

# Stowupland High School



## Policy on Behaviour for Learning & Rewards Guidance for Students and Parents/Carers

### History

<b>Adoption/ Review</b>	<b>Committee</b>	<b>Lead Personnel</b>	<b>Review Date</b>
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## BEHAVIOUR FOR LEARNING

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## 1. Introduction

The purpose of this policy is to ensure that the aims of the school are fulfilled and that the “core” values expressed through the school’s vision statement of “Outstanding Progress for All” can operate in practice.

The Aims of the school are to:

- Provide a caring, happy and safe environment where expectations and responsibilities are clearly understood and readily accepted
- Nurture an understanding and appreciation of the interdependence of individuals, groups communities and nations

**We want all students at Stowupland to make outstanding progress. It is essential, therefore, that the school is an environment where teachers can teach and students can learn. Students also need to develop the skills and behaviour to become good citizens in the local and wider community. The values we promote across the school apply to all aspects of learning and behaviour:**

Rights:	Everyone in our community has rights
Responsibilities:	Everyone in our community has responsibilities
Respect:	Everyone and everything in our community deserves to be treated with respect

By clarifying expectations and responses through this Policy, all members of the school community should feel confident that they are learning to the best of their ability in a safe and supported environment.

## 2. Expectations

It is of critical importance that all students are aware of our expectations for their behaviour. Our expectations include:

- Behaviour in the Classroom;
- Behaviour around the school site and at social times;
- Behaviour on Trips and Visits
- Behaviour off-site including use of ICT, online platforms and social media
- Behaviour while travelling to and from school
- Behaviour in the community

### 2.1 The Classroom Plan

Expectations in the Classroom are made explicit through the Classroom Behaviour Plan and the schools ‘non-negotiables’ which are displayed in all rooms and follow the schools mantra of ‘Rights, Responsibilities and Respect’. These plans encourage students to have the mantra as follows:

- I will maintain a positive approach to lessons, working to the best of my ability and encouraging others to do the same;
- I will arrive for lessons on time, correctly dressed and with the correct equipment (including my planner);
- I will settle quickly and follow all instructions throughout the lesson the first time they are given;

- I will treat other people, other people's property and the classroom environment with care and respect.

Student conduct which operates in line with these expectations will be recognised and rewarded (3.1). Conduct which falls short of this will be subject to sanctions (4.1). An overview of the Classroom Behaviour Plan can be found in Appendix A and it is also published in the Student Planner. All school staff promote and model good behaviour and can utilise the Classroom Behaviour Plan, the staged consequence systems as well as making referrals for support for behaviour which is deemed as serious misconduct. Staff training on behaviour for learning is constantly updated and support can be accessed for any staff to support the behaviour plans in liaison with the senior leadership team.

## 2.2 *Behaviour around the School Site and at Social Times*

Our expectations are that:

1. Students will always respect the school rules on uniform and jewellery (post-16 students will follow the prescribed dress code);
2. Students will move quickly, quietly, sensibly and safely through the school and classrooms at all times. In corridors students must keep to the left-hand side;
3. Students will speak and act politely and appropriately to staff, visitors, members of the public and to each other at all times;
4. Students will only leave the school site when permitted and will ensure that their conduct and language is appropriate and enhances the school's reputation in the local and wider community;
5. Students will eat only in the designated areas and will, as responsible citizens, always dispose of litter in the bins provided. Chewing gum is not permitted;
6. Students will never bring harmful, illegal or hazardous items into school (including smoking materials);
7. Students must respect the school's "no smoking" policy and neither smoke, nor associate with smokers;
8. Students will respect the school's Online (E-Safety), Internet and Mobile Phone Policy at all times both on and off the school site;
9. Students will respect the school environment and school property at all times: vandalism, graffiti and litter will never be acceptable;
10. Students must ensure that behaviour issues, or potential issues, are always reported to a member of staff so that they are handled by a responsible adult;
11. Students will always engage in behaviour which reflects well on themselves and the school;
12. Students will never engage in behaviour that could be deemed as abusive from peer to peer, or that is of the nature which defines sexual harassment or violence

Details of rules relating to uniform and jewellery can be found on the school website.

## 2.3 *Behaviour on Trips and Visits*

Students are required to behave in such a manner as to enable everyone to gain maximum benefit from the trip or visit. On such occasions, students are ambassadors for the school and will continue to follow the rules outlined in 2.2. The importance of behaviour will be stressed in the visit documentation. It should be stressed that we receive frequent compliments on the conduct of our students on school visits.

## 2.4 *Behaviour Off-Site*

Students are expected to follow the rules of the school off-site, whether attending another school or at social times (please note that students are not allowed to leave the school site at breaktime and

only Year 11 and sixth form students can leave at lunchtimes). The school is set in a village location and students need, in particular, to respect the residents and the local environment. Students can use the village green, but should not congregate in other areas such as pavements or bus shelters. Any instruction regarding conduct off-site (such as areas out of bounds) must be followed. Leaving the site at lunchtime is a privilege and not an entitlement.

In line with Department for Education guidance, the school will also apply sanctions for misbehaviour which occurs outside the school day, or term-time which could, in the view of the Headteacher or senior staff:

- have repercussions for the orderly running of the school;
- pose a threat to another student, member of staff or member of the public;
- adversely affect the reputation or well-being of the school community or the school, through behaviour or comments, including the use of social media;
- brings the school into disrepute.

