



## Behaviour Policy

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<b>Document Author:</b>	Andy Dwight		
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1		Andy Dwight	Reviewed and moved onto new template.
2	10/05/2024	Andy Dwight	<i>Section 14 - The use of Restrictive Physical Intervention added.</i>

## 1. Overview

Old Buckenham High School Expects:

- All students to show respect and courtesy towards teachers and other staff and towards each other.
- Parents to encourage their children to show respect and support the school's authority to discipline its students.
- All staff to help create a culture of respect by applying the school behaviour policy consistently.

## 2. Rationale

All members of the Old Buckenham High School community have a right to a safe and challenging learning environment. Mutual respect amongst all members of the school community lies at the heart of this policy. Old Buckenham High School expects behaviour to be of a high standard throughout the school day, when travelling to and from school and whilst participating on trips and visits.

Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned. Positive relationships between and with students are the key to good behaviour. Students learn best in an ordered environment. This is achieved when expectations of learning and behaviour are high and if an individual does not respond consequences are made explicit and applied consistently. The self-esteem of all students is enhanced by praise, reward and celebration.

This policy is based on recognition of the rights and responsibilities of all members of the school community, the importance of clear and consistent routines inside and outside the classroom which are always adhered to and create a culture of success.

The policy will therefore:

- a. build upon the good practice that exists within the School;
  - b. support effective teaching and learning;
  - c. encourage adherence to an agreed set of principles of behaviour for the whole school community (Rights and Responsibilities);
  - d. help members of the school community to distinguish between acceptable and unacceptable behaviour;
  - e. contribute to promoting mutual respect and tolerance in our multi-cultural and multi faith school community;
  - f. develop the inclusive nature of the School.
- This policy document has been introduced following consultation with staff, students and parents/carers.
  - The School will communicate the Behaviour Policy to all new and existing students through its expectations, code of conduct and website as well as in assemblies, tutorials and within the curriculum, where appropriate.
  - The School will communicate the policy to all teaching and non-teaching staff by providing copies of the policy through the staff training programme, electronically and through new staff induction.
  - The School will communicate its policy to parents and carers annually via the School Website or upon request.
  - The Behaviour Policy will be reviewed regularly by the school community and continually revised and developed in response to identified needs.

### **3. The Behaviour Policy also links to the following policies:**

- Safeguarding
- SEN
- Teaching and Learning
- Anti-Bullying
- Uniform

### **4. Legal framework for this Behaviour Policy**

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011

### **5. Acceptable and Unacceptable Behaviour**

This School defines acceptable behaviour as that which promotes courtesy, co-operation and consideration towards others by all members of the school community in terms of relationships between students, between students and teachers or other school staff or between students and visitors or other persons within the school premises or outside.

The School identifies name calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, bullying and harassment (including racist, sexist and homophobic abuse) as examples of unacceptable behaviour. The School also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable.

The School communicates regularly the standards of acceptable and unacceptable behaviour to students, parents and carers through newsletters, individual letters, assembly, tutorial and PSHE lessons.

The School communicates the standards of acceptable and unacceptable behaviour to staff through the Staff Training Programme.

### **6. (Staff Guidance) Standard Operating Procedures for Classroom Management**

The School operates a system of standard operating procedures which aims to maintain good order and discipline to enable effective learning to take place. These are reinforced through formal staff training in 'Step On'. Behaviour is monitored in lessons by:

- Analysis of recorded behaviour related incidents
- Lesson Observations and Learning Walks, including drop-ins
- Duty staff patrolling the School
- Student surveys and student forums and via the School Council.

### **7. Students conduct outside the school gates**

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher

a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

In response to all non-criminal poor behaviour and bullying which occurs anywhere off the School premises and which is witnessed by a member of staff or reported to the School, the School will sanction the behaviour accordingly. This includes any misbehaviour when the student is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a student of the school;
- misbehaviour at any time, whether or not the conditions above apply, that:
  - a) could have repercussions for the orderly running of the school;
  - b) poses a threat to another student or member of the public;
  - c) could adversely affect the reputation of the school.
  - d) Could bring the school into disrepute through the use of social media

In response to criminal behaviour the School will report this to the police or if it is brought to the School's attention by the police fully cooperate with them.

#### Behaviour on School Transport

Students who are within catchment and travel on school transportation provided by Norfolk County Council must all behave appropriately while on the school buses. The school will follow procedures set out by Norfolk County Council in terms of managing behaviour. The school is unable to provide adult supervision on such transportation and shares responsibility for the good order of students with NCC. The school currently supports arrangements on school transportation for some students who live outside of the school's catchment area. The school takes responsibility for the behaviour and procedures set out by the school in conjunction with the bus provider. If the provider deems a student to be unsafe and risk of harm to other students, they will be permanently removed.

### **8. Recognition and Rewards**

The School will promote good and improved behaviour by students through a rewards system that is consistent and meaningful to students.

This includes the following:

- Habit Points and cards
- Foundation Merits

We are also introducing the Foundation Award.

These are designed to recognise those students who demonstrate a sustained commitment to the OBHS Foundations. We believe these skills are not only essential in our classes but will give our students a competitive edge in the life beyond high school. In addition to accruing Foundation Merits, students applying for their Foundation Awards must demonstrate a contribution to wider school life. This may include representing the school at sporting events, holding a position of responsibility at one of our lunchtime clubs or taking part in a whole school event like one of our musicals.

