



# **ST MARGARET'S CHURCH OF ENGLAND ACADEMY**

## **Behaviour & Relationships Policy**

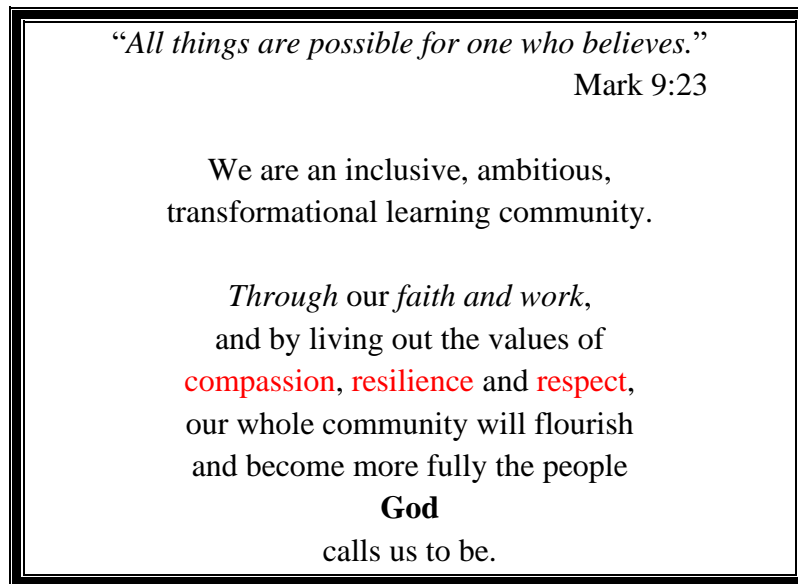
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## Vision and Values



As outlined above, we have adopted three Christian values which we feel are the basis of our community.

Our journey will be all the easier if we show COMPASSION. Compassion is more than just sympathy: like Jesus, we aim to put ourselves in other people’s shoes, see their point of view, then do something about it. As teachers and leaders, our actions must show that we understand the world from others’ perspectives; as students, we must learn to do that ever more effectively.

Perhaps we are more accurately described not as human beings, but as human becomings – people who are always learning, always growing. Growth is rarely pain-free. Learners make mistakes; that is how we learn. Like Jesus we do not shy away from those painful times – times when we will grow more, when we will learn more. As James put it, “the testing of your faith produces perseverance” (James 1:3). We will persevere, and show RESILIENCE, on our learning journeys.

The apostle Peter encourages us to “show proper respect to everyone” (1 Peter 2:17). We believe that this is necessary, but not sufficient, if we are to be a respectful community. Property, creativity and protected characteristics are all worthy of RESPECT too; it is hard for us to claim to be followers of Christ if we do not respect, for example, the different backgrounds represented in our school community.

In talking to staff and students about our values, a recurrent theme has been that of community. By ensuring these values are woven deep into our life as a school, by ensuring that we all live them out on a daily basis, we will build a deeply Christian community which will flourish, and which will fulfil the vision set out above.

### Intent

St Margaret’s CE Academy intends to facilitate an environment which enables all students to learn.

This policy has been written to encourage behaviour that enables all students to benefit from a calm and safe school environment.

St Margaret's CE Academy is committed to:

- Providing a safe environment in which all students can make a positive contribution.
- Recognising the contribution of all students.
- Recognising and rewarding academic and behavioural achievement in the classroom.
- Enabling students to enjoy their time in the classroom and raise their level of achievement.
- Developing self-discipline in all students.
- Supporting all students to improve their behaviour.
- Maximising time on task in classrooms.
- Encouraging respect for others.
- Providing a fair, effective and systematic way of supporting and/or sanctioning students who do not meet our behaviour expectations.
- Developing the classroom management skills of all staff.
- Developing positive relationships with all students and their families.
- Encouraging a community approach to maintaining good order and promoting good behaviour.

Reasonable and proportionate sanctions are to be used when a student's behaviour does not meet the expected standard. These will be used alongside supportive measures to prevent recurring misbehaviour.

St Margaret's CE Academy understands that at times behaviour is affected by other factors including vulnerabilities, educational needs or mental health issues and will take those needs into account on an individual level.

## **Aim**

The aim of this Behaviour for Learning Policy is to determine our expectations regarding acceptable and unacceptable behaviour in lessons, around the academy and in the wider community. The policy outlines the use of rewards and sanctions which will be fairly and consistently applied.

