



Behaviour Policy

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Statutory Policy	Yes

Signed: David Buckle Chair of Governors Date: **Dec 22**

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Appendix 1

1. Aims and principles

We aim for all actions and behaviours on the part of our pupils to be shaped by our core values of honesty, kindness, discipline, resilience and confidence. We encourage and remind pupils to 'work hard, be kind and follow the rules' in order to 'be the best they can be.' We aim for pupils' actions and behaviours to be shaped firstly by honesty and kindness, this being in the interest of strong relationships within the whole school community, where pupils are encouraged to take responsibility for their actions. Having the discipline and resilience, in both their personal and academic efforts, is key to their success and achievements, and we help pupils to acquire these key skills for life. All of this in turn, enables pupils to display confidence, to be proud of what they have achieved, and to feel confident of their own identities, having been given the skills to discover and develop this during their time at Higham Lane School.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of different people in the School community with regards to behaviour management
- Outline our system of rewards and sanctions

The principles which underpin our Behaviour Policy are as follows:-

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

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

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the School to have a written Behaviour Policy and paragraph 10 requires the School to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The governing body

The governing body is responsible for monitoring this Behaviour Policy's effectiveness and holding the Headteacher to account for its implementation.

3.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this Behaviour Policy
- Ensuring that the School environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the School's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND), care needs and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Child Protection and Safeguarding Policy to offer pupils both sanctions and support when necessary
- Ensuring that data relating to sanctions and rewards is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

3.3 Teachers and support staff

Staff are responsible for:

- Creating a calm and safe environment for pupils

- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the Behaviour Policy consistently
- Communicating the School's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the School culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the School's expectations

Progress Leaders, the Behaviour and Attendance Manager and the Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

3.4 Parents and carers

Parents and carers should:

- Get to know the School's Behaviour Policy and reinforce it at home where appropriate
- Support the School's Behaviour Policy and support their child in adhering to it. By choosing to send their child to Higham Lane School, parents and carers are committing to our values, rules, policies and procedures and are expected to support them.
- Inform the School of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with relevant staff promptly. In the first instance, this should be your child's Form Tutor or subject teacher.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the School directly, whilst continuing to work in partnership with the School
- Take part in the life of the School and its culture

The School will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the School's policy, and working in collaboration with them to tackle behavioural issues.

3.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the Behaviour Policy
- The School's key rules and routines. (These can be found in the Student Organiser under 'Student Practical Guide to Behaviour')
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

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

Pupils will be supported to develop an understanding of the School's Behaviour Policy and wider culture.

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

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

4. Definitions

Positive behaviour is defined as actions and behaviours that demonstrate our core values of honesty, kindness, discipline, resilience and confidence. These behaviours can be demonstrated both within and outside the classroom.

Misbehaviour is defined as actions and behaviours which are not in keeping with our core values of honesty, kindness, discipline, resilience and confidence. This includes actions and behaviour which prevent other pupils from having the opportunity to learn in a calm, safe and supportive environment. Examples of misbehaviour include:

- Disruption in lessons, in corridors between lessons, and at break, lunchtimes, before and after school
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Possession of chewing gum

Serious misbehaviour is defined as:

- Repeated breaches of the School rules
- Defiance or failure to cooperate
- Any form of bullying
- Verbal abuse or threatening behaviour towards an adult or pupil
- Physical assault on an adult or pupil
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

- Use or threat of use of an offensive weapon or other prohibited item which could cause harm to others
- Possession of any banned items. These are:
 - E-cigarettes, vapes
 - Cigarettes
 - Cigarette lighters
 - Matches
 - Laser pens
 - Energy drinks i.e. those with a high caffeine content
 - Items which the pupil intends selling to other pupils

It is at the discretion of the Headteacher to determine whether possession of the above items constitutes misbehaviour or serious misbehaviour. The School also reserves the right to ban and/or confiscate other items that impact on school behaviour or the health and safety of pupils and staff.

Drugs

The School will not tolerate possession of drugs or drug use of any sort on school property or during off-site school activities. The School will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful, including “legal highs”. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes possessing, supplying, taking and/or encouraging others to use drugs.

Prescription Drugs

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Non-prescription Drugs

Some over-the-counter drugs can be harmful if misused. We advise that pupils should not carry these in school.

Alcohol

Carrying, consuming or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol related activity may be permanently excluded.

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The School wants to ensure that all pupils feel safe at school, and accepted into our school community. Our ethos is one of inclusion; bullying of any kind is regarded as a serious breach of our Behaviour Policy and will not be tolerated.

Bullying can be directed at both pupils and staff. The School practises a preventative strategy to reduce the occurrences of bullying, and our Anti-Bullying Policy is instilled within our curriculum and our expectations at the School. It is made very clear to pupils what is expected of them in terms of respecting their peers, staff and members of the public, and any intentional breach of this will result in disciplinary action. Details of our school's approach to preventing and addressing bullying are set out in our [Anti-bullying Policy](#).

6. School behaviour curriculum

Positive behaviour reflects the values of our school, readiness to learn and respect for others. Our behaviour curriculum defines the expected behaviours in school which are then developed through key habits and routines. These expected behaviours are taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. Positive reinforcement is used when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support our whole-school culture.

Please refer to Appendix 1 for the 'Student Practical Guide to Behaviour' which outlines our key rules and routines along with other examples of our expectations of pupils.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Mobile phones must be switched off and not seen or heard in School. Please refer to our Mobile Phone Policy for more information.

7. Responding to behaviour

Our school is characterised by excellent relationships between pupil and fellow pupil and between pupil and members of staff. Pupils' behaviour is excellent much of the time because of this.

We aim to provide a safe, happy, disciplined environment, in which pupils can learn and fulfil their potential. We promote positive values and behaviour and encourage everyone to cooperate with and respect others.

