

Behaviour Policy

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Behaviour Policy



Policy Review

This policy will be reviewed in full by the Governing Body no less than annually.

The policy was last reviewed and agreed by the Governing Body on 13th May 2021, coming into effect from 1st September 2021.

It is due for review in 12 months from the above date.

Signature _____

Date _____

Head Teacher

Signature _____

Date _____

Chair of Governors

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1. Definitions

- 1.1. The terms **student**, **pupil**, **child** or **children** refers to all students educated onsite at Hitchin Boys' School.
- 1.2. The term **dangerous** used in this document refers to behaviours that cause evidenced injury to self or others, damage to property, or committing a criminal offence.
- 1.3. The term **parent** used throughout this policy refers to all those with parental responsibility, including parents and those who care for the child (as defined in section 576 of the Education Act 1996). Where there is a Care Order in force (within the meaning of section 31 of the Children Act 1989), the local authority has the power to restrict the exercise by the child's parents of their parental responsibility, if the welfare of the child so requires.
- 1.4. The term **emotional wellbeing** used throughout this document is defined as "A state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." WHO 2004
- 1.5. The term **Mental Health** in reference to children and young people within this document is defined as "The capacity to live a full, productive life as well as the flexibility to deal with its ups and downs. In children and young people, it is especially about the capacity to learn, enjoy friendships, to meet challenges, to develop talents and capabilities." (Young Minds)

2. Statement of intent

2.1. Hitchin Boys' School believes that, in order to facilitate teaching and learning, good behaviour must be demonstrated in all aspects of school life.

2.2. The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised, graduated response.

2.3. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

2.4 Our overall approach is to help students to improve their own behaviour and the process does not end with a consequence. Students will be supported to reflect on the impact of their behaviour by examining areas such as what anti-social behaviours might they have exhibited. How can they adopt more pro-social behaviours. What were their conscious and subconscious behaviours before, during and after any incident. Students will be encouraged to take responsibility and ownership of their behaviour. One rule actually overrides all others and is absolute – ***Students must accept the authority of every member of staff and follow, without question, any instruction given to them unless they honestly believe that to do so would put theirs or someone else's safety at risk.***

3. Legal framework

3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

3.2. This policy was referenced against the 'HCC/NHS Emotional Wellbeing and Behaviour Strategy 2020 – 2023' to ensure it was broadly following the same principles where possible.

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

- Code of Conduct (Students)
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Tobacco, Vaping, Drug, Alcohol Policy
- Complaints Policy and Procedure
- School Rules Policy

4. Roles and responsibilities

4.1. The governing board has overall responsibility for:

- The monitoring and implementation of this Behaviour Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

4.2. The Headteacher is responsible for:

- Establishing the standard of behaviour expected by students at the school.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this Behaviour Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

4.3. The Assistant Headteachers (pastoral), which also includes the Mental Health Lead and Deputies, are responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behaviour Policy, how staff are supported with managing students with SEMH-related behaviour difficulties, and how the school engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Collaborating with the SENDCo, Headteacher and governing board, as part of the SLT, to outline and strategically develop behaviour and SEMH policies and provisions for the school.

- Coordinating with the SENDCo and mental health lead to provide a high standard of care to students who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the student premium, to effectively meet the needs of students with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring students with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CAMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on students' behaviour, education and overall wellbeing.
- Liaising with parents of students with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with previous providers of education, such as primary school teachers, to ensure that students and their parents are informed about options and a smooth transition is planned
- Leading CPD on mental health and behaviour. Signposting members of staff to quality assured resources and training.

4.4. The SENDCo is responsible for:

- Collaborating with the governing board, Headteacher, pastoral leads and the mental health lead (and/or deputy), to contribute to the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with SEND.
- Supporting subject teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.
- Liaising with staff about SEND students and in particular for giving subject staff information about any SEND student, through such means as a pupil passport, so that support and any reasonable adjustments can be made if appropriate.

