

Behaviour Management Policy

OUR SCHOOL PRAYER:

*What does the **Lord** ask of you?*

To act justly, to love mercy and to walk humbly with your God.

Micah 6vs.8

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Statement of intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael's Church of England Christian values:

- to show love, care, and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

St Michael's Church of England High School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:


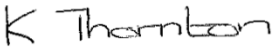

- promoting desired behaviour
- promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- ensuring equality and fair treatment for all
- praising and rewarding good behaviour
- challenging and disciplining misbehaviour
- providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- encouraging positive relationships with parents/carers
- developing positive relationships with our students to enable early intervention
- a shared approach which involves students in the implementation of the school's policy and associated procedures
- promoting a culture of praise and encouragement in which all students can achieve

To help reduce the likelihood of behavioural issues related to social, emotional, or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **culture, ethos, and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values, and attitudes, alongside the social and physical environment
- **teaching** – the curriculum is used to develop students' knowledge about health and wellbeing
- **community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. The school's Mental Health & Wellbeing Policy outlines the specific procedures that will be used to assess these students for any SEMH-related difficulties that could affect their behaviour.

Signed by:

	Headteacher	Date:	<u>22.09.2022</u>
	Co-Chair of governors	Date:	<u>22.09.2022</u>
	Co-Chair of governors	Date:	<u>22.09.2022</u>

Date of approval	13 th July 2017
Date reviewed	22 nd September 2022
Review date	March 2025

1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- Voyeurism (Offences) Act 2019

1.2. This policy also has regard to DfE guidance, including, but not limited to, the following:

- DfE (2016) 'Behaviour and discipline in schools' 2016
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'

1.3. This policy operates in conjunction with the following school policies:

- Code of Conduct and Home School Agreement
- Anti-Bullying Policy
- Mental Health and Wellbeing Policy
- Special Educational Needs Information
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Drug and Alcohol Policy
- Physical Restraint and Reasonable Force Policy
- Complaints Procedures Policy
- Violence Towards Staff Policy

2. Roles and responsibilities

2.1. The governing board has overall responsibility for:

- the monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour
- ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability, or sexual orientation
- promoting a whole-school culture where calm, dignity and structure encompasses every space and activity
- handling complaints regarding this policy, as outlined in the school's Complaints Policy.

2.2. The Headteacher is responsible for:

- establishing the standard of behaviour expected by students at the school
- determining the school rules and any disciplinary sanctions for breaking the rules
- publishing this policy and making it available to staff, parents/carers, and students at least once a year

- reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

2.3. The Assistant Headteacher: Student Welfare and Designated Safeguarding Lead (DSL) is responsible for:

- overseeing the whole-school approach to mental health, including how this is reflected in the school's Behaviour Management Policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the school engages students and parents with regards to the behaviour of students with SEMH difficulties
- collaborating with the SENCOs, headteacher and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school
- coordinating with the SENCO and Pastoral Team to provide a high standard of care to students who have SEMH-related difficulties that affect their behaviour
- advising on the deployment of the school's budget and other resources, such as SEND resources and the student premium, to effectively meet the needs of students with SEMH-related behavioural difficulties
- providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents, and other agencies, including SEMH charities
- referring students with SEMH-related behavioural difficulties to external services, e.g., specialist children and young people's mental health services (CAMHS), to receive additional support where required
- overseeing the outcomes of interventions on students' behaviour, education, and overall wellbeing
- liaising with parents of students with SEMH-related behavioural difficulties, where appropriate
- liaising with other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies
- leading CPD on mental health and behaviour.

2.4. The SENCOs are responsible for:

- collaborating with the governing board, headteacher and the Senior Deputy Headteacher, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school
- undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support students with SEND
- supporting subject teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support

2.5. Teaching staff are responsible for:

- being aware of the signs of SEMH-related behavioural difficulties
- planning and reviewing support for their students with SEMH-related behavioural difficulties in collaboration with parents, the SENCOs and, where appropriate, the students themselves
- setting high expectations for every student and aiming to teach them the full curriculum, whatever the prior attainment
- being responsible and accountable for the progress and development of the students in their class

- being aware of the needs, outcomes sought, and support provided to any students with SEMH-related behavioural difficulties
- keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include SENCO/headteacher/subject leader.

2.6. All staff are responsible for:

- the day-to-day implementation of this policy.

