



# **HALL GREEN SCHOOL**

# **POSITIVE BEHAVIOUR FOR LEARNING POLICY**

<b>Adopted:</b>	29 September 2022
<b>Next Review:</b>	September 2023
<b>Governing Committee:</b>	Full Governing Body
<b>Responsibility:</b>	Headteacher

## **Contents**

1. Aims	3
2. Legislation, statutory requirements and statutory guidance	4
3. Definitions	4
4. Bullying	6
5. Roles and responsibilities	6
6. Ready, Respecful, Safe	8
7. Penalties and rewards	11
8. Serious sanctions	17
9. Interventions	18
10. Use of reasonable force	19
11. Screening, searching, and confiscation	20
12. Supporting pupils following a sanction	20
13. Pupil transition	20
14. Training	20
15. Monitoring arrangements	21
16. Links with other policies	21

## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

The whole school aims underpin Hall Green's Positive Behaviour for Learning policy

Our aims are that:

- Every pupil makes outstanding progress
- Every pupil leaves with personal belief in and aspiration for their own successful future, and as a result takes responsibility for their learning
- Every pupil has the skills and attitudes to make a positive contribution to society as an active and engaged citizen
- Every pupil shows care and respect for others
- Every pupil values and celebrates diversity
- Every pupil is aware of and sympathetic to the needs of others, particularly those less fortunate than themselves.

As a school our aim is to create a learning environment that maximises the potential of every student to choose positive behaviour because they understand and value the importance of a secure, cohesive and happy school community. We want to create an environment that is safe, where everyone feels respected and where students come into every lesson ready to engage in learning. It is rooted in the goal to ensure that the behaviours our students exhibit are those that promote the aims of the school.

To support our School Aims and Values, our behaviour policy has the following aims:

- fulfil the governors' duty of care to students and staff, enabling them to feel safe, respected and valued
- promote a calm and positive climate for learning that ensures effective learning and teaching takes place, leading to high standards of attainment for all students
- establish a framework for staff to problem solve that focuses more on relationships and less on sanctions
- support students to develop the skills to take responsibility for poor conduct and to manage and modify their behaviour
- teach pupils to understand, accept and tolerate differences in individuals
- ensure that the reputation of Hall Green School is positive in the local and wider community.

Essential in achieving this are two important factors:

- The curriculum: ensuring that learning meets the needs, interests and aspirations of all students. Good behaviour is secured through great teaching where learning is differentiated, relevant and therefore engaging.
- Relationships: nurturing the way that students interact with each other and with teachers. This includes when, why and how we reward and sanction behaviour choices.

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- 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:

- 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

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- 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
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any **prohibited** items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and paraphernalia
  - Fireworks
  - Pornographic images
  - Any article that a 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 property.
- Possession of any **banned** items. These are:
  - Replica and BB guns
  - Psychoactive substances, formerly known as ‘legal highs’.
  - E-cigarettes
  - Vapes
  - Laser pens
  - High energy drinks
  - Mobile phones (if used outside of the mobile phone policy – see Dress Code)
  - Any item which causes a health and safety concern or disrupts learning.

Hall Green School has a duty to safeguard all pupils and staff. This duty is explained further in Keeping Children Safe in Education published by the Department for Education. Therefore, Hall Green School is most likely to permanently exclude any student found to be carrying a knife or offensive weapon\*, both on and off the school premises, and the police will be informed.

\* Offensive weapons can include knives, knuckle-dusters, broken bottles or tools such as spanners and hammers if they are intended by the person carrying them to cause injury to a person.

Very occasionally, school may use powers to restrain, search or confiscate items from students. This will only happen where school needs to safeguard pupils (or staff) or needs to maintain the order and discipline in school. Hall Green School will follow the three guidance documents published by the Department for Education in deciding when to use these powers.

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 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><li>• Disability-based</li></ul>	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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. <https://www.hallgreen.bham.sch.uk/wp-content/uploads/2021/05/HGS-Anti-Bullying-Policy.pdf>.

## 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.

### 5.3. Teachers and staff

Our behaviour policy is based on the 'Five Pillars of Pivotal Practice' by Mr Paul Dix.

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripted conversations to de-escalate
5. Restorative Follow up.

