

Sir John Hunt



# Sir John Hunt Community Sports College **Behaviour Policy and Procedures**

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| <b>Policy Title</b>                                                                                                                                                    | GLT School Behaviour Policy and Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |
| <b>Category</b>                                                                                                                                                        | Common School Policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |
| <b>Responsible Officer</b>                                                                                                                                             | Headteacher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |
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| <b>Minor technical or operational updates made</b>                                                                                                                     | Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Date |
| <b>Review Cycle and next approval date</b>                                                                                                                             | Annual<br>March 2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |
| <b>Monitoring arrangements</b>                                                                                                                                         | This policy will be reviewed annually, or sooner if required by statutory guidance updates. The implementation of this policy will be reviewed annually by the Headteacher.                                                                                                                                                                                                                                                                                                                                                                                                |      |
| Associated Policies<br><a href="#">Internal Policy Library</a><br><a href="#">Published GLT Policies</a><br><i>For school policies please visit the school website</i> | <ul style="list-style-type: none"> <li>● GLT Student Welfare Statement</li> <li>● GLT Safeguarding Policy</li> <li>● GLT Suspensions and Exclusions Procedure</li> <li>● GLT Positive Handling and Restrictive Intervention Policy</li> <li>● School Safeguarding Policy</li> </ul>                                                                                                                                                                                                                                                                                        |      |
| This Policy is based on or takes into account the following legislation and guidance                                                                                   | <ul style="list-style-type: none"> <li>● Behaviour in schools: advice for headteachers and school staff</li> <li>● Searching, screening and confiscation: advice for schools</li> <li>● The Equality Act 2010</li> <li>● Keeping Children Safe in Education</li> <li>● Suspension and permanent exclusion from maintained schools, academies and pupil referral units</li> <li>● Use of reasonable force in schools</li> <li>● Supporting pupils with medical conditions at school</li> <li>● Special Educational Needs and Disability (SEND) Code of Practice.</li> </ul> |      |

# School Behaviour Policy and Procedures

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## Part A

### Terminology

- The Trust means the Greenshaw Learning Trust (GLT).
- School means a school or academy within the Greenshaw Learning Trust.
- Headteacher means the headteacher, executive headteacher or principal of the school/academy.
- CEO means the chief executive officer of the Greenshaw Learning Trust.
- Trust Shared Service means the services, functions and staff of the Trust that are not contained within a school budget and/or are not the responsibility of a school Headteacher. With respect to the Trust Shared Service, references in this Policy to the responsibilities of the Headteacher should be read as the GLT CEO.
- Responsible Officer means the member of the Director Team to which responsibility for the management of the policy, procedure or statement has been delegated by the Board of Trustees
- Policy or Policies should be read as including any procedures, reports, templates, models, statements and schedules etc. as specified in the GLT Policy Schedule. Categories of Policy are defined in 'Scope and Applicability'

### Scope & Applicability

- It is the responsibility of the Headteacher of each school, and the GLT CEO for the Trust Shared Service, to ensure that their school/service and its staff follow this Policy and all Policies and Procedures across the Trust.
- If there is any question or doubt about the interpretation or implementation of this Policy, the 'Responsible Officer' or the GLT CEO should be consulted.
- Unless otherwise stated, all Policies apply to all schools within the Trust, all Trust employees (including temporary and agency staff), all pupils, all trustees and committee members (including members of community committees), all volunteers, and all visitors and contractors
- Our school is part of the Greenshaw Learning Trust (GLT), therefore it is subject to the policies and procedures of the Trust, as approved by the GLT Board of Trustees.
- **This is a Common School Policy.** Common School Policies are where the Board of Trustees has determined that all schools in the Trust must follow the same Policy, so that the Trust can fulfil its statutory responsibilities and/or manage its schools effectively. Common school policies and procedures are approved by the Board of Trustees. Some will have a school-specific element or annex; in these cases each school's Headteacher will have tailored those specific parts of the policy/procedure – and those parts only, as indicated in the policy/procedure – to their specific requirements. All schools and services within the Trust must comply with Common School Policies, although the appendix is applied locally.
- Parts A, B and C of this Behaviour Policy and Procedure apply to the Greenshaw Learning Trust as a whole and to all the schools in the Trust in accordance with and pursuant to the Student Welfare Policy of the Greenshaw Learning Trust. Part D of this Behaviour Policy and Procedure applies specifically to our school. If there is any ambiguity or conflict between Parts A to C and Part D, Parts A to C take precedence.
- In implementing this Policy and Procedure the Headteacher, school and Trust Shared Service staff, must take account of any advice or instruction given to them by the GLT CEO, GLT Education Directors or Board of Trustees.
- If there is any question or doubt about the interpretation or implementation of the Procedure, the GLT CEO, or GLT Education Directors should be consulted.

## **Part B**

### **Policy Statement**

The Board of Trustees of the Greenshaw Learning Trust believes that its schools have a responsibility to promote a culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

This is achieved by establishing a Trust wide approach to maintaining high standards of behaviour that reflect the values of Greenshaw Learning Trust as set out in the Procedure.

