



Policy Statements and Procedures

BEHAVIOUR AND RELATIONSHIPS POLICY AND PROCEDURE

1. INTRODUCTION

This Behaviour and Relationships Policy and Procedure, seeks to encourage pupils within The Rosedale Hewens Academy Trust (The Trust) to make positive choices and reinforces positively, those choices through praise. The Trust recognises that even when encouraged to make the right choice, some pupils will occasionally make choices that may have an adverse effect on their relationships with others, leading to negative experiences both in and out of school, or that this behaviour may disrupt their own learning or that of others. A series of focused strategies will then need to be implemented to bring about changes to these behaviours. The aim of these strategies is to encourage pupils to adopt a behaviour that supports them in developing and maintaining positive relationships and friendships, and that is conducive to learning. In some circumstances, the Headteacher will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others and this action may result in exclusion.

At The Rosedale Hewens Academy Trust, we recognise that this policy should relate to the behaviour of and relationships between all members of the school community. We feel that positive relationships are the root of positive behaviour and attitudes to learning and we all have a part to play in building that positive foundation. The policy should be regarded as a “live” document; it should be readily available and be referred to as needed.

This policy has been written after consultation and through discussion and it reflects the values and principles that we collectively consider are important to the school and the relationships we value throughout school life.

Underpinning the delivery of these strategies, are outcomes which are created through a positive ethos, supportive learning environments, improved relationships, and positive behaviour in our schools. Furthermore, making sure our children and young people are included, engaged and involved throughout their school careers.

Our core values underpinning the Behaviour and Relationship Policy are as follows:

- 1) We believe that we all respond better to encouragement and support than to a negative response. By focusing on positive behaviour and relationships and on the individual characteristics and capacity that each member of the community brings to the school, we can support each other to make school a truly inclusive school where all members are equally valued and respected.

- 2) We believe all members of the school community are responsible for their own behaviour and for fostering positive relationships and communication with others. We firmly believe that children learn by example and adults must act as positive role models in their behaviour and relationships, with our children and their families, as well as each other.
- 3) We believe that teaching, learning, relationships and behaviour are inextricably linked. We strive to ensure that all our pupils have full and equal access to the curriculum and know that by teaching social and emotional skills to our pupils, throughout their learning, will make it easier for them to do so.
- 4) We believe we are all members of a wide and diverse learning community and regard any adult or child asking for help or support, in any area, as displaying a strength rather than a weakness. We strive to create a community where all members feel safe to learn.
- 5) We believe that this policy, along with all policies in school, will be applied equally to all members of the school community regardless of their gender, race, religion, sexuality or any disability.

The Rosedale Hewens Academy Trust Behaviour and Relationships Policy and Procedure involves staff, pupils, parents, guardians, carers and The Trust. If pupils are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere. The Trust places great emphasis on praise, reward and support and as such we have a well-established system that brings rewards to those who behave well.

The 6Rs

The Schools' behavioural expectations are based on the 6 Rs:

- Respect
- Responsibility
- Reasoning
- Reflection
- Resilience
- Resourceful

The 6 Rs set the tone for behaviour within the school and attempt to identify and promote effective behaviour both inside and outside the classroom.

At the Trust, we firmly believe in parent partnership and encourage the support of parents, guardians and carers to work together with school to develop appropriate behaviour. Our Home- School Agreement, which incorporates the 6 Rs, will be signed by parents, carers, guardians and pupils to show their commitment to our Behaviour and Relationships Policy. The Home - School Agreement will be signed on admission to each school.

2. POLICY OBJECTIVES

The aim of this policy and procedure is to support teaching and learning by establishing a code of conduct to which all members of each school community within the Trust must adhere. This code of conduct will ensure an environment in which all pupils can realise their full potential and enjoy learning and achievement. The Rosedale Hewens Academy Trust believes that every pupil should feel valued and in turn, value the school community of which they are a part.

The objectives of the Behaviour and Relationships Policy and Procedure are to:

- Clarify what is meant by 'good behaviour' to all members of each school community;
- Encourage a positive learning environment where pupils behave well towards each other and their teachers, and where effort, hard work and good behaviour are rewarded;
- Ensure that all staff motivate their pupils by using a variety of rewards to recognise good behaviour, as individuals and as a whole class, in a structured way;
- Ensure that all staff have an important role to play in encouraging good behaviour;
- Ensure that staff, pupils and their parents, guardians and carers have a clear understanding of the consequences of poor behaviour;
- Encourage all pupils to value themselves and their own efforts, their class and their school, so that they grow socially, personally and academically.