## **Behaviour Curriculum**

Positive behaviour will be taught, explained and modelled to all students as part of the behaviour curriculum. This is to enable them to understand what behaviour is expected and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the academy, such as lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, such as SEND, are sometimes made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

## **The SMART System**

The acronym S.M.A.R.T. (St Margaret's Acting Responsibly Together) is used to reflect the ethos of the policy and to provide an easy-to-use name for what this policy stands for.

The SMART system is designed to promote good behaviour by recognising the contributions of many students who would normally go unnoticed and by minimising low-level disruption through a series of escalating interventions. It also seeks to promote behaviour based on mutual respect between all members of the school community. Finally, it is also a useful means of recognising severely disruptive behaviour, which is referred to senior pastoral staff for further action.

The school's ethos supports the premise that the establishment of good teacher-student relationships is central to working effectively with all students, especially those who experience emotional and/or behavioural difficulties. Teaching which exhibits mutual respect, effective classroom management and reasonable adjustments for individuals is conducive to building and maintaining positive relationships between staff and students.

Responsibility for dealing with disruption in the classroom is devolved to the subject teacher in the first instance. However, the teacher also has an important role to play after the student is referred to more senior colleagues. The Head of Department (HoD) must be informed of any challenging behaviour/disruption in the class and must work with the teacher to ensure that effective strategies are put in place to support both the teacher and student/s. These strategies should be monitored. Should there be no improvements in classroom behaviour, then a Head of Year (HoY) will be informed. In extreme cases, Senior Leadership will engage in the support process. All staff are involved in the supervision of detentions after school and the Reflection room during timetabled lessons. Classroom management strategies should be regularly reviewed and monitored by all staff in the light of their experiences in the classroom. The level of disruption in a room can be greatly reduced by developing skills and being open to new approaches.

Parents/carers are vital partners in the successful implementation of this policy and are informed of their child's behaviour whenever necessary.

Parents/carers will:

- Review rewards and consequences through the Arbor app.
- Support the academy by ensuring their child follows the academy's expectations.
- Follow the Parent/Carer and Visitor Code of Conduct document and treat staff with respect.

## Rewards

St Margaret's CE Academy strongly believes that praise and reward are key when it comes to encouraging positive behaviours. The rewards culture in school promotes and celebrates achievements of all pupils for the following areas:

- Attendance
- Subject rewards
- Behaviour
- Sport
- Music
- Effort
- Enrichment and volunteering
- Other pastoral reasons

The communicates positive messages and issues rewards in the following ways:

- The Principal's commendation letter celebrating improvement and high attendance.
- Phone calls, text messages and emails to parents to celebrate achievements.
- Prizegiving services used to celebrate the attainment and effort of students in each subject.
- Collective worship and year assemblies regularly promote rewards.
- Golden Tickets are awarded to students from each form who on a weekly basis accumulate the most merit points. These can be used to acquire free food from the canteen.
- Invitation to trips in the summer term for pupils who have consistently displayed excellent behaviour.

## Expectations

### In the Classroom

Students should:

- Arrive on time and enter the room quietly.
- Come to the lesson properly equipped.
- Listen to and follow instructions immediately.
- Speak up in class when called upon.
- Treat others, their work and property with respect.

These rules need to be brought to the attention of students on a regular basis, particularly at the start of a new academic year. The rules are not negotiable. Avoid introducing extra rules, apart from those essential because of the nature of the classroom environment (such as Science Laboratory or Design Technology Workshop).

### General Behaviour

Students should:

- Not cause offence to others, including the use of foul, racist, sexist or homophobic language.
- Not threaten or use physical violence to a student or adult – such behaviour will normally lead to permanent exclusion.
- Not bully another student; bullying of any sort will not be tolerated.
- Not deliberately damage school equipment or property.

- Only consume food and drink in the dining hall at lunch time and in designated areas at break times.
- Not chew gum or drop litter on the school premises.
- Follow the one way system, keep to the left while moving around the building and behave in an orderly fashion in the corridors.
- Wait outside a teaching room until the class teacher arrives.
- Not enter teaching areas during lunch or break times without a member of staff present.