- In order to be considered for a Foundation Award, students must demonstrate the following Attendance above 96% (unless there is a medical reason)

- A good number of Habit points
- A record of participating in our community events Regular participation in school clubs
- Consistent and sustained Foundation Merits

In addition all teachers are expected to provide, where appropriate

- Praise
- Positive verbal feedback to the student and parent

The following is a list of other ways we celebrate and reward success:

- Positive letters/postcards/phone calls, home to parents/carers
- Positions of responsibility including Prefects, School Council, Peer Mentors

The School will monitor the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.

### **9. Early Intervention**

- The School recognises the importance of early intervention and preventative work in its positive reinforcement approach to behaviour management.
- The School will take steps to encourage young people to take responsibility for their own behaviour and help them to recognise the consequences of inappropriate behaviour.
- The School will provide training for staff in order to promote positive and consistent behaviour standards within the School.
- Parents and Carers will be contacted promptly to notify them of any serious incidents of misbehaviour in which their child has been involved.
- The School will take steps to identify students who may benefit from early intervention through the effective management of transition points at all Key Stages

### **10. Behaviour Support**

The School will regularly review the support available to those individual students identified as being at risk of disaffection or exclusion. This is a graduated approach to support.

This will include:

- Teaching strategies - The Leaders of each Key Stage and Pastoral Manager or SENCO will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition.
- Pastoral Support planned interventions - This could mean a short term intervention delivered by external agencies or a Pastoral Manager.
- Planned "Time Out" - Students who experience difficulty with impulsive behaviour can be offered a Time Out card where they will leave the lesson for a short period of time and visit a designated space.
- Personalised timetable - Set up for individuals to support learning or social, emotional, mental health needs, this could take place through SEN or Pastoral.
- Referral to and working with external agencies - The School has excellent partnerships with, Educational Psychology, Youth Service, YMCA, Counselling and YOT. The School will refer students if our own strategies have not impacted on a student's behaviour choices.
- Access to alternative curriculum – The School uses several providers in the local area.

- Positive Behaviour Plan (PBP) - An PBP is used for a period of four weeks when a student returns from a fixed period of suspension or Internal seclusion. It outlines what the student has agreed to do in order to make positive choices.
- Individual Support Plan (ISP) – An ISP is used for those students who struggle with their behaviour. It will identify targets for the student to improve and outline the strategies and support that is being provided for the them.
- Pastoral Support Programme (PSP) - The aim of a PSP is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP procedure and process is designed to support those students for whom the normal school based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student in the shared challenge of improving their behaviour and/or social skills.

## 11. Sanctions

Students have the right to expect fair and consistently applied sanctions for wrong behaviour choices which make a clear distinction between serious and minor infringements of the Behaviour Policy. An appropriate sanction is one that is designed to put matters right and encourage better behaviour in the future. Thus, it is inappropriate to punish whole groups of students for the misdemeanours of a few. The School has developed and will implement a consistent range of strategies and sanctions to deal with inappropriate behaviour by students.

The Education Acts of 2006 and 2011 and the Education and Inspections Act 2006 gives all schools the 'Power to Discipline'. Teachers have a statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate students' property.

The power extends to other schools which a student may be attending for a particular course, and to situations where the student is not on the premises and is not under the lawful control of a member of staff, but only to the extent that it is 'reasonable' for the school to impose the sanction. It also covers sanctions for a failure by the student to comply with those previously imposed on him/her.

In determining whether a disciplinary sanction is 'reasonable' the following must be taken into account:

- whether the sanction was a proportionate in the circumstances;
- any special circumstances which are known to the person imposing the sanction, including:
  - a. the student's age;
  - b. any Special Educational Needs or Disability;
  - c. any religious requirement affecting him/her.

The Headteacher will take account of the following principles in determining and implementing the Behaviour Policy:

- none of the School's sanctions must be degrading or humiliating;

- all rewards and sanctions must be applied fairly and consistently, for example, it is not appropriate to issue a whole class sanction for the misbehaviour of a few;
- all paid staff at the School have a statutory authority to impose sanctions (called 'disciplinary penalties' in the Education and Inspections Act 2006);
- the Headteacher has the power to withdraw the authority from individual staff or classes of paid staff;
- the Headteacher has the power to authorise any unpaid staff to impose disciplinary penalties.

The Trust of the School has agreed that the following 'disciplinary Penalties' may be used.

- Removal from the group/class or particular lesson on a short term basis
- Detention
- Withdrawal of privileges, including withholding participation in educational visits or sports events which are not essential to the curriculum
- Completion of work or extra work
- Carrying out a useful task in the school (community service)
- Internal Seclusion
- Fixed Term Suspension
- Permanent Exclusion (including Managed Move Transfer)

## 12. Detention

Members of staff who have the right to hand out detentions include teachers who work at the School and in addition any other person who has the authority of the Headteacher, these include cover supervisors, learning mentors, supply teaching staff, teaching assistants and staff on duty at break and lunchtime.

Since September 2011 parental consent is not required for any detentions. There is no longer a requirement to give parents 24 hours' notice of a detention. Teachers have a legal power to put students aged under 18 in detention, this includes detention outside of school hours. However, in order to work successfully with parents 24 hours' notice will continue to be provided for all detentions after 3.15pm that last longer than 10 minutes. This is due to the unique circumstances of many of our students who require a bus to get home, providing 24 hours' notice allows parents to make other arrangements.