This School Behaviour Policy and Procedure and any associated school rules and approaches will ensure that:

In all GLT schools:

- Schools have a consistent approach to behaviour management that is applied consistently and fairly to all pupils.
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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, where appropriate, are used consistently by staff, in line with the Behaviour Policy.
- The school will work to create an environment where removal from class and exclusion from school is not necessary because pupil behaviour does not require it.
- Removal from class, suspensions and permanent exclusions will only be used in response to serious or persistent breaches of this policy.
- Exclusions will only be used as a last resort.
- The Behaviour Policy and Procedure are understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- When pupils are involved in behaviour incidents, their families are engaged to foster good relationships between the school and pupils' home life.

## **Part C - Procedures**

### **C.1 Legislation, statutory requirements and statutory guidance**

These procedures are based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

## C.2 Definitions

Misbehaviour is defined as, but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Poor attitude.

Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the school rules.
- Any form of bullying.
- 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, including vaping or related activity
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
  - Knives or weapons.
  - Imitation weapons
  - Alcohol.
  - CBD products, such as oils, vapes and gummies.
  - Illegal drugs, including THC (Tetrahydrocannabinol) and any related products.
  - Stolen items.
  - Tobacco and cigarette papers, e-cigarettes and smoking related paraphernalia
  - 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).

## C.3 School Behaviour Curriculum

The school has a behaviour curriculum which teaches pupils to do what is expected of them, including to:

- Behave in a safe and respectful way.
- Show respect to members of staff and each other.

- Arrive at lessons on time and be properly equipped and ready to learn
- In class, make it possible for all pupils to learn, support and promote a positive and disruption free environment.
- Move quietly, and calmly around the school as directed.
- Care for the school buildings and school property.
- Wear the correct uniform at all times, including to and from school and home.
- Accept sanctions when given, seeing it as an opportunity to correct wrong choices.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online, including travel to and from school.

Where appropriate and reasonable, adjustments will be considered to ensure all pupils can meet behavioural expectations.

The approach and rules used at our school are detailed in our school procedures, see Part D.3.

## C.4 Classroom management

The school's teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They:

- Will create and maintain a stimulating environment that encourages pupils to be engaged.
- May display the behaviour curriculum or their own school rules.
- Will develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons.
  - Establishing clear routines.
  - Communicating expectations of behaviour in ways other than verbally.
  - Highlighting and promoting good behaviour.
  - Following the school procedure for dealing with low-level disruption.
  - Using the rewards procedures to encourage positive behaviours.

## C.5 Mobile phones

- In GLT Schools, mobile phones and smart watches are not allowed.
- Mobile phones and smart watches, and connected devices must be switched off and stored (out of sight) during the school day, and whilst on site, in accordance with the school's procedures (see section D).
- School procedures will follow DFE Searching, screening and confiscation guidance for confiscation of mobile phones.

## C.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

The Headteacher will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the school's Safeguarding Policy and Procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## C.7 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, school 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 Headteacher will ensure that positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. These will be outlined in the school's rewards procedures.

The approach used at our school is detailed in our school procedures, see Part D.7.

### **C.8 Responding to unacceptable behaviour**

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

Staff expect classrooms and learning environments to be disruption free.

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

De-escalation techniques will be used to help prevent further behaviour issues from escalating.

All pupils will be treated equitably, 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 in the future to a pupil to help them to meet behaviour expectations in the future.

Suspension or permanent exclusions will only be used in the most serious of circumstances.

The approach used at our school is detailed in our school procedures, see Part D.8.

Personal circumstances of the pupil will be taken into account when deciding on consequences and alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil. The school will have regard to the impact on consistency and perceived fairness when considering any alternative arrangements.

### **C.9 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils.

All members of school staff can use reasonable force, in the following circumstances, to prevent a pupil from:

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

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 in writing, unless doing so would likely result in serious harm to the pupil.

When assessing risk and deciding whether to use reasonable force, staff will take into careful consideration any specific vulnerabilities of the pupils, including SEND, mental health needs or medical conditions.

When the use of reasonable force constitutes a restrictive intervention, the procedures set out in the GLT Positive Handling and Restrictive Intervention Policy must be followed.

## **C.10 Searching, screening and confiscation**

Searching, screening and confiscation will only be conducted in line with [DfE Guidance on Searching, Screening and Confiscation - Advice for Schools](#).

## **C.11 Off-site unacceptable behaviour**

School staff may apply sanctions where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour 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 the school.

Sanctions may also be applied where a pupil has behaved unacceptably 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.

The decision to sanction should only be made on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **C.12 Online misbehaviour**

School staff 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.

## **C.13 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the Headteacher will report the incident to the police.

When establishing the facts, school staff 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 Headteacher will make the decision for who makes the report.