4.5. Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
 - Planning and reviewing support for their students with SEMH-related behavioural difficulties in collaboration with parents, the SENDCo and, where appropriate, the students themselves.
 - Setting high expectations for every student and aiming to teach them the full curriculum, whatever the prior attainment.
 - Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with SEMH-related behavioural difficulties will be able to study the full national curriculum.
 - Being responsible and accountable for the progress and development of the students in their class, including those with SEND.
 - Being aware of the needs, outcomes sought, and support provided to any students with SEMH-related behavioural difficulties.
 - Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SENDCo/Headteacher/subject leader.
- 4.6. All members of staff, volunteers and support staff are responsible for:
- Adhering to this policy and ensuring that all students do too.
 - Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
 - As authorised by the Headteacher, sanctioning students who display misbehaviour. This responsibility includes the power to use logical protective and educational consequences following antisocial behaviours.
- 4.7. Students are responsible for:
- Their own behaviour both inside school and out in the wider community.
 - Reporting any unacceptable behaviour to a member of staff.
- 4.8. Parents are responsible for the behaviour of their child(ren) inside and outside of school.

5. Smoking and controlled substances

- 5.1. In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas. Further information can be found in the 'Smoke Free Policy' [here](#).
- 5.2. Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of students and/or encouraging students to smoke.

- 5.3. Students are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, vaping materials, lighters, matches or pipes.
- 5.4. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.
- 5.5. The school has a zero-tolerance policy on illegal drugs and legal highs. Students and staff are required to follow the school's Drug and Alcohol Policy.
- Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
 - The staff member will store the sample in a secured cupboard in Reception
 - The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.
 - The school will not hesitate to name the student from whom the drugs were taken to the police, and a full incident report will be completed.
- 5.6. Any further measures will be undertaken in line with the school's Child Protection Policy.
- 5.7. Where controlled substances are found on school trips away from the school premises, the parents of the student, as well as the local police, will be notified.

6. Prohibited sexual harassment

- 6.1. The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.
- 6.2. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:
- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
 - Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
 - Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
 - Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
 - Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
 - Taking, displaying, or pressuring individuals into taking photos of a sexual nature

- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
 - Purposefully cornering or hindering an individual’s normal movements
 - Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet or email
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication
- 6.3. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.
- 6.4. Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.
- 6.5. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

7. Items banned from the school premises

- 7.1. The following items are banned from the school premises:
- Fire lighting equipment:
 - Matches, lighters, etc.
 - Drugs and smoking equipment:
 - Cigarettes
 - Tobacco
 - Cigarette papers
 - Electronic cigarettes (e-cigs) and vaping machines, capsules, liquids
 - Alcohol
 - Solvents
 - Any form of illegal drugs

- Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
 - Knives
 - Razors
 - Catapults
 - Guns (including replicas and BB guns)
 - Laser pens
 - Knuckle dusters and studded arm bands
 - Whips or similar items
 - Pepper sprays and gas canisters
 - Fireworks
 - Dangerous chemicals
 - Other items:
 - Chewing gum
 - Caffeinated energy drinks (these are banned from sale to under 16s)
 - Offensive materials (i.e. pornographic, homophobic, racist, extremist propaganda etc.)
 - Materials that may be used for solvent abuse

7.2. All members of staff have been given the legal power to search for dangerous prohibited items without consent. The consent of the student will be sought in as many cases as possible. However, if the member of staff believes that there is a threat to safety of the student or other members of the school community, they can use their power to search without consent for any of the items listed above (except those in the Other items list that are less dangerous.)

- Searches will be conducted by a senior member of staff (Head of Year or member of SLT), with another staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats.
- A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to

any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

- A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- The school is not liable for any damage to, or loss of, any confiscated item.
- The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.
- Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school reception.
- The Headteacher will always be notified if the item that is confiscated represents a safety threat. For other items, Reception staff will deal with the return of items to students at the end of the day.