2.7. All members of staff, volunteers and support staff are responsible for:

- adhering to this policy and ensuring that all students do too.
- promoting a supportive and high-quality learning environment, and for modelling high levels of positive behaviour.
- as authorised by the Headteacher, implementing sanctions outlined in this policy to students who display poor levels of behaviour. This responsibility includes the power to discipline students even when they are not in school or in the charge of a member of staff.

2.8. Students are responsible for:

- their own behaviour both inside school and out in the wider community
- reporting any unacceptable behaviour to a member of staff.

2.9. Parents/carers are responsible for:

- the behaviour of their child(ren) inside and outside of school
- supporting their child in adhering to the school rules
- informing the school of any changes in circumstances which may affect their child's behaviour

3. Definitions

3.1. For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **discrimination** – not giving equal respect to an individual on the basis of disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, age, sex, sexuality and/or marital status
- **harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **bullying** – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten, or demean the individual
- **cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- possession of legal or illegal drugs, alcohol, or tobacco
- possession of banned items
- truancy and running away from school
- refusing to comply with disciplinary sanctions
- theft
- verbal abuse, including swearing, racist remarks, and threatening language
- any behaviour that threatens safety or presents a serious danger, such as fighting or acts of aggression

- any behaviour that seriously inhibits the learning of students
- graffiti
- possessions of items that could be used as a weapon
- defiance
- anti-social behaviour outside school
- continual disruptive behaviour

3.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- lateness
- low level disruption and talking in class
- failure to complete classwork
- rudeness
- lack of correct equipment
- refusing to complete homework, incomplete homework, or arriving at school without homework
- disruption on public transport
- use of mobile phones without permission

3.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

3.4. “Challenging behaviour” is defined as:

- discriminative abuse
- verbal abuse
- bullying
- persistent disobedience or destructive behaviour
- extreme behaviour – e.g., violence, running away from school, vandalism
- any behaviour that threatens safety or presents a serious danger
- any behaviour that seriously inhibits the learning of students
- any behaviour that requires the immediate attention of a staff member

4. Training of staff

4.1. The school recognises that early intervention can prevent inappropriate behaviour. As such, teachers will receive training in identifying problems before they escalate; these can be behavioural problems in the classroom or during breaks/lunchtime.

4.2. Teachers and support staff will receive training on this policy as part of their new starter induction.

4.3. Teachers and support staff will receive regular and ongoing training as part of their development.

5. Student expectations

5.1. Students will be expected to follow the school Code of Conduct (Appendix ix), which requires students to:

- conduct themselves around the school premises in a safe, sensible, and respectful manner
- to be engaged in the learning process and working to the best of their ability
- arrive to lessons on time and fully prepared
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner towards all staff and students
- show respect for the opinions and beliefs of others
- complete classwork as requested

- hand in homework at the time requested
- report unacceptable behaviour
- show respect for the school environment

6. Smoking and drug policy

- 6.1. Students and staff are required to follow the school's Drug and Alcohol Policy (appendix viii).
- 6.2. In accordance with part 1 of the Health Act 2006, our school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 6.3. Parents/carers, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of students and/or encouraging students to smoke.
- 6.4. Students are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, vapes, shisha pens, lighters, matches, or pipes.
- 6.5. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

7. Prohibited sexual harassment

- 7.1. The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.
- 7.2. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:
 - unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity
 - sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
 - sexual "jokes" or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
 - unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
 - physical behaviour, such as deliberately brushing against, grabbing, massaging, or stroking an individual's body
 - taking, displaying, sharing, or pressuring individuals into taking photos of a sexual nature
 - exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting", "down blousing", or flashing
 - purposefully cornering or hindering an individual's normal movements
 - engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - accessing, downloading, or uploading pornography
 - sharing pornography via the internet or email
 - creating or maintaining websites with sexual content
 - participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

- 7.3. The school will respond promptly and appropriately to any sexual harassment complaints in line with the **Child Protection and Safeguarding Policy, the Complaints Policy and Grievance Procedure and Policy**; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.
- 7.4. Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.
- 7.5. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

8. Rewards and Praise

- 8.1. The school recognises that students should be rewarded for their display of good behaviour.
- 8.2. The school will use the following rewards for displaying good behaviour:
- certificates
 - postcards home
 - achievement points
 - Headteacher awards
 - verbal praise
 - prizes
 - St Michael's wings badges
 - reward trips
 - end of term whole-class rewards