### 2.5 *Behaviour while Travelling to and from School*

Students should always behave responsibly and safely when travelling to and from school. Those using school buses should follow the guidance issued by Suffolk County Transport.

Students whose behaviour causes concern can be banned from using the County Transport system and such action will be supported by the school. In addition to any action taken by County Transport, school sanctions can, and will, be imposed as appropriate, for behaviour which is in breach of the standards expected.

## 3. **Rewards**

Acknowledging high standards and progress, whether in work or behaviour, both encourages and motivates students.

Students will receive praise regularly. This will be delivered through verbal feedback, acknowledgement within school (eg assemblies), through marking and feedback, bulletins, newsletters, displays of their work and achievements and on notice boards as examples.

All rewards are recorded electronically on the Go4S system which maintains a behaviour profile for every student in the school. Staff can, and will make reference to this profile when collating information for references. Rewards operate in the following ways:

### 3.1 *Effort, Progress and Attainment Judgements*

These are applied to all subjects in the curriculum and recorded for all students either in reports or progress checks. Students, therefore, receive a formal acknowledgement of their efforts each term.

### 3.2 *Praise Letters and Postcards*

These can be sent throughout the year from subject staff, senior staff, Progress or Subject Leaders and others to recognise outstanding progress or achievement. Achievement may be on-going or related to a specific event or occasion.

### 3.3 *Reward Points*

Reward points are given throughout the year for a variety of reasons - for displaying positive attitudes, for completing classwork or homework to a high standard and for attendance and community activities. Each reward point is logged electronically and

students who build these up will receive rewards such as certificates, non uniform days and further tangible rewards.

#### 3.4 ***Achievement Assemblies***

Held each term, Progress Leaders will oversee assemblies which recognise noteworthy achievement in a range of areas: attendance, academic performance and progress, community service and sporting endeavours.

#### 3.5 ***Celebration Evenings***

At the end of Key Stage 4 and 5, there is a formal recognition of achievement when students can collect certificates and prizes. Parents are invited and these are followed by an informal social event.

#### 3.6 ***Recognition of Leadership Roles***

Many students play a key role in the life of the school through the Year and School Councils, Mentor Scheme and as Sports Ambassadors. There are also students who undertake leadership roles for specific events or occasions. All these students will receive recognition for their work.

#### 3.7 ***Additional Rewards***

Many students will receive additional rewards throughout the year as part of the reward system. For example; those who display positive attendance will be part of half termly prize draws, House competitions will produce school based rewards for the winning house and other incentives will be in place for those who consistently show they are role models and follow the ethos and policies of the school.

### 4 **Sanctions**

The school has both a statutory right and a responsibility to impose sanctions where behaviour contravenes the school's expectations.

#### 4.1 ***Behaviour in Lesson Time***

Responsibility for responding to behaviour issues within the classroom and in the corridor areas outside the classroom lies with subject teachers and tutors.

All staff work hard to establish a safe and secure environment both in the classroom and the subject area. Lessons are prepared in order to minimise the potential for poor or disruptive behaviour.

Behaviour within the classroom is governed by the expectations outlined in The Classroom Behaviour Plan (referenced in 2.1 & Appendix A). Where students are fall short of these expectations, initial sanctions are applied in the form of a staged response

##### 4.1.1 ***Staged Response (Lesson Time)***

The school implements a staged response to any misbehaviour, breach of the non-negotiables and school rules or negative attitudes to learning. Staff will usually give students a verbal warning before moving to the stage response outlined below:

- Stage 1 (X) = First recorded warning
- Stage 2 (XX) = Second recorded warning. Short detention (break or lunchtime) with class teacher or tutor
- Stage 3 (XXX) = Automatic supervised lunch detention immediately or the following day with subject teacher or leader / tutor or progress leader
- Stage 4 (XXXX) = Troubleshooter / On-Call. This stage is implemented for a student who

breaches the behaviour policy after Stage 3 (XXX). Depending on the behaviour which has taken place after Stage 3, the student may be sent to the subject troubleshooter or taken to the Internal Exclusion Room for the remainder of that period. Two Stage 4 calls in any one day will result automatically with a set period within Internal Exclusion. Subject or Progress Leaders will implement an after school detention after receiving the Stage 4 information from the subject teacher / tutor. Where behaviour warrants, a Stage 4 On-Call request could lead to a period within Internal Exclusion or as a Fixed Term Exclusion

There is also the additional category of:

SM Serious Misconduct

This category is where a student has engaged in such a serious breach of the school's behaviour policy that they need to be removed from the situation as quickly as possible. If this occurs, students will be taken to the Internal Exclusion Room by on-call.

#### 4.1.2 Drop-down Plan (Lesson Time)

Where students are persistently receiving staged warnings, this will represent a level of disruption which is unacceptable. Staff may initiate a Subject/Tutor Report or a "drop-down" plan in order to moderate behaviour. In a "drop-down" plan the staged response is amended for a specific student and the first misdemeanour may result in a subject or tutor sanction such as a 20 minute lunchtime detention or even removal from the classroom. Parents will be advised that a subject or tutor "drop-down" plan has been initiated via the Subject Leader or Progress Leader.