There are exceptions to this:

- A member of staff can contact a parent/carer on the day of the detention and inform them of the detention and they must come to a practical decision of whether it is appropriate, taking into account the circumstances of the student.
- A Leader of Key Stage/Pastoral Manager or a Member of the Senior Leadership Team makes the decision to retain the student after School hours for their own safety, this would not count as detention.

For break and lunchtime detentions staff should allow reasonable time for the student to eat, drink and use the toilet.

Students can be detained for up to an hour at the end of the day. Parents must be given 24 hours' notice and this should be via an email, letter or telephone call. Notification should clearly state why the detention has been given, who has given the detention, where it is being held and for how long.

Late detention is given to any student who regularly arrives late to school or a lesson without a valid reason. Late detention held at lunchtime and will be coordinated by Leaders of Key Stage.

Senior Leadership Detentions are for 1 hour and will normally take place on a Friday. Parents will be notified by email. Students will be set a senior detention if they fail to attend a Department or Key Stage detention. Students may also receive a senior detention in the first instance if they carry out a more serious offence.

Any member of staff detaining a student at the end of the day must notify the main school office.

Records of detention must be kept by Leaders of Departments, Leaders of key stage. Detentions should be recorded on G4Ss.

Failure to attend a detention. If a student fails to attend an after-session detention for a disciplinary offence without reasonable excuse, normally a more severe sanction should follow even. For example, a Senior Detention is higher up the disciplinary sanction than a Leader of Key Stage detention even though both may last the same duration.

Circumstances for not detaining a student.

- For certain students a detention might never be reasonable, however poor their conduct. For example, an after-school detention could probably not reasonably be imposed on a student who lived so far from school, if the student's only means of travelling home was in a bus leaving at the end of the school day and there was no other way the student could get home. However, the onus is on parents to demonstrate any unreasonableness about the proposed detention. Simple inconvenience to a parent or student in making alternative transport arrangements would not be sufficient reason to withdraw the detention.
- The student has known caring responsibilities which mean that the detention is unreasonable.

### **13. Actions and consequences**

Sanctions are listed below against the corresponding negative choice and identify which members of staff would normally be involved.

This guide is not exhaustive. No guide can ever contain every action a child may commit. Staff must use their judgement if a negative behaviour choice is not listed above. If in doubt staff should consult their line manager.

Some incidents fall into more than one category. A sanction will be given dependant on the nature of the type of behaviour.

All negative behaviour will be recorded through four classifications. Each classification has a set sanction which will support a consistent approach to the management of our negative incidents. Please use the schools recording system of G4S to describe the incident which should correlate to the classification and sanction.



## OLD BUCKENHAM HIGH SCHOOL BEHAVIOUR PROCEDURES

Classification	Description	Sanction/Action
REMIND	<p>These incidents are dealt with by the classroom teacher and include, for example: throwing paper; calling out; chewing; not following instructions; incomplete class work; no homework; lack of equipment, failure to follow uniform code.</p> <p>These incidents are dealt with by all staff. Staff are expected to support the smooth running of the school and support colleagues by ensuring minor incidents are always addressed. These include dropping litter, drinking from cans, chewing gum, uniform issues, running in and around the school building and being over physical in play.</p>	<ul style="list-style-type: none"> <li>• Reaffirm classroom expectations</li> <li>• Line up outside of the classroom until ready to enter in Silence and focus.</li> <li>• Verbal warning</li> <li>• Short cooling off period outside the classroom (maximum 5 minutes)</li> <li>• Removal of Foundation Merit.</li> </ul>
WARNING	<p>These incidents must be recorded on G4Ss. Unacceptable behaviour in this category may include:</p> <ul style="list-style-type: none"> <li>• Persistency of minor incidents as above</li> <li>• Rudeness to staff</li> <li>• Verbally aggressive behaviour to another student</li> <li>• Being continually off-task.</li> <li>• Behaviour outside of the classroom that endangers others or is clearly unacceptable</li> <li>• Mobile phone use – Remove from student – <b>Must be collected by an adult at the end of the day</b></li> </ul> <p>Other incidents</p>	<ul style="list-style-type: none"> <li>• Meeting with student and CL</li> <li>• Contact parents</li> <li>• Short cooling off period outside the classroom (maximum 5 minutes)</li> <li>• Moving Seat Record on G4Ss</li> </ul>
REMOVE  Teacher or Department Sanction	<p>Serious incidents are dealt with by the Classroom teacher and the CL. Must be recorded on G4Ss:</p> <ul style="list-style-type: none"> <li>• Removal from lesson after student being reminded and warned of the poor learning choices being made. Students to make their way to the designated classroom within department.</li> <li>• Rudeness to staff – Swearing directly</li> <li>• Aggressive behaviour towards other students</li> <li>• Refusal to comply with other Consequences</li> <li>• Bullying – Inform Behaviour Managers</li> <li>• Bringing items into school with the intention to sell</li> <li>• Other serious incidents</li> </ul> <p>Harmful sexual behaviour – sexual remarks, taunts, physical or online harassment</p>	<ul style="list-style-type: none"> <li>• Remove from lesson to another class within your department.</li> <li>• Teacher must call home to discuss</li> <li>• Teacher/Dept. Sanction</li> <li>• Record on G4S in home notes detailing the incident using the script of Remind/Warn/Remove.</li> </ul>
Duty Team	If Student disrupts the learning in the partner classroom. Leadership duty will be called.	Centralised Sanction

N.B On call may be called to High Level Incident, however, it is not a sanction and therefore a sanction will need to be put in place.