If police attend the school site and question a pupil/pupils as part of their investigation, the Headteacher will ensure that the pupil(s) is supported by an appropriate adult.

School staff will not interfere with any police investigation. However, school staff may continue to follow their own investigation procedure and enforce sanctions, as long as it does not conflict with the police investigation.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to the LADO if appropriate.

## **C.14 Zero-tolerance approach to sexual harassment and sexual violence**

The Headteacher 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.

Individual schools have their own 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 and 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 the School Safeguarding Policy and procedure for more information.

### **C.15 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 consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes a serious allegation, including one of sexual violence or sexual harassment against another pupil, and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil 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 the School Safeguarding Policy for more information.

### **C.16 Removal from classrooms**

In response to serious or persistent breaches of this policy, and to ensure disruption free learning for all pupils, school staff may remove the pupil from the classroom for a limited time. The approach used at the school is detailed in the school procedures, see Part D.16.

Pupils who have been removed will continue to receive education under supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour, including disruption of the learning of others. 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.
- Maintain the learning environment for 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 will not be removed from classrooms for prolonged periods of time without the explicit agreement of the 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 the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

The Headteacher will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal, and any protected characteristics of the pupil on the school Management Information System (MIS).

### **C.17 Detention**

School staff can issue detentions to pupils during break, after school or on weekends during term time.

School staff will inform pupil's parents in accordance with school procedures.

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

- Compromise the pupil's safety.
- Conflict with a medical appointment.
- Prevent the pupil from getting home safely.
- Interrupt the pupil's caring responsibilities.

The approach used at our school is detailed in the school procedures, see Part D.17.

### **C.18 Suspension and permanent exclusion**

The school will work to create an environment where exclusion from school is not necessary because pupil behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of school behaviour management processes.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort. When making the decision to suspend or exclude, due consideration will be given to the impact of allowing the pupil to remain in school and the impact that this would have on the education and welfare of the pupil or others, such as staff or pupils in the school.

The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*).

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

See Part C.26 for further information.

### **C.19 Anti-Bullying**

The school expects all children to be treated with respect and we respond decisively where bullying is found to be taking place.

There is no legal definition of bullying, however our definition of bullying is: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. We recognise that bullying is a form of Child-on-Child Abuse.

Bullying is, therefore, behaviour that is:

- Deliberately hurtful.
- Difficult to defend against.

Bullying can include:

| TYPE OF BULLYING                                                                                                                                                                                                                         | DEFINITION                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional                                                                                                                                                                                                                                | Being deliberately and persistently unfriendly, excluding, tormenting                                                                                                         |
| Physical                                                                                                                                                                                                                                 | Hitting, kicking, pushing, taking another's belongings, any use of violence                                                                                                   |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul> | 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                                                                     |

We will always take bullying seriously, using a range of proactive and reactive strategies to:

- Combat and prevent bullying.
- Prevent, de-escalate and/or stop any continuation of harmful behaviour.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard the pupil who has experienced bullying and to trigger sources of support. We recognise that bullying is a form of Child-on-Child Abuse and therefore support will be managed in accordance with the School Safeguarding Policy.
- Apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible.

Staff will be alert to the fact some groups of pupils may be more vulnerable to bullying, such as pupils with a disability and/or special educational need and will respond decisively to safeguard pupils.

The approach used at our school is detailed in our school procedures, see Part D.19.

## C.20 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, school staff will consider them in relation to a pupil's SEND, although recognising 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, Headteachers will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid putting a disabled pupil at any substantial disadvantage as a result of 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 by the local authority and the school must cooperate with the local authority and other bodies.
- As a part of meeting these duties, the school will anticipate, as far as possible, behaviour expectations that a pupil may have difficulty meeting due to their SEND and/or all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This may include approaches such as:
  - Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
  - Adjusting seating plans to ensure, for example, that accessibility arrangements are appropriate, that pupils have easy access to targeted support from the teacher, are removed from potential distractions, or are responsive to specific anxieties.
  - Adjusting uniform requirements for a pupil with sensory issues.
  - Training for staff in understanding conditions such as autism so that staff understand, for example, how to manage change of transitions for children who experience greater anxiety at these times.
  - Use of appropriate spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Any proactive support will take into account the specific circumstances and requirements of the pupil concerned.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. Where a pupil's special educational need or disability may impact their ability to meet the expectations set out in the behaviour policy, it is important to identify the specific barrier they experience and put in place appropriate reasonable adjustments to support the pupil to meet the expectations. The impact of the support must be regularly evaluated. Some pupils with SEND will also require targeted or specialist support and / or intervention to meet the expectations set out in the behaviour policy. Where this is the case, this should be implemented using a graduated approach to assess, plan, do and then review the impact of any support being provided.

### C.20.a Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, school staff will take into account:

- Whether the pupil with a special educational need or disability was appropriately and/or reasonably supported to understand the rule or instruction, and meet the expectation(s) required of them?
- Where a pupil displays behaviours that present a risk of harm to themselves or others as a result of their special educational need or disability, were appropriate reasonable

adjustments and support in place and consistently implemented for the pupils, including where this is required to achieve appropriate de-escalation?