This Behaviour Policy is based on expecting and acknowledging positive behaviour. Likewise, misbehaviour will receive a sanction. The emphasis is on pupils making the appropriate choices – pupils are taught the consequences of their behaviour and are encouraged to take responsibility for it.

Our approach to behaviour management aims to discourage, eliminate or reduce instances of misbehaviour. Sanctions are used as a last resort. We have a proactive commitment to a range of behaviour strategies including:

1. Having high quality teaching which challenges and engages pupils of all abilities. This increases motivation and promotes effective learning with good behaviour.
2. Staff taking responsibility for behaviour management and building good relationships. This involves a common understanding that escalation occurs after use of varied behaviour management techniques.
3. Staff training where we coach, support and develop a consistent approach. It is important to promote an understanding of why pupils misbehave and therefore how they can be encouraged to demonstrate positive behaviour and amend their behaviour if it does not meet the expected standard.
4. A high level of professional judgement by teachers which balances behaviour management techniques supported by the 'C system' and rewards to create a positive learning environment.
5. Providing support systems such as Form Tutors, Progress Leaders, the Learning Mentor, the School Counsellor, the Behaviour and Attendance Manager, the Inclusion and Behaviour Intervention Officer, the SENDCO, regular internal meetings and referral to outside agencies.
6. Regular messages through assemblies and line-ups reinforcing our expectations of student behaviour
7. The Personal Development curriculum provides education on many important topics relating to behaviour including bullying (of all types), relationships and sex education, friendships and information, advice and guidance about post 16 options.
8. The School engaging effectively with parents/carers.
9. A change of teaching set or class where this is deemed to be in the best interests of the pupil.
10. Consideration by the Special Education Needs and Disabilities Co-ordinator (SENDCO), with colleagues of possible interventions within the School.
11. Assessment of Special Education Needs, including possible placement in a specialist setting.
12. Curriculum alternatives, including attending Curriculum Support, attendance at a further education college or another form of alternative provision.
13. Referral to a specific support service, such as Warwickshire Attendance Service (WAS) for attendance concerns, the Ethical Inclusion Partnership or the Child and Adolescent Mental Health Service (CAMHS).
14. A Pupil Profile, Support Plan or Behaviour Passport.
15. The Early Help Assessment (EHA)- a voluntary process, common to all children's services, to help identify a child's needs as early as possible and agree what support is appropriate. Resulting early intervention should help reduce the risk of problems reaching the point where exclusion is considered necessary. It may be particularly appropriate to carry out an EHA in cases of suspensions.

16. An offsite direction or managed move to another school; this can be particularly successful for pupils at risk of permanent exclusion.

7.1 Classroom management

Teaching staff play a key role in dealing with misbehaviour and whilst there are systems in place to support teaching staff, it is expected that teaching staff will use classroom management strategies that ensure positive behaviour and address misbehaviour in a suitably assertive and effective manner. Teaching staff are asked to engage in dialogue with pupils which promotes positive behaviours. They should provide pupils with opportunities to re-focus, to realise that they are not making the most of the opportunities provided for them and should be encouraged to reflect on the ways in which their misbehaviour can impact upon others. Staff should be aware of their body language and the ways in which they are using language to communicate their feelings and emotions.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the School.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, by:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour
 - Highlighting and promoting positive behaviour
 - Concluding the day positively and starting the next day afresh
 - Using appropriate strategies in response to misbehaviour
 - Using positive reinforcement

Staff have a responsibility to model appropriate behaviour and attitudes. They can support effective learning in the classroom in the following ways:

- Expect the class to arrive on time and with the correct equipment. Meet them outside the room and insist on an orderly entrance. Ask them to enter the classroom and sit down quickly and quietly.
- Be positive; welcoming pupils and by using names.
- Be clear about 'ready to start learning' i.e. seating organisation, Student Organisers and equipment on desks, coats on chairs.
- Have a seating plan for every class. Teachers need to decide where pupils sit, to ensure maximum learning and minimum distraction; whatever suits their class. Teachers may change these as often as they wish.
- Teachers should take the register as close to the start of the lesson as possible and insist on silence whilst this is done.
- Follow the Teaching & Learning Policy for example, regarding the Do Now, structure and pace of the lesson.
- Remind pupils of the social and emotional skills they need to work with others.
- Insist that pupils work in a way that does not interfere with the learning or wellbeing of others, such as not calling out and instead waiting to be selected by the teacher or putting their hands up before they speak. Pupils remaining in their seats unless the task they are working on requires movement.
- At the end of lessons, teachers should ask their class to pack away, stand behind chairs, dismiss them in an orderly fashion and supervise their movement into the corridor.

In addition to these procedures, positive behaviour can be taught in the following ways:

- Through challenging and re-directing inappropriate actions, behaviour, attitudes and language, and making frequent reference to the Student Practical Guide to Behaviour.
- Through the Year 6-7 induction programme.
- Through the assembly programme.
- Through the Personal Development curriculum.
- Through extra-curricular activities and social events.
- Through encouraging high peer expectations.
- Through consistently recognising and celebrating positive behaviour and applying sanctions in a fair and consistent manner.
- Through regular contact with parents/carers.
- Through discussions and activities during Form time.

7.2 Safeguarding

The School recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [Child Protection and Safeguarding Policy](#) for more information.

7.3 Responding to positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the School's culture and ethos.

The School will ensure pupils know that their effort, achievement and good behaviour are recognised and valued. We offer a range of rewards:

House Points

The individual pupil reward system is based on House Points. When pupils receive a House Point it is recorded by the teacher on Class Charts. The School is able to track rewards given through Class Charts and can monitor totals for individuals, classes, departments, year groups and different sub groups.

