

NET Relationship (Behaviour) Policy – Manor School

Policy Number – 33

Document Management Information

Applicable to:	All staff
Dissemination:	Principals and Leaders' email
Implementation:	Principals
Training:	As part of September safeguarding update.
Review Frequency:	3 years
Policy Author:	Sam Parish
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Approval by:	Education Standards Committee
Approval Date:	09 June 2022
Next Review Due:	June 2025

Revision History

Document version	Description of Revision	Date Approved
1	New policy – overarching policy for school behaviour policies	9 June 2022
2	Updates in accordance with behaviour in school DfE recommendations	To be ratified on 1 st November 2023
3	Ratified by Trust Board	13 th November 2023

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1 Introduction

- 1.1 Nene Education Trust ("the Trust's) relationship (behaviour) policy is aimed at improving educational outcomes for all students by promoting and supporting their engagement in education across its schools. Through work, world and wellness we will raise aspirations and develop character in a positive environment. Good behaviour and self-discipline lead to effective learning and helps prepare our children and young people for their lives beyond the school gate.
- 1.2 We understand as a Trust community that our role in promoting and supporting appropriate behaviour is based upon building and managing consistent positive relationships, however managing conflict can be challenging and so this document aims to set out procedures to be followed to minimise what can be a difficult process. Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have. The Trustees of Nene Education Trust take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:
- Effective line management, Commitment to reducing workload, Supportive and professional working environment, staff wellbeing sessions, The Teacher Support Line telephone number 08000 562561 or website www.teachersupport.info
- 1.3 This policy outlines the high behavioural standards the Trust expects from all our students and sets out the consequences that will follow if this policy is not adhered to. This policy will be reviewed annually by the Board of Trustees.

2 Aims and Objectives

By setting high standards of expected behaviour, the Trust and its schools aim to:

- promote positive relationships that safeguard and promote the welfare of students, creating an effective learning environment;
- maximise the quality of the learning experience for all students enabling everyone to learn effectively;
- enable students to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between students and their peers, and between staff and students;
- raise awareness amongst students to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst students for the need to recognise and manage their emotions and reactions; and
- support students whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.



3 Application of Policy

- 3.1 This policy applies to all members of the Trust community. Each school within the Trust will apply consequences within this policy for behaviour that takes place both inside and outside of school premises where it is reasonable to do so, for example if allegations of bullying taking place outside of school hours are reported to the school.
- 3.2 When deciding whether it would be reasonable to impose a consequence for poor behaviour outside of the school, staff will consider:
- 3.2.1 whether the student is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a student at the school at the time of the poor behaviour; and/or
 - 3.2.2 the severity of the misbehaviour, whether the student's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another student or member of the public or could adversely affect the reputation of the school and/or Trust.

4 Roles and Responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

4.1 Board of Trustees

The Trustees will work with the Central Team and each respective school's Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from students attending its schools. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and Principals to account for its implementation. Trustees will ensure that they and local advisory board members receive relevant training on exclusions, behaviour and discipline at least every two years.

4.2 The Chief Executive Officer

The CEO will ensure that this Relationship Policy is applied consistently across the schools within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for students requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Local Advisory Board (LAB)

Local advisory board members in each school will review and monitor the application and implementation of this policy by receiving regular reports from the school Principal on behavioural consequences and support put in place for students at the respective school. LAB's will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the Principal.

4.4 Principal

The Principal, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Principal will monitor how staff implement this policy to ensure rewards and consequences are applied fairly and consistently. The Principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.5 Staff

All staff will:

- apply this policy fairly, proportionately, and without discrimination, considering SEND as well as the additional challenges that some vulnerable students may face;
- promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- record incidents of poor behaviour and any given consequences on Arbor. Repeated behaviours that are out of character for a student should also be recorded on My Concern;
- provide praise, rewards and reinforce positive behaviour;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole Trust community and ensure that the majority of students' education is not jeopardised by the disruptive behaviour of a minority of students;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need;
- identify students who are experiencing difficulties in developing or sustaining appropriate behaviour and consider designing an Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- if age appropriate set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.6 Parents/Carers

Parents (by parents, we mean parents/carers) play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- sign the home school agreement when their child starts at any Trust school;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends school on time, appropriately dressed, and with all basic needs met
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible;
- in the case of permanent exclusion, provide appropriate supervision for their child during the first 5 days of exclusion, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.7 Students

The rights and responsibilities of students are set out at the Annex to this policy along with a list of the individual school expectations to which all students must adhere. Reminders of the school rule/expectations and expected standards of behaviour are up on walls in classrooms and situated around the school. Students are expected to have a positive attitude and maintain high expectations for themselves.