- Whether the sanction is a proportionate means of achieving a legitimate aim

If the answer to any of these questions is no, it may be unlawful for the school to sanction the pupil for the behaviour.

Where a sanction is implemented, the headteacher will assess where appropriate reasonable adaptations will be made to the sanction. The headteacher will need to consider their duty to safeguard the pupil themselves, other pupils and staff when identifying how best to support the pupil following any incident where the education or welfare of others was placed at risk of serious harm. In these incidents, the Headteacher will consider whether a risk assessment will need to be undertaken in partnership with parents and, where appropriate, with the pupil themselves. Where appropriate, external partners, such as the local authority, could also be involved.

### **C.20.b Considering whether a pupil displaying challenging behaviours may have unidentified SEND**

The special educational needs co-ordinator (SENCO), in partnership with other leaders (e.g. pastoral lead, attendance lead etc.), will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, school staff will liaise with external agencies and plan support programmes for that child. School staff will work with parents to create the plan and review it on a regular basis.

### **C.20.c Pupils with SEN but without an EHC plan displaying challenging behaviours**

For pupils with SEN but without an EHC plan, the school will review, with external specialists where appropriate, whether the current support arrangements are appropriate and what changes may be required. This review may result in schools requesting an EHC needs assessment or a review of the pupil's current package of support.

### **C.20.d Pupils with an education, health and care (EHC) plan**

The special educational provision set out in the EHC plan must be secured by the local authority. The school will use its best endeavours, working with the local authority and other bodies, to secure the provision that a pupil's special educational needs call for.

If school staff have a concern about the behaviour of a pupil with an EHCP, the Headteacher will make contact with the local authority to discuss the concerns and if any additional support that might be required. Where it is identified that the provisions set out in the EHCP are no longer appropriate to meeting the needs of the pupil or where an alternative placement is being sought, the headteacher may request an early annual review. Requesting an early annual review should be considered prior to making the decision to suspend or permanently exclude.

The approach used at our school is detailed in the school procedures, see Part D.20.

## **C.21 Supporting pupils following a sanction**

School staff will employ strategies for successfully reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension,

including measures such as reintegration meetings, daily contact with identified staff and personalised behaviour goals.

The approach used at our school is detailed in the school procedures, see Part D.21.

### C.22 Inducting incoming pupils

School staff will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and procedures and the wider school culture.

### C.23 Preparing outgoing pupils for transition

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.

### C.24 Training

As part of their induction process, school staff are provided with regular training on managing behaviour, including training on the needs of the pupils at the school and how SEND and mental health needs can impact behaviour. Behaviour management also forms part of continuing professional development.

### C.25 Monitoring and evaluating school behaviour

Data will be collected on the following:

- Attendance, permanent exclusion and suspension.
- Incidents of searching, screening and confiscation.
- Behavioural incidents, including removal from the classroom.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of bullying and discriminatory behaviour.
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the behaviour culture.

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

- At Trust level.
- At school level.
- By age group.
- By vulnerable group.
- By protected characteristic.

Data will be collected, analysed and reported to the School's Education Director(s).

The school will work with the Greenshaw Learning Trust Shared Service to interpret this data, and identify whether there are patterns across the Trust, recognising that numbers in any one school are often too low to allow for meaningful statistical analysis.

The Headteacher will use data analysis to decide whether investigation is required to ensure that the school is meeting its duties under the Equality Act 2010.

Data will be collected, analysed and reported to The Greenshaw Learning Trust Board of Trustees.

### C.26 Suspensions and Exclusions

#### Definitions:

- A **suspension** removes a pupil from school for a specific period of time. A pupil may be suspended for one or more fixed period, up to a maximum of 45 school days in a single academic year. Lunchtime

suspensions are counted as half a school day. (Suspension is described in legislation as an exclusion for a fixed period.)

- A **permanent exclusion** involves a pupil being removed from the school roll. The decision to exclude a pupil permanently should only be taken:
  - in response to a serious breach or persistent breaches of the school's behaviour policy; and
  - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

#### The decision:

- Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.
- The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance, the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

#### The process:

- When a Headteacher decides to suspend or permanently exclude a pupil they will inform the pupil's parents/carers immediately, usually by telephone, to allow them to ask any questions or raise concerns directly with the Headteacher.
- The Headteacher will then formally notify the pupil's parents/carers in writing, giving the reasons and how to make representations against the suspension or exclusion; and for a suspension describing the arrangements for the pupil to return to school. (*This may be by email if they have given written consent for notice to be sent this way*).
- Representations should be made in writing to the Clerk - details of how to do this will be provided in the notification letter.

