



SIR THOMAS  
FREMANTLE

— SECONDARY SCHOOL —



# Behaviour Policy

(and statement of behaviour principles)

2024-25

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Signed: 	Signed: 
<b>Date: 24.01.24</b>	<b>Date: 24.01.24</b>

# Behaviour policy and statement of behaviour principles

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave (see appendix 1.)**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

- This policy is based on legislation and advice from the Department for Education (DfE) on:
  - [Behaviour and discipline in schools: advice for Headteachers and school staff, 2016](#)
  - [Behaviour in schools: advice for Headteachers and school staff 2022](#)
  - [Searching, screening and confiscation at school 2018](#)
  - [Searching, screening and confiscation: advice for schools 2022](#)
  - [The Equality Act 2010](#)
  - [Keeping Children Safe in Education](#)
  - [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
  - [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
  - [Use of reasonable force in schools](#)
  - [Supporting pupils with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- In addition, this policy is based on:
  - Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
  - Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#);
  - paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

### 3. Definitions

For the purposes of the policy it is important to define positive behaviour, misbehaviour and serious misbehaviour.

**Positive behaviour** is defined as students behaving respectfully in their lessons and around the school to allow teachers to teach, all students to learn and to demonstrate a good attitude to their own learning and all members of the school community.

**Misbehaviour** is defined as:

- Breach of school rules and the code of conduct
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Persistent non-completion of classwork or homework
- Persistent poor attitude
- Persistent incorrect uniform or equipment
- Persistent lateness (*more than two times per week*)
- Truancy of lessons
- Unkind behaviour
- Use of a mobile phone on the school site

**Serious misbehaviour** is defined as:

- Refusal to follow school rules and the code of conduct
- Persistent disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Any form of bullying
- Threatening or aggressive behaviour
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Supplying or misusing any illegal drugs or alcohol
- Fighting or any form of physical attack
- Smoking, vaping and consumption of a nicotine product.
- Racist, sexist, homophobic or discriminatory behaviour against a protected characteristic
- Possession of any prohibited items. These are:

Knives or weapons	Alcohol	Illegal drugs
Stolen items	Pornographic images	Fireworks
Tobacco, vapes, cigarette papers and nicotine pouches	Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)	

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li></ul> Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Sir Thomas Fremantle School we recognise that bullying can happen anywhere and to anyone. Bullying is not tolerated at STFS and we will ensure that all members of the school community know the importance of reporting incidents swiftly so that it can be challenged and dealt with.

Bullying is prevented at STFS via education to students on bullying and its impact, a culture of all members of the school community standing up against bullying and reporting incidents for swift and appropriate responses. STFS has a positive ethos and a culture of success and inclusion. This is promoted in everything we do and is an expectation of everyone in the school community.

School staff have regular training in preventing and handling bullying, and this is also part of staff and governors' annual safeguarding training.

Any and all incidents of bullying or suspected bullying should be reported as soon as possible to the school. In the first instance, reports of bullying should go to the student's form tutor and Head of Year.

If a student wishes to report an incident digitally they should use the online form accessible on the contact us section of the school website.

For any repeat instances, this should be flagged to the same member(s) of staff that dealt with the initial report.

In any case where it is felt that an escalation is necessary or that previous intervention has not had the desired effect, the original staff member should be copied into any communication regarding the issue.

Escalation should be to the line manager of that member of staff (*all staff contact details and department lists are available on our website*).

The school investigates allegations of bullying by initially trying to ascertain what has happened the 'balance of probability'.

Staff will listen to all relevant views/statements in order to try to determine what has happened, to the best of their ability. Based upon the evidence collected, the next steps will be determined.

Parents will not be notified about specific sanctions set for other students, though the school will feed back to the parents following the outcome of their investigation, with five days of the initial report.– parents should alert the school to any further incidents after the initial report has been made.

Incidents will be dealt with on a case by case basis and sanctioned according to this policy. Evidence of bullying behaviour will be treated as 'serious misbehaviour'.



Any victim of bullying, or anyone vulnerable in such a way, will be supported via the school's pastoral system. This begins with the form tutor and extends to peer mentoring, counselling, 1-1 staff mentoring and other measures.