House Points are awarded for the following categories:

- Effort.
- Progress.
- Contribution to school.
- Homework
- Attendance & punctuality – please see [Attendance Policy](#).
- Participation in extra-curricular competitions
- Kindness, helpfulness, manners and respect

Homework can be rewarded with 1, 3 or 5 House Points.

100% attendance in a term will be rewarded with 10 House Points.

Rewards

50 House Points	Bronze badge
100 House Points	£5 voucher
150 House Points	Silver badge
200 House Points	£10 voucher

250 House Points	Gold badge
300 House Points	£15 voucher
400 House Points	Headteacher's badge
500 House Points	Governors' badge
600 House Points	Mayor's badge

In addition to the House Point system, effort, achievement and good behaviour are also recognised by the following:

Positive praise – in lessons and in the School and wider community for positive contributions and academic progress

Positive postcards – sent home to recognise continual achievements or individual outstanding pieces of work

Positions of responsibility – within school for pupils who show themselves to be positive role models

Certificates – awarded for academic achievement and attendance

Parents/carers informed – communication to inform of good work completed, outstanding contributions and progress

Certificates and prizes – awarded for attendance and punctuality

Year 11 Prom – where being able to attend is based on good behaviour

Offsite visits – to various providers awarded termly for on-going positive behaviour

Prizegiving – awards for pupils' achievement

Faculty trips and offsite visits – across the school year

Termly rewards assemblies

SLT and Headteacher celebration events

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The School may use 1 or more of the following sanctions in response to misbehaviour:

- The use of the C system, as outlined below
- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil outside of the classroom to reflect upon their behaviour choices
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school

- Loss of privileges – for instance, the loss of a prized responsibility or loss of opportunity to represent a sports team or missing a trip such as a rewards trip
- School-based community service, such as litter picking
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances, where appropriate, of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, and with regard to the severity of the incident, whether similar behaviours have been displayed in the past and the impact on perceived fairness.

Procedure for Consequences for Disruption to Learning

C-System

The Consequence or C system is part of the Behaviour Policy. It is based on encouraging pupils to make the right choices and allows pupils the opportunity to correct their behaviour. The process is appropriately flexible and each incident will be judged according to its severity. For example, there are different forms and levels of misbehaviour and the School must take the severity of the incident into account when applying the appropriate sanction.

C0

C0s (C Zeros) are issued for behaviour that will only occur once in the lesson. For example:

- No kit
- Forgetting organiser
- Arriving late without a reason
- No homework
- Poor uniform
- To log the use of an approved pass e.g. time out card
- To log a toilet request

Staff need to keep a record of C0s and apply sanctions when appropriate e.g. 2 lates in a week or 3 in a half term leads to Pastoral Detention.

C1

In lessons where a teacher feels that a pupil is misbehaving, they will be issued with a C1 (the first consequence issued as a direct result of misbehaviour). This will be recorded on Class Charts at an appropriate moment by the teacher during the lesson. Pupils will be clearly informed by the teacher that further misbehaviour will result in a detention (C3).

Examples of where a C1 may be issued are listed below. Clearly this process is flexible and each incident is judged according to its severity:

- Failing to follow instructions, i.e. talking, not getting on with work. (If a pupil blatantly refuses to do a task or follow an instruction e.g. sit in a particular seat, a C4 will be issued).
- Answering back – this includes arguing/challenging the C1 (please note this could result in a C3 or C4 if the pupil was rude or aggressive). If pupils feel the C is unfair, they should wait until the end of the lesson and politely ask the teacher if there is an appropriate time when they can discuss the matter. Alternatively they may arrange an appointment with the Subject Leader.

- Talking at the same time as someone else.
- Not listening to others, whether staff or pupils.
- Swinging on a chair.
- Turning around/distracting other pupils.
- Out of chair without permission.
- Inappropriate language at a low level.
- Work avoidance/being off task.
- Rudeness.
- Interfering with another pupil's work or property.

Pupils whose behaviour progresses beyond C1 will receive a C3.

C3

C3 means a detention will be set. C3s will be issued after a C1 has been given and if pupils have continued to misbehave. A C3 can also be issued for more serious incidents of misbehaviour without giving a C1 before.

Behaviour that may lead to an immediate C3:

- Dangerous behaviour (this will obviously depend on how dangerous the behaviour is and could result in a C4).
- Refusal to co-operate/follow instructions. (Again dependent on level this could be a C4, especially if the pupil repeatedly refuses).
- Throwing objects – also could be C4 dependent on the object and the situation.
- Inappropriate language to another pupil (swearing directly at pupils or staff especially in a threatening or intimidating manner will lead to a straight C4).
- Eating; taking out food.
- Having or using chewing gum.
- Mobile phone being seen or heard or attempting to use the phone in lessons. (School Policy is to confiscate phones if they are seen or heard. They need to also be switched off. If the pupil refuses to hand over the phone, a C4 will be issued).

Please note: these are only examples and the teacher will use their professional judgement in deciding which sanction is appropriate.

Use of 'On Call' – C4

See section 8.4 below

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded and reported to parents/carers

School staff will follow the Government guidance about the use of reasonable force in schools:
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

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

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 4) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the School rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the School premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your blazer
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the Senior Leadership Team or the Behaviour and Attendance Manager, to try and determine why the pupil is refusing to comply. The School reserves the right to request Police assistance where there is a suspicion that the pupil may be in possession of a prohibited item and they are refusing to cooperate with the search.