Staff are responsible for:

- modelling appropriate behaviour themselves, including arriving punctually to lessons and duty points
- planning lessons thoroughly using a variety of teaching and learning styles and resources to inspire, motivate and extend pupils
- developing positive working relationships with pupils
- managing behaviour in school.

### 5.4 Parents and Carers

Equally, parents are essential in working with the school to support pupils in their journey towards success. The home school agreement sets out the school's expectations on parents to support the school in establishing positive working relationships. In brief, parents are expected to try to:

- ensure that their children attend regularly and punctually and ensure that in the case of absence or repeated lateness written explanation is provided and remedial action taken
- co-operate with the school in all matters relating to the welfare, progress and behaviour of their children
- attend parent consultation evenings and Academic Tutorials
- share information relating to the well-being of their child
- support the school by ensuring adherence to the Dress Code
- support their children by encouraging study at home in an appropriate environment and by maintaining an interest in progress

- be aware that in the interests of safeguarding all children, the School may need to refer to Children’s Services regarding a child protection matter. In some cases, this may need to be done without contacting the parents
- be aware that the sanction of detentions may be used with notice but without seeking permission.

### 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 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. Ready, Respectful, Safe

Pupils are expected to:

- endeavour to work to the best of their ability
- endeavour to meet deadlines for homework
- refrain from distracting others from their work
- respect the school building and the property therein
- refrain from any conduct which might be construed as bullying
- endeavour to take an active part in the life of the school
- uphold the good name of the school in public
- comply with the school uniform requirements at all times
- endeavour to be courteous and considerate in their attitude to others
- show respect to all members of our school community.

All these expectations can be summed up in the school’s three basic rules – Ready Respectful Safe (RRS):

- Being Ready
- Being Respectful



- Being Safe.

Below are some examples of Ready Respectful Safe in action. These are for guidance rather than prescription.

### Ready

- Arrive to school on time
- Wear correct school uniform
- Have the correct equipment (pack your bag the night before).

In lessons:

- Arrive to lesson on time
- Follow the classroom routines and teacher instructions
- Take an active part in the lesson
- Ensure homework is done.

### Respectful

- Respect yourself – be proud of who you are
- Respect others
- Respect the views and opinions of others
- Respect school property.

### Safe

- Be mindful of others in the corridors and the playground
- Keep your hands and feet to yourself
- Report bullying behaviour
- Tell a teacher if you know that someone is scared, at risk or in danger.

We use our attitude to learning criteria to monitor whether a pupil is either fully engaged, mostly engaged or whether there are behaviour issues. Please see the table below for more detailed information.

	<b>Level</b>	<b>Criteria</b>	<b>Expected outcome</b>
1	Fully Engaged!	<ul style="list-style-type: none"> <li>• Has high standards and a clear desire to succeed</li> <li>• Comes fully prepared to class, with the right books and equipment, on time and ready to learn</li> <li>• Takes responsibility for own learning, asking questions when unsure</li> <li>• Doesn't give up in the face of difficulties, acts on feedback and tries not to repeat mistakes</li> <li>• Works well in a team &amp; promotes a good learning environment</li> <li>• Takes pride in work and presents it to the best of their ability</li> </ul>	Success and achieving targets Praise/reward

		<ul style="list-style-type: none"> <li>• Completes all homework &amp; gap tasks</li> <li>• Catches up on missed work</li> <li>• Works independently to prepare for assessments</li> </ul>	
2	Mostly Engaged	Achieves some of the above, but needs to achieve more to secure a 1	Learning conversation (Form Tutor)
3	Behavioural Issue	<ul style="list-style-type: none"> <li>• Disrupting the learning of others</li> <li>• Disengaged from own learning</li> </ul>	Head of House involved

Teachers and support staff can reinforce these expectations in a number of positive ways:

- consistently referencing the three expectations (Be Ready, Be Respectful and Be Safe) in lessons, in form time, at changeovers and during unstructured time
- consistent application of classroom and unstructured time routines
- using non-verbal strategies such as making eye contact, standing next to a student's desk, opening a student's book, pointing to the page in the book
- repeating instructions to get them started, asking the student next to them to help them get started, asking if they have what they need, praising the students who are engaged in learning
- allowing a student to have "thinking time" outside the classroom (no more than 5 minutes)
- being assertive. Being assertive is being able to communicate your needs in a way that is being:
  - in control
  - clear
  - decisive with clear conviction
  - direct
  - polite and fair.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### 6.1. Uniform

It is school policy that all pupils wear school uniform. Considerable effort is made to maintain high standards of dress. It is the strongly held view of the Governing Body that the school should follow a school uniform policy. Please look at our Dress Code Policy in our school website for full details.