#### 4.1.3 Serious Misconduct (Lesson time)

In lessons, there will be the immediate removal from the lesson by the On-Call member of staff. The student will be taken to the Internal Exclusion Room so that the incident can be investigated. As an interim measure, the student may be taken to a designated member of the subject team. Students will be expected to follow all instructions given. Appendix B provides guidelines relating to sanctions which may be applied.

#### 4.1.4 Persistent Problems (Lesson time)

If behaviour is creating a problem in three or more subject areas, despite sanctions being applied, then the **Progress Leader** will co-ordinate the action and response (Appendix C).

For students on the SEND Register, or where behaviour may be the result of, or an indication of, specific issues, the **Assistant Headteacher with responsibility for Inclusive Learning (SENCo)** will be the lead on strategies, assisted by members of the inclusion team. There will be an automatic review for all students receiving two or more internal or fixed-term exclusions in order to identify any underlying needs which may require additional support.

#### 4.2 Behaviour Outside the Classroom (including social times, on or off site activities, or outside the school day/term time)

High standards of conduct need to be maintained at all times, not just during lessons. Where students are not meeting expectations, or specific incidents occur, sanctions are outlined in Appendix B. In line with the approach taken in classrooms, there is a graduated approach to sanctions.

Incidents which occur at social times will usually be dealt with by duty or behaviour and pastoral teams in line with the school's Behaviour Policy. If an incident is serious, or potentially serious, a senior member of staff or a designated member of the Behaviour Team will always take the lead.

#### 4.3 The Use of Detentions

Detentions can be issued as a result of conduct during lesson time (see Classroom Plan) or conduct at social times.

Detentions form part of the school's Behaviour Policy. They are lawful and can be imposed without parental consent as long as:

- Students and parents are made aware, through this Behaviour Policy, that the school uses detentions as a sanction;
- In the case of after-school detentions (as opposed to break or lunchtime detentions\*) parents are given 24 hours' notice either by letter, text, e-mail or phone-call.

The DfE guidelines state that the school can continue with an after-school detention without parental consent.

Transport home following an after-school detention is the responsibility of parents/carers. In practice, most after-school detentions take place on Tuesday evening when students can catch the late bus at 5.00pm. However, the route taken by the bus means that journey time may be longer.

*\*For break or lunchtime detentions, prior notification is not required, but staff will endeavour to place a note in the student planner to advise parents that a detention has been issued, or has taken place.*

#### 4.4 **Internal Exclusion**

Internal Exclusion operates in response to a number of different situations: failure to respond to the Classroom Plan, a serious breach of school rules or a lack of response to previous interventions. Students will be isolated from their peers throughout the allocated time (including breaks and lunchtimes) and must complete the work they are set.

Students will be placed in Internal Exclusion for a specific period of time - usually one or two days. However there is not a set maximum number of days and senior staff can issue an Internal Exclusion for a period deemed appropriate to the misdemeanour or for future intervention work. Please note: there are clear rules of conduct in Internal Exclusion and failure to co-operate with these will result in further sanctions being applied.

Parents will be advised of Internal Exclusion through a phone call and/or formal letter. Following the allocated period, students may return to lessons on report or with another strategy decided by the Behaviour Team, Progress Leader or senior staff.

Please note: students may also be placed in Internal Exclusion whilst an incident is being investigated or when they need to write a statement. Students will be required to remain here until the staff investigating the issue feel the matter has been resolved, or until they have all the necessary details.

#### 4.5 **Fixed-Term Exclusion**

All Fixed Term Exclusions (FTEs) will be conducted in line with statutory guidelines. Any student who receives a FTE will have breached the school's behaviour policy or will not have responded to previous strategies. The length of a fixed-term exclusion will depend on the context, the misdemeanour in question and any previous sanctions applied.

#### 4.6 **Behaviour and At Risk (BAR)**

A student who is persistently receiving negative behaviour points, receives persistent Stage 4 or Serious Misconduct sanctions, receives Internal or Fixed term Exclusions and has failed to respond to strategies and interventions by the behaviour, subject and progress teams, will be subject for discussion at BAR meetings. BAR meeting involve the Headteacher, Deputy Headteacher and Assistant Headteachers (Behaviour / Inclusive Learning & SENCO). Decisions within BAR will look to strategically support a student, but ultimately set clear guidelines and plans to be implemented to ensure the smooth running of the school can continue and the students disruptive behaviour ceases.



#### 4.7 **Risk Assessment / Management**

Where there is deemed to be a risk to the health and safety in relation to poor behaviour, staff will identify hazards, identify who is at risk, evaluate and assess the level of risk and put in place measures to control the hazards and risk. This may involve consequences and sanctions as well as school support. The school will regularly review and monitor the procedures for dealing with incidents where students display behaviour deemed to cause a risk. In the light of the above, a pupil who is deemed to be a risk to him/herself or others is likely to be placed onto an SPSF (6.6).

#### 4.8 **Governors' Disciplinary Panel**

A student who receives a third fixed-term exclusion and/or internal exclusion is damaging their own learning and compromising the safety and well-being of the school community. Students receiving a third exclusion will be required to go before the Governors' Disciplinary Panel. The consequences of continued, poor behaviour will be made clear by the governors and recorded in writing. Governors may expect the school to explore the managed move process or to direct a student off-site.