9. Discipline and Sanctions

- 9.1. Teachers are able to discipline students whose behaviour falls below the established Code of Conduct at the school.
- 9.2. If a student misbehaves, breaks a school rule, or fails to follow instructions issued by a member of staff, the teacher is able to discipline the student for their poor behaviour.
- 9.3. In order for the discipline to be lawful, the school will ensure that:
- the decision to discipline a student is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher
 - the decision to discipline a student is made on the school premises or whilst the student is under the charge of a member of staff, such as during an educational trip/visit
 - the decision to discipline a student is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding students with special educational needs, and any other equality rights
- 9.4. The school will ensure that all sanctions are reasonable in all circumstances, and will take into account the student's age, religious requirements and any special educational needs or disabilities.
- 9.5. The Headteacher may delegate the power to discipline students to volunteers, such as parents/carers who assist during an educational visit/trip.
- 9.6. The Headteacher may limit the power to discipline students from individual members of staff.
- 9.7. In extreme cases, the Headteacher may decide that the only feasible action to be taken is to externally isolate or exclude the student from the school. This may be a suspension or a permanent exclusion. In cases of suspensions or permanent exclusions, the school's Exclusion Policy will be followed.

10. Behaviour off school premises

- 10.1. Teachers are able to discipline students for misbehaviour outside of the school premises.
- 10.2. Teachers may discipline students for misbehaviour off the school premises when the student is:
- wearing school uniform
 - travelling to or from school
 - taking part in any school-related activity
 - in any way identifiable as being a student at the school.
- 10.3. Teachers may also discipline students for misbehaviour off the school premises that, irrespective of the above:
- could negatively affect the reputation of the school
 - could pose a threat to another student, a member of staff at the school, or a member of the public
 - could disrupt the orderly running of the school
- 10.4. Any bullying outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.
- 10.5. The school will impose the same behaviour sanctions for bullying incidents and non-criminal inappropriate behaviour, which is outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- 10.6. Where students display aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to contact the police.
- 10.7. In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the student has returned to the school premises or when under the supervision of a member of staff.

11. Behaviour and sanctions in the classroom

- 11.1. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:
- start the year with clear sets of rules and routines that are understood by all students
 - establish agreed rewards and positive reinforcements
 - establish sanctions for misbehaviour
 - establish clear responses for handling behavioural problems
 - encourage respect and development of positive relationships
 - make effective use of the physical space available
 - have well planned lessons with a range of activities to keep students stimulated
- 11.2. The school has an established set of classroom rules and routines and how to enforce them, including any sanctions for not following the rules. The Classroom Code of Conduct is at Appendix iv. The guide on being a successful student and being ready to learn are at Appendix v.
- 11.3. Where students display aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to contact the police.
- 11.4. Any student, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.

- 11.5. Teachers have the freedom to impose consequences in line with the Behaviour Management Policy depending on the behaviour, and age, of the student:
- in the first instance, the teacher will tell the student to stop the behaviour, explaining to the student why their behaviour is unacceptable
 - if the student does not stop immediately, the teacher will give a second warning
 - if the student continues to behave in an inappropriate manner, the teacher will give a final warning, advising that if they continue, they will remove the student from the current situation and park them in an alternative classroom, giving them time out to address their behaviour
 - sanctions will be dependent on the seriousness of the misdemeanour. A schedule of the behaviour points used in the school is attached at [Appendix 1](#)
 - if a student is sent to another classroom/refocus, misses break/lunchtime or receives a detention, the class teacher may contact the student's parent/carer to advise them of this, and may invite them to discuss their child's behaviour
 - if a student misbehaves on the playground, the same process will be followed and the student will be sent inside to spend the rest of their break/lunchtime indoors, after receiving a final warning
 - any students that are sent indoors will be supervised by a member of staff at all times
- 11.6. The school has a range of disciplinary measures which can be used, including, but not limited to, the following:
- giving a verbal warning
 - providing extra work or repeating unsatisfactory work until it meets the required standard
 - setting additional work as a sanction, e.g., writing tasks
 - taking away privileges, e.g., not being able to participate in non-uniform days, sporting events, graduation ceremonies, or losing the right to attend school trips and activity days
 - missing break/lunchtime, or detentions during lunchtime and after school
 - placing the student on report for constant monitoring or other consistent behaviour checks
 - externally isolating at another school, excluding the student either temporarily or permanently, in extreme cases. In cases of exclusions, whether it is internal, suspension or permanent exclusion, the school's Exclusion Policy will be followed at all times.
- 11.7. Teachers will use their judgement when issuing consequences, taking into account whether they believe the student's behaviour was intentional, especially if it is the first time the student has displayed this behaviour.
- 11.8. At all times, teachers will discuss the behaviour with the student to ensure the student understands why it is inappropriate and to prevent any reoccurring behaviour.
- 11.9. Any member of staff who witnesses a display of unacceptable behaviour, or who issues any consequence to a student, must add this to the student's profile in the school's information management system. Serious unacceptable behaviour will be reported to a member of the Senior Leadership Team. A record will be kept on the student's profile on the school's information management system.
- 11.10. The school does not take serious unacceptable behaviour lightly and will not hesitate to act in the best interest of the students within the school.