**Full school uniform must be worn in lessons and in the school building.**

All items of school uniform should be named. If, in exceptional circumstances, your child cannot attend in full uniform, we ask parents/carers to contact school immediately. Help is available for families who require support with uniform costs. Please contact the school for further details.

### 6.2. Mobile phones

We understand that pupils may bring a mobile phone in for safety purposes but must stress these are brought on site at the pupil's own risk. Pupils may listen to music using in-ear headphones when outside during break and lunchtimes. At all other times, and

throughout the building at all times, the phone should be turned off and stored in the pupil's bag out of sight.

### 6.3. Equipment

Pupils are also expected to be fully equipped every day. Equipment should include:

- A suitable school bag that will both carry and protect exercise books.
- Pencil case - containing pens (one black, one blue and one green), a pencil, a ruler, a rubber, a sharpener, coloured pens/highlighters and a glue stick. Pupils can discuss with their teacher whether they need to purchase specialist equipment for their subject (e.g. calculators or protractors).
- Reading book.

## 7. Penalties and rewards

We reward pupils for good conduct and we also use a range of sanctions when a pupil's behaviour falls below the standard expected.

### 7.1. Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Examples of how we reward positive behaviour:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as school ambassadors or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

Our praise chart explains the criteria we use to award praises:

<b>1 Praise</b>	Polite behaviour
	Completing homework on time
	Good classwork
	Being helpful in class/ form
	Making a positive contribution to a class discussion
	Being the first pupil to come in, get settled and make a good start to the learning
	Attending an extra-curricular club
<b>2 Praises</b>	An excellent piece of homework
	An excellent piece of classwork
	Form Star of the week
	Consistently contributing to class discussion
<b>3 Praises</b>	Representing the school
	Independent projects
	Going above and beyond/ Overcoming adversity
<b>25 Praises</b>	A blank Uniform card at the end of each half-term

Pupils can exchange the praises they receive for different rewards, such as receiving a dinner pass that allows them to be in front of the canteen queue, receiving a praise card or a positive phone call home. The school will review them every year in consultation with staff and pupils.

## 7.2. Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use any of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour

- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil ‘on report’
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

### 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. These might include:

- 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.

### 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.

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

The school's special educational needs co-ordinator (SENCO) 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.

### 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.

You can find further information here: <https://www.localofferbirmingham.co.uk/>

## 7.3. Responding to misbehaviour in the classroom

Teachers will warn pupils if they are about to receive any of these sanctions and will record them in Class Charts and therefore communicate them to parents and carers.

	<b>Examples of behaviours</b>	<b>Examples of consequences</b>
Level 1 penalty/strike (low level disruptive behaviour)	Low level disruption (e.g. talking, turning around, not settling quickly to work, out of seat)	Possible actions include: <ul style="list-style-type: none"> <li>• 2 minutes time out</li> <li>• Short term target</li> <li>• Brief conversation</li> <li>• Moving seats</li> </ul> If you receive 3 in the same class, your teacher will phone home. If you receive 10 in any lesson, your form tutor will phone home and put you on report.
Level 2 penalty/strike (low level disruptive behaviour continues or more serious behaviour)	Continuing with same behaviour as level 1. Or <ul style="list-style-type: none"> <li>• Noisy/shouting out</li> <li>• Boisterous</li> <li>• Disrespectful</li> </ul>	On-call (Pastoral or Senior) Possible actions: <ul style="list-style-type: none"> <li>• Restorative conversation</li> <li>• Phone call home</li> <li>• Up to 20 minutes teacher detention</li> <li>• Move to another group or class</li> </ul> If you receive 2 within 3 weeks, the Head of Department will likely put you on report and phone home.
Level 3 penalty strike (persistent poor behaviour or more serious incident)	Continuing with same behaviour as level 2. Examples of more serious incidents: <ul style="list-style-type: none"> <li>• Threatening behaviour</li> <li>• Dangerous behaviour</li> <li>• Abusive language</li> <li>• Racist/homophobic/prejudiced based language</li> </ul>	<ul style="list-style-type: none"> <li>• Removal and 30 minutes detention (after school)</li> <li>• Class teacher will phone home</li> <li>• Restorative conversation with class teacher</li> </ul> Persistent level 3s in one class or different classes could involve further sanctions, such as Head of House report.