#### Review by a Exclusions Committee:

- For:
  - i. a **permanent exclusion**;
  - ii. a **suspension** that would bring the pupil's total number of days out of school to **more than 15 days in one term**; or
  - iii. a suspension that would result in a **pupil missing a public examination or national curriculum test**:

Then an Exclusions Committee will meet within 15 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension/permanent exclusion, or may direct that the pupil is reinstated immediately or from a specific date.

- For a **suspension** that would bring the pupil's total number of days out of school to **more than 5 but no more than 15 school days** in one term AND the parents/carers **have** made representations:

Then an Exclusions Committee will meet within 50 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension, or may direct the pupil to be reinstated immediately or from a specific date.

For a suspension or permanent exclusion that would result in a pupil missing a public examination or national curriculum test, the Exclusion Committee must, as far as is reasonably practical, meet to review the suspension or permanent exclusion before the date of the examination or test.

- For a **suspension** that would **not** bring the pupil's total number of days out of school to **more than 5** school days in one term:

Then an Exclusions Committee will consider any representations from the parents/carers, if any are made, but will not meet with the parents/carers, and cannot direct reinstatement.

The meeting of the Exclusions Committee will be arranged by the Clerk, who will communicate with relevant parties including the pupil's parents/carers.

Whether or not the parents/carers make representations or attend the meeting, they will be notified in writing of the decision of the Committee.

If a permanent exclusion is upheld, the parents/carers have the right to ask for a review by an Independent Review Panel - details of how to do this will be provided in the decision letter.

Reasonable endeavours must be made to arrange the meeting within the time limits stated and at a time that suits all relevant parties; but the Committee's decision will not be invalid simply on the grounds that it was not made within these time limits.

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

#### **Following a suspension or permanent exclusion:**

- During the first 5 school days of a suspension or exclusion, the school will set and mark work for the pupil that is accessible and achievable by pupils outside of school; or the school may arrange alternative provision for the pupil.
- From the 6th day of a suspension, the school must arrange suitable full-time education for the pupil.
- From the 6th day of a permanent exclusion, the pupil's Local Authority must arrange suitable full-time education for the pupil.

## **Part D - School Specific Procedures**

### **D.3 School Behaviour Curriculum and School Rules**

Our behavioural expectations are informed by our College values.

Our behaviour curriculum, known as our 'Character Curriculum' is delivered through a combination of weekly assemblies, tutor time sessions and through our Personal Development programme. Key messages are also reinforced through our daily morning notices to students.

Families can also expect regular communication from the College through frequent generic updates and bespoke communication, celebrating individual excellence and/or areas of behavioural concerns as well as advice on how to keep students safe.

### **D.5 Mobile Phones**

#### **Mobile Phones and Smart Devices**

The College is a mobile device-free environment. Mobile phones and other smart devices are not required for learning and are prohibited throughout the school day in line with Department for Education statutory guidance.

#### **What devices are covered?**

This policy applies to all personal electronic devices capable of communication, recording or accessing online content, including:

- mobile phones/smartphones;
- smart watches;
- tablets;
- iPods and media players;
- wireless headphones and earbuds;
- handheld gaming devices;
- any other device capable of connecting to the internet or a mobile network, recording audio or video, sending or receiving messages, or playing games.

#### **Why do we have this policy?**

A mobile phone-free environment helps students to:

- focus fully on learning;
- minimise distractions and maximise learning time;
- develop positive face-to-face relationships;
- improve wellbeing and social interaction;
- reduce opportunities for bullying, filming, recording or inappropriate online activity during the school day;
- create a calm, safe and purposeful learning environment.

### **When does the policy apply?**

The policy applies:

- at ALL times inside the College building and from 8.30-15.10 (16.00 for Year 11) while on the school site.

### **Student expectations**

All smart devices should be left at home if however, a phone is required these must be:

- switched off (not on silent or vibrate);
- stored securely in students' bags throughout the school day.

Students must not:

- make or receive calls;
- send or receive messages;
- access the internet in any way;
- listen to music;
- wear headphones or earbuds;
- take photographs or videos;
- use smart watches or any other smart technology capable of communication, recording or accessing online services.

### **Sixth Form**

Recognising the greater independence expected of Sixth Form students, mobile phones may be used only within the Sixth Form Centre during break and lunchtime. Mobile phones must not be used elsewhere on the College site or in view of younger students. Headphones may also be used only within the Sixth Form Centre during these times.

### **Exceptions**

Exceptions will only be made where there is an identified medical, safeguarding or additional need which has been authorised by the College. Any agreed adjustment will be recorded and communicated to relevant staff.

### **Contacting home**

Parents and carers should not contact students directly during the school day.

If a parent or carer needs to contact their child urgently, they should telephone Reception on 01752 201020.

Where a student needs to contact home, a member of staff will assess the request and, where appropriate, the student will be given access to a College telephone.

**"See it, Hear it, Take it"**

The College operates a See it, Hear it, Take it approach.

If a mobile phone or smart device is noticed on a student's person, heard or used anywhere on the College site during the school day, it will be confiscated immediately and stored securely to be collected from Admin reception at the end of the day.