- 11.11. Following an allegation of serious unacceptable behaviour, the student will be placed in Refocus whilst an investigation by a member of the Senior Leadership Team (SLT) with the support from the Head of Year (HoY)/Assistant Head of Year (AHOY).
- 11.12. If, following an investigation, the allegation is found to be true, a member of the Senior Leadership Team or the Headteacher will issue the appropriate disciplinary action.
- - Where a student is identified as having SEMH difficulties, SEND support will be put in place from the school's national SEND budget.
 - SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the student's needs, will consist of the following three stages:
 - **Stage 1: Universal support** – the adjustments, interventions and support accessible to all students that is delivered at a whole-school level.
 - **Stage 2: Selected support** – the support and interventions delivered using the school's resources, led by the SENCO.
 - **Stage 3: Targeted support** – the support and interventions for students who have more complex and enduring SEMH needs.
 - Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHCP needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.
- 11.13. Any decision made to exclude a student will only be done so by the Headteacher in accordance with the school's Exclusion Policy.
- 11.14. All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-Bullying Policy (appendix v).
- 11.15. Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Procedures for Dealing with Allegations Against Staff Policy.
- 11.16. The school will consider whether the behaviour displayed by the student gives reason to suspect that the student is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.
- 11.17. The school will also consider whether the displayed behaviour is an indicator that the student's educational, or other, needs are not being met. In this instance, the school will implement a Behaviour Intervention Plan.
- 11.18. The school will ensure that all disciplinary actions are reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs and any SEND.

12. Behaviour and sanctions outside of the classroom

- 12.1. St Michael's has instituted an Expectation Card Consequence System to monitor the behaviour of students outside of the classroom.
- 12.2. The following breaches of behaviour are covered by this system:
- failure to meet the expectations of the uniform policy
 - use of inappropriate language
 - out of lesson without a pass
 - failure to follow the one-way system

- use of mobile phone
- inappropriate behaviour in corridors
- inappropriate behaviour at break time
- inappropriate behaviour at lunchtime
- chewing gum
- littering

12.3. The sanctions that will be used as part of this system are listed below:

Expectation Card Consequence System

Each completed card will result in the following consequence:

St Michael's C of E High School
Expectations Card

Name: _____

3 infractions = 30-minute detention

Stage	Infraction	Date	Signature
Stage 1			
Stage 2			
Stage 3			

- 30-minute detention
- Form Tutor discussions with student.
- Missed detention = 1hr Friday
- Failing to attend = 1 day Refocus until 4pm

St Michael's C of E High School
Expectations Card

Name: _____

3 infractions = 45-minute detention

Stage	Infraction	Date	Signature
Stage 1			
Stage 2			
Stage 3			

- 45-minute detention
- Form Tutor discussions with student
- Missed detention = 1hr Friday
- Failing to attend = 1 day Refocus until 4pm

St Michael's C of E High School
Expectations Card

Name: _____

3 infractions = 1-hour detention

Stage	Infraction	Date	Signature
Stage 1			
Stage 2			
Stage 3			

- 1-hour detention.
- HoY discussions.
- Missed detention = 1hr Friday.
- Failing to attend = 1 day Refocus until 4pm

St Michael's C of E High School
Expectations Card

Name: _____

3 infractions = 1 1/2 hour detention

Stage	Infraction	Date	Signature
Stage 1			
Stage 2			
Stage 3			

- 1 1/2 hour detention Senior Leadership Team (SLT)
- HoY/AHoY contact home regarding persistent behaviour, discuss consequences if behaviour persists.
- Review student behaviour concerns and whole school behaviour.