#### 4.9 **Managed Moves**

If a student's behaviour, either from a single incident or over a period of time impacts negatively on their own or others' learning, they will be considered for a managed move. With parental support, a student will be presented at the half termly IYFAP (In Year Fair Access Panel) meeting for consideration for a managed move to another local County school or for an available PRU (Pupil Referral Unit) placement. These panels are run by Suffolk Local Authority with behaviour specialists from local schools and are aimed at finding the best way forward to support a student and to safeguard them from permanent exclusion.

#### 4.10 **Direction Off-Site**

A school has the right under general powers and as a method of good practice, to direct a student to be educated off-site in order to improve his/her behaviour and to increase their chances of educational success. This direction will be imposed by senior staff and/or the governors and it cannot be challenged. Direction off-site may be for a short or longer period of time depending on the circumstances. Where this sanction is applied, the matter will be discussed with parents/carers and followed up in writing in line with DfE guidelines. A review will be held every 10 weeks as a minimum. The review meeting will evaluate the effectiveness of the provision and its impact and will be attended by: the student, parents/carers and designated staff from the school.

#### 4.11 **Permanent Exclusion**

Permanent exclusion at Stowupland is extremely rare, but any permanent exclusion (often referred to as a PEX) will be conducted in line with statutory guidelines.

A permanent exclusion will be issued where a student has failed persistently to respond to sanctions and/or support and therefore refuses to accept the authority of the school and poses a threat to the welfare and well-being of the school community.

However, the school can, and will, exclude permanently for a first infringement should the nature of the incident warrant this. The following list, influenced by DfE guidelines, provides examples of conduct which could, legitimately, lead the school to impose a permanent exclusion for a first offence:

- Serious actual or threatened violence
- Carrying an offensive weapon
- Significant Peer on Peer Abuse
- Sexual abuse or assault / Sexual harassment or violence

- Drug, illegal substances or possession of any illegal item (whether upon electronic devices or their person)
- Supplying an illegal drug

Permanent exclusion is the most serious sanction a school can impose and it can only be issued by the Headteacher. Decisions on permanent exclusion are not taken in haste and a panel of senior staff will meet to review all the evidence and statements prior to the Headteacher's final decision.

There are also instances where the breach(es) in behaviour are considered to be so significant that the school will move more quickly to a permanent exclusion. This will be particularly where students have joined the school with a "history" of poor behaviour and have been fully advised of the school's expectations before entry. Permanent exclusion may also be used when the breaches of the Behaviour Policy are considered to have had a particularly detrimental impact on the school community or the reputation of the school.

## 5 Investigation, Searches, Confiscation & the Use of Reasonable Force

### 5.1 *Investigation Procedures*

- 5.1.1 Some issues can be resolved very quickly through speaking to students. Such discussions may take place at social times or students may have to be taken out of lessons. Where matters have to be discussed during lesson time, students will miss as little lesson time as possible.

A number of students may be spoken to in order to ascertain information and no value judgement should be placed on the order in which staff speak to students, the length of time taken, or whether discussions take place during lesson or social times.

- 5.1.2 In order to investigate some incidents, relevant students (including witnesses) may be asked to write a statement. Statements can only be valid where these are written in school, or scribed by staff. All statements will be dated and signed.

Where a potentially serious incident has taken place which may result in an exclusion (including Internal Exclusion), statements will normally be written in the Internal Exclusion Room. Witnesses will be taken to other areas where they will be able to write their statements. Please note that students may need to be taken out of lessons to write their statements.

Students involved in an incident will also remain in the Internal Exclusion Room until the investigation has been completed and a senior member of staff has reached a judgement. Decisions relating to any exclusion are not taken in haste and the student involved is given every opportunity to present their account and point of view, with all details being checked.

- 5.1.3 Where police or social services involvement is required, or requested, the school will not continue any internal investigation as this may inadvertently prejudice or comprise a police or safeguarding case. When a conclusion is reached, then the school investigation can resume.
- 5.1.4 If police or social services wish to interview students in school, permission is usually sought from the parent/carer. However, there are situations under the Children's Act which mean that students can be interviewed on the school site without parental permission. In such cases, contact with parents/carers will come from the police or social services.
- 5.1.5 On rare occasions, it may be inadvisable to have one or more students in school whilst an investigation is on-going, especially if the situation is involving external agencies. In such

circumstances, the Department for Education guidelines are followed and arrangements may be made for a student to be given “leave of absence” and to be educated off-site.

## 5.2 Searches

- 5.2.1 Any search or confiscation will be conducted in line with statutory guidelines. DfE guidance states that school staff can search a pupil or their possessions using common law powers. Searches can operate with, or without, a student’s consent where staff have reasonable grounds for suspecting that a student is in possession of a prohibited item. A pupil refusing to co-operate with such a search raises the same kind of issues as a pupil refusing to stay in a detention or refusing to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the school can apply an appropriate disciplinary penalty.

The law identifies prohibited items as:

- knives or weapons, alcohol, illegal drugs, stolen items
- tobacco and cigarette papers, fireworks, pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Headteachers and authorised staff can, in addition, also search for any item which the school has decided to ban as a result of “fashions” or “crazes”.