5 Rewards

The Trust community believes that it is important to encourage good conduct throughout the school by noticing, celebrating and rewarding positive behaviour. (individual school reward programme listed as an Appendix)

6 Consequences

- 6.1 Where a student's conduct falls below the standard which could reasonably be expected of them, the school will impose consequences (also known as 'disciplinary penalties'). All consequences will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the student's age, any special educational needs or disability and any religious requirements.
- 6.2 The particular level of consequence will depend on the severity and regularity of the behaviour.
- 6.3 Each school uses a range of consequences in response to incidents of poor behaviour. These may include: (Individual school consequences listed as an Appendix)
- verbal reminder;
 - requiring a written apology;
 - confiscation of a student's property;

- time to reflect at break / lunchtime /afterschool (this may include catching up on missed work);
 - extra work or repeating unsatisfactory work until it meets the required standard;
 - school-based community service or imposition of a task – such as picking up litter, weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; removing graffiti or mending damaged property;
 - loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom;
 - asking the student to leave a class or group and directing the student to an identified safe space;
 - internal exclusion;
 - seclusion/isolation to complete tasks set supported by staff;
 - regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring;
 - education off-site for a designated period;
 - suspension or permanent exclusion.
- 6.4 School staff aim to work in cooperation with parents to understand the reasons behind changes in their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents regarding students' behaviour when necessary. When a consequence is imposed, parents will be informed.
- 6.5 The school encourages restorative justice and students are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.6 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.
- 6.7 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all students will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions:
- verbal abuse to staff and others;
 - verbal abuse to students;
 - physical abuse to/attack on staff;
 - physical abuse to/attack on students;
 - any form of bullying (to the extent not covered above);
 - indecent behaviour;
 - damage to property;
 - gambling on school property;
 - recording or taking images of students or staff without their express consent;
 - consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs”;

- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another student or a member of staff;
- child on child sexual violence and sexual harassment;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the student's behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the school rules (see Annex).

6.8 Permanent exclusion will only be used as a consequence of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school. The school will follow the DfE statutory guidance on exclusions when taking a decision to exclude, either on a suspension or permanent basis.

6.9 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- to enable disruptive students to be taken to a place where education can be continued in a managed environment; and
- to allow the student to regain calm in a safe space.

During the period of removal, the student will receive continual, supervised education in a suitable environment, that is, another classroom until the end of the period after which they will join their timetabled classes. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the student and parents which facilitates reflection by the student, sets out any support to be put in place for the student to avoid such behaviour in the future, sets out clear behavioural expectations and the

6.10 Sanctions are issued in line with the Inclusion System Thresholds and Sanctions document which can be found in the Annex. Sanctions may include detentions which are held at lunchtime.

7 Students with Special Educational Needs and/or Disabilities

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning, which are significantly greater than the majority of other students of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The Trust is aware that continuous disruptive behaviour can be a result of communicating unmet needs. If such needs are identified, the school will do all it can to ensure that the student receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of students with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a student whose behaviour is in consequence of their disability than would be imposed for a student exhibiting the same behaviour who does not have that disability.

7.3 Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps will be used for children with SEND whose condition causes them to display behaviour that challenges and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's special educational needs policy for more information.

8 Investigating Incidents

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In secondary schools, students who have witnessed the behaviour will be asked to provide written, signed and dated statements. In primary schools, students who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the student, the school will ensure that a responsible adult is present at all times and will inform the student's parents of what has happened as soon as possible.

8.2 The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for students, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as

part of the investigation and the content considered before imposing a consequence. Please see the Trust's CCTV policy and privacy notices for more information.

- 8.3 When more than one student is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to conclude on the balance of probabilities.
- 8.4 In exceptional circumstances, students may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other students may be compromised by that student remaining in the school.