At times individual circumstances or the Equality Act 2010 may alter sanctions. Fixed Term Suspensions and Permanent Exclusion is always at the discretion of the Headteacher.

Data from sanctions is analysed by Leaders of Key Stage, Pastoral Managers and SLT. Where patterns are identified intervention strategies must be applied.

#### **14. The use of force or restraint in order to control students**

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including themselves);
- prejudicing the maintenance of good order and discipline at the school or among students receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies is any teacher who works at the school and any other person whom the Headteacher has authorised to have control or charge of students.

There is no legal definition of reasonable force. However, nothing in the law concerning the use of reasonable force legitimises corporal punishment.

Old Buckenham High School expects staff to always try and diffuse a situation without physical intervention. We also do not expect staff to put themselves at risk. However, should the need arise the member of staff available must use their judgement on whether to intervene. There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a **duty of care** towards their students and it might be argued that failing to take action (including a failure to use reasonable force) may breach that duty.

The term 'reasonable force' covers the broad range of actions used by teachers at some point in their career that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or restraining a student to prevent violence or injury.

The judgement on whether to use force with students with SEN or disabilities should not only depend on the circumstances of the case but also on information and understanding of the needs of the student concerned.

Schools do not require parental consent to use force on a student.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

If physical intervention/restraint is used in any manner it must clearly be written and recorded on a referral form for negative behaviour and processed/followed up in the

normal way with the addition that the designated Child Protection Officer must be notified. The student, restraint is used on, must also be given the opportunity to be examined, should they wish, by the School's Medical Staff and/or Child Protection Officer.

### **The use of Restrictive Physical Intervention**

The use of restrictive physical intervention is permitted within our school, when it has been determined to be necessary, reasonable, proportionate and as a last resort. Staff will receive appropriate training on the use of restrictive physical intervention techniques. When staff have used a restrictive physical intervention, they must record the incident, using the Trust template. Parents should be informed of all use of restrictive physical intervention. Reasonable adjustments will be made for disabled children and children with special educational needs.

### **15. The Right to Search Students (see also Screening, Searching and Confiscation Policy)**

Schools' obligations under the European Convention on Human Rights (ECHR).

- Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8.

School staff can search a student for any item if the student agrees.

Formal written consent from the student is not required, it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers including Vapes and Shisha pens
- fireworks
- pornographic images including contents of phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used i. to commit an offence,
  - ii. to cause personal injury to, or damage to the property of, any person (including the pupil)
  - iii. the Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Should a member of staff suspect a student of carrying such items and they have refused their consent to be searched the following members of staff have the authorisation to search without consent. All members of the Senior Leadership Team, Key Stage Leaders and Pastoral Managers, in addition all members of staff whilst carrying out their 'On Call' duty. However, all members of staff can search if they believe there is an immediate risk

that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

A member of staff conducting a search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and without a witness present, but **only** where you reasonably believe that there is a risk that **serious harm** will be caused to a person if you do not conduct the search immediately and where it is **not reasonably practicable** to summon another member of staff.

The search must take place in a suitably private area and never in front of another student, unless a group of students (the same sex) are being searched and it is with their consent.

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, blazers, shoes, coats, jumpers, boots, gloves and scarves.

The power to search, without consent, enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. Should a search not reveal anything and the member of staff remains certain that a student may still have in their possession illegal items or something they believe could be used as a weapon then the police must be called.

Any search of a student must be recorded on an incident form and processed in the normal manner. (Need to keep a log) In addition should any member of staff conduct a search without consent the member of the Senior Leadership Team responsible for behaviour must be informed, in their absence a Child Protection Officer. Searches must be recorded even if nothing is found.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips. The powers only apply in **England**. Therefore a member of staff conducting a search without consent, whilst on school trip in Wales, would be acting unlawfully.

#### **16. Confiscation (see also Screening, Searching and Confiscation Policy)**

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

If the following items are found they must be given to the Headteacher or Deputy Headteacher and the police will be contacted to collect the item and if necessary arrest the student:

- Knives
- Guns, genuine or imitation
- Any object thought to be a weapon

- Illegal substances of any class
- Stolen items (unless they are stolen in school and the decision is made to return them to their owner and the School follows its own disciplinary procedures)
- Pornographic images where the possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police.

If the following items are found a member of the Senior Leadership team should be consulted in order to arrange for their disposal.

- Alcohol
- Cigarettes, tobacco and papers, Shisha pens, Vapes
- Fireworks
- Laser Pens
- Other substances which are not believed to be controlled drugs, (e.g. legal highs)

If the following items are confiscated because they are against the School rules they should be placed in the Main School Office for parental collection, they should be clearly labelled with the students name and who confiscated it and when.

- Mobile Phones
- Any other item which though not dangerous or illegal would be better collected by a parent rather than returned to the student. Large sums of money or expensive jewellery could fall into this category where the teacher deems there is a real risk of a student being robbed or assaulted for such items.