- 5.2.2 If a student is thought to be in possession of a prohibited item, they and their belongings (including their locker) will be searched. When being searched, students will only be asked to remove outer clothing (coats and jumpers) and to turn out their pockets. Students will also be asked to turnout their bags and lockers.
- 5.2.3 Searches will be undertaken discreetly in the presence of senior members of staff or those authorised by the headteacher (at least one member of staff will be the same gender as the student). Searches will be conducted in such a way as to minimise embarrassment and distress.
- 5.2.4 Any prohibited item found will be confiscated. In the case of illegal objects and items, the police will be contacted immediately. Sanctions will be applied as appropriate.
- 5.2.5 The school will also involve the police if weapons or drugs are suspected and a student is refusing to co-operate. Equally, the police will be contacted if staff consider themselves or others to be at risk at any point.
- 5.2.6 Parents/carers will be advised if a search has taken place and they may be required to collect prohibited items such as tobacco or alcohol. It should be noted though that Schools are not required to inform parents before a search takes place, or to seek their consent to search their child. There is also no legal requirement to make or keep a record of a search.

## 5.3 Confiscation

- 5.3.1 The school can seize any prohibited item found as a result of a search and can use its discretion to confiscate, retain and/or destroy any item. This includes destroying cigarette or tobacco paraphernalia or alcohol as examples. However, any illegal items will be passed to the police or reported to the appropriate agency.

5.3.2 DFE guidance on electronic devices states that schools may examine any data or files on a device if they think there is a good reason to do so. In determining a 'good reason' to examine a device the staff member must reasonably suspect that any data or file on the device in question has been, or could be, used to cause harm, disrupt teaching or break the school rules. If inappropriate material is found on the device, it will be up to the member of staff to decide whether they should delete the material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police. Staff may then decide to return the device to the owner, or to retain or dispose of it depending upon the outcome of the search.

#### 5.4 **Use of Reasonable Force**

In line with statutory and DFE guidelines and that seen in Safeguarding documents (eg Keeping Children Safe in Education -September 2018), reasonable force may be employed. This may also form part of a risk assessment and management strategy (4.7). By law, teachers and other staff who are responsible for pupils in schools may use reasonable force to prevent the committing of a crime, pupils causing injury or damage to themselves or others, pupils causing damage to property, pupils causing disruption that includes behaviour deemed prejudicial to maintaining good order and discipline in the school. All incidents requiring the use of reasonable force or restraint will be recorded on the Accident/Incident Form available from the school office, and parents will be informed of any such incidents involving their children.

## 6 **Support Strategies**

The school will always look to work with students as they make the transition to Stowupland High School and throughout their transition within each year group and key stage. This also includes working with parents/carers to offer support through engaging them with strategies highlighted below (list of support not exhaustive). Phone calls, other communication and face to face meetings will allow the process of parental engagement to ensure there is support within the family home for any child(ren) who display negative behaviours.

### 6.1 **Curriculum Arrangements**

Although there are statutory requirements that the school must meet with regards to the curriculum, we look carefully at courses, delivery and groupings in order to meet the needs of all students. For those students who are experiencing difficulty in meeting behaviour expectations the school may look into different timetable arrangements or option choices as a way of supporting improved behaviour. This may be a short term measure or have longer term implications. Any such arrangements will be discussed with students and parents and the Director of Inclusive Learning (named SENCo) will be involved.

### 6.2 **Supporting Social, Emotional, Mental Health (SEMH) and Safeguarding / Child Protection needs**

It is often the case that additional factors play a role in the chosen behaviour of a student. We place a great emphasis on supporting all students to prevent behavioural issues before they arise. Any issues raised that are classified as social, emotional or mental health, safeguarding or child protection will be referred to the Assistant Headteacher with responsibility for Inclusive Learning and safeguarding policies / procedures will be followed. In line with Keeping Children Safe in Education, support for any victims of peer on peer abuse and sexual harassment & violence will be put into place to minimise risk to all involved. This type of behaviour will not be tolerated and the behaviour policy will be applied fully as one example of a supportive measure. Healthy and Respectful relationships will be encouraged within PSHE and pastoral time (assemblies and tutor time) to assist and support this. It is likely that at the end of any external criminal action proceedings, related to the implementation of these type of behaviours, will result in the highest sanction being applied from the policy to the perpetrator, to ensure full support for the victim.

### 6.3 ***The Behaviour Policy in relation to the Equality Act 2010***

In respect of students with SEND, Stowupland High School acknowledges its legal duties under the Equality Act 2010. All incidents are investigated, and reasonable adjustments made for students on the SEND register. The named SENCo will be consulted on behaviour issues relating to SEND students or where behaviour problems may be the result of social, emotional or mental health issues. Where appropriate, the Behaviour and Inclusion teams will work jointly to support students.

### 6.4 ***Common Assessment Framework - CAF (Also known as Assessment Referral Therapy(ART))***

The completion of a CAF may be recommended by the school if it is felt that a multi-agency approach to support a student is required. A CAF is a report which outlines the area(s) of concern, the support agencies involved and records a plan of intervention and evaluation. The CAF is supported through 'Team Around the Child' (TAC) or Team Around the Family (TAF) meetings. Additional internal and external 'early help' may also be implemented to support students.