## **Dress and Appearance**

Students should:

- Wear the school uniform on the way to, from and in school.
- Not wear hats and trainers anywhere on the premises.
- Wear protective clothing as appropriate in science and design and technology classes.
- Be appropriately dressed for PE and sport.

## **Health and Safety**

Students should:

- Not use or supply any illegal drug.
- Not use cigarettes, e-cigarettes or alcohol on the way to, from, and whilst on the school premises.
- Not interfere with any school equipment (including fire alarms).
- Not bring on to the school site any dangerous articles (including but not limited to knives, fireworks, and any sort of firearm or harmful chemicals).
- Not climb on to any school buildings or into private gardens near the school.
- Deposit rubbish responsibly in the refuse containers placed round the school site.
- Notify the grounds maintenance staff if a ball is on a roof (they will retrieve it in due course).
- Not leave the school site at any time without parental consent, except for those in Years 12 or 13.

## **Smoking and Controlled Substances**

In accordance with the Health Act 2006, the St Margaret's CE Academy is a smoke free environment. Parents, visitors, staff and students will be instructed not to smoke on academy grounds. Students are not permitted to bring smoking / Vape materials or nicotine products to the academy.

The academy will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Students who bring these substances into school may face suspension or permanent exclusion.

## **Property**

Students should:

- Not bring any items to school which are not directly connected with their lessons, particularly dangerous implements of any kind.
- Not get involved in any sort of buying and selling between students.
- Not take property from other students' clothes, lockers or bags.



**Mobile phones:** Students are allowed to bring mobile phones into school, but these are not to be used once they are on school premises. Phones should be switched off while in school and kept out of sight at all times. Failure to comply with this rule will result in the pupil's phone (or other similar device) being confiscated until the end of the day and a 30-minute detention will be issued.

**Smart Watches:** Students who have smart watches are not permitted to use the connectivity function of these watches during school day. Use of smart watches for anything other than telling the time will result in the same consequence as mobile phone use.

## **Prohibited Items, Searching, Screening and Confiscation**

The use of searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare. It helps the academy establish an environment where everyone is safe.

The principal, and staff duly authorised by them, have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item.

- Knives and other weapons
- Alcohol
- Illegal drugs
- Stolen items
- 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 property of; any person (including the student).
- Tobacco, cigarette papers, lighters and vapes.
- Fireworks
- Pornographic images
- Aerosols.
- Legal highs or psychoactive substances
- Energy drinks

When searching students, academy staff follow the guidance laid out in the DfE (2022) 'Searching, Screening and Confiscation: Advice for schools' document.

A student's refusal to be searched, if suspected of possession of any of the above items may result in suspension or police involvement. Any decision taken in this regard will be based on the level of risk to the accused student and the rest of the school community.

## **Child-on-Child Abuse**

All staff at St Margaret's are committed to the prevention, early identification and appropriate management of child-on-child abuse. Evidence from Ofsted's June 2021 'Review of sexual abuse in schools and colleges' strongly suggests that child on child abuse will be happening in our school even if we are unaware of it.

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Child-on-child abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence.

Online child-on-child abuse is any form of child-on-child abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment. Incidents of online child-in-child abuse can be addressed using the academy's behaviour policy or be reported to the police by the academy.

Abuse should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence. Research suggests that child-on-child abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different. As a result, we recognise the need to explore the gender dynamics of child-on-child abuse within our setting and recognise that these may play out differently in mixed year groups (sixth form) and lower school, which is single sex.

**Physical Abuse:** This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken. Physical abuse must be recorded on CPOMS and reported to the Designated Safeguarding Lead (DSL).

**Sexual abuse and sexual harassment:** This must always be referred immediately to the DSL and recorded on CPOMS.

The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges September 2021.

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1014224/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)).

Consideration will be given to whether it is appropriate to manage the allegations internally, begin the Early Help process, make a referral to children's services and/or reporting the matter to the police.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

The academy will promote and enforce a zero tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender based bullying and sexual violence.

Where the academy is responding to a report of sexual violence, the academy will take immediate steps to ensure the victim and other students are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the academy takes, for example, disciplinary sanctions, will not jeopardise a police investigation.