8. Effective classroom management

8.1. The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all students. One rule actually over-rides all others and is absolute – ***Students must accept the authority of every member of staff and follow, without question, any instruction given to them unless they honestly believe that to do so would put theirs or someone else's safety at risk.***
- Establish agreed rewards and positive reinforcements – see Appendix 3. Staff are provided with examples of pro-social behaviours that encourage greater consistency in rewards being given.
- Establish consequences for misbehaviour.
- Establish clear responses for handling unacceptable behaviour.
- Encourage respect and development of positive relationships and prosocial behaviours.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep students stimulated.
- Subject to reasonable adjustments (e.g. those made for students whose SEND may affect their behaviour), students will be expected to follow the school Student Code of Conduct which requires students to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and students.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour including behaviour that is difficult or dangerous.
- Show respect for the school environment.

8.2. Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules
- Routines
- Praise
- Rewards

8.3. Classroom rules

- Teachers establish classroom rules at the beginning of the academic year in conjunction with students which define what is acceptable behaviour and consequences if rules are not adhered to.
- Teachers ensure that classroom rules are always clear, comprehensive and enforceable.
- Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. “I will act respectfully towards my peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.
- Before committing to the classroom rules, teachers ensure that all students fully understand what they involve and what is expected of them.
- Rules are placed on the classroom walls to ensure they are visible to students at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.

- Teachers/form tutors explain clearly to students what will happen if they breach any of the rules so they are aware of the consequences that may be imposed.
- At the beginning of the school year, students are provided with a Home School Partnership which they are required to read and sign.
- All rules outlined in the Home School Partnership are applicable to students' behaviour elsewhere on the school premises and outside of the school – teachers ensure students understand this.

8.4. Routines

- The school understands that students work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.
- Teachers establish classroom routines at the beginning of the academic year in conjunction with students and revisit these daily.
- Routines may include activities such as the following:
 - Standing behind chairs before the class starts and sitting down upon the teacher's instruction
 - Handing out exercise books and pens/pencils at the beginning of the lesson
 - Writing lesson objectives down
 - Putting chairs on top of the desk at the end of the day when directed to by the teacher
 - Standing when another member of staff enters the classroom
 - Accessing devices for learning only when instructed
- Once a routine has been established, the teacher models this for students to ensure they understand it.
- Routines are displayed alongside the classroom rules on the wall so that they are clearly visible to students.
- Teachers explain the rationale behind the routine to help students understand why it is needed, as well as the consequences that will be imposed if a student does not adhere to the routine.
- Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

8.5. Praise

- The school recognises that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive

praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst students.

- When giving praise, teachers ensure:
 - They define the behaviour that is being rewarded.
 - The praise is given immediately following the desired behaviour.
 - The way in which the praise is given is varied.
 - Praise is related to effort, rather than only work produced.
 - Perseverance and independence are encouraged.
 - Teachers ensure that praise is not given continuously without reason and only when a student's efforts, work or behaviour needs to be recognised.
 - Praise that is given is always sincere and is never followed with immediate criticism.
 - Teachers encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.

8.6. Rewards

- The school understands that when rewards are used following certain behaviour, students are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:
 - **Immediate** – immediately rewarded following good behaviour.
 - **Consistent** – consistently rewarded to maintain the behaviour.
 - **Achievable** – keeping rewards achievable to maintain attention and motivation.
 - **Fair** – making sure all students are fairly rewarded
- The school uses three different categories of rewards – these are:
 - **Social** – praise and recognition, e.g. a positive phone call, postcard or email home.
 - **Physical** – material rewards, e.g. certificates or other rewards
 - **Activity** – activity-based rewards, e.g. extra privileges, rewards trips.

8.7. Rewards are itemised in Appendix 3.

9. Positive relationships and approach

9.1. Positive teacher-student and teacher-parent relationships are key to combating challenging behaviour. The school focuses heavily on forming these relationships to

allow teachers to understand their students and create a strong foundation from which behavioural change can take place.