Authorised staff can use reasonable force to search for prohibited items. However, authorised staff should only use reasonable force in exceptional circumstance and only after first consulting with the Headteacher, the Behaviour and Intervention Manager or Senior Designated Safeguarding Lead. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4, but not to search for items that are only identified in the School rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including bags. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 4) and items identified in the School rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Senior Designated Safeguarding Lead (DSL) or his/her deputy

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in the School's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the School has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the School will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the School's Child Protection and Safeguarding Policy and speak to the Senior Designated Safeguarding Lead (DSL) or their deputy. The Senior DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on School premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the Police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the Police are on school premises, the decision on whether to conduct a strip search lies solely with them. The School will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the Police
- Not be the Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the School will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the School's safeguarding policy and speak to the Senior Designated Safeguarding Lead (DSL) or their deputy. The Senior DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Screening

Staff authorised to conduct searches may use a metal detector to assist with the search. If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the School.

This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the School
- Poses a threat to another pupil
- Could adversely affect the reputation of the School

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The School can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the School
- It adversely affects the reputation of the School
- The pupil is identifiable as a member of the School

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

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

When establishing the facts, the School will endeavour to preserve any relevant evidence to hand over to the Police.

If a decision is made to report the matter to the Police, the Behaviour and Attendance Manager, Headteacher, Deputy Headteacher, Senior DSL, their deputy or a Designated Safeguarding Lead (DSL) will make the report.

The School will not interfere with any police action taken. However, the School may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the Police is made, a Designated Safeguarding Lead will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The School's response will be:

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

Sanctions for sexual harassment and violence may include:

- Inclusion
- Internal Exclusion
- Suspension
- Permanent Exclusion.

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

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

Please refer to our [Child Protection and Safeguarding Policy](#) for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the School will take appropriate disciplinary action in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the School will take appropriate disciplinary action in accordance with this policy.

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

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

Please refer to our [Child Protection and Safeguarding Policy](#) for more information on responding to allegations of abuse against staff or other pupils.

7.12 Lunchtime Behaviour

Pupils have two options of where to be based at lunchtime: they can stay on site and have school lunch or sandwiches, or go home. If they go home, parents/carers must apply for a lunch pass and, in doing so, take responsibility for their child whilst they are offsite. Pupils who go home are not allowed to visit friends' houses or wander around the local area. They must go home directly and return to school 5 minutes before the afternoon session. Pupils who stay on site are expected to follow the school lunchtime rules.

Sanctions for poor behaviour at lunchtime may include verbal warnings, lunch detentions and after school detentions and for more serious offences, Inclusion, Internal Exclusion and suspensions. Pupils who regularly misbehave at lunchtime will be banned from the canteen at lunchtime or suspended at lunchtime meaning that they have to go home for lunch. Inconvenience to parents/carers will not be used as a reason not to suspend pupils at lunchtime because their behaviour has caused repeated concerns.

8. Serious sanctions

8.1 Detention

Higham Lane School policy is to use detentions as a sanction. All members of staff have been authorised by the Headteacher to issue detentions.

Pupils can be issued with detentions before school, during lessons, during break, lunchtime or after school.

The School will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the School will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Interrupt the pupil's caring responsibilities

The law states that schools have the power to issue detentions. (Please see <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>).

Break or lunchtime detentions may be given by staff for a variety of reasons including:

- Lack of effort.
- Receiving Cs on a regular basis.
- Lateness to school
- Poor standard of homework or no homework.
- Failure to bring equipment.

After-school detentions include C3, Subject, Pastoral, School Detention and Extended Detention. On occasions, the School will also issue two or three hour detentions. Pupils who receive a fifth C4 in the same subject will receive a two-hour detention and an Internal Exclusion. Two- or three-hour detentions may also be issued if pupils fail to respond to other sanctions or when the School feels that a long detention is the most appropriate sanction. It is not school policy to allow after school detentions to be done at break or lunchtime. If there is a genuine reason that a pupil cannot attend an after school detention, such as a pre-arranged medical appointment, the School should be contacted so that an alternative date can be arranged. Inconvenience to the parent/carer is not considered to be a valid reason for moving a detention.

The School reserves the right to keep pupils behind at the end of the day for up to 10 minutes without notice.

C3 Detentions

These are given for poor behaviour in lessons. They take place on Tuesday and Thursday after School and last from 3.15pm to 4.00pm. Staff will give pupils 24 hours' notice of the detention by writing it in their Student Organiser. Staff also record the detention on Class Charts. It is the pupil's responsibility to inform their parent/carer of the detention. If pupils do not have their Student Organiser or fail to give it to the member of staff, it is their responsibility to remember and attend the

detention. Failure to do so may result in a School Detention. Refusal to give the Student Organiser to the member of staff leads to a C4 and will result in a more serious sanction such as Inclusion. Departments and tutors will also have their own sanctions in place. These may be for various reasons including:

- Lack of effort.
- Receiving Cs on a regular basis (please see tutor intervention).
- Lateness.
- Repeated poor behaviour.
- Lack of equipment or books.
- No homework.

Sanctions that may be used include:

- Break or lunch detentions.
- Staying behind for ten minutes at 3.15pm.
- Being placed on Subject Report.
- Moving class on a temporary basis.
- Working alone (out of the classroom).
- Referral to the Subject Leader, Progress Leader or a senior member of staff.

Subject Detentions

These are given by subjects for lack of effort, failure to complete or do homework satisfactorily or some behaviour issues such as part of the C4 process. These take place after school on the subject's detention day and is again written in the pupil's Student Organiser or take place during the School day, such as at break or lunchtime.

Pastoral Detentions

These are issued for poor behaviour outside of lessons and other behaviours outside of subject lessons. The detention takes place on Tuesday after school and lasts from 3.15pm to 4.00pm. Pupils are given at least 24 hours' notice of the detention by staff who, as with C3s, record it in their Student Organiser.