9 Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a student's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.
- 9.2 Staff may confiscate or seize items in the possession of students that are illegal or banned by the school code of conduct and may confiscate, retain or dispose of a student's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated. Where appropriate, a member of staff may retain or dispose of a student's property as a consequence and are protected from liability for damage to, or loss of, any confiscated items.
- 9.3 A teacher or someone who has lawful responsibility of the child can search a student **with their consent** to look for any item banned by the school rules. Students must be first asked to empty pockets and bags themselves. If the student refuses to give permission the school may impose a consequence for failing to follow a reasonable instruction.
- 9.4 The Principal and other members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:
- knives or weapons;
 - alcohol;
 - illegal drugs;
 - "legal highs";
 - stolen items;
 - e-cigarettes, tobacco and cigarette papers;
 - fireworks;
 - pornographic images; or
 - articles that have been or could be used to commit an offence or cause harm.
- 9.5 Any search without consent must be conducted by a member of staff of the same sex as the student in the presence of another member of staff. A member of staff can only carry out a search of a student of the opposite sex and/or without a witness present,

where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

- 9.6 When conducting a search, student must not be required to remove any clothing other than outer clothing. 'Outer clothing' [is defined as] any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).
- 9.7 Strip searches (a search involving the removal of more than outer clothing) on academy premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, academy staff retain a duty of care to the student(s) involved and should advocate for student wellbeing at all times. Before calling police into the academy, staff should assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and academy Principal, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.
- 9.8 Staff should keep a record of any searches conducted on students and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:
- the date, time and location of the search;
 - which student was searched;
 - who conducted the search and any other adults or students present;
 - what was being searched for;
 - the reason for searching;
 - what items, if any, were found; and
 - what follow-up action was taken as a consequence of the search.
- 9.9 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

10 Use of reasonable force

- 10.1 The Trust strives to provide a safe learning environment for all students. All members of staff (and anyone whom the Principal has given the responsibility to be in charge) are

lawfully permitted to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

- 10.2 This power extends to times when staff are lawfully in charge of students but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- 10.3 Sometimes, students may get anxious or agitated and strategies used to help students calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the student's own safety, the safety of other students and staff, or to ensure that property is not seriously damaged.
- 10.4 All incidents where students need to be held to help them to calm down will be securely recorded, any Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps reviewed and parents will be informed as a matter of course.

11 Bullying

- 11.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. (see NET anti-bullying policy). Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 11.2 The Trust wants to make sure that all students feel safe in school and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this Relationship (Behaviour) Policy and will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The Trust practices a preventative strategy to reduce the chances of bullying, and the anti-bullying policy is instilled in the Trust's curriculum, through the active development of students' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in a consequence for the action.
- 11.4 If an allegation of bullying does come up, the respective school will follow the NET anti-bullying policy guidance and:
- take it seriously;
 - investigate as quickly as possible to establish the facts;
 - record and report the incident; depending on how serious the case is, it may be reported to the Principal;
 - provide support and reassurance to the victim;

- make it clear to the perpetrator that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a consequence is used, it will correlate to the seriousness of the incident and the perpetrator will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances.

11.5 The Trust believes students should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of students and staff at its schools. Where a member of staff has reasonable grounds to suspect that a student is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the student gives them access to their social media account. In the event that the student refuses to cooperate and will not give access to an authorised member of staff during an investigation, this could lead to an adverse decision taken against the student.

12 Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

13 Complaints





If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the Trust's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusion's guidance will be followed.

Annex to NET Relationship (Behaviour) Policy – Manor School

Rights and Responsibilities of Students and Code of Conduct

Our Student Code of Conduct
We are **Ready, Respectful** and **Responsible**

At Manor School we are **ready** because we are equipped, focussed and prepared to engage in learning.

READY	We are punctual to school as well as each and every lesson.	We arrive to school wearing the correct uniform.	We have all the equipment required for our learning.	We keep our phone switched off and away during lessons.	READY
					

At Manor School we are **respectful** because we act with care, consideration and tolerance.

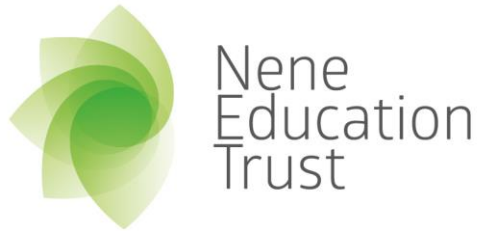
RESPECTFUL	We understand that everyone has the right to opportunities and celebrate differences.	We express our views in an appropriate manner.	We respect other's right to challenge themselves, make mistakes, become confident and resilient.	We appreciate our school environment and the belongings of others.	We communicate with care, consideration and tolerance.	RESPECTFUL
						

At Manor School we are **responsible** because we take ownership of our learning and our actions. We act in a safe manner.