9.2. Teachers will enforce a number of strategies to establish positive relationships with their students – these may include:

- Welcoming students as they enter the classroom
- Ensuring students understand what is expected of them
- Creating a positive environment where every student feels comfortable and respected

9.3. Showing an interest in each student's interests, talents, goals, likes and dislikes, and their family

9.4. Engaging with students during lunchtime and breaktime

9.5. Focussing on using positive language when interacting with students to guide them towards positive outcomes rather than highlighting their mistakes. This is communicated to parents/carers so all stakeholders are involved.

9.6. Within the classroom, teachers establish clear expectations for manners and respect for students – this includes:

- Acknowledging and giving praise when a student demonstrates good manners.
- Encouraging students to treat others with respect by modelling the desired behaviour.
- Informing students of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Establishing a politeness policy to help students understand basic manners and respect.
- Teaching students the importance of showing respect to each other.

9.7. The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and students are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

9.8. The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop students’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students’ health and wellbeing
- **Positive mental wellbeing** – the school has a wide range of interventions, support and information provided to promote positive mental health

9.9. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. The school’s SEND Policy outlines the specific procedures that will be used to assess these students for any SEMH difficulties that could affect their behaviour. The school follows the Hertfordshire STEPS programme for the minority of students who need alternative approaches to the mainstream behaviour management processes. For vulnerable students, we also use risk reduction plans to help support positive behaviours. See the SEMH policy for more details. Risk reduction plans are written after working with the student, parent/carer plus any other relevant professionals to consider a student’s subconscious/conscious behaviours aswell as to conduct any anxiety mapping. This is to inform the risk reduction plans to understand better the causes of their behaviour and support the students more effectively.

10. The classroom environment

10.1. In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

10.2. Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see students’ faces, that students can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.
- Where significant poor behaviour is seen in the classroom the teacher may decide to discuss the matter with the student’s parents/carers or seek guidance from their Head of Department who in turn may contact the parents/carers. Subject staff may then inform pastoral staff if the incident was either of a significant nature or poor behaviour is becoming more persistent.

- Wherever possible, teachers avoid standing with their backs to students and ensure they have full view of the room at all times.
- Before starting lessons, teachers ensure they have the full attention of all students, then explain the task clearly so all students understand what they are supposed to be doing.
- Teachers establish different methods for regaining students' attention such as asking a simple closed question to quickly engage them.

11. Understanding behaviour

11.1. Where students frequently display behaviours that are not acceptable or there is a significant incident of difficult or dangerous behaviour, the school uses the antecedent–behaviour-consequence (ABC) analysis to determine appropriate action and support – this involves:

- Antecedent (A): what happens before the behaviour occurs.
- Behaviour (B): the behaviour that occurs.
- Consequence (C): of the poor behaviour. This may also include a conversation with a senior member of staff here the student reflects on their behaviours (both positive and challenging) to understand their own feelings about why and what happened. This will promote student ownership of their behaviour and encourage future positive wellbeing and help them to understand the consequences and support in terms of outcomes. This conversation will always take place following an internal exclusion.
- Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

11.2. When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the student's behaviour?
- Where and when does the student display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the student use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the student's progress be monitored?

12. De-escalation strategies

12.1. Where poor behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a student's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the student and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the student a face-saving route out of confrontation, e.g. Delaying consequences to allow for recovery time or allowing a student to move to a different space.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

12.2. **De-escalation script:**

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and
- When 'x' happened what were you feeling?

13. Restrictive Physical Intervention (Restraint)

13.1. In line with DfE guidance, all members of staff have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

13.2. Restrictive physical intervention with reasonable force should be very rarely employed and professional judgement and caution must be exercised. Restrictive physical intervention with reasonable force may be appropriate in the following situations:

- A student attacks a member of staff or another student
- A student tries to, or does, conduct deliberate damage or vandalism to property
- A student is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A student leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption.
- A student persistently refuses to obey an order to leave the classroom and student or staff safety is at risk

13.3. Restrictive physical intervention will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Although not a restraint tool, some Assistant Headteachers (pastoral) have been trained on Hertfordshire Step On protocols in restrictive physical intervention and how to conduct this safely. Restrictive physical intervention without any force, such as the Step On training, is about safe and acceptable touch.