The school will take a flexible approach to supporting students vulnerable or victim to bullying and will tailor any support to the individuals and circumstances involved.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### **5.2 The Headteacher**

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling positive behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents (Using class charts; our behaviour monitoring system)
- Challenging pupils to meet the school's expectations

The senior leadership team will support staff in responding to behaviour incidents.

## **5.4 Parents**

Parents are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the pupil code of conduct and behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher and tutor promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Support the school with the administering of rewards and sanctions
- Monitor and manage access and interactions on social media and adhere to age restrictions

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **5.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The importance of punctual arrival to school and to individual lessons
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals

## 6. Pupil code of conduct

All members of the STFS community; staff, students and parents are expected to RISE to the challenge of being a member of STFS. The principles of RISE are demonstrated in the below figure.

R I S E  
RESILIENCE - ■ - INTEGRITY - ■ - SUCCESS - ■ - EMPATHY

Be resilient

Have integrity

Aim for success

Develop empathy

### **Mobile phones should not be used at STFS on the school site.**

- Pupils are allowed to have mobile phones with them on-site but they must be turned off and out of sight. If a mobile phone is seen by staff it will be confiscated and handed to reception.
- Mobile phones are not to be used in school to mitigate the risks of distraction, disruption, bullying and abuse
- Mobile phones should be stored in a student's bag or locker during the school day
- Pupils must turn their mobile phones off. If a mobile phone is heard then it will be confiscated and handed to reception.
- Mobile phones will be held in reception until the end of the day for the first 3 offences per term. After that a parent or carer will need to collect the mobile phone. In instances where students need to communicate with home their SIM card can be returned to the student until the parent/ carer can collect the phone.
- There will be exceptions to the rules for medical reasons
- Parental permission will need to be provided in these circumstances.
- Liability is an issue, in case of loss or damage

## 7. Responding to behaviour: Rewards and sanctions

### 7.1 List of rewards and sanctions

Staff always aim to catch students doing the right thing, reward and celebrate positive behaviour in school

Positive behaviour will be rewarded through house points and praise:

- Praise – Via letters, emails, postcards or phone calls home to parents and discussions with students
- Class charts points which contribute to the House Championship.
- Each student is assigned to one of the 6 houses: Boudicca, Brunel, Christie, Mercury, Peake or Seacole. Each tutor group is assigned to a house. All students are given a house badge which needs to be attached to their lapel.
- Special responsibilities/privileges - ELT award for good work, excellent behaviour for learning and positive contributions.
- Other rewards

The school may use one or more of the following sanctions in response to unacceptable behaviour (further details can be found in the sanction framework below):

- A verbal reprimand
- Behaviour logged on Class charts
- Sending the pupil out of the class to reflect on their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break (C2) or after school (C3)
- An act of community service, by way of reparation. For example, completing a litter pick of part of the site.
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- A pastoral support plan (PSP)
- Loss of privileges – for example, the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular events such as sports day or prom
- Internal isolation

- Suspension or permanent exclusion
- We may use 'isolation' in response to serious or persistent breaches of this policy. Pupils may be sent to the HUB during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend/carry out/satisfy an allocated sanction are escalated to a more severe sanction with the HoD, HoY or SLT.

Suspensions and permanent suspensions will only be used as a sanction of last resort, in response to a serious misbehaviour, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the DfE statutory guidance on suspensions when taking the decision to suspend on a fixed-term basis or permanently exclude.

The framework of sanctions is detailed in **Appendix 3** and displayed around the school.

## **7.2 Off-site behaviour**

The school will apply sanctions within this policy for behaviour that takes place outside of the school site where it is reasonable to do so, for example if allegations of bullying taking place outside of school hours are reported to the school. When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:

- Whether the pupil is taking part in any school organised activity, is off-site when representing the school, such as on a school trip or on the bus on the way to or from school. The school will consider if the pupil is in some other way identifiable as a pupil of the school at the time of the pupil behaviour.
- The severity of the poor behaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of STFS.

## **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will sanction the pupil in accordance with this policy.

Please refer to our safeguarding policy/staff discipline, conduct and grievance policy - including statement of procedures for dealing with allegations of abuse against staff - for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **7.4 Safeguarding**

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

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

## **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All staff will aim to de-escalate situations to avoid the need for physical contact. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (via CPOMS and Classcharts)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Key pastoral staff and leaders are trained in positive handling to ensure that pupils are handled safely and with dignity.