Pupils identified by the SENCO as part of our Cognitive Behaviour Needs cohort will receive strikes instead of penalties. Cognitive Behaviour Needs (CBN) pupils are those who require a different approach to improve their behaviour for a range of reasons, most often because they have special needs or are vulnerable for other reasons (students will receive intervention led by The Hub).

Because relationships are key to establishing positive working environments, it is essential to work quickly to restore positive relationships when they have broken down following serious incidents of behaviour.

In brief, when a teacher has had a student removed from their lesson, ideally a restorative conversation needs to take place between them. This is a good opportunity for the teacher to model the kind of behaviour that we, as a school, want the student to adopt. It should ideally take place at the earliest opportunity, before their next lesson together.

#### 7.4. Responding to uniform issues and punctuality

##### Uniform Strike Procedures

At the start of each term all pupils are issued with a Ready, Respectful and Safe Card which they must carry at all times. Staff can request the card at any time and record any uniform misdemeanour by initialling the card (a strike). However, pupils will be given the opportunity to tidy their uniform at the start of the day and at the end of break and lunchtime.

The card is divided into four sections, each showing a Stage and its sanctions:

- Stage 1: When the card has been signed 5 times, the card is retained by the member of staff who issued the fifth strike. The member of staff then puts the card into the uniform box in the staffroom. The pupil will incur 2 penalties and a 20-minute detention issued by the Head of House. The card will then be returned to the pupil.
- Stage 2: This has only 3 chances of being signed. When full, the procedure is as above. However, the pupil is issued with 4 penalties and a 40-minute detention.
- Stage 3: This only has 2 spaces for signing. When full, the procedure is as above. However, the pupil is issued with a 60-minute detention after school.
- Stage 4: This also has only 2 spaces for signing. When full, the procedure is as above. However, the pupil is issued with a 60-minute detention after school and it will also result in the pupil losing their unstructured time for a week.

Pupils are expected to be in full school uniform at all times and they are expected to take responsibility if they arrive to school with incorrect uniform. If this is the case, they need to go to the Pastoral Office to receive a yellow slip. Sanctions will be issued if there is no justification for incorrect uniform or if the pupil fails to report it at the start of the day.

##### Punctuality

Pupils are expected to arrive to school and lessons on time. The Attendance and Pastoral Teams will monitor punctuality and will issue detentions for students arriving late.

#### 7.5. Off-site misbehaviour

This policy applies to pupil behaviour both in school and beyond the school gates, when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

This policy also applies when pupils display misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school



- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

Where a pupil takes part in criminal or anti-social behaviour, or poses a serious threat to a member of the public, the school will co-operate fully with any police investigation into the behaviour of pupils in and outside school.

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

#### 7.6. Online misbehaviour

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

- It poses a threat or causes harm to others
- 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.

#### 7.7. 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, a member of the Senior Leadership Team or a member the Pastoral 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.

#### 7.8. 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.

#### 7.9. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 8. Serious sanctions

### 8.1. Detention

All members of staff are authorised to set detentions when considered appropriate.

Pupils can be issued with detentions during break, after school, or on INSET days during term time.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety

- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities.

Detentions can be given as sanctions for poor work/effort, failure to complete homework or poor behaviour that has continued despite warnings and other sanctions, either at lunchtime or after school.

- A detention up to 20 minutes after school does not require 24-hour notice to parents.
- For a detention longer than 20 minutes after school, parents need to be given 24 hours' notice either by text or phone call home.

A daily Head of House 20 or 30 minute detention takes place at lunchtime for uniform and punctuality issues.

## 8.2. Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space.

Pupils who have been removed from the classroom are supervised by a member of the Senior Leadership Team or a member of the Pastoral Team or another member of staff if agreed by a Senior Leader, and will be removed for a maximum of 1 hour unless the behaviour requires further investigation or a longer sanction.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher or the designated senior leader.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning mentors/coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### 8.3. Internal isolation

For some serious incidents or for continued poor behaviour, or when any other previous support has not had an impact on improving behaviour, Heads of House can refer pupils to the Senior Head of House (or a Senior Leader in their absence), who might consider it appropriate for the pupil to work and learn away from their class to support the pupil with reflecting on their behaviour and also to break the cycle that is leading to poor behaviour. This will generally be for the duration of one school day and parents will be informed.