13.4. All staff will attempt to use the [de-escalation strategies](#) before the use of restrictive physical intervention; however, the school understands that restrictive physical intervention (with or without reasonable force) may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

13.5. The Headteacher and other authorised members of staff are permitted to use restrictive physical intervention with reasonable force when conducting a search, without consent, for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

13.6. Though members of staff can search for all the items listed in [section 7](#) of this policy, restrictive physical intervention (with or without reasonable force) will only be used, if necessary, to search for the items listed in 13.5.

- 13.7. Wherever possible, staff will ensure that a second member of staff is present to witness any use of reasonable force such as when restrictive physical intervention used.
- 13.8. After an instance of restrictive physical intervention, the student will be immediately taken to a Senior Leadership Team member and the student's parents will be contacted – parents may be asked to collect the student and take them home for the rest of the day.
- 13.9. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion.
- 13.10. When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

14. Managing behaviour

- 14.1. Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school utilises the scale of consequences that are outlined in Appendix 2
- 14.2. Appendix 1 outlines the stages that teachers will take in trying to manage their classroom in a positive manner, but using the consequences and escalation to middle and senior leaders as it is needed.
- 14.3. Teachers and pastoral staff will record all rewards and consequences via the EduLink/SIMS system. Pastoral leaders will use this data to monitor the progress of students and intervene to support if there are trends/patterns in individual or collective behaviour over time. This includes looking for repeated behaviour instances at a certain time of day or with certain teachers.
- 14.4. Heads of Year and Pastoral leaders will meet with the SENDCo every term under the title of a SEND Panel Meeting, to discuss the students in each year group who are most in need of support which might be linked to behaviour patterns.
- 14.5. Only Senior Leaders, the Data Manager or the SENDCo can authorise any changes to the behaviour record of a student but only after consultation with the member of staff who applied the behaviour points. Where the student has SEND needs the views of the SENDCo should be sought.



- 14.6. The school will ensure that all consequences are reasonable in all circumstances, and will consider the student’s age, religious requirements, SEMH needs and any SEND and comply with the requirements of the Equality Act 2010. Whenever possible, consequences will include an educational element.
- 14.7. Heads of Year and Assistant Headteachers have the discretion to alter or remove a sanction that has been issued by a classroom teacher. This is usually because they have more information or the wider context to a student’s behaviour. Before doing this, the teacher or staff member who issued the sanction should be consulted and an explanation given as to why the sanction is being altered or removed.
- 14.8. In cases where the number of consequences that a student accumulates is rising or the consequences are not having an effect in modifying behaviour, the school may move to an individual behaviour plan or a Pastoral Support Plan that may involve counsellors and other agencies in supporting a child with a bespoke plan. Failure to follow a Pastoral Support Plan may result in further action, see the Exclusions policy for details.
- 14.9. Student could be placed on a fortnightly monitoring report which can be extended as an intervention procedure as detailed below.

15. Monitoring Behaviour

	Intervention / Action Description	Example
STAGE 1 <i>Monitoring</i>	Student targets are set and monitored, with agreed rewards and consequences.	Poor behaviour in one or two subjects Poor punctuality



