution is a fresh start at another establishment.

Parents have the right to appeal against the Headteacher's decision to a panel of Governors. Work will be set for the excluded student until the appeal has been heard.

Year 11 Specific Sanctions

As a school we reserve the right to refuse attendance at or admittance to the following events:

- Year 11 Leavers Day
- Year 11 Prom

Either or both sanctions could be applied where a student has accrued three or more suspensions in Year 11 or has been involved in a single significant behavioural incident within school. Either or both sanctions could be applied to ensure the safety and well-being of all other students and staff.

Supporting students following a sanction or alternative provision

Following a sanction, students are supported in understanding how to improve their behaviour and meet the behaviour expectations of the school. These might include a restorative conversation, coaching or mentoring, parent/carer contact, liaison with Virtual School Head for looked after children, discussion with SENCo, enquiries into circumstances outside school, review of current support, consideration of further support, contact with DSL/DDSL, liaison with all teaching staff.

The pastoral and behaviour team will carefully consider what support is needed to help a student return to mainstream education and meet the expected standards following a suspension, off site direction or a failed managed move.

Interventions

We have several interventions in place for students who have multiple sanctions or who are showing signs of deteriorating behaviours to support them in altering their behaviours. Early intervention might include a letter of concern, a conversation with the student, a phone call home or could involve a meeting with students and parents where a target is set, and bespoke interventions are decided upon to improve behaviours. Careful monitoring will take place in such cases.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a student may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the student and the impact of the support being provided. If the student has an Education, Health and Care (EHC) Plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

The pastoral and behaviour team are also responsible for ensuring that interventions are put in place to support students in managing their behaviours and to reduce the likelihood of suspension or permanent exclusion by helping students understand our behavioural expectations and providing support to those who struggle to meet our expectations. Our aim is to be proactive in providing this support through group sessions and one to one support work.

Our behaviour and pastoral team work closely together to offer a variety of bespoke interventions. Some examples of interventions are listed below:

- Respite from lessons
- Home visits
- Mediation support
- Mentoring and coaching
- Consideration of on-site AP
- Anger management/de-escalation strategy sessions
- Counselling
- Sexually inappropriate behaviour – support work
- Racism – support work sessions
- Bullying – support work sessions – victim and perpetrator
- Behaviour support sessions
- Behaviour support day
- Reintegration timetable
- Time-out card
- Report card
- Parental meetings
- Parental contact
- Sessions to develop social skills
- SEMH support
- Pastoral Support Plan
- Behaviour Improvement Plan
- Referral to Area Behaviour Panel (Warwickshire)
- SEND referral
- Engaging with local partners and agencies to address specific challenges
- Early Help referral
- Liaison with Virtual Schools
- Meeting with social worker
- Futures Meeting

Designated staff are appropriately trained to deliver these interventions and to make appropriate referrals.

The use of reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among students.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

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

Searching, screening and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive. A search of a student will be made if we have reasonable grounds to suspect that a student may have one of the items banned by the school. Under common law, school staff have the power to search a student for any item if the student agrees.

The school can confiscate, retain or dispose of student's property as a disciplinary sanction. Leaders will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Searches should be performed by designated staff who have received appropriate training.

Behaviour incidents online

Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity. We will put sanctions in place when a student's online behaviour poses a threat or causes harm to another student, and/or could have repercussions for the orderly running of the school, when the student is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour. In the first instance, the DSL/DDSL must be informed so that safeguarding procedures can be followed. In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case. These initial investigations will be fully documented and if reported to the police, we will ensure that any further action taken does not interfere with any police action. However, we do retain the discretion to continue investigations and enforce sanctions so long as it does not conflict with police action. The DSL/DDSL will take the lead.

Child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment are never acceptable, they will not be tolerated. Staff must be active and assertive in challenging all inappropriate language and behaviour between students and must not normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. At all times, staff should demonstrate and model manners, courtesy and dignified and respectful relationships.

Incidents should be reported to the DSL/DDSL so that safeguarding procedures can be followed in the first instance. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for students exhibiting sexually inappropriate and/or harmful sexual behaviour.

All victims must be reassured that they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider disciplinary action.

Behaviour outside the school premises

Conduct outside the school premises is important and we may sanction students for misbehaviour outside the school premises if students misbehave

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a student at the school.

We may also sanction students for misbehaviour

- that could have repercussions or the orderly running of the school;
- that poses a threat to another student;
- that could adversely affect the reputation of the school.

5. RECOGNITION AND REWARDS

In creating a purposeful and pleasant atmosphere for learning, we place great emphasis on rewarding and acknowledging good work and behaviour. Recognising good behaviour encourages repetition and communicates our expectations and values to all students. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. We employ a range of techniques to congratulate and celebrate our students.