Many other items may be confiscated from students, normally because it is either against uniform requirements or it has disrupted or has the potential to disrupt learning or health and safety. Examples could include inappropriate clothing, food being consumed during a lesson or high caffeine content energy drinks. These items can be returned to a student at the end of the lesson or day (whichever is more appropriate).

## 17. Internal Seclusion

A full investigation needs to occur with recommendations for the sanctioning of the student being discussed with SLT line managers. The same process as for a Fixed Term Suspension.

Some investigations can take longer than a day. If by the end of the day an investigation has not been concluded, the member of staff completing the investigation will be required to make contact home, by phone call, to update parents.

Should the decision be an Internal seclusion then liaison must then go through Deputy Headteacher with responsibility for behaviour or any member of the Senior Leadership Team in their absence. A letter will be sent home on the day informing parents of Internal seclusion and a phone call **must be** made home.

Students that are Internally Secluded must report to reception at 8.45am and wait to be collected. They will follow a specified day with time set aside for collecting/eating lunch or toilet breaks.

Any misbehaviour/refusal/defiance whilst internally excluded will automatically lead to Fixed Term Suspension.

Parents will be called for a reintegration meeting before the student can return to normal lessons. The meeting will be with the Leader of key stage and Pastoral Managers. A record of this meeting should be taken.

An PBP will be completed and monitored by the Leader of Key Stage or Pastoral Manager and tailored behaviour interventions put in place to enable the student to move forward positively.

The record of the meeting together with a copy of the PBP should be sent to the parents concerned.

Staff who normally teach a student who is internally excluded must provide suitable learning for the student.

### **18. Fixed Term Suspension**

The School will use a suspension, or permanent exclusion, if a student has seriously broken school rules, Internal seclusion has had limited impact or allowing them to stay in school would seriously harm their education or welfare, or the education and welfare of other students.

Only the Headteacher or Acting Headteacher can make the decision to exclude. In his or her absence only the Deputy Headteacher(s) can make this decision.

Before deciding to suspend or exclude a student the Headteacher will:

- ensure that an appropriate investigation has been conducted;
- ensure that all the relevant evidence has been considered;
- give the student an opportunity to be heard; (this is particularly important if an exclusion could lead to a safeguarding concern)
- consult other relevant people if necessary.

Having considered these matters the Headteacher will make a decision based normally on the balance of probability, having regard to any current guidance from the DfE.

Before deciding to suspend or exclude the Headteacher will additionally consult the SENCO should the student have a Statement of Special Educational Needs.

Before deciding to suspend or exclude the Headteacher will additionally consult the Designated Child Protection Officer should a student be on the Child Protection Register.

Before deciding to suspend or exclude the Headteacher will additionally consult the Designated Teacher for Looked After Children should a child be in public care or living independently.

The School will make appropriate educational arrangements for a student on their 6<sup>th</sup> day of Suspension. For a suspension lasting 1 – 5 days Leader of Year will ensure learning is provided. During a suspension parents must ensure their child is not found in a public place during school hours and to attend a reintegration interview with the School at the end of the suspension. They must also not be in the vicinity of the school at any time during this suspension or exclusion.

The School will notify parents/carers of the decision to suspend or exclude by telephone. The reason for and length of suspension will be outlined. This will be followed by a letter which also outlines how a parent/carer can complain or challenge the decision should they wish.

A readmission meeting will occur before the student attends school again. A **parent/carer** must be in attendance. The readmission meeting must always be conducted by the appropriate Leader of Key Stage or member of the SLT in attendance. The purpose of the readmission meeting is for the student to reflect on the behaviour which led to suspension and how they will ensure that it does not happen again. Staff at the readmission should set up strategies in order to aid the student make positive choices. A readmission meeting form and an PBP/ISP or PSP must be completed, copies of which will then be required to be sent home.

**Commented [CE1]:** Is this realistic with only three of us or do we extend to Associate SLT?

A suspension will be inappropriate in cases of:

- minor breaches of discipline
- poor academic performance
- truancy or lateness
- pregnancy
- non-compliance with uniform regulations, except where this amounts to a defiance
- in response to the unacceptable behaviour/attitude/conduct of a student's parents

For suspensions totalling 16 days or more in one term, the Governing Board must hold a meeting to review the head teacher's decision within 50 days of the suspension.

The maximum length of time a student can be given Fixed Term Suspension for is 45 school days. This can be in one period or for shorter spells of time. However, no student can be excluded for more than 45 school days in any one academic year.

Removing students from the School for disciplinary reasons without following formal suspension/exclusion procedures is illegal.

Unofficial exclusions are:

- The Headteacher or other school staff sending students home for disciplinary reasons, but not following the procedures required for formal exclusion.
- Student being sent home for either short periods of time, or for longer, indefinite, periods which can sometimes result in the students not returning to school at all.
- Where a critical situation has occurred during the school day and a student has been sent home to 'cool off'.
- Following a seclusion, a student remains out of school awaiting a reintegration interview which may be indefinitely delayed, by the school, and the student does not return to school.
- Parents being advised that if their student returns to school after a suspension the child will be permanently excluded.
- Parents being strongly encouraged to home educate even though they may not be aware of the responsibilities involved.
- Disruptive students being asked to stay out of school for particular reasons, for instance, for the duration of an Ofsted inspection.
- Students placed on study leave as a disciplinary measure.