Behaviour that may lead to Pastoral Detention (these are only examples, the process is flexible with each incident being judged according to its severity):

- Incorrect uniform.
- Eating or drinking drinks other than water in non-designated areas (repeated eating or drinking or failure to respond to staff warnings will result in a more serious sanction).
- Some forms of dangerous behaviour i.e. running in corridors, pushing etc. Clearly there are different levels of dangerous behaviour. For more serious incidents, a more serious sanction will be given.
- Failure to follow instructions/respond to a member of staff. This again depends on the actual incident – blatant refusal to co-operate by the pupil will result in a more serious sanction.
- Failure to report to a member of staff at an agreed time.
- Mobile phone seen or heard in school, using or attempting to use the phone outside of lessons. (Refusal to give it to staff will result in a more serious sanction).
- Failure to return a reply slip.
- Lateness to lessons.
- Two lates in a week or three lates in a half term to registration.
- Student's Organiser forgotten on 2 occasions.
- Failure to have Student Organiser signed despite warnings.
- Failure to attend late arrival break detention.

- Bullying. (Again this is flexible and depends on the actual offence. School will make a judgement on how serious the offence is. More serious incidents can result in School Detention, Inclusion, Internal Exclusion or suspension).
- Rudeness to staff. (Again- a more serious sanction may be given based on the circumstances).
- Inconsiderate or anti-social behaviour.
- Having or using chewing gum in school.
- Failure to bring reading book to tutor period.

Pastoral Detentions will also be written in the Student's Organiser and recorded on Class Charts.

Extended Detentions

In some cases, the School may decide a longer detention between 1 and 3 hours is a more appropriate sanction. An example is pupils who receive a fifth C4 in the same subject will be Internally Excluded for one day and also receive a two hour detention. Other examples of when extended detentions are deemed appropriate are when pupils have truanted school, when there has been a serious incident of misbehaviour or when the School feels that a long detention would be a more effective sanction than Inclusion. In some cases, these detentions may be same day detentions. Parents and carers will be informed of this on the day. (Please note: these are only examples and the member of staff will use their professional judgement in deciding which sanction is appropriate)

School Detention

A pupil will be given a School Detention for missing a C3 Detention, missing a Pastoral Detention, missing a Subject Leader Detention or behaving in any other serious way for which Pastoral Detention, Inclusion, Internal Exclusion or suspension are not appropriate. School Detentions should be approved by the Subject Leader or Progress Leader depending on the nature of the incident.

A School Detention form is then completed and passed to the Behaviour and Attendance Manager, for approval. Parents/carers are then informed of the School Detention via email.

Pupils report to Pupil Services at the end of the day, are taken to the detention room and a register is taken. If any pupil is not present, Student Services are informed to check whether the pupil is absent and they then contact the parent/carers. During the detention, pupils may do written work provided by the supervising teacher or may be required to pick up litter. Litter pickers and gloves are provided for this. The detention is from 3.15-4.30pm.

If a pupil misses the detention through being genuinely ill, the detention is rearranged for the next available date. If there is not a valid reason for missing the detention, it is likely the pupil will receive a day in Inclusion and will also have to do the detention at the next available date. This will be decided by the Behaviour and Attendance Manager.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the School may remove the pupil from the classroom for a limited time. This is known as a C4 or Oncall at Higham Lane School. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful.

Removal is a serious sanction and will be used in response to serious or persistent misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive

- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff and will be removed for the duration of that lesson.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Behaviour and Attendance Manager or Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The School will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed that their child has been removed from the classroom. The School will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:-

- Short term behaviour report cards
- Long term behaviour plans
- Inclusion Room
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on a C4 form.

Behaviour that may lead to immediate C4:

- Refusal to follow instructions/to do as asked e.g. give Student Organisation to teacher, refusal to sit in designated seat.
- Threatening behaviour towards staff or pupils.
- Offensive or otherwise inappropriate comments to pupils and/or staff about age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Refusal to give phone to a member of staff when asked.
- Leaving the classroom/walking off from a member of staff without permission.
- Unacceptable language e.g. swearing (clearly this will depend on the actual language used)

(Please note: these are only examples and the member of staff will use their professional judgement in deciding whether a C4 is appropriate).

Procedure and Follow-up of C4 Incidents

- The member of staff requests On call either through Class Charts or by phoning Student Services to report the On Call incident.
- The On Call member of staff removes pupil from the lesson.
- The class teacher completes the On Call C4 incident form as soon as possible after the incident and returns it to the On Call member of staff. The On Call teacher asks the pupil to fill out the pupil response form. The On Call teacher will complete the C4 incident form and pass it to the Behaviour and Attendance Manager.
- Sanctions for a C4 are listed below. The process is flexible and each incident is judged according to its severity. It is also subject-based, meaning that pupils only go into Inclusion if they get a second C4 in a particular subject. Pupils who display very serious misbehaviour such as violence, repeated refusal to co-operate, verbal abuse to a member of staff, racist or homophobic behaviour or otherwise inappropriate and/or offensive remarks to pupils or staff,

misuse of electronic equipment such as computers or mobile phones, bringing banned items or substances into school or display other forms of unacceptable behaviour, may face an internal exclusion or suspension.