RESPONSIBLE	We enter every learning space ready to engage and work hard for the duration of the lesson.	We ensure classwork and homework is completed to the expected standard.	We hand in all homework on time.	We understand that everyone has the right to an education and respect this at all times.	We act in a manner that keeps us and our community safe and well.	RESPONSIBLE
						

Inclusion System Thresholds and Sanctions Document

	Code of Conduct	Arbor level	Actions for staff	Sanction or follow up
Standards	Ready – Incorrect uniform – hoodies or headphones* Ready – No blazer / No lanyard (6 th Form) Ready – Mobile phone seen in a lesson Respectful – Inappropriate physical contact *	Level 1		Automatic lunchtime detention including communication with parents/carers.
	Ready – Arriving late to lesson Ready – Chewing gum / sweets or energy drinks Respectful – Not respecting the environment or littering Ready – Incorrect uniform * Ready – Not having equipment required for learning * Respectful – Computer Misuse * Responsible – Failure to hand in homework Responsible – Poor quality homework submitted Responsible – Missed tutorial (6 th Form)	Level 0	Log any on Arbor when they occur.	Behaviour point issued. Intervention, not just sanction. Arbor will notify tutors and Progress Leaders at 10+, 20+ and 30+ behaviour points to plan tutor and Progress Leader interventions.
Behaviours	Respectful – Not complying with learning modes * Respectful – Not treating everyone equally * Respectful – Actively not embracing diversity * Respectful – Inappropriate expression of views * Respectful – Mocking other people's mistakes * Respectful – Not respecting other people's property * Respectful – Disrespectful or rude to peers * Responsible – Lack of effort in their learning * Responsible – Acts in an unsafe or irresponsible manner *	Level 0	Record the most appropriate behaviour point for a TELL or the Consequence. Do not record both.	Sanctions will be set for failing to meet targets as agreed at each stage if necessary in liaison with Progress Leaders.
	Responsible – CONSEQUENCE – Lesson Removal *	Level 2		Automatic lunchtime detention including communication with parents/carers.
Incidents	Respectful – Inappropriate language * Ready – Truancy * Responsible – Failing a detention * Responsible – Failing a lesson removal * Respectful – Refusal to comply with a member of staff * Respectful – Bringing the school into disrepute * Respectful – Vandalism or theft * Respectful – Physical assault / inappropriate behaviour to another * Respectful – Bullying * Respectful – Racist / homophobic or discriminatory language * Respectful – Being disrespectful to or swearing at a member of staff * Respectful – Extremist behaviour * Responsible – Bringing drugs or weapons onto site *	Level 3	Mostly used for out of lesson incidents or extreme behaviours outside of Ask, Tell, Consequence. Do not record using this for a lesson removal.	Assigns a member of Pastoral to investigate and sanction as necessary including Refocus.



List of Prohibited Items

- knives or weapons;
- alcohol;
- illegal drugs;
- "legal highs";
- stolen items;
- e-cigarettes, tobacco and cigarette papers;
- fireworks;
- pornographic images; or
- articles that have been or could be used to commit an offence or cause harm.

Achievement and Rewards 2023-24

Students who demonstrate any of the REACH values throughout the school day, or beyond are awarded a positive incident point.

The values are:

- Resilience
- Empathy
- Aspiration
- Curiosity
- Humanity

Students are also rewarded for their engagement in enrichment opportunities.

These include:

- Attending a school club (1 pt)
- Attending after school revision voluntarily (1pt)
- Making an entry into any of the subject house competitions during competitions weeks' (5 pts)
- Taking on a leadership role for an event (5 pts)
- Representing the school. (10 pts)

These points are combined to give each student a total of positive incidents, and are the points used to determine house winners, as well as tutor group and year group winners.

Achievement assemblies are run every half term currently by year group progress leaders. In these assemblies the following achievements are recognised and celebrated:

- Students with 97+ attendance that term
- Students with 0 negative incident that term
- Each tutors' student of the term (selected by the individual form tutors)
- Each progress leaders' student of the term
- The lead tutor group in positive incidents

Special reward events are held at the end of each whole term (Christmas, Easter and Summer), where the top 25 students from each year group are invited.

The top 25 are determined by adding the REACH and Enrichment points together minus any negative incident points.

We host house competition weeks 3 times a year which gives all students the opportunity to participate in competitions for all subject areas across school.

Tutor draws take place weekly based on the distribution of REACH value focuses for the term. Students who demonstrate the focus value are given a slip which they enter into a draw.

All students are in a house where the positive points they collect determine a house winner at the end of the school year, with a house cup awarded to the winning house.

Other:

- Honours board in the main reception area for sporting successes
- Principal commendations – eg 'hot chocolate with the Principal', super learners
- Celebration of student successes in the weekly newsletter shared.