3. PRINCIPLES

The Behaviour and Relationships Policy and Procedure is based on the following principles:

- That every member of each school community within the Trust should be treated with respect;
- That every member of each school community should feel safe and comfortable in and outside the school buildings;
- That respect should be shown for each school and its environment;
- That respect should be shown for the property of others;
- That every pupil has the right to learn;
- That every teacher has the right to teach without interruption;
- That every parent, guardian or carer has the right to information about their child's behaviour and to work in partnership with the respective school to encourage high standards;
- That every member of the school community needs to be aware of the expected standards;
- That every pupil is equal and should be treated as such at all times;
- That all members of each school community have a role to play in promoting a positive image of The Rosedale Hewens Academy Trust;
- That every member of each school community accepts responsibility for their own actions and ensuring that they do not affect the education of others by poor behaviour.

It is policy that every pupil will be taught in an atmosphere that permits them to gain maximum benefit in every lesson. To achieve this, the Behaviour and Relationships Policy and Procedure details classroom and corridor rules. The Rosedale Hewens Academy Trust is firm in its belief that every pupil is entitled to be taught in classrooms free from disruption and to be able to walk about their school free from harassment.

The following three elements, help form the foundation of the Behaviour and Relationships Policy and Procedure:

- Rules;
- Rewards and
- Consequences.

British Values

The government set out its definition of British Values in the 2011 Prevent Strategy. British Values are defined under the following headings: democracy; the rule of law; individual liberty; mutual respect and tolerance of those of different faiths and beliefs. These values underpin the Behaviour and Relationships Policy and Procedure, and the school's curriculum aims to promote and encourage opportunities for pupils to learn about these values and their relevance in their lives.

4. PROCEDURE

All pupils and their parents, guardians or carers are required to sign a Home-School Agreement on admission to each school.

All pupils sign a Pupil Pledge where they agree to a standard of behaviour that supports eliminating bullying, hurtful behaviour and the use of insensitive language. This pledge, together with the signatures of all pupils in each form group, is displayed in the appropriate form room and is renewed at the beginning of each academic year.

Any pupil breaking the rules will receive a corresponding consequence - the rules and consequences are as included in this policy and procedure.

Parents, guardians or carers will be informed by letter, pupil planner, email or telephone of any serious misbehaviour. In the most serious cases pupils may receive an exclusion from school for a fixed period of time.

The Use of Reasonable Force and Power to Search Pupils without Consent

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law, 'Section 93, Education and Inspections Act 2006.' The term 'reasonable force' covers the broad range of actions used by teachers that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. 'Control' means either passive physical contact, such as leading a pupil by the arm out of a classroom. 'Restraint means to hold back physically or to bring a pupil under control.' This is used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. 'Reasonable' means using no more force than necessary.

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- Injuring themselves or others;
- Causing damage to property;
- Engaging in any behaviour prejudicial to good order and discipline at the school, whether that behaviour occurs in a classroom or elsewhere, and where the force used is considered 'immediately necessary.'

Force will never be used as a punishment; it is unlawful to do so.

Circumstances in which physical force might be used, include the following:

- To separate pupils found fighting;
- To remove disruptive pupils from the classroom when they have refused to follow an instruction to leave;
- To prevent a pupil leaving a classroom where allowing the pupil to leave would risk their safety or lead to disruptive behaviour;
- To restrain a pupil who is at immediate risk of harming him/herself;
- To prevent a pupil from attacking a member of staff or another pupil.

Searches

Power to search given by Chapter 2 of Part 10 of the Education Act 1996 as amended by the Education Act 2011, Part 2, subsections (2) to (5). Guidance: Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies February 2014.

Staff can search a pupil for any item if the pupil agrees.

Staff also have the legal power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs (or legal drugs used inappropriately)
- Stolen items
- Tobacco, cigarette papers, lighters/matches, electronic smoking devices (vapes) and related electronic smoking device paraphernalia
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

In addition, staff can also search for any item banned by the school rules or for items that have been used in breach of the school rules, for example mobile phones.

Under this legal power:

- The member of staff can ask the pupil to turn out their pockets and look in the pupil's bag or locker. Pupils can also be asked to remove external clothing.
- If the pupil refuses to be searched, the member of staff can apply an appropriate sanction.
- Searching should be carried out by a member of staff who is the same sex as the pupil.
- There must be a member of staff present during the search to act as a witness who should also be the same sex as the pupil.
- There is a limited exception to the same sex and witness rule; if there are reasonable grounds to believe that there is risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff.

Parents, guardians or carers will not be informed prior to a search or to seek parental consent and there is no legal requirement to keep records of searches carried out.

Electronic devices: Staff may examine data files held on personal devices during a search if they believe they have good reason to do so – where the data or file has been or could be used to harm, disrupt teaching or break school rules.