Behaviour and attendance are monitored by the Deputy Headteacher responsible for behaviour. If a member of staff is found to have used unofficial exclusion it can result in disciplinary action, as this may result in a breach of a student's right to be educated.

## 19. Permanent Exclusion and Managed Moves

A decision to exclude a student permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been attempted but to no avail, or if an exceptional 'one-off' offence has been committed, such as:

- Serious violence, actual or threatened, against a student or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Or any other one-off offence considered by the Headteacher to be exceptionally serious.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for an excluded student from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

#### Managed Moves

A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a student's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the student's best interests.

Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the current school is contemplating a managed move, it should contact the authority prior to the managed move. If the local authority, both schools and parents are in agreement that there should be a managed move, the local authority will need to follow the statutory procedures for amending a plan.

Managed moves should be offered as part of a planned intervention.

If a parent believes that they are being pressured into a managed move or is unhappy with a managed move, this should be raised through our formal complaints procedure with the governing board and, where appropriate, the local authority.

#### **20. On-Call Procedures**

Old Buckenham High School operates an On-Call system for teaching staff. All lessons are timetabled with an appropriately trained member of the School's Middle and/or Senior Leadership on duty.

As a rule, On-Call should only be used for matters of partner room removal, aggressive defiance or emergencies.



Following a classroom removal, support will also be offered to the teacher who has initiated the removal by the Leaders of Departments, or in the case of a Form Tutor, Leaders of Key Stage.

## **21. Behaviour Form and Investigation**

Staff will enter behaviour incidents directly onto G4s. However, should any incident require further investigations, and for all higher level incidents, investigation summaries must also be completed with recommendations from the appropriate person. They are not in themselves a sanction. They are a public document which is kept on file and logged. Staff should be mindful of this when completing them.

It is the responsibility of the member of staff raising the form to deal with the matter, or where appropriate, to seek further support/guidance depending on the level of behaviour.

The School will complete investigations within a reasonable timescale but not normally exceeding five working days.

The monitoring and management of behaviour is the responsibility of all staff. However, the monitoring and assessment of students whose behaviour is continually disruptive is undertaken by Leaders of Departments and Leaders of Key stage who plan for the learning needs of individual students within their Area and within the context of the student's behaviour needs.

## **22. Students with Disabilities**

The School aims to ensure that students with disabilities are not treated less favourably than other students and will endeavour to ensure that no exclusion of such a student has been caused directly or indirectly by the student's disability or special educational need. Any exclusion of a student with a disability will be closely monitored. The School has the legal responsibility to make reasonable adjustments in such cases.

## **23. Managing allegations from students against staff.**

Please refer to other School Code of Conduct and safeguarding policy.

If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in references.

Students that are found to have made malicious allegations will be dealt with seriously. In line with DfE guidance the School will consider Fixed Term Suspension or Permanent Exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

## **24. Developing Capacity**

The School will develop a comprehensive training programme which is reviewed annually to ensure that it is responsive to the needs of its staff and students.

The School provides relevant information and training on behaviour management matters to all groups of staff, including:

- Lunchtime Supervisors
- Support staff (e.g. Learning Support Assistants and Teaching Assistants)
- Other school staff (e.g. buildings and maintenance, administrative and technical support)
- An Early Career Teacher
- Supply Teachers
- Teachers

## **25. Reviewing Effectiveness**

The School advises all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and will advise staff on the correct procedures for recording statements.

The School monitors behaviour incidents in order to identify issues and trends and will evaluate its policy against key improvement objectives which will include:

- General behaviour patterns across the School and within Departments and Year Groups
- Balance in the use of rewards and sanctions
- Behaviour management trends over time
- Effectiveness of the policy in encouraging positive behaviours

The School provides details of issues and trends to the staff and the Governing Body as a basis for effective future decision-making.

## **27. Equal Opportunities**

In making and implementing this policy account must be taken of the School's Equal Opportunity Policies.

## Appendix 1

### CODE OF CONDUCT

#### **Students should:**

- Be able to feel happy, safe and comfortable;
- Be able to learn;
- Be able to have a medium to express their views or concerns;
- Be able to have their achievements recognised and rewarded;
- Take seriously their responsibility to the importance of their education & that of their peers
- Treat all staff & students with respect

#### **Staff should:**

- Be able to fulfil their role
- Promote a positive learning atmosphere
- Create a safe and purposeful learning environment to be able to teach and students to learn
- Implement and manage behaviour using rewards and sanctions appropriately and consistently
- Confiscate from pupils any inappropriate items that interfere with learning
- Plan and deliver differentiated lessons that support the needs of all and fully engage learners
- Model and teach respectful behaviour
- Take action if inappropriately dressed for school
- Search pupils if suspected of possessing inappropriate or stolen items.

#### **Parents and Carers should:**

- Have the right to be informed on the school's behaviour for learning policy and to be consulted on its monitoring and evaluation and the responsibility to respect the policy and recognise the disciplinary authority of the School and its staff
- Have the right to be informed about the behaviour of their children.
- Ensure that their children attend school each day punctually, suitably clothed, fed, rested, equipped and ready to learn; and encourage them to behave appropriately and focus on learning at all times.
- Inform school if their child is unhappy at school in order for this to be righted.
- Ensure that their child follows instructions by staff and adheres to rules
- Ensure staff are aware of any SEN related or other personal factors which may result in their child displaying behaviours outside the norm
- Be prepared to work with the staff to support their child's positive behaviour
- Attend meetings with staff, if requested, to discuss their child's behaviour and to adhere to the terms of any reasonable requests for parental support in regards to their child's behaviour
- If their child is excluded from School, ensure the child is not found in a public place during school hours in the first five days of exclusion and to attend a reintegration interview with the School at the end of a fixed period exclusion.