	Form tutor communicates with the teacher. Possible mediation.	Poor Attitude to Learning (ATL) in one subject or 2 subjects.
STAGE 2 <i>Form tutor report</i>	<p>Student targets are set and behaviour is monitored via a fortnightly report. Appropriate consequences applied (and agreed at the outset) where there is a persistent infringement of report expectations.</p> <p>Form tutor communicates with the teacher. Possible mediation.</p> <p>Help offered from learning peer mentor/PSW/LSA/Learning mentor when appropriate.</p>	<p>Monitoring at stage 1 had insufficient impact .</p> <p>Poor behaviour in one or 2 subjects</p> <p>Poor punctuality</p> <p>Poor Attitude to Learning (ATL) in one or 2 subjects.</p>
STAGE 3 <i>Head of Year report/ Assistant Head</i>	<p>Head of Year or Assistant Headteacher (with input from SENDCo if appropriate) meets with the student to discuss concerns and parents involved. An understanding of contributing factors is investigated and discussed with all stakeholders including the parent/carer and student. This involves looking at conscious/sub-conscious behaviours and anxiety mapping. Clear targets for improvement are set, and support to achieve these is offered. Meeting daily with students to monitor and help/coach.</p> <p>Help offered from learning peer mentor/PSW/LSA/Learning mentor when appropriate.</p> <p>Educational psychologist involved when appropriate.</p>	<p>Insufficient improvement following tutor/subject teacher intervention in stage 2</p> <p>Significant poor behaviour in three or more subjects</p> <p>Significant attendance concerns.</p> <p>Poor Attitude to Learning (ATL) in three or more subjects</p>
STAGE 4 <i>PSP report</i>	<p>Parental meeting with the Assistant Headteacher (Pastoral Leader) with Head of Year, SENDCo if applicable and student if appropriate. An understanding of contributing factors investigated and discussed with all stakeholders including the parent/carer and student.</p> <p>A study contract is drawn up to ensure clarity around behaviour, attendance, effort, deadlines and engagement (known as a PSP - Personal Support Plan-reviewed every 4 weeks). Counselling explored. Educational Psychologist involved when appropriate.</p> <p>Help from learning peer mentor/PSW/LSA/Learning mentor. External</p>	<p>No improvement following stage 3 meeting and/or non compliance of stage 4 report</p> <p>Misconduct and failure to comply with HBS behaviour policy</p>

	sources of support also explored. ESC outreach support is offered. An understanding of contributing factors is investigated and discussed with all stakeholders including the parent/carer and student. This involves looking at conscious/subconscious behaviours and anxiety mapping.	
STAGE 5 PSP report (high risk of exclusion)	Parental meeting with Head Teacher (when necessary), Assistant Headteacher (and SENDCo if applicable). Help from learning peer mentor/PSW/LSA/Learning mentor. Counselling explored. External sources of support also explored. ESC outreach support is offered. Alternative educational settings are discussed and explored when appropriate.	No improvement following stage 4 meeting and/or non compliance of study contract Failure to comply with HBS behaviour policy Potential involvement of EHC

15.1. Internal Exclusion

- 15.1.1. The School's Internal Exclusion Process will always be followed. This can be viewed in Appendix 4.
- 15.1.2. The school may decide to move students to a separate room or area away from other students for a period of time. Parents will always be notified.
- 15.1.3. The school will only move students to a separate room where necessary, and where the process outlined in [section 14](#) of this policy has been followed and has failed to resolve the behaviour issue.
- 15.1.4. The school will ensure that student's health and safety is not compromised during their time in the separate room, and that any additional requirements, such as SEND needs, are met.
- 15.1.5. The amount of time that a student spends in the internal exclusion is up to the school to decide. This could be for more than one school day.
- 15.1.6. The school will ensure that the student is not kept in isolation any longer than necessary.
- 15.1.7. The staff member in charge and supervising the student will decide what the student may and may not do during their time spent in isolation but it should follow the process outlined in Appendix 4.
- 15.1.8. The Pastoral Support Worker (or Head of Year in their absence) will request that the student's class teacher(s) sets them appropriate work to complete.
- 15.1.9. Students will have an opportunity to reflect upon their actions to avoid future sanction.

15.1.10. Lunchtime isolations may be used, and a succession of lunchtimes may be used if separation from the cohort is seen as a necessary intervention (e.g. incidents have happened during unstructured time at lunchtime).

15.1.11. Students are permitted to eat during the allocated times of the school day and may use the toilet as required.

15.1.12. The Internal Exclusion will also have an after-school detention as part of the same sanction and on the same day as the isolation. This helps to balance support and restorative work that may be undertaken during the day with a sanction, acting as a deterrent so that students do not see isolation as a way to 'get out of lessons.'

15.2. Fixed Term and Permanent Exclusions

15.2.1. Senior staff will always follow the process outlined in the Exclusions Policy when considering any fixed term or permanent exclusions.