If the device is to be returned, relevant files may be deleted or retained by the school to support disciplinary action, or where appropriate passed to the police, parents, guardians or carers.

Substance use and misuse

Definitions of 'drugs or substance,' 'use' and 'misuse' in the context of this policy.

The definition of drugs given by the United Nations Office on Drugs and Crime is:

A substance people take to change the way they feel, think, or behave, including:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971);
- New Psychoactive drugs (former 'legal highs') controlled by New Psychoactive Substance Act, 2016;
- All legal drugs, including tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), alkyl nitrites (known as poppers);
- All over the counter and prescription medicines.

If an incident occurs that involves the use and/or misuse of a substance, the School will adhere to the DfE and APCO Drug advice guidance for Schools 2012, and the Hillingdon Local Authority Substance Use or Misuse Policy guidance.

Special Educational Needs and Disabilities (SEND)

Those exercising the power to use reasonable force will take into account any Special Educational Needs and Disabilities (SEND) a pupil may have. Reasonable adjustments will be made to ensure that a disabled pupil is not treated less favourably than other pupils because of his / her disability.

The SENCO and Vice Headteacher will discuss the needs of such pupils with the parents, guardians or carers and the members of staff who work with them to ensure that clear guidelines are in place as to the pupil's needs and when physical intervention may be necessary.

If physical restraint is likely to be necessary because of a pupil's disability or Special Educational Needs, a written plan will be put in place following consultation with the parents, guardians or carers setting out the techniques that should normally be used, taking into account the pupil's EHCP, where appropriate.

The school will ensure that all members of staff involved with such pupils have received the appropriate training to enable them to carry out their responsibilities.

Recording and Reporting Incidents where Reasonable Force has been used

When a member of staff is involved in any incident where physical force is used on a pupil, he/she must report the incident by completing a Referral Form and informing the Designated Safeguarding Lead and Headteacher.

There is no statutory requirement for the school to obtain the consent of parents, guardians or carers to use physical force on a pupil. Parents, guardians and carers will be informed of serious incidents involving the use of force.

Any complaints about the use of force will be investigated in accordance with the school's complaints procedures.

Mental Health

- Mental health affects all aspects of a child's development including their cognitive abilities, their social skills and their emotional wellbeing. The school recognises that pupils may experience mental health difficulties and therefore will aim to provide a range of pastoral support (medical and non-medical) to pupils who may need help and support.
- Childhood and adolescence are when mental health is developed and patterns are set for the future. For most children the opportunities for learning and personal development offered at school and school are exciting and challenging and an intrinsic part of their educational experience. However, they can also give rise to anxiety and stress, whereby owing to circumstances outside school. It is important not to label as 'mental health' problems which are in reality normal emotional reactions to new experiences.
- A number of children may experience emotional or psychological difficulties, which without appropriate professional support, are more persistent and inhibit their ability to participate fully in school and in other aspects of life. In addition, some children may arrive at School with a pre-existing psychological problem. Mental health problems can seriously impair academic performance and may lead to confused or anxious behaviour.

The overall aim is for all children and young people to be aware of what **is** and **is not** acceptable behaviour. This can help prevent behaviours of concern escalating, any unhealthy cultures being created in the school or children being placed at further risk. When implementing the Behaviour and Relationships policy, the school needs to consider if a **safeguarding** response is also required to support any concerns relating to underlying reasons linked to behaviour.

Supporting Children with Behavioural, Emotional and Social Difficulties (BESD)

Some pupils experience social, emotional, behavioural developmental needs for a variety of reasons, e.g., adverse childhood experiences, environmental factors, inconsistent parenting, bereavement, bullying/discrimination. Pupils will be identified through various school inclusion support or via external support and referral pathways; such as repeated patterns of misbehavior being an indicator or identification of specific needs by the SENCO, as well as through concerns raised by staff or parents, guardians or carers. Time will be taken to gain an understanding of the cause and nature of the misbehaviour and consideration to how the underlying causes can be addressed through intervention and support.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these contributory factors. Additional specialist help and advice from the School SENCO, Inclusion Team or Educational Psychologist may be necessary. These actions would be coordinated by the Headteacher.

Rules: Codes of Conduct

In order to support good behaviour in the classroom, around each school and online (for remote learning or activities undertaken online), the following codes of conduct have been agreed. Pupils are expected to abide by the codes of conduct at all times. The codes of conduct are displayed in classrooms and around each school. Any breach of the following codes of conduct will automatically invoke a consequence up to and including **(C3)**.