#### **Old Buckenham High School recognises its responsibility:**

- To support, praise and, as appropriate, reward students' good behaviour
- To ensure staff model good behaviour and never denigrate students or colleagues
- To promote positive behaviour through active development of students' social and emotional aspects of learning

- To establish, and communicate measures to ensure good order, respect and discipline
- To ensure the School's Behaviour Policy does not discriminate against any student on, grounds of race, gender, ethnicity, religion, disability or sexual orientation, and that it promotes good relations between different communities
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate
- To take all reasonable measures to protect the safety and well-being of students and staff including dealing effectively with complaints about bullying
- To keep parents informed of their child's behaviour and, where necessary, support them in meeting their parental responsibilities
- To work with other agencies to promote cohesion, safety and safeguarding

OLD BUCKENHAM HIGH SCHOOL EXPECTATIONS

# FOUNDATION MERITS



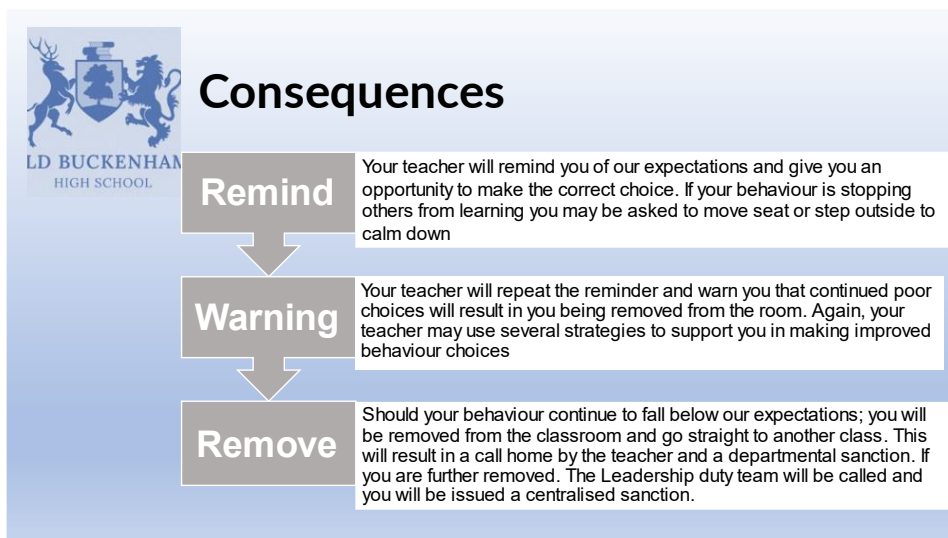
**O** Ownership of learning –  
be proactive in class!

**B** Behave with respect, to  
adults and peers

**H** Have the correct  
equipment and uniform

**S** Show a commitment to  
learning by arriving on time

## CONSEQUENCES



## Appendix 4

### SCHOOL RULES

The highest standards of personal behaviour are expected from students both in School and on the way to and from School and in all other school activities.

**Travelling to and from School** Students are expected to:

- Wear full school uniform
- Be courteous to all members of the public
- Obey all traffic and pedestrian laws
- Remember they are ambassadors for the school
- Be aware of their own and others safety

**Transport**

- Motor bikes, cars or scooters must not be brought into School
- Bicycles may be brought into School
- Bicycles must not be ridden on the school premises

**Arrival at school**

Students are expected to:

- Arrive before school starts so they can be in the correct place
- Be aware where they should be (Form room, Assembly etc.)
- Arrive promptly to their destination

**Tutor Time**

Students are expected to:

- Arrive to the form room on time
- Enter the room in an orderly manner
- Remain silent for the register
- Be aware the register is a legal document
- Follow form tutor instructions
- Listen carefully to all messages and notes
- Collect and take home any information given out
- Help to litter pick

**Between Lessons**

Students are expected to:

- Move purposefully from one lesson to another
- Not to delay their journey with unnecessary actions
- Not drop litter
- Avoid unnecessary chatter
- Use paths not cut across grass and planted areas
- Not run around the School inside or out, except in play areas and on the field
- Not 'shout,' 'yell' or generally be noisy when walking around the School inside or out
- Not lean out of windows
- Not use the Administration corridor or enter the Staffroom
- Not enter out of bounds areas, rooms, offices, cupboards etc.