## 8. Behaviour management and Behaviour for Learning

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement and restorative conversations

Teaching and support staff will encourage positive ‘Behaviour for Learning’, and students are responsible for displaying positive behaviour for learning characteristics, which will be rewarded separately from behaviour and reported home at each assessment point.

The Behaviour for learning matrix is as follows, and is displayed in every classroom and in communal spaces throughout the school:

#### RISE to the Challenge at Sir Thomas Fremantle

All students are responsible for displaying positive behaviour for learning characteristics, which will be rewarded separately from behaviour and reported home at each assessment point.

BEHAVIOUR FOR LEARNING AT STFS	Be RESILIENT	Have INTEGRITY	Aim for SUCCESS	Demonstrate EMPATHY
<b>A COMMITTED learner will</b>	Actively engage with feedback to continuously improve their understanding	Always be prepared for their learning and put their best effort to complete all tasks with a positive attitude	Challenge themselves to produce work that enhances their academic ability	Regularly make positive contributions to their lessons and support other members of their class.
<b>A SATISFACTORY learner will</b>	Responds to feedback appropriately to support their learning	Always be prepared for their learning and apply effort to complete all tasks in line with teacher expectations	Consistently produce work in line with their academic ability	Listen and respond appropriately to staff and students in lessons without judgement
<b>A RELUCTANT learner will</b>	Demonstrate poor engagement with feedback to support their learning	Is sometimes prepared for their learning and puts limited effort into tasks	Put minimal effort into learning tasks and produce work that does not reflect their academic ability	Is reluctant to contribute to lessons and is intolerant of the views of others in their lessons



## 8.2 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.**

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school standards. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Schools have a statutory power to search a pupil/their possessions if we have reasonable grounds to suspect they have a prohibited item (knives, weapons, alcohol, illegal drugs, stolen items, item which could be used to commit an offence or cause injury, tobacco or cigarette papers, e-cigarettes, nicotine pouches, fireworks, pornographic images)

Under common law we have the power to search a pupil for any item if the pupil agrees. Staff will ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.

- Banned items are referred to in section 3.
- Reasonable adjustments will be made where the student has a disability or SEN.

Only the Headteacher or a member of staff authorised by the Headteacher can carry out a search.

- The Head should oversee the school's practice of searching (and ensure there is guidance on what needs to be in place e.g. training etc)
- The DSL should be informed of searches via CPOMS

### **Staff will ensure that before searching:**

- They have reasonable grounds of suspicion
- They consider urgency related to the search
- That the pupil is clear as to how and where the search will take place, providing them the opportunity to ask questions
- Co-operation of student should be sought first. If not willing to co-operate they will be sanctioned and supervised away from other pupils. The decision on whether reasonable force can be used to search must be made on a case-by-case basis.

### **During a Search:**

- An appropriate location should be found - away from other pupils
- The searching member of staff must be of the same sex as the pupil. There also must be a 2<sup>nd</sup> member of staff present.
- Staff can only search a pupil of the same sex or without a witness in extreme circumstances.

**Extent of the Search:**

- Can search outer clothing, pockets, possessions, desks, lockers
- No more than outer clothing should be removed
- Staff can search lockers/desks/other personal spaces provided the pupil agrees (we can make it a condition of a locker agreement that they agree to have such searches)

**After a Search:**

- Whether or not items were found; staff will consider if the student is suffering or likely to suffer harm. These will be reported to parents
- If prohibited item found – The DSL will be alerted, the student will be sanctioned and home will be informed.

**Recording Searches:**

- Any search should be recorded in the schools safeguarding reporting system including whether or not an item is found.
- Report should include: date/time/location, which pupil, who did the search and other adults present, what was being searched for, reason for search, what items (if any) were found, what follow-up action was taken

**Informing Parents:**

- Parents should always be informed of any search for a prohibited item, and the outcome of the search as soon as is practicable.
- Any complaints about searching should be dealt with through the usual complaints policy

**Confiscation:**

- Items can be confiscated that pose a risk, is prohibited, is evidence of an offence.
- Controlled drugs - must be delivered to the police ASAP or disposed of safely
- Other substances - delivered to police or disposed of safely
- Alcohol, tobacco, cigarette papers, fireworks - we can retain or dispose as appropriate, but not return
- Pornography - dispose of image unless suspicion of an offence - deliver to police.
- Stolen items - deliver to police or return to owner.
- Weapons - police.