Code of Conduct for lessons (displayed in all classrooms)

- Always be punctual to all lessons;
- Arrive to all lessons fully equipped and ready to work;
- Arrive to all lessons in the appropriate uniform, PE Kit or work clothes and wear them correctly;
- Follow the reasonable instructions of staff;
- Be polite and respectful to and about all members of the School community in your written, online and verbal communication;
- Do not disturb the learning of others;
- Keep your feet, hands and objects to yourself;
- Stay on task;
- Mobile telephones and devices must be switched off and kept out of sight at all times whilst on the school campus, headphones must not be used or worn;
- Do not eat (including chewing gum) or drink during lessons (water can be drunk in a lesson with permission of the subject teacher);
- Follow the subject Health and Safety guidelines (e.g. in Science, Food Technology lessons);
- If the lesson is online, follow all instructions given by staff regarding your Microsoft Teams settings. For example, turn your microphone off when instructed or refrain from using the chat function when instructed;
- Use your Microsoft Teams account appropriately and responsibly, and only for the purposes of School work and directed School activities.

Code of Conduct for corridors and communal areas (displayed in all corridors)

- Follow the reasonable instructions of all staff;
- Walk on the left in an orderly fashion – no loitering or walking in large groups that block the path of people walking in the opposite direction;
- Wear uniform correctly at all times;
- No running or shouting;
- Be polite and respectful to all in your verbal communication;
- No eating or drinking (including chewing gum);
- The use of mobile telephones, mobile devices and headphones in the corridors of the school is strictly prohibited. A breach of this rule will involve confiscation of the item. In this instance the appropriate parent, guardian or carer will be contacted and requested to attend school to collect the item. Refusal by the pupil to hand such an item to a member of staff will invoke a consequence up to and including **(C3)**.

Code of Conduct for the minibus (displayed in the minibus)

Whenever travelling on The Rosedale Hewens Academy Trust minibuses, all pupils must adhere to the following:

- ALWAYS wear a seat belt when the minibus is moving;
- Do not distract the driver;
- Do not attempt to get on or off the minibus if it is moving at any speed;
- Do not use the rear door to enter or exit the minibus;
- Do not open the windows unless you have sought permission from the driver;
- Do not shout out of the windows at anyone for any reason;
- Do not eat or drink whilst on the minibus;
- Do not drop litter in the minibus;
- Do not wear headphones in the minibus;

- Do not use your mobile telephone or mobile device in the minibus other than in the event of an emergency.

Rewards: Encouraging Good Behaviour and Rewards

The Rosedale Hewens Academy Trust believes that pupils are motivated to learn by praise, reward and celebration of achievement. Below is an example of some of the rewards that are given:

- Verbal praise and recognition;
- Positive event recorded on the pupil Management Information System (Progresso);
- Written praise recorded in the pupil's planner;
- Verbal and written praise from the Headteacher;
- Award of a certificate at an Achievement Assembly for special achievements;
- Telephone call home or letter to parents, guardians or carers;
- Postcard (well done for good work note) sent to the pupil's home;
- Rewards (Subject Alliances) - half termly meetings take place within subject Alliances to discuss those pupils who are considered worthy of receiving positive recognition for their efforts and/or standard of work and/or for attendance and punctuality. This is in addition to being nominated in the "Achievement Award Assemblies";
- An event each term for the best pupil performances (e.g. end of term party, BBQ or an external trip);
- Pupils can also receive recognition for special involvement in lessons or extra-curricular activities. They are given the opportunity to be nominated as a "Lead Pupil" in at least one subject area, Form or extra-curricular activity e.g. assisting with displays of work or set up of a room for a lesson, helping their peers etc.

Expectations of Pupil Behaviour for Educational Visits

Pupils are expected to behave in accordance with this policy and procedure on educational visits. Attendance on educational visits is a privilege and not an automatic right. If a pupil's behaviour before a trip is unacceptable or if a pupil has a very poor behaviour record he/she may not be permitted to attend an educational trip.

Parents, guardians and carers should be made aware that if their child's poor behaviour warrants removal from an educational visit that they have paid for, they may stand to lose that money if it has been paid to a company.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any breach of the Behaviour and Relationships Policy and Procedure.

Behaviour beyond the school gates

The Trust is committed to ensuring all pupils behave with respect in the local community, demonstrating the aims and values towards making a positive contribution to their individual school and wider community. The Trust and schools will use their statutory powers to uphold those values while protecting the reputation of the school and Trust respectively. Teachers have a statutory power to discipline pupils 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 pupils' behaviour in these circumstances 'to such extent as is reasonable.'

The Trust's 'Behaviour and Relationship' Policy and 'Anti-bullying Policy', sets out what the school will do in response to **all** unacceptable behaviour and bullying which occurs anywhere off the school premises or takes place online, and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils.