What we reward students for:

- Great effort with….
- Excellent attendance
- Making progress
- Helping others
- Supporting the school and local community
- Giving it a go even though you are unsure
- Being positive
- Leadership
- Being ready to …
- Exhibiting respectful behaviours
- Being responsible
- Contribution to lessons
- Acts of kindness

Recognition and Rewards in Lessons

Regular Praise from Staff
The most common and most effective reward for good work, effort and appropriate behaviour is praise. This may simply be verbal, during a lesson, or it may be written, when marking work. It may not be extravagant – simply a quiet positive word. But it is one of our most important techniques for classroom management.

Recognition Boards
Staff are expected to use place a student's name on the Recognition Board to acknowledge and praise students. It important that we draw attention to positive behaviours and attitudes in lessons.

Recognition Cards
Teachers and tutors are encouraged to award students with recognition cards in lessons to show their appreciation of a student's readiness to learn, respectful behaviours and responsible actions or attitudes to learning.

Merit Points
We operate a merit point system. Teachers and tutors are expected to award students with merit points. Students are able to spend their points in our online shop on a variety of items including stationary, Amazon vouchers, food items from the school canteen, queue jump and non-uniform day vouchers. Year 11 students can us their points toward a Prom ticket and/or their Year Book.

Further ways we reward and recognise students

'Meet with the Head'
Outstanding achievement is also recognised through an invitation to meet with the Headteacher. Students will also receive a small award for their achievements, as well as having the opportunity to celebrate their successes with the Head.
Praise Text, Email or Phone Call Home

We also operate a Praise Text that is sent to parents/guardians on a daily basis to celebrate student success such as their readiness to learn, respectful actions and responsible behaviours. Teachers also email and phone parents/guardians to celebrate successes.

Postcards Home
Teachers, tutors, and pastoral and curriculum leaders send postcards home to congratulate students on their excellent work, attitude and behaviour. These students are selected by their class teachers and tutors and are only sent to students who are seen to be deserving of additional praise and recognition.

Random Rewards
We aim to reward students at random when they are shown to exhibit readiness, respectful or responsible behaviours. We have recognition badges, jump the lunch queue vouchers, non-uniform vouchers and various other rewards that are given to student.

Celebration Brunch
Every term tutors select students to be invited to a celebration brunch with other awardees in the School Hall. Students celebrate their achievements with Pastoral Leaders and members of the school's Leadership Team.

Awards in Year Assemblies
We have a half termly prize draw for all students who have achieved 100% attendance over the half term in each year group. We also have a half termly prize draw for all who have a clean behaviour record over the half term in each year group.

We also run a merit recognition system for students achieving high numbers of merits. We use assemblies to celebrate these students.

Subject Awards
We celebrate students in all subject areas half termly.

Year Celebration Assemblies
This termly event is an opportunity to praise students for their attendance, their behaviour, sporting successes and other extra-curricular successes, such as music qualifications or even out of school activities. We encourage students to be proud of their talents and achievements so that we can praise and reward as many of our students as possible.

Presentation Evening
Outstanding progress and achievement are recognised at our annual presentation evening, which is held off site and is our most formal school event of the year. Parents are invited to share in this celebration as students receive prizes for a range of successes including sporting achievements and 100% attendance for two or more years as well as for resilience, community work and fundraising activities to name but a few.

Outstanding achievements are also celebrated in 'Polesworth Matters' and on our school website and on our screens located throughout the school.

6. MOBILE PHONES AND SMART WATCHES

Whereas many schools ban students from bringing mobile phones and smart watches to school, we have never felt this to be an appropriate approach for our students. We appreciate that many parents want their children to have phones for safety reasons and ease of contact. We also want to encourage our students to embrace new technologies, recognising that smart phones can and do have their place in 21st century education.

However, while we are happy to encourage our students to make the very most of such technology as an aid to learning, we also make it clear to them that phones should be switched off and not visible during lessons or whilst students are travelling between lessons. Smart watches should only be used to tell the time – and other functions should be disabled during lessons. Phones may be used during social times, however, they must not be used in indoor eating areas.

On occasions, teachers may permit students to use their mobile phones for educational purposes, such as researching a topic on the Internet or using the calculator. However, students are not permitted to access or send messages, to access social media sites or to email during lessons. They are also not permitted to record/video or photograph parts of lessons without the express permission from the teacher. If a student violates this - they will be expected to delete the footage. Students must be aware that sharing footage through social media may be committing an offence. The school will sanction students as deemed appropriate.

If a mobile phone or smart watch is being used when it is not permitted or if a teacher feels that a mobile phone is being used inappropriately in a lesson and is not contributing to learning, the teacher should confiscate the device and the student will have to collect it from Student Services Reception **at the end of the school day**. This sanction will be recorded on the student's school behaviour record and contact home will be made in response to repeat offenders. Continued misuse of a device following parental involvement may result in a student being banned from bringing it into school.

Should any student respond inappropriately to a teacher's decision to confiscate a mobile phone or smart watch, sanctions will follow in line with the school's Behaviour Policy as outlined above.

Definition

Bullying is deliberately hurtful behaviour, which is repeated over time and that is aimed at another individual or group either physically or emotionally. It usually involves a real or perceived imbalance of power or strength. It can happen face to face or online.
Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, sexist abuse, exposure to inappropriate films etc.
- Other forms of bullying include that which is racist, faith-based, bullying linked to gender or to a disability or Special Education Need.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- Indirect - can include the exploitation of individuals.