St Michael's C of E High School
Expectations Card

Name: _____

3 infractions = Refocus

Stage	Infraction	Date	Signature
Stage 1			
Stage 2			
Stage 3			

- Refocus
- HoY/AHoY to arrange a meeting with parent/guardian
- Student Behaviour Contract or Intervention Plan may need to be introduced

St Michael's C of E High School
Expectations Card

Name: _____

3 infractions = External Isolation

Stage	Infraction	Date	Signature
Stage 1			
Stage 2			
Stage 3			

- External Isolation
- Meeting when student returns, a Behaviour Plan possibly required

A lost or misplaced card will result in students being issued with the next colour Expectation Card

St Michael's C of E High School Expectations Card



Stage 1 ➡ Stage 2 ➡ Stage 3

3 signatures on a card or a missing card will warrant a ½ hour detention in the first instance; however repeat offenders will incur further sanctions which will also include, SLT and parental / guardian involvement. Your card will be signed for the following reasons.

St Michael's Behaviour Standards

1. Uniform/Appearance
2. Inappropriate Language
3. Out of Lesson (no pass)
4. Not following one way system
5. Phone
6. Inappropriate behaviour in corridors
7. Inappropriate behaviour at break time
8. Inappropriate behaviour at lunchtime
9. Chewing Gum
10. Littering

13. The Use of Refocus to Manage Behaviour

- 13.1. The school may decide to move students to a separate room away from other students for a limited period – this is known as Refocus.
- 13.2. The school will only move students to Refocus where absolutely necessary, and where the process outlined in this policy has been followed and has failed to resolve the behaviour issue.
- 13.3. The school will ensure that student's health and safety is not compromised during their time in Refocus and that any additional requirements, such as special educational needs, are met.
- 13.4. The amount of time that a student spends in Refocus is up to the school to decide. This could be for more than one school day.
- 13.5. The school will ensure that the student is not kept in Refocus any longer than necessary.
- 13.6. The staff member in charge and supervising the student will decide what the student may and may not do during their time spent in Refocus.
- 13.7. The Headteacher will request that the student's class teacher(s) sets them appropriate work to complete.
- 13.8. Students are permitted to eat during the allocated times of the school day and may use the toilet as required.

14. The Use of Alternative Provision to Manage Behaviour

- 14.1. As a voluntary aided school, the school has the power to direct a student off-site to improve his/her behaviour.
- 14.2. Where this is the case, the school's Exclusions Policy will be followed.

15. Detentions

- 15.1. The school will make it clear to parents/carers and students that they are able to use detention as a sanction, both during and outside of school hours.
- 15.2. All teachers at the school are able to impose detention on a student, unless the Headteacher decides to withdraw this power from any teacher.
- 15.3. The Headteacher may decide to delegate the power to impose detention to volunteers, such as parents/carers who assist during educational visit/trips.
- 15.4. The following indicate the times during which detention can be issued outside of school hours:
 - any school day where the student is not authorised to be absent
 - any non-teaching day, e.g., INSET days
- 15.5. Parental consent is not required for detentions; however, the member of staff will inform the parents/carers of detentions which last more than 15 minutes. Notice will normally be given 24 hours in advance of the detention.
- 15.6. Therefore, the school is able to issue detention as a sanction without first notifying the parents/carers of the student.
- 15.7. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs of the student.

- 15.8. If the detention is during lunchtime, reduced time will be allocated to allow the student time to eat, drink and use the toilet.
- 15.9. When issuing detentions that are set to be outside of school hours, the member of staff doing so will consider:
- whether the detention is likely to put the student at risk
 - whether the student has identified caring responsibilities which would make the detention unreasonable
 - whether suitable transport arrangements are in place between the parents/carers and the student

16. Punctuality Protocol

- 16.1 The following protocol is used to manage student lateness (see Appendix vi):
- If a student is late once in a week, the form tutor will have a discussion with them.
 - If a student is late twice in a week, they will be given a 30-minute detention. In addition, a tiered consequence approach will be used for additional lates, i.e., a 45-minute detention and a one-hour detention.
 - If a student is late three times in a week, in addition to the tiered consequence approach, a formal communication will take place with the student's home.
 - If a student fails to attend a detention for lateness to school, this will result in a day in Refocus.
- 16.2 To manage persistent lateness, the following process will be used:
- Parental meeting
 - Punctuality contract
 - Governor meeting