Subject to the Behaviour and Relationship Policy, school staff may discipline a pupil for:

- Any misbehaviour when the pupil is taking part in any school-organised, or school-related activity; travelling to or from school; wearing school uniform or is in some other way identifiable as a pupil at the school;
- Any misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, or which poses a threat to another pupil or member of the public;
- Any misbehaviour which undermines the authority and position of a member of staff or could adversely affect the reputation of the school.

The School will also consider the involvement of The Police to reinforce the school's position, especially if the behaviour in question has been of an anti-social nature, leading to others being intimidated or inconvenienced. The Police will act in support of the School; however, they retain discretion to act independently, in accordance with the law and their powers of investigation and arrest.

Online Behaviour

Pupils are to adhere to the School's Acceptable use of IT Policy. The expectations of the Behaviour and Relationships Policy apply to pupils' conduct in their online learning, and their interactions with staff and other pupils using the School's platform of Microsoft Teams.

Leaving the School Site

Pupils may only leave during the school site if they have written permission from a parent, carer or guardian, authorised by school staff. Pupils must sign out at the School Reception before leaving. For reasons of safety, pupils must never leave school without permission. If pupils do abscond or leave school without permission, it will be regarded as truancy and consequently there will be a sanction imposed as below.

Expectations of pupil behaviour for educational visits and places of work experience

Pupils are expected to behave in accordance with this policy and procedure on educational visits and when attending work experience placements. Attendance on educational visits and work experience are a privilege and not an automatic right. If a pupil's behaviour before a trip or period of work experience is unacceptable or if a pupil has a very poor behaviour record he or she may not be permitted to attend.

Parents, guardians and carers should be made aware that if their child's poor behaviour warrants removal from an educational visit that they have paid for, they may stand to lose that money if it has been paid to a company.

The school reserves the right at any time to withdraw any pupil from a trip or a work experience placement if they are involved in any breach of the Behaviour for Learning and Work Policy and Procedure.

Consequences and Sanctions

Pupils will be rewarded for things they do well, however if they do not meet expectations in terms of behaviour, punctuality and attendance there will be consequences and sanctions. Parents, guardians or carers are informed of consequences and sanctions either by telephone, letter or a note in the pupil's planner. In the event of a detention being set for longer than 30 minutes parents, guardians or carers will be given at least 24 hours notice.

It is expected that every pupil will attend school every day during term time, on time and dressed correctly in the appropriate school uniform. It is also expected that all pupils arrive to school properly equipped for their lessons and act in accordance with the code of conduct for the classroom and adopt a manner conducive to learning.

The following consequences and sanctions will apply to those pupils who do not meet these expectations:

Consequences

Consequence 1 (C1) :	Verbal Warning
Consequence 2 (C2) :	Same day detention up to 30 minutes (no notice required)
Consequence 3 (C3) :	SLT 60 Minute Detention (minimum 24 hour notice)
Consequence 4 (C4) :	Internal Seclusion
Consequence 5 (C5) :	Exclusion

Detentions (C2) and (C3)

- Late to school (missed registration) twice in a week will incur a Senior Leadership Team detention of one hour at the end of the school day (minimum 24 hours notice) **(C3)**.
- Failing to be punctual to lessons: Pupils are electronically registered by subject teachers within the first 5 minutes of a lesson. Pupils arriving after this time will be marked late and incur a same day detention, at the end of the school day (no notice required). The detention will be spent with their Form Teacher and will be for a duration of 15 minutes for each lesson they are late for (to a maximum of 30 minutes). If pupils are late for several lessons with a detention set for over 30 minutes, then parents, guardians or carers will be informed and the detention set for the next day **(C2)**.
- Arriving to school without an item of uniform, PE Kit or appropriate work clothes without a note of explanation from the parent, guardian or carer will incur a same day detention of 15 minutes (no notice required) **(C2)**. Where genuine reasons exist for a pupil being out of uniform or not wearing the appropriate PE Kit, a letter and/or medical certificate must be provided.
- Arriving to school without the appropriate equipment for learning (without a note of explanation from parent, guardian or carer) will incur a same day detention of 15 minutes (no notice required). Arriving to lessons with the appropriate equipment is necessary to encourage good organisational skills which are essential for exam success it also minimises the interruption to learning **(C2)**.
- Low level disruption in a lesson (talking, moving around the classroom without permission etc): Any pupil causing low level disruption within a lesson will, in the first instance, receive a verbal warning **(C1)**. If the pupil persists with disrupting the lesson, the subject teacher will issue a detention of up to up to either 30 minutes on the same day (no notice required) **(C2)** or up to 60 minutes the following day depending on the circumstances **(C3)**. Continued low level disruption will invoke a 'Pastoral Call Out' and a subsequent Senior Leadership Team detention of 1 hour **(C3)**.