Sexually harmful behaviour may include:

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse/rape.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment and sexually harmful behaviour as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Upskirting: where someone takes a picture under a person’s clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

**Bullying:** Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

**Online Bullying:** the use of technology (social networking, messaging, text messages, email, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above. Online bullying can take many forms:

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone’s online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person

- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

**Sexting / Sharing nude or indecent imagery:** The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. This must always be referred immediately to the Designated Safeguarding Lead DSL who will follow the guidance *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>)

**Initiation/Hazing:** Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

**Prejudiced Behaviour:** The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity. Prejudicial incidents must be recorded on CPOMS and reported to the DSL.

The characteristics that are protected by the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership (in employment only)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

**Misogyny:** Acts of misogyny or behaviour which is specifically negative towards women and girls is not tolerated under any circumstances at St Margaret's CE Academy. Misogyny can be defined as dislike of, contempt for, or ingrained prejudice against women. Students who behave in a manner against women that could be perceived as misogynistic will face appropriate sanctions including suspension from school in the most severe cases. St Margaret's CE Academy continues to educate its students against prejudice and actively promotes women/girls and their achievements/contributions to society. With a student population that has a male majority, our whole

community has a responsibility to ensure that all minority groups are not only tolerated but appreciated and celebrated.

**Teenage relationship abuse:** a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

All incidents of child-child abuse between students at St Margaret's CE Academy will be recorded and followed up with a reasonable and proportionate response. This could be sanctions and/or educational interventions such as parental communication, assemblies, learning for life sessions or interventions from external agencies.

Data collected on child-child abuse will be used to inform whole-school educational responses in order to ensure that St Margaret's CE Academy is a calm and safe environment for all students.

## **Graduated Response**

There are five stages that make up the classroom behaviour management process. They are displayed in every classroom. Students should be reminded of them periodically. They must be used as described below. Staff should not introduce their own variations. It is also extremely important to be consistent when using them. It is recognised that students are attuned to issues of fairness and inconsistency can damage relationships between teachers and students.

Students must be told why they have been punished and what the next consequence will be.

Staff should never punish on suspicion and never punish the whole class. Whole class sanctions that are issued will be over-ridden. Students should not be asked to wait outside a classroom for any length of time unless they are subject to a time out pass instigated by HoY or SENDCO.

Staff should manage behaviour under the premise that most negative behaviour is exhibited for a reason. Reasonable attempts should be made by staff to support and understand why students are struggling to meet behaviour expectations.

## **Reminder**

If a student fails to meet expectations, they should be reminded explicitly of what the expectation is in that given situation. This intervention should be logged on Arbor.

## **Warning**

If a student fails to meet expectations again (either the same expectation or a different one), they should be warned that they are at risk of a 30-minute detention if their negative behaviour choices continue. This intervention should be logged on Arbor.

## **Detention**

If expectations are still not being met, despite a reminder and warning, students will be issued with a 30-minute detention. This intervention should be logged on Arbor. Parents/carers will be contacted by Arbor and email that a detention has been issued.

## **Removal**

If a student still fails to meet expectations, they will be sent to work in a different classroom for the rest of the period. This is to stop disruption to the learning of others in the class and enable the student to continue their learning by having a fresh start in another room. This stage does not override the issuing of a detention. This intervention should be logged on Arbor. Parents/carers will be informed on Arbor of any Removals and detentions. If a student is issued a Removal from two lessons in one day, they will spend time in Reflection.

## **Reflection**

If a student causes disruption in the second classroom, they will be sent to work silently and independently in Reflection. This will last for a maximum of 5 periods and may be adjusted for students with additional needs or other underlying reasons.

Students should use this time to reflect on their behaviour choices and consider how they can make better behaviour choices in future.

This intervention should be logged on Arbor. The incident should be followed up by a phone call or meeting with a Head of Year and students should be placed on PSP stage 1 if not already receiving targeted pastoral support.

## **Reasonable Adjustments**

In between each stage of the escalation process, staff are expected to carry out an intervention to ensure students can access their learning and make reasonable adjustments, if necessary, to ensure that students can engage with the lesson activities.

Reasonable adjustments can be made regarding the application of this escalation process for students with additional needs such as SEND, including SEMH. Parents/carers should contact their child's Head of Year or SENDCO if they would like to discuss additional support.