15.2.2. All fixed term exclusions will include a meeting with the student, parents and pastoral leader to reflect on the circumstances surrounding the exclusion to ensure behaviours are understood by all. The details of this meeting will be recorded and kept on file. Where a student with SEND needs or possible SEND needs is excluded on a fixed term the SENDCo is always invited to this reintegration meeting.

16. Detentions

16.1. The school will make it clear to parents and students that they are able to use detention as a sanction, both during and outside of school hours.

16.2. All teachers (and student-facing support staff such as Learning Support or Cover Supervisor staff) at the school can impose detention on a student, unless the Headteacher decides to withdraw this power from any teacher

16.3. The Headteacher may decide to delegate the power to impose detention to volunteers, such as support staff who assist during educational visits or trips.

16.4. For lower level infringements of the school rules, detentions may be served at lunchtime (with appropriate allowances made to ensure that the student has time to eat.) The following indicate the times during which detention can be issued outside of school hours:

16.5. Any school day where the student is not authorised to be absent

16.6. During weekends, except for any weekend preceding or following a half-term

16.7. Any non-teaching day, e.g. INSET days

- 16.8. Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the student. We will make best efforts to contact parents, but some circumstances may require a no-notice detention.
- 16.9. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the student
- 16.10. If the detention is during lunchtime, 15 minutes will be allocated to allow the student time to eat, drink and use the toilet.
- 16.11. When issuing detentions which are set to be outside of school hours, the member of staff doing so will consider
- Whether the detention is likely to put the student at risk.
 - Whether the student has identified caring responsibilities which would make the detention unreasonable.
 - Whether the parents ought to be informed of the detention, e.g. it may not be necessary to do so if the detention is for a short period after school and the student is able to return home safely.
 - Whether suitable transport arrangements are in place between the parents and the student. NB. It does not matter whether these transport arrangements are inconvenient to the parents.

17. Behaviour off school premises

- 17.1. Students at the school must agree to represent the school in a positive manner.
- 17.2. The guidance laid out in the Student Code of Conduct applies both inside school and out in the wider community, particularly if the student is dressed in school uniform.
- 17.3. Staff can apply consequences to students for misbehaviour outside of the school premises.
- 17.4. Staff may apply consequences to students for misbehaviour off the school premises when the student is:
- Wearing school uniform.
 - Travelling to or from school.
 - Taking part in any school-related activity.
 - In any way identifiable as being a student at the school.

- 17.5. Staff may also discipline students for misbehaviour off the school premises that, irrespective of the above:
- Could negatively affect the reputation of the school
 - Could pose a threat to another student, a member of staff at the school, or a member of the public.
 - Could disrupt the orderly running of the school.
- 17.6. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with and consequences may be applied. This also applies to incidents such as cyber-bullying between two or more students at school
- 17.7. The school will impose the same behaviour consequences for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- 17.8. In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour consequences once the student has returned to the school premises or when under the supervision of a member of staff.
- 17.9. Complaints from members of the public about misbehaviour by students at the school are taken very seriously

18. Staff training

- 18.1. The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.
- 18.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 18.3. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an annual basis.
- 18.4. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
- 18.5. All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.



- 18.6. At least one member of staff will know every student and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.
- 18.7. Teachers and support staff will receive regular and ongoing training as part of their development.
- 18.8. Teachers and support staff have the opportunity to access their own wellbeing support through various means including confidential support via NESSIE, onsite access to the school counsellor as well as regular staff wellbeing surveys and other measures.