### 6.5 ***CISS (County Inclusion Support Service)***

The new County Inclusion Support Service (previously known as the County Inclusive Resource - CIS and the Behaviour Support Service - BSS) is commissioned and utilised as necessary to provide additional support and intervention for identified students.

### 6.6 ***Suffolk Pupil Support Framework (SPSF) - replaces the Pastoral Support Plan (PSP)***

The SPSF is a school based, young person centred approach which supports young people with challenging behaviour. This behaviour could be within or outside of school and could relate to attendance, negative or disruptive behaviour and serious student concerns. SPSFs are time-limited interventions (usually a maximum of 16 weeks) which include targets and practical strategies that are agreed, where possible, with parents/carers and students. The SPSF is led by the school and all targets and support available are ultimately set by the school

### 6.7 ***Police Partnership Programme***

The school has strong links with Police Community Support Officers and the presence of PCSOs in school benefits the whole community enabling young people to forge positive and productive relationships with the Police.

From time to time, police officers may wish to speak to individual students. Unless the situation constitutes an emergency, parents/carers will always be contacted and permission sought for this.

As part of police support, students may be referred for programmes such as 'Diversion' as an example. Any programmes of support will be through working partnership with the police School Liaison Officers and Suffolk Youth Justice System (previous Youth Offending Service -YOS).

### 6.8 ***Social Time Support Packages***

The school will look to implement social time support packages and programmes to work with those students where a need is identified by the school. This may include for incidents which are a one off by nature or when persistent poor behaviour is displayed. These programmes will look to assist and support students to modify their behaviours in areas such as resilience, peer relationships, social and communication skills, anger, teambuilding (not exhaustive list). These support packages will be implemented for any identified area by the school eg behaviour, attendance, communication or peer relationships.

### 6.9 ***Restorative Justice***

Following an incident which requires a pupil to be sanctioned by a member of staff, a brief restorative justice meeting between all parties involved may be completed. This improves the relationship between the pupil and member of staff or student to student(s), encouraging Rights, Responsibilities

and Respect and ensuring the needs of the pupils are met and de-escalation strategies are used appropriately.

#### 6.10 **Additional Support**

The school will always look to utilise other supportive systems and approaches where able eg Thrive or PATH, mentors (peer or staff), Report Cards (various) and work in line with the Local Authority Family Services team to implement support. Any high level support needs, will be guided through BAR meeting (4.6) and will likely warrant actions such as a Risk Assessment (4.7) being put into place. Incorporating a Managed Move (4.8) as part of the schools work should be seen as a supportive strategy.

### 7 **Monitoring and Evaluation**

- Subject staff will monitor behaviour in their own classrooms and corridor space;
- Tutors will monitor behaviour in their tutor rooms and immediate areas;
- Subject Leaders will have an overview of Behaviour for Learning within the subject area;
- Progress Leaders will have an overview of Behaviour for Learning within each year group;
- The Senior Leadership Team and specifically those with behavioural responsibilities, will have an overview of Behaviour for Learning across the school: Key Stage 4, 5 and the Sixth Form;
- The Governing Body will evaluate termly figures relating to rewards and sanctions through the Headteacher's report. The Governors' Disciplinary Panel will also monitor the policy in action;
- Newsletters are available on the website documenting student achievements and governors will also gain first-hand experience when in school or accompanying trips and visits;
- School Reviews may include a section on Behaviour and Safety and these will be discussed and evaluated by senior managers and governors;
- Governors and Senior staff with behaviour responsibilities will hold Student Discipline Panels and will also report on any direction to off-site provision.

### 8 **Success Criteria**

Behaviour and Safety at the school has been judged by external reviews (including OFSTED) to be at least good. Through the implementation of this policy, we will seek to maintain and develop this high standard and improve student's behaviour for learning.

In particular, the school will be a place where:

- Students can work collaboratively in small or large groups enhancing their own or others' learning;
- Students feel safe in classrooms and in all areas of the school site;
- Students acquire the personal and social skills which enable them to be responsible and effective members of the local and wider community.

We will aim for a positive response of 80%+ in surveys and questionnaires.

**APPENDIX A**

**Stowupland High School - Managing Student Behaviour  
Classroom Behaviour Plan - Sanctions**

Following a pre consequence strategy / verbal warning that is not recorded, the staged response below will be followed:

**Stage 1 (X) Warning Given**

Student advised they have a recorded warning. Recorded by staff on Go4S system



**Stage 2 (XX) Warning Given**

Student advised they have a second warning. Recorded by staff on the Go4S system. Teacher to give a sanction if required e.g. break time / 5 minute discussion on behaviour



**Stage 3 (XXX) Warning Given**

Student advised they have a third warning. Recorded by staff on the Go4S system + Automatic Supervised Subject Lunch Detention



**Stage 4 (XXXX) Troubleshooter / On-Call**

Student advised they will now be removed from the lesson. On-Call may be requested. Recorded by staff on the Go4S system.



Removal to Troubleshooter and appropriate action taken by Subject / Progress Leader eg After School detention (recorded on Go4S by subject staff / tutor)	Removal to IER and sanction as appropriate to behaviour policy (recorded on Go4S by behaviour team) or subject sanction e.g. Subject Isolation / Report. Two Stage 4 calls in any day will result automatically in Internal Exclusion.
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**Serious Misconduct = Immediate On call**

For any serious behaviour regardless of whether or not any 'Stage' has been reached. Recorded by staff on the Go4S system.