Breaches of this policy will result in:

- First offence - Confiscation of mobile phone and the setting of a detention. Phones can be collected from their Head of Year at the end of the day.
- Second offence - Confiscation of mobile phone and a day in Reset the following day. Phones can be collected from their Head of Year at the end of the day.
- Further breaches and student must hand their phone in each morning to the HUB, collecting it at the end of the day.

Refusal to hand phone to a member of staff:

- Should a student refusal to hand a phone over to a member of staff they should be directed to the HUB. HUB members of staff will ring parents and explain that should the student not hand their phone to them then they will be suspended. Once the phone has been confiscated the student will then sit a full day in Reset the following day.
- Should a student refuse to hand their phone over after a phone call home they will be suspended.

## **D.7 Responding to good behaviour**

We recognise the importance of praise as our primary strategy for promoting the College's expectations and values leading to increased student motivation and high standards of behaviour. This can take many forms, from the informal verbal dialogue between staff and students, through to the awarding of prizes and awards at whole College events.

Our primary method of recognising students' contributions towards our values are through:

- Acknowledgment through signatures on students' Character Cards
- Awarding of Golden tickets/Golden ticket League
- Awarding of Platinum tickets
- Character league
- Character Awards (Head of Year, Senior leader and Headteacher awards)

Further details can be found under the Character Education section on our College website.

## **D.8 Responding to unacceptable behaviour**

In supporting students to meet our high conduct expectations staff will in the first instance adopt a range of de-escalation techniques and agreed College strategies. These would include but not be limited to:

- Consistent calm behaviour when communicating to the student
- Adopting an empathic approach

- Maintaining appropriate body positioning and language and be aware of non-verbal communication
- Establishing clear boundaries and respecting personal space
- Use of College approved Micro scripts
- Use College approved behavioural teaching strategies:
  - **Connect and correct.**
  - **STAR:** Sit up, Track the speaker, All equipment down, Ready to respond
  - **Radar/be seen** looking
  - **Positive framing** (e.g. I can see 80%, ... 90% ... 100% of the class showing me STAR and ready to respond.)
  - **Narrated countdowns** (e.g. Show me STAR in 3, all sitting up in 2, tracking me and equipment down in 1.)
  - **Anonymous corrections** (e.g. There are just a few of us who need to need to show me STAR.)
  - Encourage student to use the 'STOP' technique.
- Use of the College's systems e.g.
  - Formal Warnings
  - Supported in the HUB where students have the opportunity to 'be Heard, Understood and Belong'
  - Reset
  - Phone calls home to engage with family to support the students

When students do not meet our high conduct expectations this constitutes a form of misbehaviour. The degree of misbehaviour will result in a proportionate, graduated and fair consequence, which should:

- Only be used when more positive methods of promoting outstanding learning through good behaviour are not working;
- Be applied in a decisive and clear manner that enforces it is the negative behaviour that is resulting in the sanction not the student's personality using College approved micro scripts.
- Seek to deter the witnessed behaviour by improving future behaviour.
- Take into account all reasonable circumstances/context.

There are graduating levels of consequence that can be applied when a student's conduct fails to meet our expectations:

- Formal verbal warning (see D.16)
- Curriculum Time-Out (see D.16)
- Call Back (10 minutes) (see D.17)
- Detention (45 minutes) (see D.17)
- College Detention (60 minutes) (see D.17)
- Internal Exclusion (see D.16)
- Offsite Direction (see D.16)
- Suspension (see C.26)
- Permanent Exclusion (see C.26)

A student may be permanently excluded where there have been repeated breaches of the Conduct for Learning policy for which a range of consequences and intervention strategies as part of our

graduated approach have been applied without success. It is an acknowledgement that the College has exhausted all available strategies for supporting the student and is a last resort.

### **Lines in the Sand**

There are exceptional circumstances where, in the judgement of the Headteacher, it will be necessary to permanently exclude a student for a first or 'one off' offence. There are simply some behaviours that the College will not tolerate. An indicative but not an exhaustive list would include;

- swearing at the Headteacher;
- serious actual and/or malicious or threatened violence against another student or a member of staff;
- serious or persistent bullying including cyberbullying.
- being under the influence an illegal substance (including drugs, alcohol or other chemical substances which produce similar effects to illegal drugs and alcohol) and/or in possession of such substances and/or supplying these substances.
- carrying an offensive weapon (schools have the power to search pupils for weapons and other banned items or substances.);
- terrorism, extremist behaviour, radicalisation or the brainwashing of others;
- sexual abuse or assault;
- arson;
- Theft of high value goods / from a member of staff;

## **D.16 Removal from classrooms**

### **Formal Verbal Warning**

Any expectations not being adhered to in lessons will result in the member of staff issuing a formal verbal warning. It must be made very clear that a FORMAL warning has been issued through a named correction e.g.

“Student A, the expectation is that XXX. You are not meeting that expectation. You now have a formal warning.”