## **Social, Emotional and Mental Health (SEMH)**

To help reduce the likelihood of behavioural issues related to SEMH needs, the St Margaret's CE Academy will create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The academy will promote resilience as part of an academy wide approach using the following methods:

- Culture, ethos and environment: the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- Teaching: the curriculum is used to develop students' knowledge about health and wellbeing.
- Community engagement: the academy proactively engages with parents/carers, outside agencies and the wider community to promote consistent support for students health and wellbeing.

## Detention

All detentions are served after school. Students are expected to serve a detention on the first available school day after it has been issued. Parents/carers and students will be notified of any detentions by email and via the Arbor app.

The Head of Year is responsible for ensuring that the detention is served and for following up on any missed detentions. Failure to attend to a 30-minute detention will lead to 60-minute detention given by the student's Head of Year. Should a student fail to attend the 60-minute detention, they will be placed in Reflection on the next school day.

The detention duty is staffed by all teachers on a rotational basis. All students are expected to work silently during a detention. Failure to behave appropriately in detention will result in students being sent home and the detention being escalated to the next level.

Behaviours which lead to detention:

- Repeated failure to meet classroom behaviour expectations (see escalation process).
- Repeated failure to meet community behaviour expectations (conduct card).
- Failure to present a conduct card if asked by a teacher.
- Disrespect / low-level defiance to staff.
- Minor damage to work, books or other property.
- Name calling, making inappropriate comments about other people's appearance, family or circumstances.

If a student cannot attend detention for a legitimate reason, parents/carers must contact school in advance of the detention. This will enable staff to organise an alternative detention to attend. Failure to attend detention without prior notice will result in an escalation to a higher-level sanction.

## Reflection

Reflection is a form of internal exclusion and should only be used for serious behaviour incidents or persistent breaches of behaviour expectations.

Students can be sent to Reflection for the following reasons:

- Failure to meet classroom behaviour expectations after being moved to a new classroom during a lesson period.
- Being removed from different classrooms twice in one day.
- Serious incidents both inside the classroom and in the wider community (see below).
- Selling items / goods for money.
- Failure to attend a 60-minute detention.
- Truancy.
- Bullying.
- When they are the subject of an investigation.
- When it is believed they pose a risk to the safety of staff, students or themselves.
- When school is awaiting a reintegration meeting with a parent, following a suspension.
- Other incidents at the discretion of Senior Leadership or Heads of Year.

The standard length of time spent in Reflection is 5 lessons (the equivalent to 1 school day) for most incidents. However, this can vary depending on the severity of the incident.

Only Heads of Year and Senior Leadership have the authority to put students in Reflection. Any staff who believe a student should receive this level of sanction should report an incident on Arbor with a description of the behaviour. The student(s) will then be collected and a judgement will be made regarding their placement in Reflection.

Process of recording and reporting on Reflection:

- The member of staff who has placed the student in Reflection must produce a report on Arbor **by 15.30 the same school day**.
- The student will discuss their behaviour with their Head of Year or a Senior Leader.
- Parents/Carers will be informed that the student has been sent to Reflection via Arbor. This will be followed up with a phone call or meeting with the students Head of Year.
- Consideration will be given towards interventions and support to avoid repeat behaviours and repeat visits to Reflection. This may include a Pastoral Support Plan (PSP).
- Where a student is placed in the Reflection 3 times in a term, parents/carers must be invited into school to discuss the school's response to the behaviours.
- If re-integration to lessons will further disrupt learning or pose risk to the student or others, then the student can remain in the Reflection for a sustained period.
- Student will be given the opportunity to write a statement whilst in Reflection to give their views on the incident and reflect on their behaviour.
- Should the student demonstrate poor behaviour whilst in Reflection, consideration will be given to suspension from school. Parents/carers may be asked to collect students during the day who refuse to comply with behaviour expectations in Reflection.

## Examples of Serious Incidents

The following aspects of misbehaviour or disrespect qualify as serious incidents and justify the sending of a student to the Reflection:

1. Refusal to obey a teacher's request when the issue at stake is a very serious one.

A student who repeatedly answers back when told to be quiet could be managed via the Behaviour Escalation Process.

A student who refuses to move seat could be given a 30-minute detention straightway but need not be sent to Reflection.

An example of when to send the student straight to Reflection would be if they had lost their temper for some reason, was behaving in a threatening manner and refused to calm themselves down and resume their work.