C4 Sanctions

First On Call:

- Removal from next lesson.
- Subject Detention after school.
- Parent/carers telephoned by subject teacher to discuss reasons. Seek support from Subject Leader, where required
- Meeting with pupil, Subject Leader and subject teacher.
- An apology is made to the teacher

Second On Call:

- Removal from next lesson.
- Subject Detention after school.
- Inclusion (8.50am until 1.15pm).
- Placed on Subject Report.
- Parents/carers telephoned by subject teacher to discuss reasons for sanction. Seek support from Subject Leader, where required
- Letter sent home.
- Meeting with pupil, Subject Leader and subject teacher.
- An apology is made to the teacher

Third On Call:

- Removal from next lesson.
- Subject Detention after school.
- Inclusion (8.50am until 3.15pm).
- Placed on Subject Leader Report.
- Subject Leader phones parents/carers.
- Letter sent home.
- Meeting with pupil, Subject Leader and subject teacher.
- An apology is made to the teacher

Fourth On Call:

- Removal from next lesson.
- Inclusion (8.50am until 3.15pm).
- School Detention after school.
- Placed on Subject Leader Report. Seek support from SLT link, where required
- Subject Leader meets parents/carers.
- Letter sent home.
- Meeting with pupil, Subject Leader and subject teacher.
- An apology is made to the teacher

Fifth On Call:

- Removal from next lesson.
- Internal Exclusion (8.50am until 3.45pm).
- Two hour detention after school.
- Placed on report to SLT.
- Subject Leader meets parents/carers.
- Letter sent home.

- Meeting with pupil, Subject Leader and subject teacher.
- An apology is made to the teacher.

This procedure is flexible and each incident is judged according to its severity. It is also subject-based, meaning that pupils only go into Inclusion if they get a C4 in a subject that they had a previous C4 in.

- Pupils who are in Inclusion will be informed and a note put in their Student Organisers for parents/carers. Parents/carers will also be telephoned or a text/email sent.
- The Behaviour and Attendance Manager will be informed of the incident and will receive a copy of the C4 incident form.
- The Inclusion and Behaviour Intervention Officer will inform staff which pupils are in Inclusion via email and will also request work.

Isolation (Inclusion)

The law states that schools are able to use isolation rooms for a disciplinary measure. (Please see <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>). Higham Lane School has a policy of using Isolation as a sanction. We refer to this as 'Inclusion'.

Pupils who are involved in serious incidents of misbehaviour may be placed in Inclusion. The period of Inclusion can range from half a day to a number of days. Pupils can also be placed in Inclusion for individual lessons. When such incidents occur, a green incident form will be completed and any evidence gathered will be attached.

Parents/carers will be informed by a phone call and/or a note in the pupil's Student Organiser.

Staff will be informed via email by the Inclusion and Behaviour Intervention Officer and will be required to set work on Google Classroom.

Internal Exclusion

Internal Exclusion is a process used by the School for dealing with serious incidents of poor behaviour. Pupils who are internally excluded work in the Inclusion Room and are provided with school work.

Internal exclusions are for a fixed period and last from 8.40am until 3.45pm each day.

When a pupil is internally excluded, parents/carers will be contacted. If the pupil does not accept the behaviour was unacceptable and make a commitment not to repeat the behaviour, the Internal Exclusion may be extended.

Behaviour in the Inclusion Room

- All pupils must read the rules of the Inclusion Room and sign the Code of Conduct to say that they have done so and will abide by them.
- Mobile phones must be handed in.
- Pupils must work in silence and not talk or attempt to communicate with other pupils.
- Pupils must not attempt to disrupt the behaviour or learning of other pupils.
- Pupils are expected to complete work to the best of their ability, provided by the member of staff on duty.
- Break and lunch will be taken in the Inclusion Room, with pupils taken to the canteen 10 minutes before the start of lunchtime to purchase food, unless they have brought their own food into school.
- Pupils will not be allowed out of the Inclusion Room at break or lunch time.

- Pupils will be escorted to the outside of the toilet in The Hub block by staff at pre-arranged times.
- Any negative behaviour in the Inclusion Room will result in further sanctions which could be a further day in Inclusion or a suspension.

8.3 Suspension and permanent exclusions

The School can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our [Suspension and Permanent Exclusion policy](#) for more information.

8.4 Off Site Direction

In agreement with other secondary schools in the Nuneaton and Bedworth area, pupils may be placed on an offsite direction at other establishments for up to 10 weeks. This will involve pupils spending time in another school with the aim of improving their behaviour. In order to do this effectively, information will be provided to the host school about the pupil, including contact details, address, behaviour record, medical details and SEND needs. The host school will also provide appropriate work.

Pupils will be expected to adhere to the host school's behaviour procedures and arrive and leave at the host school's agreed times. It is the parent/carer's responsibility to arrange appropriate transportation to and from the host school. Pupils will be expected to wear the uniform of the host school.

8.5 Governors' Disciplinary Panel

If a pupil receives several suspensions and behaviour shows no sign of improvement, they will be asked to attend a Governors' Disciplinary Panel with their parent/carer. The Headteacher, Behaviour and Attendance Manager and/or the pupil's Progress Leader will discuss the pupil's behaviour record and why the School is concerned about this. This Panel will draw the pupil's attention to governors' expectations and concerns. The pupil's behaviour will be monitored carefully after the Governors' Disciplinary Panel and the pupil and parents/carers will be expected to engage fully in any strategies recommended by the Panel e.g. referral to outside agencies, participation in support programmes and so on. If the pupil's behaviour does not improve, they risk Permanent Exclusion from the School. This will be made clear at the Panel.

8.6 Managed Move

Pupils who continue to experience behavioural issues, despite the tiered system of interventions, may be recommended for a Managed Move. This will involve the pupil moving to another school in the Nuneaton and Bedworth or Northern area of Warwickshire on a permanent basis. As with off site placements, the pupil's school record will need to be shared with the chosen school. Managed Moves will be considered under the following circumstances:

- A pupil persistently fails to follow the School's Behaviour for Learning Policy despite the tiered intervention/support outlined in the policy.
- A pupil whose behaviour has not improved despite this intervention.
- A pupil is involved in a serious breach of the School rules and their actions have put the safety of staff and other pupils at risk.
- A pupil has received multiple Internal Exclusions or suspensions.
- A pupil is at risk of Permanent Exclusion.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The School recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the School will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the School's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the School must co-operate with the local authority and other bodies

As part of meeting these duties, the School will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:-

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the School will take into account:

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

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

The School will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the School will co-operate with the local authority and other bodies.