**Electronic Devices:**

- Staff may examine data/files from a device they have confiscated if good reason to do so. If an indecent image is found they should not intentionally view and instead inform the DSL.

**8.3 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from external professionals, to identify or support specific needs.

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

Reasonable adjustments will be made in line with a student's SEND needs, in discussion with the SEND department.

To support all students' misbehaviour, a structured approach to intervention is in place. All letters can be found in appendix 2.

**Stage 1: Tutor/ Subject teacher intervention** – Call home, report initiated, alert HoD and LL of student concern, letter home.

**Stage 2: LL/ Head of Department intervention** – Face-to-face meeting with parent (LL and tutor) or (HoD and class teacher), report initiated, alert SLT link of issues, student may be placed in after-school detention or isolation, letter home.

**Stage 3: SLT intervention** – Notify Buckinghamshire exclusions and reintegration team, face-to-face meeting with parent (SLT, LL, HoD if appropriate and tutor), report, alert Headteacher of issues, student may be placed in isolation or a PSP (pastoral support plan) initiated if persistent, letter home.

**Stage 4: Headteacher intervention** – Notify Buckinghamshire exclusions and reintegration team, meeting with parent (Headteacher, SLT and LL), Headteacher report, student can be placed in isolation off site, suspension or managed move.

## 8.4 Investigations

Initial investigations of minor infractions of the policy may be carried out by a member of staff/ class teacher on their own. Further investigations or initial investigations of more serious offences must be carried out by two staff together (this will be a middle leader and SLT link). Students who have witnessed the behaviour will be asked to provide written, signed and dated statements. Any questions raised by staff around an investigation will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents or carers of what has happened as soon as possible.

The school uses CCTV (closed circuit television) within its premises. One reason why the school uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. CCTV is stored securely and only visible by members of staff approved by the Headteacher.

When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try and find the truth. If this still remains unclear, the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

In exceptional circumstances, pupils may receive a fixed term suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

### **8.5 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **8.6 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or member of the Senior Leadership Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **8.7 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour can be found below. We will use, (but not exclusively) strategies such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Differentiated sanction space in school for students with SEND to support with regulation

Strategies such as the above will be included within a child's SEND support plan that is reviewed 3 times per year.

## **9.2 Adapting sanctions for pupils with SEND**

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

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

## **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

**Our EHCP co-ordinator link at Bucks Council can be contacted using this [link](#)**

## **10. Pupil transition**

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **11. Training**

Staff are provided with training on managing behaviour at school, as part of their induction process. This is accessed through CPD, staff meetings and or departmental meetings.

## **12. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and the full governing board every year. At each review, the policy will be approved by the Headteacher.

## **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- SEND policy



## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable adjustments are used consistently by staff, in line with the behaviour policy and any SEND
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions
- Pupils are helped to take responsibility for their actions via a restorative approach
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life. Families should support the school and liaise positively with staff to ensure a fair and consistent learning experience for all students

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: Templates for letters to parents about pupil behaviour

### Letter 1 – Tutor

Dear <PARENTNAME>

At STFS we are always reviewing student's behaviour by trying to catch students doing the right things through our rewards system of house points. When behaviour is deemed unacceptable it affects the learning environment of both classrooms and the wider school community. We have a staged approach towards dealing with unacceptable behaviour which involves the following stages of intervention:

- Tutor/ Class teacher
- Head of Year/ Head of Department
- Senior Leadership Team
- Headteacher – Mr Murphy

Unfortunately <STUDENTNAME> has been placed at the formal <tutor/ class teacher> stage of behaviour interventions due to poor behaviour being reported by staff. As the <tutor/ class teacher> of <STUDENTNAME> I would like to draw your attention to the log on Classcharts and will make contact over the phone regarding the details of the behaviour shown. We ask you to speak to <STUDENTNAME> to support and prevent movement to the next stage of our behaviour interventions.

<STUDENTNAME> will be placed on a behaviour monitoring report. This involves a 2 week behaviour report with targets being taken to all lessons/ subject lessons for teachers to give feedback upon progress. We expect a parental signature placed on the report at the end of each day. I will then be monitoring this report at the start and end of each day and will communicate accordingly with you to support <STUDENTNAME>. <STUDENTNAME> will remain on report to me until one of two criteria is met:

- A successful completion of the 2 week report and stage
- An unsuccessful report – this will then mean <STUDENTNAME> will move to the next stage of our behaviour interventions which is formal <Head of Year/ Head of Department> involvement.