17. Behaviour Improvement Plans

- 17.1. The Behaviour Improvement Plan (BIP) is a school-based intervention to help students to improve their behaviour. The BIP will identify specific and realistic behaviour outcomes for the individual student to work towards, will indicate the support to be provided and will set out arrangements for a review of the process.
- 17.2. A BIP will be set up when:
- a student's behaviour is seen to be deteriorating rapidly and seriously
 - a student has been given fixed term exclusions and is showing a continuing trend of behaviour that is likely to lead to permanent exclusion
 - a student joins the school having been previously excluded from another school, where the BIP is part of the re-integration process
- 17.3. A nominated member of staff will oversee the BIP. Normally this will be a HoY or AHoY.
- 17.4. To set up a BIP, a meeting is called involving the student, the parents, the HoY overseeing the BIP. In the meeting targets are agreed, the support to be provided is identified and a review date is set, when those present at the meeting will reconvene to discuss progress and further action. The further action may involve continuation of the BIP, a modification to the BIP or, in the event of success, the ending of the BIP.
- 17.5. In setting up the BIP the help of other outside agencies may be identified, and approaches can then be made.

- 17.6. Note that BIPs are not intended to replace Individual Education Plans (IEP) set up as part of the SEN assessment process. A student's IEP may need to be adapted if serious concerns about her/his future exist.

18. Items banned from the school premises

- Fire lighting equipment:
 - matches, lighters, etc.
- Drugs and smoking equipment:
 - cigarettes
 - tobacco
 - cigarette papers
 - electronic cigarettes (e-cigs)
 - vapes
 - alcohol
 - solvents
 - any form of illegal drugs
 - any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
 - knives
 - razors
 - catapults
 - guns (including replicas and bb guns)
 - laser pens
 - knuckle dusters and studded arm bands
 - whips or similar items
 - pepper sprays and gas canisters
 - fireworks
 - dangerous chemicals
 - any item that may be used as a weapon
- Other items:
 - liquid correction fluid
 - chewing gum
 - energy and carbonated drinks
 - offensive materials (i.e., pornographic, homophobic, racist etc.)
 - aerosols including deodorant and hair spray
 - 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 any person, including the student themselves
 - to damage the property of any person, including the student themselves

- 18.1 This is not an exhaustive list.

19. Confiscation of inappropriate items

- 19.1. All members of staff are able to use their power to search without consent for any of the items mentioned in 18 of this policy.
- 19.2. Staff members may instruct a student to remove outer clothing, including hats, scarves, boots, and coats.
- 19.3. A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

- 19.4. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- 19.5. The school is not liable for any damage to, or loss of, any confiscated item.
- 19.6. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- 19.7. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.
- 19.8. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs, or tobacco), from the school office.
- 19.9. The Headteacher will always be notified when any item is confiscated.

20. Use of reasonable force

- 20.1. Members of staff are able to use reasonable force in line with the Physical Intervention Policy (Appendix 1 of the Child Protection & Safeguarding Policy) to prevent students from committing an offence, injuring themselves or others, or damaging property.
- 20.2. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.
- 20.3. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the student will be immediately taken to the headteacher, and the student's parent will be contacted – parents may be asked to collect the student and take them home for the rest of the day.
- 20.4. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for a suspension.
- 20.5. When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.
- 20.6. Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom.

21. Controlled substances

- 21.1. St Michael's Church of England High School has a zero-tolerance policy on illegal drugs and legal highs.
- 21.2. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- 21.3. The staff member will store the sample in the office safe.
- 21.4. The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.

- 21.5. The school will not hesitate to name the student from whom the drugs were taken to the police, and a full incident report will be completed.
- 21.6. Any further measures will be undertaken in line with the school's Child Protection/Safeguarding Policy.
- 21.7. Where controlled substances are found on school trips away from the school premises, the parents/carers/guardians of the student, as well as local police, will be notified. Parents will be expected to collect their child if they are on a residential trip.

22. Outside school and the wider community

- 22.1. Students at the school must agree to represent the school in a positive manner.
- 22.2. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the student is dressed in school uniform.
- 22.3. Staff can discipline students for misbehaviour outside of the school premises when the student is:
- wearing school uniform
 - travelling to or from school
 - taking part in any school-related activity
 - in any way identifiable as being a student at the school
- 22.4. Staff may also discipline students for misbehaviour off the school premises that, irrespective of the above:
- could negatively affect the reputation of the school
 - could pose a threat to another student, a member of staff at the school, or a member of the public
 - could disrupt the orderly running of the school
- 22.5. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.
- 22.6. The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the student has returned to the school premises or when under the supervision of a member of staff.
- 22.7. Complaints from members of the public about inappropriate behaviour by students at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy. Appropriate disciplinary sanctions may be applied in response to complaints.
- 22.8. Serious unacceptable behaviour, as defined in section 3 of this policy, which takes place outside of school and is reported to the school will result in appropriate disciplinary sanctions. This may include the use of Refocus, external isolation a suspension or permanent exclusion, depending on the seriousness of the behaviour.