Members of staff need to respond to student misbehaviour in a decisive, clear and calm manner when communicating the warning. It is important that, at all times, the student, the member of staff and the rest of the class, know exactly which warnings have been issued and to whom. Staff must write the names on the board of any students who have received a formal warning.

### **Curriculum Time-Out (CTO)**

If, after an appropriate amount of “take-up time”, a student fails to respond to their formal warning they will receive a Curriculum Time-Out. This will result in the student sitting an Internal Exclusion in the Reset room where they will engage in a meaningful adapted curriculum focusing on their core subjects. The staff member should make it clear to the student what is happening and why e.g.

“Student A, the expectation is that XXX. You have already had a formal warning. Please now report to the HUB for a Reset.”

In summary students have one simple choice, either to be in class working with endeavour and engaging with their learning or to be separated from their peers. This is a simple binary process.

### **Internal Exclusion**

If a student is issued with an Internal Exclusion in the Reset room, they must complete at least three lessons and miss at least one session of their free time under exam conditions. Should a

student not produce sufficient work while in the Reset room then then additional time will be added.

Students who cannot meet the expectations in the Reset Room after receiving reasonable support to do so will be issued with a Suspension.

#### Off-site Direction and Managed Moves

Where appropriate, and where it is considered to be in a student's best interests, the College may arrange an off-site direction to support improvements in behaviour, engagement and attendance. This is a supportive educational intervention rather than a sanction and will normally be considered after appropriate in-school strategies have been implemented.

During any period of off-site direction, the student will remain on the roll of Sir John Hunt Community Sports College. The College will work closely with the student, parents/carers and the receiving provision to agree clear objectives, monitor progress and plan for successful reintegration.

Examples of off-site direction include:

- Short-term reflection placement (1–5 school days): A student may be directed to attend a partner mainstream school for a short period to continue their education, reflect on their behaviour and demonstrate that they are ready to return successfully to the College. The placement will be reviewed jointly by both schools before the student returns.
- Medium-term alternative provision: A student may attend a College-approved alternative provision for a defined period, receiving a bespoke curriculum designed to improve engagement, behaviour and educational outcomes. The placement will be regularly reviewed to determine progress and future provision.

In partnership with students, parents/carers and other schools, the College may also consider a Managed Move.

A managed move is a voluntary agreement between the student, parents/carers, Sir John Hunt Community Sports College and the receiving school, intended to provide a fresh start in a new setting and avoid permanent exclusion where appropriate.

Students may undertake an initial placement, typically lasting 6–12 weeks, during which they will remain on the roll of Sir John Hunt Community Sports College while following the curriculum and expectations of the receiving school. The placement will be regularly reviewed to determine whether it has been successful. Where all parties agree, and capacity exists, the placement may lead to a permanent managed move, with the student transferring onto the roll of the receiving school.

All off-site directions and managed moves will be planned, monitored and reviewed in partnership with students, parents/carers and the receiving provision to ensure they remain in the student's best interests and support successful reintegration or transition.

## D.17 Detention

### Call-back

A Call-back can be given when a member of staff requires the student to return to them at breaktime, lunchtime or after College for 10 minutes without the need to contact home.

A Call-back can be issued when there is:

- concern about a student's progress in their lesson;
- lack of care or pride in a student's work;
- poor behaviour and attitude in the lesson;
- an issue relating to homework.

### **Detention (45 minutes)**

Detentions are held centrally and wherever possible undertaken on the same day, providing that parents have been notified and there are no undue safeguarding concerns e.g., they need to pick up younger siblings that evening. These may be set where a student's conduct has not met the expectations of a member of staff, as an escalation following a number of call backs, for ongoing disruption within a lesson which did not meet the threshold for a CTO such as being more than 2 minutes late to the lesson, not working to their full potential for the whole lesson, or misbehaviour at break or lunch time.

### **College Detention (1 hour)**

College detentions are held centrally and wherever possible undertaken on the same day, providing that parents have been notified and there are no undue safeguarding concerns e.g., they need to pick up younger siblings that evening.

If a student does not complete their detention/misses a detention they will receive a full day in Internal Exclusion and a detention the following day.

## **D.19 Anti Bullying Strategies**

Definitions of Bullying can be found in C.19

At Sir John Hunt Community Sports College, we are committed to ensuring every student feels safe, respected and valued. We have a zero-tolerance approach to bullying and will not tolerate behaviour that causes a student to feel unsafe.

We encourage students to "Tell Us" if they experience or witness bullying. Every concern is taken seriously, investigated promptly and acted upon appropriately.

The Department for Education recognises that bullying is typically characterised by:

- behaviour intended to cause harm or distress;
- repeated behaviour over time; and
- an imbalance of power between those involved.

Whilst not all unkind behaviour meets the definition of bullying, all incidents will be addressed appropriately. Every student has the right to feel safe, supported and able to learn. Students are told to inform the pastoral team as soon as possible if they or feel other students are being bullied.