2. Gross disrespect to a teacher.

Examples could be:

- Targeted swearing/personal abuse
- Obscene gestures



- Physical contact which couldn't result in injury and isn't sexually inappropriate (e.g. pushing past a teacher who is passively attempting to prevent students from walking along a corridor).

A student should not be sent to Reflection for giving a teacher a scowl, a dirty look or muttering something that is inaudible.

### 3. Threatening or physically abusive behaviour towards another student.

Examples could be:

- Hitting or pushing another student with fists, feet, head or another body part with the intent to cause harm.
- Persistent or serious attempts to intimidate other students.

A student should not be sent to the Reflection for "play-fighting" or making light physical contact which could not possibly result in injury.

### 4. Serious damage to property or classroom furniture or gross breach of health and safety.

If it is obvious that deliberate vandalism has taken place and it is at the level of "broken chair" rather than "broken pencil", the student should be sent to Reflection.

### 5. Behaviour which is prejudicial in nature.

Examples could be:

- Non-targeted racist, homophobic, disablist or sexist comments.
- Behaviour which seeks to exclude others due to their differences.
- Behaviour which is clearly intended to antagonise or belittle others due to their differences.

## **Restorative Practice**

St Margaret's CE Academy believes that strong relationships between staff and students is fundamental in creating a culture of mutual respect. We feel that behaviour standards will be high if the same high standards are modelled consistently by staff. For example, anger from a student should never be met by anger from staff. If calmness, respect and politeness are the expected behaviour from students, this should be modelled by staff at all times.

Staff members who issue sanctions to students should endeavour to have a restorative conversation with that student at the earliest possibility. This provides the student with clarity for what they need to do to avoid sanctions next time. It also reduces resentment and allows for greater understanding between teacher and student going forwards. Interventions should be put in place by staff to support students and prevent repeated issuing of sanctions.

Students should feel confident that each lesson after a sanction is a fresh start, free from any additional negative attention from staff.

## **Pastoral Support Plan (PSP)**

Decisions to place students on PSP stages are made by Heads of Year, Director of Pastoral Care or the Principal.

### **PSP Stage 1**

#### **Fixed Monitoring Period of 1 – 3 Weeks**

- The Form Tutor is responsible for monitoring the progress of this student at this stage.
- The student should have a review meeting with the form tutor every morning.
- Implemented when a student has presented challenging behaviour in the classroom. This has been raised with the Head of Year. These concerns may not be widespread but warrant closer supervision.
- Can be implemented for the following reasons:
  - A student has consistently accrued negative behaviour points in one or more subjects.
  - A student has had a number of detentions in quick succession.
  - The student has been placed in Reflection.
- The Head of Year reserves the right to monitor the progress of any student in the year through the Form Tutor.
- Students must carry a blue report card.
- Failure to complete or loss of the report card may lead to sanctions at the Head of Year's discretion.
- School interventions and support should be explored in detail at this stage.
- Should the student show a lack of improvement, the student will be placed on PSP 2 or have PSP 1 extended.

### **PSP Stage 2**

#### **Fixed Monitoring Period of 1 – 6 Weeks**

- The Head of Year is responsible for monitoring the progress of this student at this stage.
- The student should have a review meeting with the Head of Year every day.
- A conversation with the parents / carers and Head of Year must take place at the start of this stage.
- Monitoring will take place using a yellow report card.
- Failure to complete or loss of the report card may lead to sanctions at the Head of Year's discretion.
- School interventions and support should be explored in detail at this stage.
- Should the student show a lack of improvement, the student will be placed on PSP 3 or have PSP 2 extended.
- Serious behaviour concerns may lead to Heads of Year bypassing stage 1 and having students report directly to them. This will be done in agreement with the Director of Pastoral Care.

## **PSP Stage 3**

### **Fixed Monitoring Period of 1-12 Weeks**

- The Deputy Director of Pastoral Care (DDPC) is responsible for monitoring the progress of this student at this stage.
- There must be evidence of intervention at this stage. An analysis of the student's behavioural record must be communicated to parents / carers to identify trends and triggers. Subjects or teachers which present the student with challenges should be discussed.
- A meeting with parents / carers must take place at the start of this stage. Any agreements must be confirmed in writing and recorded in the students file.
- A minimum of three SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets tailored towards the needs of the student must be agreed at the meeting.
- The Head of Year should report to the DDPC with any concerns regarding this student.
- School interventions and support should be explored in detail at this stage.
- SEND should be considered/explored at this stage if there are no current diagnoses.
- The Head of Year or DDPC may hold a 'Team around the Child' (TAC) meeting to get holistic view of the child's needs.
- The SENDCO will work closely with the student/pastoral team when students on PSP stage 3 have a SEND diagnosis.
- The school may consider opening an EHAT or referring to children's services.
- Should the student show a lack of improvement, the student will be placed on PSP 4 or have PSP 3 extended.
- A document must be given to parents / carers outlining the agreed targets for the student after the initial meeting and half-way review.