Removal to IER



Behaviour Team / Progress Leader / SLT to issue sanction and record sanction on Go4S

(depending on the incident, there may also be a subject sanction e.g. Subject Isolation / Report)

## APPENDIX B

## SANCTION GUIDELINES

The sanctions outlined below are for guidance and may not cover all situations or all incidents.

Investigation of an issue may also identify that a different sanction is more appropriate or a social time support package needs to be directed inline with a consequence. Judgement in such matters will rest, ultimately, with senior staff.

INCIDENT	SANCTION
<b>Low Level Disruption</b> – (subject and tutor time)	
<p>Examples:</p> <ul style="list-style-type: none"> <li>● talking / off task</li> <li>● inappropriate conversations or conduct</li> <li>● infringements of rules within class (including tutor time and registration)</li> <li>● poor punctuality to lessons</li> <li>● failure to complete homework</li> </ul> <p><i>Non-attendance at a subject / tutor detention will result in the detention being re-issued; further non-attendance automatically moves the behaviour to Stage 4 and an after school detention will be issued.</i></p> <p><i>Poor behaviour during a detention (refusing to complete work for example) will result in an additional sanction being applied. The sanction will depend on the severity of behaviour, but could result in internal, or fixed-term exclusions.</i></p>	<p>In line with the Classroom Plan. Verbal warning followed by:</p> <ul style="list-style-type: none"> <li>➤ Stage 1 (X)</li> <li>➤ Stage 2 (XX)</li> <li>➤ Stage 3 (XXX)</li> <li>➤ Stage 4 (XXXX) – Trouleshooter or On Call</li> <li>➤ Serious Misconduct (SM) / On Call</li> </ul> <p>- Automatic subject lunch detention (Stage 3)            - After school detention (Stage 4)            - "Drop-down" Plan            - Subject Report or Tutor Report            - Subject isolation or Tutor isolation            - Parental meeting (subject/tutor staff and senior line-managers/Progress Leaders)</p> <p>Failure to complete homework following warnings and detention may result in the student being kept on Wednesday afternoon if in Years 9-11.</p> <p>Problems occurring in 3+ subjects will be referred to the Progress Leader/Head of School/and/or Director of Inclusive Learning. Persistent subject or tutor issues which have not been resolved through the sanctions above will be referred to Progress Leaders.</p>
<b>Theft</b>	<b>Please Note – the school is not liable for any thefts of personal property and would urge students not to bring valuables into school</b>
Theft from school, staff or students	Recompense Internal or Fixed-Term exclusion depending on the offence
<b>Defiance</b>	
Within class (low level)	Sanctions in line with classroom plan
<i>Repeat Offence</i>	<p>In line with the classroom plan until Stage 3 is issued or 'On-Call' for Serious Misconduct for continued defiance beyond Stage 3</p> <p>Problems occurring in 3+ subjects will result in further appropriate sanctions and behaviour support from the Progress Leader and/or Director of Inclusive Learning /Senior Staff</p>



Complete refusal to follow instructions of ANY staff member either within a classroom, at social times, travelling to or from school or during trips and visits	Internal Exclusion
Persistent or severe case of defiance	Fixed-Term Exclusion
Continuing pattern of defiance despite intervention	Permanent Exclusion (refusing to accept the authority of the school)
<b>Smoking</b>	
Smoking, being in the presence of smokers or being in the possession of smoking paraphernalia	Loss of a set period of social time (to be completed in IER) and/or off site privileges / After School detentions
<i>Repeat Offence</i>	Internal Exclusion + report to Environmental Health/School Nurse/Social Services and/or Police depending on circumstances
<b>Leaving the Site (without permission)</b>	
Off-site at lunchtime	Supervised Lunchtime detentions (no set limit) + Lunchtime Report – minimum of 5 days
<i>Repeat Offence</i>	Lunchtime detention in Internal Exclusion Room (5 Days minimum)
<i>Further Repeat Offence</i>	Internal Exclusion/Fixed Term Exclusion
<b>Truancy</b>	<b>Please note Truancy will result in unauthorised attendance – this unauthorised absence will be followed up using the school’s Attendance Policy which could lead to Penalty Notices and EWO intervention</b>
From lessons / part of the school day	Internal Exclusion
<i>Continued or Repeated Offences</i>	Internal Exclusion / Fixed Term Exclusion This could also lead to Governor Discipline / Attendance Panels
<b>Unsafe/Unsocial Conduct (significant)</b>	
<i>Sanction will depend on the severity</i>	Subject Isolation and report or Internal / Fixed Term or even Permanent Exclusion
<b>Damage to School or Personal Property</b>	<b>Please Note – the school will not liable for any damage caused to personal property</b>
Accidental damage	No charge
Accidental damage through reckless conduct	Cost shared by culprits and sanction as appropriate (Supervised lunch detention / after school detention)
Deliberate damage	Cost borne by culprit. Police involvement considered. Internal Exclusion / Fixed Term Exclusion or even Permanent Exclusion depending on severity.
<b>Breach of Social Media Policy</b>	<b>* Police intervention supported</b>
Password misuse	Computer Access denied
<i>Repeat Offence</i>	Privilege withdrawn for fixed-term e.g. 6 weeks
Accessing /publishing/storing inappropriate material	Internal / Fixed-Term Exclusion depending on severity of offence Report to police and social services possible in line with safeguarding policy
<i>Repeat Offence</i>	Fixed-Term or Permanent Exclusion considered Report incidents to police and social services in line with safeguarding policy
Offensive or derogatory comments made about any member of the school community	After school Detention / Internal Exclusion / Fixed-Term Exclusion depending on severity of offence Report to police and social services in line with safeguarding policy may also take place.
<b>Breaches of Uniform Policy</b>	