As a school we want to work with parents to improve and support any unacceptable behaviour. As previously outlined, we aim to catch students doing the right thing, I hope <STUDENTNAME> will take this opportunity to reflect upon their behaviour and strive for improvement. Please do not hesitate to contact me if you require any further support or guidance around this letter.

Yours sincerely,

SIGNATURE OF FORM TUTOR/ CLASS TEACHER

Tutor/ Teacher of <TUTORGROUP/ SUBJECT>

## Letter 2 – Head of Year/ Head of Department

Dear <PARENTNAME>

At STFS, we are always reviewing student's behaviour by trying to catch students doing the right things through our rewards system of house points. When behaviour is deemed unacceptable it affects the learning environment of both classrooms and the wider school community. We have a staged approach towards dealing with unacceptable behaviour which involves the following stages of intervention:

- Tutor/ Class teacher
- Head of Year/ Head of Department
- Senior Leadership Team
- Headteacher – Mr Murphy

Unfortunately <STUDENTNAME> has been placed at the formal <Head of Year/ Head of Department> stage of behaviour interventions due to poor behaviour being reported by staff. As the <Head of Year/ Head of Department> of <STUDENTNAME/DEPARTMENT> I would like to draw your attention to the log on Classcharts and to arrange a meeting in school with myself, <tutor name/ class teacher name> and yourselves to formulate an action plan in response to the behaviour shown. <STUDENTNAME> should also be present at this meeting. We ask you to speak to <STUDENTNAME> prior to the meeting to support a resolution and prevent movement to the next stage of our behaviour interventions.

<STUDENTNAME> will be placed on a behaviour monitoring report. This involves a 2 week behaviour report with targets being taken to all lessons/ subject lessons for teachers to give feedback upon progress. We expect a parental signature placed on the report at the end of each day. I will then be monitoring this report at the start and end of each day and will communicate accordingly with you to support <STUDENTNAME>. <STUDENTNAME> will remain on report to me until one of two criteria is met:

- A successful completion of the 2 week report and stage
- An unsuccessful report – this will then mean <STUDENTNAME> will move to the next stage of our behaviour interventions which is formal SLT involvement with <SLT member>.

As a school we want to work with parents to improve and support any unacceptable behaviour. As previously outlined, we aim to catch students doing the right thing, I hope <STUDENTNAME> will take this opportunity to reflect upon their behaviour and strive for improvement. Please do not hesitate to contact me if you require any further support or guidance around this letter.

Yours sincerely,

SIGNATURE OF HEAD OF YEAR/ HEAD OF DEPARTMENT

HEAD OF YEAR/ HEAD OF DEPARTMENT for <YEARGROUP/ SUBJECT>

### Letter 3 – Senior Leadership Team

Dear <PARENTNAME>

I write to express my disappointment with <STUDENTNAME> for their continued poor behaviour in school. At STFS we are always aiming to catch students doing the right things through our rewards system of house points. Unfortunately, we are repeatedly catching <STUDENTNAME> demonstrating poor behaviour. So far <STUDENT NAME> has received support in the form of the following stages of intervention:

- Tutor/ Class teacher involvement – report, letter sent home and phone call
- Head of Year/ Head of Department involvement – report, letter sent home, phone call and parental meeting

Unfortunately, <STUDENTNAME> has now formally started the Senior Leadership stage of involvement. I need to highlight to you that the next stage will be formal involvement by the Headteacher, Mr Murphy. The Headteacher is the final stage of interventions, at this point discussions will take place regarding <STUDENTNAME> continuing at STFS as we would have exhausted all possible support strategies. At this point we will be contemplating a managed move to another school or even a permanent exclusion.

As a school we want to work with parents to improve and support any unacceptable behaviour. As originally mentioned, we aim to catch students doing the right thing. I hope that <STUDENTNAME> will take this final opportunity to reflect upon their behaviour and strive for improvement. Please do not hesitate to contact me if you require any further support or guidance around this letter.

