



HALL GREEN SCHOOL

POSITIVE BEHAVIOUR FOR LEARNING POLICY

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Governing Committee:	Full Governing Body
Responsibility:	Assistant Headteacher Pastoral Care

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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 values and key aims underpin Hall Green's Positive Behaviour for Learning policy:

Our values are:

Compassion

- *We demonstrate kindness and empathy, and respect for all*
- *We help those in need of support, being charitable and generous to others*
- *We have due regard for other people's feelings, wishes and rights*

Ambition

- *We enable pupils to have a positive vision for their future*
- *We work hard with a determination to succeed*
- *We work to develop self-belief and create a growth mind-set*

Responsibility

- *We understand the importance of being responsible for our actions*
- *We aim to be responsible in the decisions we take*
- *We encourage pupils to take up positions of responsibility*

Excellence

- *We strive for academic and personal excellence*
- *We lead through being positive role models for others*
- *We engage fully in opportunities for growth and development*

Our key aims are:

1. Develop a wide variety of high quality, inclusive academic, personal, and social opportunities to enable all pupils to achieve their full potential, developing **ambition** in their choices when they leave school.
2. Ensure those with barriers to success, whether due to internal or external factors, are provided with the support needed to be successful and achieve **excellence**.
3. Develop a Hall Green identity and sense of belonging through developing pupils' sense of individual and collective **responsibility**.

4. Develop a culture focused upon positive pupil and staff wellbeing, encouraging **compassion** for all.

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 pupils come into every lesson ready to engage in learning. It is rooted in the goal to ensure that the behaviours our pupils 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 pupils 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 pupils
- establish a framework for staff to problem solve that focuses more on relationships and less on sanctions
- support pupils 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 to achieving this are two important factors:

- The curriculum: ensuring that learning meets the needs, interests and aspirations of all pupils. Good behaviour is secured through great teaching where learning is adapted, relevant, and therefore engaging.
- Relationships: nurturing the way that pupils 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](#)
- The latest version of [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 2013](#)
- [Supporting pupils with medical conditions at school 2015](#)

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice from January 2015.

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
- Defiance
- Lack of respect or courtesy
- Lack of or incorrect uniform.
- Lack of equipment.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Repeated misbehaviour
- 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
- Physical assaults to either pupils or adults, including fighting
- Smoking
- Vaping
- Inappropriate use of a mobile phone
- Racist, sexist, homophobic or discriminatory behaviour, including online.

- 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, including gel blasters
 - 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 pupils. This will only happen where school needs to safeguard pupils (or staff) or needs to maintain the order and discipline in school in accordance with the Department of Education guidance.

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">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• 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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy.

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 following principles:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripted conversations to de-escalate
- 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 challenge 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:

- make sure their child attend school regularly and on time and will notify the school if their child will be absent
- avoid taking holidays in term-time
- make sure their child is dressed in the correct uniform and brings the necessary equipment to school
- support the school to make sure their child maintains a consistently high standard of behaviour
- encourage their child to try their best so they can reach their full potential

- communicate to the school any concerns that they have about their child that may affect their behaviour in school or ability to learn
- make sure communication with the school is respectful, and that they make every reasonable effort to address my communications to the appropriate member of staff
- understand that they should communicate with staff during core school hours, and although they may at times respond outside of those hours, they can't always expect that
- make sure that their child completes their homework on time and raises any issues with their teachers
- read and follow the school's policies
- treat all members of the school community with care and respect
- be aware that in the interest 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 or their consent
- 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 points as part of their induction to a culture that fosters positive behaviours:

- 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 and 'Attitude to Learning'**

In support of our school values, our expectations of behaviour can be summed up in three basic rules: Be READY, RESPECTFUL and SAFE.

In order to be ready, we expect pupils to:

- be fully equipped to all lessons
- arrive at school and lessons every day on time and ready to learn
- endeavour to work to the best of their ability
- endeavour to meet deadlines for homework
- refrain from distracting others from their work
- endeavour to take an active part in the life of the school
- comply with the school uniform requirements at all times.