**During Lessons**

Students are expected to:

- Arrive on time
- Wait outside the room in an orderly manner until asked to enter
- Not block corridors whilst waiting outside

- Enter classroom when instructed
- Sit in the seating plan the teacher has implemented
- Bring the necessary equipment to each lesson including their diary/planner
- Listen carefully to all staff instructions
- Follow all staff instructions
- Complete classwork and homework to the best of their ability
- Take responsibility for their own learning
- Keep chatter to a minimum
- Ask in a sensible way if there is a problem
- Not to disturb the learning of others
- Treat all members of the class with respect
- Be respectful of others learning styles and abilities
- Not to use banned equipment in lessons
- Leave the room quietly
- Leave the room tidy
- Never disrupt the right of other student to learn
- Never disrupt the teachers right to teach

#### **Break/Lunch**

Students are expected to:

- Relax and have fun
- Behave in a mature and sensible manner
- Place all litter in the bins provided
- Visit toilet if needed

#### **Trips/Visits**

Students are expected to:

- Remember they are ambassadors for the school
- Behave in a mature and sensible manner
- Listen to staff instructions carefully
- Follow staff instructions
- Pay particular attention to meeting times and places
- Behave well on the bus or other mode of transport and follow any necessary safety regulations
- Keep the bus clean and tidy **Fire Drills and other Emergency Situations** Students are expected to:
- Behave in a mature and sensible manner
- Travel to the assembly point as quickly and safely as possible
- Be aware of the gravity of the situation
- Be registered as soon as possible
- Follow all staff instructions **School Uniform**
- Students must wear the correct School Uniform, in School and to and from School
- Students must wear the School Uniform correctly, in School and to and from School

#### **Items that students should never bring to School that will/could incur Permanent Exclusion**

- Guns
- Knives
- BB guns
- Imitation guns
- Illegal Substances
- Any article that the member of staff reasonably suspects has been, or is likely to be, used



- to commit an offence,
- To cause personal injury to, or damage to the property of, any person (including the student)

**Items that students should never bring to School that could incur a Suspension or Permanent Exclusion depending on use and circumstance**

- Alcohol
- Fireworks
- Pornographic Images
- Illegal Substances
- Laser Pens
- Other substances which are not believed to be controlled drugs, (e.g. legal highs)
- Any article that the member of staff reasonably suspects has been, or is likely to be, used
  - i. to commit an offence,
  - ii. to cause personal injury to, or damage to the property of, any person (including the student)

**Items that students should never bring to School which may incur other sanctions, such as Confiscation, Detention, Internal seclusion or Suspension, depending on use**

- Tobacco and cigarette papers, electronic cigarettes and shisha pens, Vapes
- High energy drinks
- Non School Uniform items, such as trainers, offensive clothing, Jewellery etc.
- Fun Snaps
- Any item which causes a health and safety concern or disrupts learning

**General Behaviour (in School, on the way to or from School or on any School trip or activity)**

- Smoking / Vaping is not permitted
- Consumption of alcohol is not permitted
- Fighting, violent or aggressive behaviour is not permitted
- The use of abusive or obscene language is forbidden
- Racism, sexism or homophobic remarks, language or abuse is forbidden as in any other language or actions that are deemed discriminatory or inciting tension including expressing extreme views and opinions • Bullying of any kind is forbidden
- Students must not graffiti
- Students must not vandalise School property
- Students must not steal School Property or the property of members of staff or other students
- Students must report any incident of poor behaviour that they see another student commit

**Other**

- Students must only enter and exit the School through the Main School Entrance between 8.30-8.45am and 3.15pm
- Unless permission has been given, students must not leave the School premises during the School day
- Students must not drop litter
- Students must not bring fizzy or other high sugared or high energy drinks to school

## **Standard Operating Procedures and Classroom Management**

1. Staff and students should be punctual to the lesson in order to maximise time for teaching and learning. This is particularly important after break and lunch-time (A warning bell will inform students that they have five minutes prior to lesson starting).
2. A student is recorded as late after the bell for lesson has rung
3. Entry into the classroom should be supervised and orderly with students being greeted at the door and uniform infringements dealt with prior to their admission or at a discreet moment in the lesson so as not to distract from learning for the majority.
4. Students should sit according to the teacher's seating plan.
5. All students should remove their outdoor clothing and bags should be placed safely out of the way.
6. Student planners and all equipment should be placed on the desk in front of the student, in preparation for the lesson ahead.
7. A firm but friendly atmosphere is maintained in the classroom.
8. Learning should be planned appropriately with appropriate resources and support materials available in order for all students to achieve. Where a Teaching Assistant or other adult is working in a lesson, their role must have been planned for.
9. Instructions for homework and its differentiation must be written on the board and sufficient time given to students to record this in their diaries along with the deadline for submission.
10. Rewards and sanctions, where appropriate, must be applied consistently and fairly.
11. Teachers will note those students who are not equipped for the lesson or who do not hand in homework of the expected high quality, or on time and will communicate this through Student Planners. Tutors, Parents and Carers will then pick this up and be able to support the student in their organisational skills.

### **Students out of lessons**

Students should only be allowed to leave a lesson once for the toilet or in exceptional circumstances, such as when in need of First Aid. This is different for students who have a out of lesson/time out pass. Teachers must give students an out of class pass if they leave the room. Students should not be left outside of a classroom unsupervised. Requesting that a student stands outside for a few minutes to reflect on their behaviour is acceptable, however, a teacher would be neglecting their duty of care to allow this for a sustained period of time.

### **End of lessons**

Students should be asked to pack away and await an orderly dismissal, when the room is tidy and uniform has again been checked.

### **Around School**

All staff are corridor teachers and as such are responsible for challenging poor behaviour choices around the School. Staff should be aware of and note any problems around the site. They should encourage students to move quickly and quietly in corridors by reminding them of the need to be orderly. Teachers should be in the corridor, outside the classroom at the change of lesson, wherever possible, supervising students generally and awaiting the arrival of their group.

### **Uniform**

All staff should ensure that students are in the correct school uniform at the beginning and end of every lesson.