- High level disruption in a lesson: If the poor behaviour of a pupil causes interruption to the learning of others and cannot be controlled by the classroom teacher the pupil will be removed from the lesson via a 'Pastoral Call Out' (a request for immediate intervention from a member of the Senior Leadership Team). Every reasonable attempt will be made to resolve the problem and return the pupil to the lesson but if this is not possible the pupil will remain with the senior member of staff until his/her next lesson and incur a Senior Leadership Team detention of 1 hour **(C3)**. The Director of Teaching and Learning responding to the 'Pastoral Call Out' will record the event under the appropriate pupil's name on Progresso.

Note: Failure to attend a detention as above with no valid reason will incur a doubled detention the next day. In the event of non attendance at this detention a Senior Leadership Team detention will be set. Senior Leadership Team detentions are held on a set day of the week in the school from 4:00pm to 5:00pm **(C3)**. This may be extended to 5:30pm or a Saturday morning depending on the seriousness of the incident. Failure to attend an SLT detention will result in a sanction of Internal Seclusion **(C4)**.

Note (1): The classroom teacher must complete a 'Referral Form' on each occasion that a pupil is removed from a lesson by a member of the Senior Leadership Team for unacceptable and disruptive behaviour.

Note (2): The classroom teacher must enter each event of unacceptable pupil behaviour in a lesson on the Progress management information system as a negative event against the pupil's name.

Internal Seclusion (C4), Fixed Term Exclusion or Permanent Exclusion (C5)

Pupils will be referred to the Headteacher for an Internal Seclusion, Fixed Term External Exclusion or Permanent Exclusion if any of the following serious breaches of the codes of conduct or Behaviour and Relationships Policy apply:

- Persistent disruption of a lesson when all other available sanctions have been exhausted;
- Persistent poor behaviour and/or defiance;
- Bringing the School into disrepute;
- Threatening and abusive behaviour (including verbal abuse and online abuse);
- Fighting;
- Assault;
- Physical or psychological bullying or intimidation (bullying being defined as "deliberately hurtful behaviour which is repeated over a period of time by an individual or group");
- Comments of sexist, racist or homophobic nature;
- Smoking tobacco or using an electronic device such as a vape;
- Bringing alcohol onto the school site or consuming alcohol on the school site;
- Being in possession of an illegal substance on the school site or consuming an illegal substance on the school site;
- Misuse of a legal substance on the school site;
- Being in possession of an offensive weapon on the school site;
- Being in possession of any dangerous or hazardous items on the school site;
- Damage to school property;
- Pupils involved in more than one negative incident in a day may be internally secluded for one or more days;
- Pupils that cause problems at break or lunchtimes may be required to spend their break and lunchtimes in seclusion (this will be supervised by a Director of Teaching and Learning);
- If a pupil receives two or more SLT Pastoral Callouts in one week, he/she will be placed in Internal Seclusion with a Director of Teaching and Learning.

The sanction applied will depend on the seriousness of the circumstances. Placing a pupil in seclusion or applying a sanction of a fixed term or permanent exclusion can only be authorised by the Headteacher or member of the Trust's Executive Team.

Internal Seclusion (C4)

If a pupil is placed on an Internal Seclusion he/she will work under the individual supervision of a Director of Teaching and Learning, Vice Headteacher or Headteacher. In this instance the pupil will also spend his/her break and lunch times in seclusion under supervision. The sanction of Internal Seclusion also incurs an additional hour at the end of the normal school day. This currently means the pupil will work until 5pm. The appropriate Director of Teaching and Learning or the Vice Headteacher will inform a pupil's parent, guardian or carer of the reasons for this sanction and when it is to be imposed.

Every attempt will be made to ensure that a pupil who receives the sanction of an internal seclusion attends school and works in seclusion for the day as detailed in the previous paragraph. If, however, the pupil refuses to attend their internal seclusion the matter will be referred to the Headteacher who will impose a fixed term exclusion of one day.

Fixed Term Exclusion (C5)

Any pupil who receives repeated external exclusions as sanctions for unacceptable behaviour will be monitored and reviewed and may be referred to the appropriate committee of the Local Advisory Board for the school.

Permanent Exclusion (C5)

The decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have all been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil. There will, however, be exceptional circumstances where, in the opinion of the Headteacher, it is appropriate to permanently exclude a pupil for a serious breach of the Behaviour and Relationships Policy and codes of conduct.

A decision to exclude a pupil permanently should be taken only:

- In response to serious breaches of The Rosedale Hewens Academy Trust Behaviour and Relationships Policy and codes of conduct;
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Restorative Meetings

A restorative meeting will be held when whenever possible when there has been an incident between pupils or between a pupil and a member of staff. These meetings are mediated by a member of the Senior Leadership Team, and when appropriate the Safer Schools Officer, and take place to enable understanding of why an incident happened and to allow appropriate explanations and apologies to be made.