In order to be respectful, we expect pupils to:

- Respect and tolerate different points of view, even when you do not agree with them.
- Treat all members of the school community with respect, both online and offline, including when posting, viewing and sharing content on social networking sites.
- aim to understand and celebrate differences
- respect the school building and school property
- refrain from any conduct which might be construed as bullying
- endeavour to be courteous and considerate in their attitude to others.

In order to be safe, we expect pupils to:

- follow staff instructions and advice, including during educational visits or in any school-related activity
- at change of lesson, go straight to their next lesson, using the quickest route possible
- move quietly about the corridors and stairs, and wait their turn in queues and corridors
- make every effort to attend school every day
- keep the school clean, tidy and litter free
- not to bring any prohibited or banned items, offensive weapons or any item which causes a health and safety concern or disrupts learning
- report any concerns about themselves or about any other member of the school community.

We expect pupils to uphold the good name of the school in public and behave in such a way to never adversely affect the reputation of the school and its members, both online and offline, in school or beyond the school gates, including when travelling to and from school or when identifiable as a pupil at the school.

Attitude to Learning

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.

	Level	Criteria	Expected outcome
1	Fully Engaged!	<ul style="list-style-type: none"> • Has high standards and a clear desire to succeed • Comes fully prepared to class, with the right books and equipment, on time and ready to learn • Takes responsibility for own learning, asking questions when unsure • Doesn't give up in the face of difficulties, acts on feedback and tries not to repeat mistakes • Works well in a team & promotes a good learning environment • Takes pride in work and presents it to the best of their ability • Completes all homework & gap tasks • Catches up on missed work • Works independently to prepare for assessments 	Success and achieving targets Praise/reward
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"> • Disrupting the learning of others • Disengaged from own learning 	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 pupils 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, reasonable adjustments may be made to routines (within the curriculum) to ensure all pupils can meet behavioural expectations.

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. For some pupils, reasonable adjustments will be made to uniform to accommodate SEND needs in accordance of disability legislation.

6.2. Mobile phones

We understand that pupils may bring a mobile phone in for safety purposes to be able to communicate with parents and carers on their journey to and from school, but we must stress these are brought on site at the pupil's own risk. Once on site, either outdoors or indoors, 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).
- A 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:

1 Praise	Any generic good behaviour or contribution (that cannot be found in any other category)	<p>Being Ready, Respectful & Safe.</p> 
2 Praises	An excellent piece of classwork, homework or contribution in class.	
3 Praises	Independent projects/ Going above and beyond/ Overcoming adversity	
25 Praises	A blank RRS 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. The SENDCo, in consultation with the Pastoral and Welfare Teams will also advise staff on reasonable adjustments for pupils should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition. The SENDCo will advise staff about High Quality Teaching (HQT) adaptations to lessons.

Under the Equality Act 2010 the school will make reasonable adjustments where appropriate for pupils with SEND to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010).

Other legal duties include:

- 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. An education provider has a duty to make reasonable adjustments to make sure disabled pupils are not discriminated against. 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 physical disabilities or sensory issues or who has severe eczema
- Providing extra support, aids (like specialist teachers) or equipment
- Making reasonable adjustments to penalties by including additional verbal warnings before further sanctions are assigned
- Training for staff in understanding High Quality Teaching (HQT), including Local Authority training for specific conditions. All pupils on the **SEND** register have a learner profile. These include High Quality Teaching strategies to support their needs.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Making reasonable adjustments to 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 SENDCo, in consultation with the Pastoral and Welfare Teams, will consider whether there are other factors impacting on behaviour before further assessments are undertaken to determine whether there are undiagnosed SEN needs as “persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN” (SEN Code of Practice 2015 6.21)

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

When complex 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 review provision on a regular basis.

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

The provisions set out in the EHC plan will be reviewed on an annual basis and the school will co-operate with the local authority and other agencies.

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.

	Examples of behaviours	Examples of consequences
Level 1 penalty (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">• 2 minutes' time out• Short term target• Brief conversation• Moving seats 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.