23. Monitoring and review

- 23.1. This policy will be reviewed by the Headteacher and governing board on a three-year basis, who will make any necessary changes and communicate this to all members of staff.
- 23.2. This policy will be made available for inspection and review by the chief inspector, upon request.

Appendix i: Behaviour Management Points

Behaviour Type	Points Issued
Assault – Member of Staff	15
Assault – Pupil	15
ABUSE OF A MEMBER OF STAFF	15
Breach of Health & Safety rules	15
Bringing a weapon into school	15
Failure to comply with Grey Expectation Card	15
Illicit Substances/Drugs	15
Homophobic Incident/Comments	15
Inappropriate Sexual Incident/Comments	15
Intimidation/threat to staff	15
Malicious damage with intention to do harm	15
Persistent Insolence/Rudeness/Defiance	15
Racist Incident/Comment	15
Swearing at a Member of Staff	15
Break/Lunch incident - Physical	10
Bullying (refer to Anti-Bullying Policy)	10
Damage to School Property	10
Failure to comply with Blue Expectation Card	10
Failure to comply with Purple Expectation Card	10
Misuse of School Technology	10
Misuse of Social Media	10
Persistent Defiance within a Subject	10
Theft	10
Failure to comply with Red Expectation Card	5
Failure to comply with Rose Expectation Card	5
Inappropriate use of Practical Equipment	5
Insolence/Rudeness/Defiance	5
Intimidating/threatening behaviour towards another student	5
Persistent Lateness to School	5
Smoking	5
Truancy	5
Breach of Health & Safety warning	3
Class Teacher Report	3
Failure to comply with Green Expectation Card	3
Graffiti Damage	3
Inappropriate Behaviour during Break or Lunch	
Missed Detention	3
Persistent Homework Failure	3
Persistent Lateness to Lessons	3
Persistent Uniform Defiance	3
Failure to Correct Uniform	2
Inappropriate Comments/Attitudes	2
Inappropriate Swearing	2
Littering	2
Student Disagreement – Verbal	2
Subject Parking	2
Chewing Gum	1
Equipment	1

Behaviour Type	Points Issued
Homework	1
Low-Level Subject Disruption	1
Homework	1
Inadequate Work	1
Missed Subject Intervention	1
Mobile Phone Misuse	1
Non-Attendance at Subject Intervention	1

Appendix ii: Behavioural Reporting Procedure

Class Teacher

- Class teacher can put a student on a monitoring report if they have concerns;
- Class teacher should make contact with home to inform parents of reason for monitoring report;
- Record as report on SIMS/G4S (which will inform Form Tutor & HoY);
- Set student appropriate targets, the timeframe and review after 6 lessons;
- If behaviour has improved only somewhat continue with monitoring report;
- If behaviour has not improved consult HoD;
- If behaviour has totally improved a meeting should take place with the student and parents should be informed.

HoD

- Discussion with class teacher to produce action plan for student;
- Inform parents of outcome of class teacher monitoring and action plan to continue to try and address difficulties;
- Record report on SIMS/G4S;
- Can place student on own monitoring report or continue on class teacher monitoring report or refer to HoY if appropriate

Form Tutor

- Receiveds referral from HoY to place student on report, or Form Tutor reports the need for monitoring to HOY;
- Develop action plan (jointly);
- Inform parents;
- Student to report to Form Tutor at the end of P6 (if student fails to attend, place in detention);
- Updates and progress in weekly form meetings;
- Review after 3 weeks with HoY (however, if there are serious concerns refer to HoY);
- If successful meet with student, discuss success and inform parents;
- If unsuccessful refer to HoY.

HoY

- Develop action plan identifying intervention;
- A parental meeting should take place before being placed on monitoring report;
- Student to report to HoY at the end of P2, P4 and P6 (if student fails to attend, place in detention);
- Student will be given consequences if student does not meet targets set i.e., detention, missing lunch and break times;
- If successful a meeting should take place with the student and parents;
- If unsuccessful refer to SLT.