Other Strategies to Improve Behaviour

Loss of Free Time

Pupils may lose their right to spend time with their friends at break and/or lunch times. This sanction would be used for those pupils who persistently cause problems at these times or leave the school site without permission. Loss of free time, would also give the pupil an opportunity to reflect on his/her behaviour and find a restorative approach to correct the misbehavior particularly where wrong has been done to another. In extreme cases a pupil may be banned from the school at lunch times and his/her parents, guardians or carers will be expected to make alternative arrangements. This would be recorded as a half day exclusion and is in accordance with the guide to the law on exclusions.

Placing a Pupil on Report

All pupils who are excluded from school will go on 'Report' following their readmission to school. If a pupil needs to be placed on report for other reasons such as persistent low level disruption the Form Tutor should make contact with the parent, guardian or carer of the pupil and advise them of the reason behind the decision and discuss the targets that are to be set for the pupil. All Alliances have the same subject report template which should be completed in consultation with the pupil and include two targets appropriate to the areas of behaviour that need improvement. The report should be completed for each lesson and checked at the end of the week by the Director of Teaching and Learning of the Alliance in which the pupil is placed. The report should then be copied to the parents, guardians or carers of the pupil for their acknowledgement.

If after the period of the 'Report', normally one week, it is felt that there has been little positive impact the pupil will be placed on a 'Headteacher's Progress Report'. The procedure for being on this next level report is the same as the above but will be monitored and reviewed by the Headteacher who will also decide further action if it is necessary i.e. there continues to be no improvement and targets are not met.

Pastoral Support Plan (PSP)

A PSP is a formal step in a concerted effort to help a pupil understand and improve the areas of his/her behaviour that have caused him/her to get into serious trouble on more than one occasion and that are now becoming a barrier to his/her learning. It is put in place for a pupil when typically he/she has received more than one Fixed Term Exclusion and is at risk of Permanent Exclusion.

PSP:

- Is school based;
- Is time-limited;
- Has smart targets with practical strategies;
- Is overseen by the School Headteacher, SENCO and SLT;
- Follows a standard format so involves minimum administration;
- Includes the views of the young person and their family.

An integral part of a Pastoral Support Plan is the review process. The review process will take place at agreed intervals, whereby targets are amended and developed in response to pupil progress. If the PSP is not having the required impact after two reviews, schools may wish to refer to further supportive behavioural intervention provided through services in partnership with the Trust, or the Educational Psychologist.

Whilst the behaviour of the vast majority of pupils is excellent, there are some pupils, who for various reasons, disrupt learning and can be challenging around school. The school is committed to trying to

modify this poor behaviour and to enable pupils to make positive choices in terms of their conduct and learning. Where the behaviour of pupils gives rise to concern, pupils may be placed on various types of report to help support improvement and to enable effective monitoring.

Placing a Pupil on a Partial Timetable

A partial timetable will:

- Have clearly defined objectives;
- Be for a specified and limited period of time;
- Not, other than in very exceptional cases, be implemented without written parental agreement.

Once tried as an 'alternative measure' it will only rarely be appropriate to have a further period of part-time schooling since, if it becomes necessary again, then the 'alternative measure' would appear not to be working and a different strategy would need to be tried. Where a child has an EHCP then any proposal to implement a partial timetable would ordinarily need the agreement of the LA (Special Educational Needs Group) as well as the parents, guardians or carers.

Parenting Contracts

'Section 19 of the Anti-social Behaviour Act 2003 provides that parenting contracts can be entered into where a child who is a registered pupil has engaged in behaviour connected with the school which is likely to cause significant disruption to the education of others, significant detriment to the welfare of the child himself or of other pupils or to the health and safety of staff or the pupil is at risk of exclusion.'

Parenting contracts will only be considered in cases of serious misbehaviour. Entering into a parenting contract is voluntary and is a formal written signed agreement between a pupil's parents, guardians or carers and the governing body of the school. A parenting contract would contain:

- A statement by the parents, guardians or carers that they agree to comply for a specified period with whatever requirements are set out in the contract; and
- A statement by the governing body agreeing to provide support to the parents, guardians and carers for the purpose of complying with the contract.

In this instance the school would also provide information to the parents, guardians or carers about other types of support available such as details of national and local agencies and helplines.

GENERAL PROCEDURE:

Information on the School Management Information System (Progresso)

Pupil information is recorded in the appropriate areas on the school's management information system. Progresso is a powerful tool for monitoring, evaluating and communicating details of pupil behaviour and subsequent action taken across all curriculum areas at all times.