## **PSP Stage 4**

### **Fixed Monitoring period of 12-24 weeks**

- The Deputy Director of Pastoral Care (DDPC) is responsible for monitoring the progress of this student at this stage.
- The needs of the student must be discussed with all significant adults and reviewed after a minimum of six weeks.
- This stage is based on positive reinforcement using tangible rewards to strengthen the likelihood of the desired responses.
- A meeting with parents / carers must take place at the start of this stage. Any agreements must be confirmed in writing and recorded in the student's file.
- A minimum of three SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets tailored towards the needs of the student must be agreed at the meeting.
- The three targets should result in a reward that is motivational to the student if met consistently.
- School interventions and support should be explored in detail at this stage.
- The DDPC should liaise with the SENDCO to arrange for a possible Educational Psychologist's Report through observation of behaviour traits. This should then be actioned in school and recommendations should be implemented immediately.
- A managed move to another school may be discussed at this stage.
- A transfer to Alternative Educational Provision may be discussed at this stage.
- The student must carry a Daily Monitoring sheet and report to the DDPC daily.
- The school may consider opening an EHAT or referring to children's services.

- Should the student show a lack of improvement, the student will be placed on PSP 5 or have PSP 4 extended.
- A document must be given to parents / carers outlining the agreed targets for the student after the initial meeting and half-way review.

## **PSP Stage 5**

### **SLT Monitoring and Social Inclusion / Local Authority Involvement**

- This student is at risk of Permanent Exclusion or equivalent.
- This stage continues until the student either sufficiently improves their behaviour or a decision is made to permanently exclude the student.
- A meeting of the school governing body will discuss the student's behaviour and recommend actions to be taken. It must be clearly communicated to the family if the student is formally at risk of permanent exclusion.
- The local authority must be notified if the student is at risk of permanent exclusion.
- School interventions and support should be explored in detail at this stage.
- Director of Pastoral Care to rigorously monitor the progress of the student.
- A managed move to another school may be discussed at this stage.
- A transfer to Alternative Educational Provision may be discussed at this stage.
- The school may consider opening an EHAT or referring to children's services.

## **Physical Intervention**

St Margaret's Academy staff have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging academy property.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, student's parent/carer will be contacted. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Incidents of physical intervention will be reported to the DSL and they will be recorded.

## **Behaviour Outside of the Academy**

Students at the academy must agree to represent the academy in a positive manner. The guidance laid out in behaviour expectations will apply both inside the academy and out in the wider community, particularly if the student is dressed in academy uniform.

Staff can sanction students for misbehaviour outside of the academy premises, including conduct online, provided the student is:

- Wearing academy uniform.
- Travelling to or from the academy.
- Taking part in any academy related activity.
- In any way identifiable as being a student at the academy.

Staff may also sanction students for misbehaviour outside the academy premises, including conduct online, that:

- Could negatively affect the reputation of the academy.
- Could pose a threat to another student, a member of staff at the academy, or a member of the public.
- Could have repercussions for the orderly running of the academy.

Any bullying witnessed outside of the academy premises and reported to the academy will be dealt with in accordance with the Anti-bullying Policy.

The academy will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the academy premises as would be imposed for the same behaviour conducted on academy premises. In all cases of unacceptable behaviour outside of the academy premises, staff will only impose sanctions once the student has returned to the academy premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of students from the academy are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

The academy will cooperate fully with any police investigations regarding our student's involvement any criminal behaviour incidents inside or outside the academy. St Margaret's CE Academy reserves the right to report any criminal activity to the police which involves any of our students.

## **Exclusions**

### **Suspensions**

A period of suspension can be put in place if a student does not meet the behavior expectations of the academy. The number of days of suspension is at the principal's discretion. If a suspension is for a long period, the academy will ensure that work is set on Arbor for the student to complete. A home visit, undertaken by St Margaret's CE Academy staff, will take place for students who are suspended for longer than a period of five days.