If the School has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the School may request an emergency review of the EHC plan.

10. Responding to misbehaviour from Looked After Children/Previously Looked After Children

The School recognises the impact of the emotional, psychological and social trauma experienced by Looked After Children and the possible effect this can have on them and their behaviours, and the effects loss and separation from birth families can cause.

The School acknowledges that some children with attachment difficulties may find it difficult to build sustainable relationships of trust with adults because of their experiences, and consideration is also paid to how this might affect the child's behaviour.

When incidents of misbehaviour arise, we will consider them in relation to the above, although we recognise that not every incident of misbehaviour will be connected to this. Decisions on an incident of misbehaviour will be made on a case-by-case basis.

11. Supporting pupils following a sanction

Following a sanction, the School will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the School.

This could include measures like:

- Reintegration/readmission meetings
- Daily contact with their Progress Leader, SLT link or tutor
- A report card with personalised behaviour goals

Tutor Intervention

Tutors have a summary of the behaviour in their tutor group including low level disruption points (C1s) and are required to monitor this carefully. Progress Leaders also have access to a very detailed analysis of all behaviour types currently displayed in their year group, enabling them to track behaviour carefully. The following intervention strategies are then applied:

C1 Points

- 10 pts Note in organiser
- 20 pts Tutor phones home and pupil placed on tutor report
- 30 pts Letter home from tutor
- 50 pts Meeting with parent/carer – referral to Behaviour and Attendance Manager

C3 DTs

- 3 C3s Note in organiser
- 5 C3s Phone call home – referral to Behaviour and Attendance Manager

Pastoral

- 3 Pastoral DTs Phone call home (Tutor informs Progress Leader (PL))
- 5 Pastoral DTs Tutor informs PL – phone call/meeting with parent/carer– referral to Behaviour and Attendance Manager

School DTs

- 3 School DTs Letter home, meeting with PL – referral to Behaviour and Attendance Manager

C4s

3 C4s (Different subjects) – Tutor contacts home

6 C4s (Different subjects) - PL contacts home

Subject Intervention

Subject teachers monitor the behaviour of their teaching group during lessons and then apply the following interventions. Subject teachers are responsible for recording the intervention on SIMS.

C1 Points

5 points Note in Student Organisation by class teacher

10 points Phone call home by class teacher

20 points Meeting with parents/carers (Subject Leader (SL) and Teacher)

C3 DTs

1 C3 Note in Student Organisation

3 C3s Phone call home by class teacher and pupil placed on report

5 C3s Meeting with parents/carers (Subject Leader (SL) and Teacher)

C4

1st C4 Phone call from class teacher

2nd C4 Subject Leader contacts parents/carers

3rd C4 Meeting between SL, teacher and parents/carers – Referral to Behaviour and Attendance Manager

Re-admittance Meetings

When pupils return to school following an internal exclusion or suspension, a readmittance meeting will take place. In this meeting, the Progress Leader and a member of the Senior Leadership will represent the Governing Body and talk to the pupil and his/her parents/carers about the behaviour incident and why the School considered it to be very serious. The pupil will be expected to give an undertaking that this behaviour will not be repeated. Strategies and support to help the pupil improve their behaviour and to avoid repeating such behaviour will also be discussed and agreed, in order that the pupil has the opportunity to ensure that such behaviour will not be repeated.

If the pupil does not accept that their behaviour was unacceptable and make a commitment not to repeat the behaviour, the suspension may be extended.

Following the re-admittance meeting, the pupil will also have a meeting with the Behaviour and Attendance Manager to discuss the reasons for the exclusion and how the targets set to improve their behaviour can be achieved.

12. Pupil transition

12.1 Inducting incoming pupils

The School will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and the wider school culture.

12.2 Preparing outgoing pupils for transition

To ensure a smooth transition from Year 6 into Year 7, pupils and their parents/carers have transition sessions with their new form tutor. In addition, staff members hold transition meetings.

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

13. Training

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

- The needs of the pupils at the School
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Respect for teachers' professional role as teachers and their workload

Higham Lane School will ensure that teachers' role in school discipline matters is consistent with their statutory and contractual terms and conditions of employment, including the School Teachers' Pay and Conditions Document. Teachers' professionalism depends upon being valued and respected. It means that pupils should be ready to learn and that schools need to act to address problems of low-level classroom indiscipline, and also prevent and respond to violent and abusive behaviour by pupils. Staff's professional judgement will be supported, including appropriate access to training and professional development.

Right of staff to a safe working environment

The Board of Trustees of Central England Academy Trust, as employer, is required to take reasonable steps to ensure, in so far as practicable, a safe working environment exists for staff. Reasonable steps will be taken to prevent and tackle any bullying or harassment of staff, whether this occurs on or off the school premises or during term times. The School will act to prevent the misuse by pupils of the internet, mobile phones or other technology to ridicule or attack staff. School management will access the DfE guidance on tackling cyberbullying of teachers. Any person causing a nuisance or disturbance on school premises may be removed and prosecuted. The Governing Body has legal powers to prohibit access to the School premises. Where a person threatens or assaults a member of staff, this will be reported to the Police.

Support from other schools

Higham Lane School will support and contribute to Behaviour and Attendance Partnerships to help share resources and expertise in managing the most challenging pupils, including arranging off-site directions, managed moves and referrals to alternative provision as appropriate.