Initial problem with clothing/shoes	Student reminded of correct uniform and asked to comply by the next day
Uniform still not correct the next day	Letter sent home with time-scale for compliance in line with staged approach
<i>Repeat/ failure to comply with policy</i>	Internal Exclusion (failure to accept the authority of the school)
<i>Problem persists</i>	Fixed-term exclusion and governors' panel
Jewellery	Confiscation until the end of the day
<i>Jewellery - repeat</i>	Confiscation for 1 week
<i>Jewellery - repeat</i>	Internal Exclusion (failure to accept the authority of the school)
<i>Jewellery – problem persists</i>	Fixed-term exclusion and governors' panel (failure to accept the authority of the school)
Please note that, at the discretion of senior staff , on-going breaches of the uniform policy (including hair styles & jewellery) may result in a student being isolated until the situation is rectified.	
<b>Use of Mobile Phone</b>	
Use of phone / phone seen inside the school building	Recorded + confiscation until the end of the day (refusal to follow this direction will be treated as defiance)
<i>Repeat offence</i>	Logged + confiscation – until parent / carer collection (refusal to follow direction will be treated as defiance)
<i>Continual repeat offence</i> <i>Or</i> <i>Parents are unable to collect the phone and have requested that this be returned</i>	Logged + student direction to hand phone in at the start of each day to collect at the end of the day to ensure further misuse does not take place. (refusal to follow direction will be treated as defiance)
<b>Bullying</b>	
<b>Any perceived incident of bullying which is substantiated will be dealt with - whether verbal, physical, online, prejudice related or other method known or unknown</b>	<b>Use of Anti-Bullying policy for support will be given - consequences in line with severity of incident, nature of incident and sanction highlighted for the type of behaviour</b>
<b>Violence (physical)</b>	<b>* Police intervention supported</b>
Minor incident (scuffle)	Lunchtime supervised detention/after school detention/ Restorative Justice as appropriate
Repeat or more significant incident	Internal Exclusion – 1+ days
Serious offence (including "one-off" incident, continuous or targeted incidents)	Fixed Term Exclusion or Permanent Exclusion and Governor Panel intervention
<b>Threatening Behaviour</b>	<b>* Police intervention supported</b>
Depending on severity	Lunchtime supervised detention/After School detention/ Restorative Justice as appropriate / Internal, Fixed Term or Permanent Exclusion and Governor Panel intervention
<b>Incidents of Sexual Nature (including Sexual Harassment &amp; Sexual Violence)</b>	<b>* Police intervention supported</b>
Inappropriate contact (physical, verbal or via electronic devices and/or social media)	Internal Exclusion or Fixed-Term Exclusion Report to police and social services in line with safeguarding policy may also occur
Severe or repeated offence of inappropriate contact (physical, verbal or via electronic devices and/or social media) - including that deemed to be sexually harassing or violent	Fixed Term Exclusion/Direction off-site / Permanent Exclusion depending on severity Report to police and social services in line with safeguarding policy
<b>Verbal Abuse (including Obscene Language &amp; 'Peer on Peer Abuse')</b>	
Use of offensive language (not directed)	'Stage 1' in line with classroom plan
<i>Repeated Offence</i>	'Stage 1 - 4' including use of On Call in line with classroom plan
<i>Further Offence</i>	After school detention / Internal Exclusion
Swearing at or using obscene terminology to a member of staff or student	After school detention / Internal Exclusion / Fixed Term Exclusion

Swearing at or using prejudiced related terminology to a staff or students	Internal Exclusion / Fixed Term Exclusion
<i>Further Repeated Offences</i>	Fixed-Term Exclusion + Governors' Panel Permanent Exclusion considered
<b>Illicit or Illegal Substances / Illegal items / Offensive Weapons</b>	<b>* Police intervention supported</b>
Drug, illegal substances or possession of any illegal item (whether upon electronic devices or a person)-including anything regarded by staff as an offensive weapon	Fixed-Term Exclusion + Governors' Panel / Permanent Exclusion
Supplying an illegal drug	Permanent Exclusion
<b>Malicious Accusations against Staff</b>	
Any type	Internal Exclusion / Fixed Term Exclusion / Governor Discipline Panel / Direction Off Site *Support may also be
<b>A combination of 3 x Exclusions (Internal or Fixed Term)</b>	Automatic referral to the Governors' Student Discipline Committee. Final warning issued. A 4 <sup>th</sup> exclusion will usually result in direction to off-site provision. Permanent Exclusion will be considered.

APPENDIX C

MANAGING STUDENT BEHAVIOUR FLOW CHART

(Timeframes are estimates and could be subject to change depending upon the individual student or situation)

Stowupland High School

Managing Student Behaviour