SLT

- A parental meeting should take place before being placed on monitoring report;
- Students should be monitored by SLT if all other strategies/monitoring has been unsuccessful. However, the school will strive to be inclusive in its practice;
- If monitoring and in house intervention is unsuccessful the following may occur:
- Alternative provision other than school maybe sought;
- Fixed term exclusion;
- Permanent exclusion.

Appendix iii: Behaviour Intervention Plan Record Form



Student Picture

Behaviour Intervention Plan

STUDENT DETAILS

Name				Form Group	
Date			Plan Start Date		
Stage of Behaviour Intervention Plan	<input type="checkbox"/> Initial Plan <input type="checkbox"/> First Review <input type="checkbox"/> Second Review				

SEND	<input type="checkbox"/> Yes <input type="checkbox"/> No	K1 (SA)	<input type="checkbox"/> Yes <input type="checkbox"/> No	K2 (SA+)	<input type="checkbox"/> Yes <input type="checkbox"/> No	EHCP	<input type="checkbox"/> Yes <input type="checkbox"/> No
SEND Need			External Agency Involved				

Current Negative Points		Current Positive Points	
Current Negative Events		Current Positive Events	

Student Background (supporting information)

Primary School		Start Date/ End Date	
----------------	--	----------------------	--

Any additional information that needs to be shared with staff.

SIGNS AND SAFETY

What is going well?

•

What are we worried about?

•

INTERVENTIONS

Previous Intervention & Date	Aim(s)/ Objective(s) and Outcome(s)

Interventions to be implemented	
<ul style="list-style-type: none"> • 	

STRATEGIES
Strategies that have been implemented but <i>not</i> been effective:
<ul style="list-style-type: none"> •
Strategies that have been implemented and had a positive impact and been effective:
<ul style="list-style-type: none"> •
Strategies to be implemented:
1.

TARGETS
In Lessons and Around School (Break/Lunchtime):
<ul style="list-style-type: none"> •


SUPPORT FROM PARENTS/GUARDIANS
Expectations of parent(s)/guardian(s)

ADDITIONAL COMMENTS


SIGNATURES		
Student Signature		
Parental/Guardian Signature(s)		
Staff Signature(s)		
Date		

ST MICHAEL'S CHURCH OF ENGLAND HIGH SCHOOL

CLASSROOM CODE OF CONDUCT



- Line up outside the classroom in single file in the correct uniform.
- Stand behind chairs until instructed to sit down.
- Ask permission in order to remove blazers.
- Ask permission for a drink - water only.
- Do not leave your seat without permission.
- Do no chew gum.
- Mobile phones must be switched off and remain in pockets or packs unless otherwise directed.
- Exit the classroom following the one way system.



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Church of England High School

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ST MICHAEL'S CHURCH OF ENGLAND HIGH SCHOOL

A SUCCESSFUL STUDENT IS...



READY

- ☐ WEARING THE CORRECT UNIFORM
- ☐ ATTENDING SCHOOL EVERYDAY, ON TIME
- ☐ READY TO LEARN, ARRIVING ON TIME TO LESSONS, FOLLOWING THE ONE WAY SYSTEM



- ☐ CONSIDERATE TOWARDS STAFF, STUDENTS, VISITORS AND MEMBERS OF THE PUBLIC



- ☐ FOLLOWING INSTRUCTIONS FIRST TIME, WITHOUT FUSS
- ☐ PROMOTING THE CHRISTIAN ETHOS OF THE SCHOOL

RESPECTFUL

RESPONSIBLE

- ☐ TAKING RESPONSIBILITY FOR THEIR OWN ACTIONS, LANGUAGE AND BEHAVIOUR
- ☐ BEHAVING IN A MANNER THAT KEEPS THEMSELF AND OTHERS SAFE
- ☐ REPORTING CONCERNS TO MEMBERS OF STAFF OR JUNIOR LEADERS



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READY TO LEARN EXPECTATIONS



ARE YOU READY TO LEARN?

L LOOKING FORWARD & LISTENING

E EQUIPPED & ENGAGED

A ALWAYS TRYING YOUR BEST

R RESPECTFUL OF OTHERS

N NO EXCUSES



ST MICHAEL'S
Church of England High School



Appendix vii: The Whole School Approach to Behaviour



Appendices viii – xiii

Anti-Bullying Policy

Behaviour Principles Written Statement

Code of Conduct - students

Drug and Alcohol Policy

Suspension & Exclusion Policy

Violence Towards Staff Policy