Students are taught to

- Try to walk away as soon as possible
- Tell a teacher or another adult in school who you feel you can trust as soon as possible
- Tell their family who can then in turn let us know

All reported incidents of bullying will be taken seriously, investigated and measures taken to:

- Ensure the bullying behaviour is proportionately sanctioned.
- Support both the 'bullied' and 'bully' to reduce the likelihood of the behaviour reoccurring
- Record all incidents of bullying and monitor incidents so that emerging trends can be addressed within the behaviour curriculum.

### Cyberbullying:

The College has digital safeguards in place including being a device free campus (see D.5) and software filters on all College computers to reduce the likelihood of cyberbullying happening in school. However, in the unlikely event that this should happen students should report this as soon as possible and it will be investigated.

The College does not take responsibility for investigating and sanctioning students' online activity off site. This remains the responsibility of the parent. However, in cases where parents/careers feel that the online bullying will spill into school then they should inform their child's pastoral team so we can remain vigilant of any incidents. We will also support parents to take the most appropriate course of action which in extreme circumstances may involve contacting the police.

## **D.20 Recognising the impact of SEND on behaviour**

Students who have SEND must also follow the Conduct for Learning policy.

However, reasonable adjustments may be made for some individuals. Advice from the College's Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings.

Staff can refer to the student's SEND file on the College's MIS for further information. Some students may need a differentiated approach and interventions in order to overcome individual barriers to learning and understanding. Further guidance is available from the SEND team.

## **D.21 Supporting pupils following a sanction**

Disciplinary stages work alongside our graduated approach to providing supportive student interventions. They are reviewed annually and are designed to monitor a student's behaviour more closely over a short to medium term timescale, as well as offering a range of graduated support strategies personalised to a student's particular needs. The further a student progresses through the stages the more significant their level of support becomes as the College makes every effort to engage with the student, parents and outside agencies to ensure the student achieves success.

Our graduated inclusion framework has 4 main levels of support, an example of potential interventions at each level can be found below:

### Universal provision

At a universal level every student benefits from a consistent, supportive and predictable behaviour culture that promotes high expectations, positive relationships and disruption-free learning. Clear routines, Quality First Teaching, carefully planned seating, calm social times and structured starts to the day create an environment where students feel safe, valued and ready to learn. A shared home-school agreement, regular communication with families and the consistent use of rewards and sanctions reinforce positive behaviour and strong partnerships with parents/carers. Staff use proactive, low-level strategies to support students before behaviour escalates, while access to The HUB and Reset provides timely intervention to help students regulate, reflect and successfully return to learning when required.

### Targeted (Disciplinary Stage 1-2)

- Analyse Behaviour Referrals with Inclusion Team and agree support
- Reintegration Meeting
- Inclusion Support Plan Meeting
- Analyse Timetable and Provision
- Learning Walk / Lesson Observation
- Classroom Adjustments
- Behaviour Report Cards
- Restorative Conversation
- Set Behaviour Targets
- Key Adult Allocation

#### Targeted+ (Disciplinary Stage 3-4)

- Inclusion Support Plan Meeting
- Key Adult - Daily Check-in / Check-out
- Behaviour Report Cards
- Modified Timetable
- Individual Risk Assessment

#### Specialist or Multi Agency (Disciplinary Stage 5-8)

- Inclusion Support Plan Meeting
- Cluster Placement/Move
- Offsite Direction
- Managed Move
- Refer to Local Authority
- Refer to other specialist agencies.

#### Reintegration Plans

At each stage Suspension the Head of Year with support from senior colleges where relevant will meet with the student and parent at a reintegration meeting to;

- Ascertain if anything is happening at home which may explain their poor behaviour;
- Ascertain if anything is happening at College which may explain their poor behaviour;
- Reestablish College expectations;
- Agree targets for the student;
- Agree support from the College;
- Agree and seek parental support for interventions
- Recognise wider support is needed and call for an Inclusion Support Plan meeting with key staff e.g. to explore unmet SEND needs.

### Alternative provision

The College has two main forms of alternative provision that can be organised for students as appropriate:

#### Onsite alternative provision

Our onsite provision offers a flexible approach to learning in which a full assessment of a student's needs can be carried out. Consideration is given to alternative timetable arrangements (full/part time) to enable the College to support the student in overcoming barriers to learning and to integration back into lessons.

#### Alternative provision

Students may be directed off-site to attend alternative provision. Offsite provision offers a flexible approach to learning away from the College site when it is appropriate for a student to be educated in an alternative setting. This could take a number of forms depending on the student's age, needs and aspirations but would be a bespoke short-term package with a recognised College approved alternative education provider.

### Offsite direction

In partnership with the student and the parents we will explore the use of offsite direction to ascertain if a change in environment/break from key peers will support an improvement in student engagement please see D.16. If successful in modifying their behaviour the College in partnership with parents, the student and their new school will consider if a permanent managed move is in the best interests of the student.