Support from the police

Higham Lane School has an excellent working relationship with our Police Community Support Officers which form part of our Safer Neighbourhoods Team. These colleagues regularly visit the School, lead pupil workshops and also facilitate support from other agencies such as the Youth Offending Teams and probation services. Higham Lane School will seek help from the Police, for example, with the screening or searching of pupils, tackling gang culture and other crime issues, and truancy sweeps.

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The School will collect data on the following:

- Behavioural incidents, including removal from the classroom (C4s)
- Attendance, permanent exclusion and suspension
- Use of inclusion, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the School behaviour culture

The data will be analysed every term by the Behaviour and Attendance Manager.

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

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

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

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Pupils, Parents, Community and Safeguarding sub-committee at least annually. At each review, the policy will be approved by the headteacher.

15. Links with other policies

This behaviour policy is linked to the following policies

- Suspension and Permanent Exclusions policy
- Safeguarding and Child protection policy
- Anti-Bullying Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Mobile Phone Policy
- Online Safety and ICT Acceptable Use Policy
- Public Interest Disclosure (Whistleblowing) Policy
- Dealing with Allegations of Abuse Against Teachers and Other Staff

Appendix 1

Pupil Practical Guide to Behaviour

‘Be the best you can be.’

‘Work hard and be kind.’

We expect all pupils to demonstrate the following behaviours. Behaving in this way helps all pupils to be the best they can be.

Start lessons the right way	And at the end of every lesson:
<ul style="list-style-type: none">✓ Be polite and greet your teacher with a ‘Hello’ or something similar✓ Enter the room quietly✓ Get out your exercise book, pencil case and Organiser and place these on the table.✓ Write out the date and title and underline them with a ruler✓ Complete the Do Now activity as instructed by your teacher	<ul style="list-style-type: none">✓ Use your planner to find out where your next lesson is✓ Put everything in your bag and stand behind your chair silently✓ Wait for your teacher to dismiss you and leave the room sensibly and silently✓ Leave the lesson politely, say ‘Thank you’ to your teacher for the lesson.
Move sensibly and safely around the school and in corridors	Politeness, manners and respect make the school a wonderful place to be!
<ul style="list-style-type: none">✓ Behave sensibly, think about the safety of all others, keep personal space from others✓ Walk swiftly to lessons so that you arrive on time✓ Walk quietly✓ Keep to the left of the corridor✓ Follow the one-way system✓ Be sensible and civil: no pushing, shoving, shouting, running✓ Be purposeful: don’t wait for others✓ Hold doors open for others if required✓ Smile at people you are passing, say ‘Hello’✓ Do not eat/drink in the corridors✓ Ensure your appearance is smart wearing the correct uniform.✓ Wait patiently if corridors are congested✓ If you are in the corridor between lessons, move silently	<ul style="list-style-type: none">✓ Make eye contact and smile with people✓ Say ‘good morning/afternoon’ or even just ‘hello’ when you pass someone.✓ Always hold a door open and say thank you if someone holds a door open for you✓ Ask if a member of staff needs help with anything.✓ Start a conversation – ‘How was your weekend? How was your evening? What lesson have you got next? What lesson have you just had?’ Easy, shared experiences that everyone can answer.✓ Listen and ask genuine questions, practise the art of small talk. Talk about things that others are interested in. You’ll only know what others are interested in if you’ve asked questions about them.✓ Give one compliment a day!✓ Say thank you to your teacher for the lesson.

Be an outstanding learner to fulfil your potential	Do the right thing – we are a place of learning
<ul style="list-style-type: none"> ✓ Say 'Hello Miss/Sir' at the start of every lesson. ✓ Be a proactive learner by completing all tasks to the best of your ability through hard work, effort and commitment ✓ Be a proactive learner when revising/completing homework by showing commitment, resilience and perseverance by completing this to the best of your ability. ✓ Be fully equipped for school with the correct learning equipment ✓ Ensures deadlines are met, complete homework on time. ✓ Listen to the teacher at all times ✓ Follows instructions first time ✓ Do not distract others ✓ Do not allow yourself to be distracted by those around you. ✓ Show respect and kindness to others – help people with their work if they need it. ✓ Asks questions about the learning ✓ Take verbal and written feedback well in order to improve work ✓ Seek to complete an extension/gold challenge task ✓ Uses SHAPE to answer questions (speak in full sentences, uses hands well, articulates, projects voice, eye contact) ✓ Uses STEPS when speaking to the teacher and others – is polite and uses manners. ✓ Don't be afraid of being 'wrong' – mistakes are an opportunity for learning. 	<ul style="list-style-type: none"> ✓ Follow instructions first time. ✓ Do not answer back ✓ Apologise if you have made a mistake ✓ Apologise if your behaviour has been rude/disruptive/disrespectful ✓ Speak to everyone with politeness and using manners ✓ Tell a teacher/member of staff if there is any unsafe behaviour/behaviour that concerns you. Let adults deal with incidents so that everyone can feel safe and happy at school. ✓ Speak in kindness: don't say anything that will cause harm/upset to others. ✓ Communicate on social media in kindness: don't post anything on social media that will cause harm/upset to others. ✓ Don't get involved in other people's issues/conflict ✓ Encourage others to do the right thing – walk away and tell a member of staff ✓ Remember that everyone at Higham Lane School has the right to be safe and happy. Everyone has the right to learn well and get the best education they can. Do not disrupt any of those aims for others with wrong choices.

Other examples of our expectations of pupils:-

- Arrive on time and attend school
- Wear full school uniform correctly, including on the way to and from school;
- Use language which is appropriate and not offensive
- Not bring prohibited or banned items into school
- Treat the school buildings, school property and the environment beyond school with respect
- Accept responsibility for your behaviour. Accept sanctions when they are given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

- Tell the truth and learn from your mistakes
- Lead by example, be a good role model for younger pupils in the School
- Be responsible when using online technologies
- Report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);