Behaviour and Relationships Displays

It is the responsibility of the Directors of Teaching and Learning of each Alliance to ensure that all displays relating to the Behaviour and Relationships Policy are present in all classrooms and Alliance offices.

Monitoring Behaviour at Lesson Changeover

Directors of Teaching and Learning together with teachers must be an obvious presence in the corridors of the school to ensure a smooth calm start to every lesson.

Behaviour and Relationships in Alliance Meetings

Behaviour and Relationships must be a standing agenda item for every Alliance meeting.

Communication of the Behaviour and Relationships Policy and School Codes of Conduct

Parents, guardians, carers and pupils will be informed of the content of this policy and procedure and the school codes of conduct. This policy and procedure and the school codes of Conduct will be reinforced periodically at assemblies and at other times deemed appropriate by the Headteacher. Pupils are expected to know and understand this Policy and Procedure and the school codes of conduct which may be amended from time to time. Pupils are also expected to sign a declaration on bullying to state they will not bully other pupils and the Form classroom displays of the codes of conduct to indicate that they have read them, understand them and will abide by them. The codes of conduct classroom display and signatures are renewed each academic year.

5. MONITORING AND REVIEW

The success of The Rosedale Hewens Academy Trust's Behaviour and Relationships Policy and Procedure is evaluated through self-evaluation and review through:

- The regular monitoring of Progresso pupil events and exclusions;
- The regular review of the relevant priorities and actions within the School's Development Plan and self evaluation;
- Formal and informal feedback from parents, guardians and carers and staff following Academic Tutoring and other meetings;
- Analysis of pupil tracking data and test results for individual pupils and cohorts;
- Being a regular agenda item at Local Advisory Board (LAB) meetings.

6. ROLES AND RESPONSIBILITIES

Good behaviour is the responsibility of all members of the school community.

Staff Responsibilities are to:

- Abide by the Home/School Agreement;
- Treat all pupils fairly and equally;
- Raise the self-esteem of all pupils and develop their full potential;
- Provide challenging, interesting and relevant lessons appropriate to the age and ability of all pupils;
- Create a safe and pleasant learning environment;
- Be accountable for the pupils in their classes, ensuring that registers are taken at the beginning of lessons and absent pupils are reported. To ensure that pupils do not leave their lesson without valid reasoning, and, if they do, that this is appropriately managed so that pupils are not out of lesson and unsupervised;
- Uphold expectations that relate to the school's rules for pupils on mobile telephones and devices;
- Consistently and clearly apply the Behaviour and Relationships Policy and Procedure;
- Form good relationships with parents, guardians and carers;

- Share any concerns regarding a pupil's academic progress, welfare or behaviour with his/her parents, guardians, carers, school leadership and external agencies as appropriate.

Pupils' Responsibilities are to:

- Abide by the Home/School Agreement;
- Work to the best of their ability and allow others to do the same;
- Treat others with respect;
- Follow the reasonable instructions of school staff;
- Take care of property and the school environment;
- Co-operate with others within the school community;
- Complete classroom work, remote (online) learning, homework and coursework to the best of their ability;
- Wear uniform, PE Kit and work clothes correctly at the appropriate times during the school day and any other time they are representing the school;
- Wear a conventional hairstyle and have no unusual piercings and/or tattoos;
- Attend school for at least 96% of term time and be punctual to AM and PM registration, assemblies and all lessons.

Parents' Responsibilities are to:

- Abide by the Home/School Agreement;
- Support the Behaviour and Relationships Policy and Procedure;
- Share any concerns about their child's education, welfare or behaviour in school as appropriate;
- Take an active interest in their child's work and achievements;
- Help their child with his/her school work whether it be coursework, homework, remote (online) learning or something taught in the classroom;
- Attend Academic Tutoring appointments, and other information evenings as appropriate and support school functions;
- Ensure the regular attendance of their child at school so that a minimum of 96% attendance is achieved for their child;
- Ensure their child is punctual to school each day;
- Inform the school of any absence as soon as practicably possible;
- Ensure their child attends school in full uniform and wears that uniform correctly;
- Ensure that their child has a conventional hairstyle and has no unusual piercings and/or tattoos;
- Ensure their child completes homework and all coursework to the best of their ability.

Safeguarding and Child protection procedures

If any member of staff or volunteer becomes concerned that a child's behaviour suggests they may be in need of protection or that they may present a risk of harm to other children and young people, they will follow the School Safeguarding and Child protection procedures. This may involve making a referral to the local authority.

7. LINKS WITH OTHER POLICIES

This Policy links with the:

- Managing Pupil Attendance Policy
- Exclusion Policy
- Bullying and Harassment Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Wellbeing Policy
- Home/School Agreement
- Prevent Strategy
- British Values Curriculum Statement

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