Bullying can be a group behaviour. Others can have a significant influence on the outcomes of behaviours among children and young people.

Bullying can involve baiting. To 'bait' someone is to intentionally make a person angry by saying or doing things to annoy them. Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Bullying can have a serious impact on a student's social, mental and emotional health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

This policy should be read alongside the Child on Child Abuse Policy, the Behaviour Policy, the Child Protection and Safeguarding Policy and Keeping Children Safe in Education.

Vulnerable Students

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities (SEND), those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying. Children in care that are frequently on the move may also be vulnerable. These students are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

Dealing with Incidents of Bullying

The school's disciplinary systems can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. Where bullying outside school is reported to school staff, it should be investigated and acted on to ensure the safety and wellbeing of all students in our care.

Incidents of bullying will be thoroughly investigated and consideration of the motivations behind the behaviour will be considered, including whether it reveals any concerns for the safety of the perpetrator.

Sanctions will be applied fairly and consistently in line with the school's Behaviour Policy. Those who bully will be dealt with in the way it is felt will best resolve the problem, the emphasis being on effecting a change in their behaviour.

The short and longer term needs of both the child responsible for the bullying and the child who has experienced the bullying must be considered.

Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. The schools will respond sensitively where an absence arises because of bullying and will work with students, parents and where appropriate external agencies to ensure that interventions and support are put in place to allow for a swift return to education.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be treated as a child protection concern and reported to the school's Designated Safeguarding Lead who will take appropriate action. We will work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.

Interventions And Support For Students Involved In Incidents Of Bullying

Interventions and support for student following incidents of bullying could include as appropriate:

- Individual support sessions
- Group sessions
- Proactive reintegration
- Counselling referrals
- Restorative meetings
- Informal check-ins
- Parental meetings
- Risk assessment
- On-going reviews

- External agency referrals

Prevention of Bullying

We recognise how vital it is to take a proactive approach to bullying. At Polesworth, we do the following:

- Provide staff training so they understand their responsibilities regarding bullying, how to resolve problems and respond to trauma, and where to seek support - including those with SEND and lesbian, gay, bisexual, transgender and queer (LGBTQ+) students

- Make staff aware that low-level incidents and the use of offensive language can have a significant impact on its target and that if they are left unchallenged, or dismissed as banter or horseplay, can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

- Highlight that abuse is abuse and should never be passed off as 'banter', 'just having a laugh', or 'part of growing up.' 'It was only a game` or `We were only joking` will not be accepted as explanations of what happened. We expect all staff to challenge students so that incidents are dealt with quickly, effectively and consistently.

- Promote a culture that values respect through messaging to students and staff making them aware that bullying is unacceptable and that every member of our school community should be treated with respect.

- Bullying', 'Social skills' and 'Resolving Personal Conflict' are themes that are covered by all students during School of Character sessions

- Explore bullying within the wider curriculum in Assemblies and using the "Think u Know" campaign which focuses on online bullying and other aspects of online safety.

- Highlight that bullying, like all child on child abuse, is a whole school issue and that every member of the school – students and staff - is responsible for preventing bullying.

- Ensure that all reports of bullying are taken seriously. All students, parents and carers are listened to.

- Ensure that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

- Ensure that staff understand that emotional bullying can be as damaging or even more damaging than physical bullying.

- Openly talk about and teach the differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related difference.

This includes children with different family situations, such as looked after children or those with caring responsibilities.

- Actively teach students that using any prejudice-based language is unacceptable.

- Actively involve students so that they understand the part they can play in preventing bullying. Students are encouraged to report incidents of bullying or other unacceptable behaviour. They are made to feel safe in the knowledge that no more bullying will occur as any repetition would be dealt with much more seriously.

- Proactively gather intelligence about issues between students which might provoke conflict and work with students to ensure that situations do not escalate.

- Involve parents to ensure they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.

- Perform an annual survey into bullying to monitor the success of this policy, followed by amendments as necessary.

Recording Incidents of Bullying and Follow-up

A central record will be kept of all reports of bullying, including online bullying and that which is homophobic, racist, misogynistic transphobic and misandrist, giving details of the problem and the outcomes for future reference.

All data will be regularly monitored and analysed to identify trends, the findings of which will then be used to develop and enhance the school's proactive and reactive responses to bullying.

All young people involved in incidents of bullying will be supported as required. There will be multiple check-ins with the students and close communication with parents so that all feel safe and supported.

Further Support

Anti-bullying Alliance
https://anti-bullyingalliance.org.uk

Childline advice
https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/

NCPCC support and advice
https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/

Kidscape
https://www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-bullying/

National Bullying Helpline
https://www.nationalbullyinghelpline.co.uk

Think You Know
https://www.thinkuknow.org.au

Respect Me
https://respectme.org.uk/adults/online-bullying/

Kids Health
https://kidshealth.org/en/teens/cyberbullying.html