Yours sincerely,

Signature of SLT

<JOB TITLE>

### Letter 4 – Headteacher

Dear <PARENTNAME>

I write to you following communication from <SLT MEMBER> regarding <STUDENTNAME>'s repeated and continued poor behaviour in school. At STFS we aim to always catch students doing the right things, unfortunately <STUDENTNAME> is now at the final stage of formal

Headteacher involvement. So far <STUDENTNAME> has been involved in the following support strategies

- Tutor/ Class teacher involvement – report, letter sent home and phone call
- Head of Year/ Head of Department involvement – report, letter sent home, phone call and parental meeting
- Senior Leadership Team involvement – report, letter sent home, phone call and parental meeting to explore support strategies

Headteacher involvement involves a final Headteacher’s report. I fully expect <STUDENTNAME> to successfully complete this report with positive feedback from all teachers. If improvement is not shown, I will be asking you to return to school so we can formally discuss the next steps.

At STFS, we want to work with parents to improve and support any unacceptable behaviour. We always aim to catch students doing the right things in and out of lessons but <STUDENTNAME>’s place at the school is at risk. Please do not hesitate to contact me if you require any further support or guidance around this letter.

Yours sincerely,

Signature of Mr Murphy

Headteacher

## Appendix 3: Consequence steps at STFS



### Consequence Steps Staff & Student Guide



STFS advocates a forgiving and restorative approach to behaviour management. The purpose of the system is to maximise learning opportunities for all students at STFS. All members of the STFS community are accountable for our behaviour and will follow the consequence system. All lessons should provide students with a fresh start to demonstrate the right behaviours

A warning will be issued the first instance for low level behaviour. If the warning is heeded then nothing is recorded on Classcharts. If the warning is not effective then a C1 is issued and then follow the rest of the C system. In some circumstances behaviour will be serious enough to merit an immediate C2 or higher. Within the table below you will find a list of behaviours which may merit swift escalation (this list is a guide and not exhaustive).

	Behaviours	Consequence
Warning	<ul style="list-style-type: none"> <li>- Failure to follow instruction</li> <li>- Talking over staff or students</li> <li>- Distracting or disrupting the learning</li> <li>- Failure to settle into tasks promptly</li> </ul>	No action required. Student returns to learning.
Warnings are for a first low level offence and are shared with the student or class as a whole.		
C1	- As above but repeated infringements of the behaviour expectations at STFS.	Logged on CC by staff. No sanction
A C1 is issued for a second low level offence and should be shared with the student.		
C2	<ul style="list-style-type: none"> <li>- Persistent disruption to the learning of others.</li> <li>- Persistent talking over others.</li> <li>- Refusal to attempt tasks despite prompts.</li> <li>- Behaviour that goes against class rules.</li> <li>- Unkind behaviour</li> <li>- Use of a mobile phone on school site</li> </ul>	Student completes restorative form outside classroom, logged on CC by staff. Break detention in Simpson.
A C2 is for a third low level offence or a mid level offence. The student will complete the restorative form, serve a break time detention for a restorative conversation with the teacher. This will be organised on Classcharts.		
C3	<ul style="list-style-type: none"> <li>- Persistent disruption after C2 intervention.</li> <li>- Failure to follow the C2 process</li> <li>- Argumentative behaviour.</li> <li>- Defiance</li> <li>- Unsafe behaviour.</li> <li>- Unacceptable language</li> <li>- Refusal to engage with learning</li> <li>- Truancy</li> <li>- Vandalism</li> </ul>	Student removed from class to the HUB, logged on CC by staff. Lunch (20 mins)/ after school detention (30 mins) with SLT/ ELT which class teacher organises. If in class then student goes on subject report
A C3 is for repeated disruptive behaviour in lessons or serious offences inside and outside the classroom. A student will be removed from the lesson to the HUB.		
C4	<ul style="list-style-type: none"> <li>- Failure to follow C3 process.</li> <li>- Persistent defiance</li> <li>- Discriminatory behaviour to others (inside or outside school).</li> <li>- Violence or threatened violence towards another member of the school community.</li> <li>- Verbally abusive behaviour to another member of the school community.</li> </ul>	Student removed from class to the HUB, logged on CC, student is either issued after school detention, isolated or suspended.
A C4 is for unsafe behaviour and the most serious offences. Students are to be removed to the HUB if this occurs during school hours.		