For any suspensions lasting six days or longer, on the sixth day, the school must find alternative education for the students.

To re-integrate students back into the academy effectively, a re-integration meeting will take place after every suspension. Parents/carers are expected to attend this meeting. Students may remain isolated internally from the school community prior to a reintegration meeting if their behaviour presents a risk to other students.

St Margaret's CE Academy will consider issuing a suspension in the following instances:

- Misbehaviour, disrespect or challenging behaviour whilst in Reflection.
- Repeated incidents of bullying including bullying involving social media.
- For a major offence such as: serious actual or threatened violence, sexual abuse or assault, supplying banned substances or carrying an offensive or potentially offensive or dangerous weapon.
- Consideration is also given when students promote a culture of:
  - violence
  - racism
  - threatening behaviour
  - drugs
  - Involvement in fighting or aggressive acts towards another student
- A serious breach of the school's ICT acceptable use policy.
- Where allowing a student to remain in school would be seriously detrimental to the education of other students, to the welfare of other students, staff or of the pupil him/herself.
- Multiple breaches of the school's Behaviour Policy after a range of strategies to resolve the student's behaviour issues have been implemented and have failed.
- When a student brings the school's name into disrepute following an incident whilst travelling to or from school.

Suspensions should be used sparingly and for isolating a disruptive student.

Reducing/removing break periods, detentions and withdrawal of school privileges are alternatives that should be explored before using a suspension. Punishments should be directed at the offender(s), not at a whole class or individual(s) who are not solely responsible.

Students can be punished for joint enterprise, but this should only be used where the role undertaken had a proportionate impact on the outcome of the incident.

## Permanent Exclusion

Permanent exclusion is the most serious punishment a school can give. It means that the child is no longer allowed to attend the school and their name will be removed from the school roll. Permanent exclusion should only be used as a last resort. The governors will meet to uphold or overturn the school decision and parents / carers are invited to represent their case. It is then the responsibility of the local authority to place the student in a different educational setting.

The principal will consider permanent exclusion when there has been a serious or persistent breach of the academy's behaviour policy or when allowing a student to remain in school will seriously harm the wellbeing of other members of the academy community.

Only the Principal has the power to permanently exclude a child.

There are two likely scenarios for a permanent exclusion:

- The child has had a history of persistent disruptive behaviour and the school feel they cannot do any more to support the child to improve their behaviour.
- The child has committed a single serious one-off offence, **even if they have never been in trouble before.**

The following list gives examples of what is likely to be deemed a serious offence:

- Seriously assaulting a pupil or member of staff.
- Bringing a knife or other offensive weapon into school.
- Bringing drugs into school.
- Serious sexual assault.

## **Standard of Proof**

The Principal's decision to exclude must be taken on the 'balance of probabilities'. That means that it is more likely than not that the pupil did what they are accused of. This is not the same as the 'beyond reasonable doubt' standard required in a criminal case.

Parents / carers must be notified of a suspension or permanent exclusion before it begins. Statements must be taken from all students / staff involved before a decision to exclude and it must be decided that there is no other appropriate sanction.

Parents can appeal exclusions to a student discipline committee of three governors. For a permanent exclusion, they can go to an LA appeal panel if they disagree with the student discipline committee's decision. At these hearings the panels can only come to a decision on the evidence they are given.

## **Staff Induction, Development and Support**

All new members of the staff at St Margaret's CE Academy will be clearly introduced to our values and expectations for behaviour. This will ensure that all members of the team understand the rules and routines of the academy. Where necessary, staff will be provided with bespoke training on the needs of the students, to enable consistent management of behaviour.

The senior leadership team will consider specific training to ensure that all members of staff are able to fulfil their duties and responsibilities in relation to this policy.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour within the academy will be supported to undertake any relevant training or qualifications.

The senior leadership team and the principal will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the academy.

## Legislation

This policy has due regard for all current and relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in Schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, screening and confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following academy policies:

- Bullying Prevention Policy
- Child Protection Policy
- Online Safety Policy
- Special Educational Needs and Disability (SEND) Policy
- Student Attendance Policy
- Aggressive or Disruptive Parents Policy