Pastoral Leaders will reflect on what other interventions are needed to support the pupil and will liaise with the Welfare Team, designated safeguarding lead and SENCO to assess whether there are unmet needs.

Pupils in isolation will receive the normal curriculum as per their timetable, and their teachers will provide suitable work.

Staff supervising isolation should be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

### 8.4. Managed moves

There are times in which in agreement with parents and pupils, the school will support a managed move to another educational institution if all parties agree that this is in the best interest of the child.

The school will use the processes agreed with the Sharing Panel in the South Network. During this process, the school will continue to support the pupil and family and will liaise with the host institution. This will include attending review meetings to ensure placements are successful.

### 8.5. Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our exclusions policy for more information

<https://www.hallgreen.bham.sch.uk/wp-content/uploads/2022/05/HGS-Exclusion-Policy-March-2022.pdf>.

## **9. Interventions**

The majority of pupils respond well to this system of rewards and penalties and can self-regulate their behaviour. Our Attitude to Learning Criteria explains that they show a positive attitude to learning and they are fully engaged, which leads to our expected outcomes of success and achievement.

Some pupils will need a more structured approach to support them to improve the way they self-regulate. Data collection points along the academic year will show that their attitude to learning is not always as positive and they might not be fully engaged or are mostly engaged or showing a behaviour issue in a lesson or a number of lessons.

To prevent the recurrence of behavioural issues, the support pupils will receive will be structured in the following waves that will be either academic or pastoral.

Wave 1 - Led by class teachers/form tutors/attendance officer and monitored by Heads of Department/Heads of House.

Wave 2 - Led by Head of Departments/Heads of House/Welfare Managers and monitored by Senior Line Managers.

Wave 3 – Whole school issues led by Senior Leaders and monitored by Headteacher.

### **9.1. Student Support Base**

The Student Support Base is a quiet, calm, reflective, safe space, that aims to support pupils with educational needs and/or social and emotional development. It will also support with the integration of recently arrived pupils from other countries and any pupil who starts at the school.

### **9.2. Welfare Team**

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 most up to date child protection and safeguarding policy for more information.

Our team of Designated Safeguarding Leads work alongside the Pastoral Team to tailor specific interventions as part of the school Early Help Offer. Some of these interventions will focus on improving behaviour and when appropriate, will involve outside agencies. Examples of these interventions could include counselling, mental health support or mentoring.

### 9.3. Pastoral Support Assistants

Our Pastoral Support Assistants coordinate a range of interventions for some pupils, including mentoring and liaison with the Behaviour Support Service.

They focus on interventions about relational conflict that affect pupil relationships. They will work with both victims and perpetrators.

### 9.4. The Hub

The Hub is a safe place where pupils are supported with their social and emotional development. It is a space where pupils are able to reflect and regulate themselves in a calming environment.

Pupils using the Hub:

- have a diagnosis of Autism or ADHD,
- or LAC Attachment
- or hold an Education Health Care Plan (EHCP) (for communication and interaction/SEMH needs).

They will be included in mainstream school, lessons and events. This will be supported by the use of bespoke timetables and timeout cards.

## 10. Use of Reasonable force

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are

likely to be used to commit an offence or cause harm or damage. (See the Screen, Search and Confiscation Policy for further detail.)

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.

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.

## **11. Screening, searching, and confiscation**

Screening, searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Please refer to our Screen, Search and Confiscation Policy for more details.

## **12. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals.

## **13. Pupil transition**

### 13.1. Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### 13.2. Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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.

## **14. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour.

Behaviour management will also form part of continuing professional development.

## **15. Monitoring arrangements**

### 15.1. Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### 15.2. Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the governing body.

## **16. Links with other policies**

This behaviour policy is linked to the following policies:



- Exclusions policy
- Safeguarding and Child protection
- Anti-bullying policy
- Equality and Diversity Policy
- E-Safety Policy
- Guidelines for Pupil Users of the School Network
- Home School Agreement
- SEN Policy
- Sex Education and Relationship Policy
- Screen, Search, and Confiscation Policy.