<p>Level 2 penalty (low level disruptive behaviour continues or more serious behaviour)</p>	<p>Continuing with same behaviour as level 1.</p> <p>Or</p> <ul style="list-style-type: none"> • Noisy/shouting out • Boisterous • Disrespectful 	<p>On-call (Pastoral or Senior)</p> <p>Possible actions:</p> <ul style="list-style-type: none"> • Restorative conversation • Phone call home • Up to 20 minutes' teacher detention • Move to another group or class <p>If you receive 2 within 3 weeks, the Head of Department will likely put you on report and phone home.</p>
<p>Level 3 penalty (persistent poor behaviour or more serious incident)</p>	<p>Continuing with same behaviour as level 2.</p> <p>Examples of more serious incidents:</p> <ul style="list-style-type: none"> • Threatening behaviour • Dangerous behaviour • Abusive language • Racist/homophobic/prejudiced based language 	<ul style="list-style-type: none"> • Removal and 20 minutes' detention (after school) • Class teacher will phone home • Restorative conversation with class teacher <p>Persistent level 3s in one class or different classes could involve further sanctions, such as Head of House report.</p>

Pupils may be identified by the SENDCo, in consultation with the Pastoral and Welfare Teams, as requiring a different approach to support their self-regulation, vulnerability or resilience as a short term measure in order to prevent problems escalating (SEN Code of Practice 2015, 6.22). These pupils are referred as having complex needs (CN) because they are in need of additional interventions led by a member of the Inclusion Teams or external professionals. This list is reviewed regularly as some of these pupils may not have or need a diagnosis of SEN and their dysregulated behaviours may be linked to wider mental health difficulties. They may be pupils who are looked after children, on a passport placement from another school, or have recently arrived in the UK.

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

'Ready, Respectful, Safe' card 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 issue a strike on the card by initialling it if they observe poor behaviour outside of lessons or when the pupil does not follow our uniform policy. 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. An educational provider has a duty to make 'reasonable adjustments' to make sure disabled pupils are not discriminated against. Adaptations to uniform are agreed in consultation with the SENDCo and upon receipt of appropriate diagnostic report or letter from a medical professional.

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 or hands to the relevant Head of House. The pupil will incur 5 penalties and have a 'RRS Conversation' with their Form Tutor. The card is 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 a 'RRS Conversation' with the relevant Head of House.

Stage 3: This has only 2 chances of being signed. When full, the procedure is as above. However, the pupil is issued with a 30min after school detention and a phone call home by the relevant Head of House.

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 detention. The relevant Head of House will monitor and sanction/support accordingly.

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. If available, we will ask pupils to borrow items of uniform to ensure that they follow school policy.

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 pupils 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.

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. The member of staff decides on whether the pupil needs to be removed to another teaching group for the rest of the lesson, or whether the pupil needs to be removed to the reflection room.

Pupils working in the reflection room 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 in Class Charts along with details of the incident that led to the removal.

8.3. Internal isolation in the Reflection Room.

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 SENDCO 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 and passport (off-site direction) placements

There are times in which the school will organise a passport (off-site direction) placement or a managed move to another educational institution (host) as behaviour interventions if this is in the best interest of the child.

A passport is for a pupil who may need time where a break from Hall Green School is needed, especially if behaviour does not improve even after appropriate and targeted intervention has taken place. The South Network will agree to a passport process meaning that a pupil will go to another school for around 6 weeks (this may vary depending on the child's needs). During this time Hall Green School will still be responsible for the pupil's behaviour and will sanction any unacceptable behaviour appropriately. After a successful passport placement, the pupil is expected to return to Hall Green School. As part of the review process once the placement is coming to an end, alternative options may be considered, including a managed move on a permanent basis (if a pupil is in a mainstream school).

A managed move is an alternative method of support to a permanent exclusion and should be agreed by all parties including parents/carers, and the receiving school. Once a pupil leaves us on a managed move they will not, unless exceptional circumstances apply, return to Hall Green School until they are taken on roll by the new school they have been allocated or are permanently excluded. A managed move process will usually last 12 weeks, and can be extended to 18 weeks (this may vary depending on the child's needs).

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.

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 self-regulation, vulnerability or resilience as a short term measure in order to prevent problems escalating (6.22 CoP).

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. At Hall Green, senior leaders and pastoral staff have been trained to use Positive Handling as our method to manage the use of reasonable force.

The Headteacher 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 such as form tutor, a Pastoral Assistant or a Head of House.
- 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 school policies:

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