19. Monitoring and review

- 19.1. This policy will be reviewed by the pastoral Assistant Headteachers on an annual basis, who will make any necessary changes and communicate these to all members of staff.
- 19.2. This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.
- 19.3. The next scheduled review date for this policy is January 2021

20. Sixth Form Behaviour Expectations

- 20.1. Students within the Sixth Form are considered to be young adults. They should set standards of good behaviour for the rest of the school and be able to make informed choices about their conduct. These include:
- Attendance
 - Attend school and all lessons punctually
 - Give notice in advance, to both Form and Subject Tutors, of any planned future absence
 - Telephone the school before 8.45am in the case of illness/absence
 - Provide on the day of return to school, following an absence for illness or personal reasons, a letter/email of explanation from a parent/guardian
 - Remain on site from 8.45am until the end of the morning session, utilising private study facilities when not in lessons. Follow the 'signing out' procedure if leaving school early
 - Ensure that any work/assignment missed is completed on return from a period of absence

- Sign out with the sixth form office if leaving due to illness.
- Under no circumstances arrange driving lessons during time-tabled lesson times (test day itself is acceptable)
- Dental and medical appointments must be arranged outside time-tabled lesson times.

20.2. Study & Extra-Curricular Participation

- Devote a significant amount of time each week to independent study. This will include consolidation of work done in class and wider reading or research. For example, at least 5 hours independent study should be devoted to each single A Level or BTEC course. For most this equates to 15 hours of study a week outside lesson time.
- Participate in all activities specifically arranged for Sixth Formers by departments
- Attend compulsory timetable enrichment lessons or activities (Wednesday period 5)
- Our guidance is to undertake no more than 8 hours per week paid employment during term time so as to ensure that sufficient time is given to full-time education
- Represent the school, if selected, in sports, music or other extra-curricular activities

20.3. Regulations and Procedures

- Adhere to the Hitchin Boys' School Behaviour Policy
- Behave in an appropriate manner as a senior student of the school
- Read the 'Daily Notice Plasma Screen' immediately on arrival at Sixth Form Centre
- Dress in smart business attire suitable for a formal office environment
- Ensure ID cards are visible at all times, worn on school lanyards. This is a safeguarding requirement
- Ensure that mobile phones are only used within the Sixth Form building and switched off in all lessons and meetings.
- All students, but typically sixth form students, should not invite ex-students or any other non-authorized individual onto school site as this is a significant safeguarding risk.

20.4. Sixth Form Consequences / Intervention

- 20.4.1. Persistent failure to meet the expectations of a sixth form student may lead to intervention strategies put in place by the subject area, tutor, Head of Year, Head

of Sixth Form, or Assistant Headteacher in charge of KS5 (or any Senior Leader in their absence). These will include any and all the consequences outlined in this policy, including;

- Lunchtime detentions
- After school detentions
- Withdrawal of privileges
- Contact with parents / carers through phone call / letter / email
- Meeting with parents / carers
- Student put on pastoral report monitored by tutor and/or Head of Year / Head of Sixth Form
- Decision to withdraw, swap and/or reduce A Level courses studied by a student
- Letter written to parents and student advising that successful course completion is unlikely and encouraging student to consider alternative courses outside HBS

20.4.2. Behaviour Intervention Procedure

	Intervention / Action Description	Example
STAGE 1	Tutor / subject teacher meets with the student to discuss concerns. Students behaviour is monitored and appropriate consequences applied where there is a persistent infringement	Poor engagement in one subject Poor punctuality Poor subject work ethic / low level disruption
STAGE 2 Blue Report	Student meeting with form tutor outlining exact nature of concern and possible further consequences. Action plan and targets set for areas of concern over a two week period (monitored by FT) with a review meeting at the end. Parental contact made	No improvement following tutor/subject teacher intervention U grade following data drop in one or more subjects Poor engagement in 2 subjects Poor attitude to learning or work ethic during study periods
STAGE 3 Green Report	Student meeting with Head of Year and/or Head of Sixth Form (minuted). Student given clear targets after consultation with form teacher/HoY/HoS. Students to work on targets over a two week period. Parents contacted. Review meeting to take place at the end. Any support needs addressed by pastoral team.	No improvement following stage 2 meeting and/or non compliance of stage 2 report A pattern of unauthorised absence / truancy U grade following data drop in 2 or more subjects

10. STAGE 4 Amber Report	Parental meeting with the Head of Sixth Form and student that is written up. A study contract is drawn up to ensure clarity around attendance, effort, deadlines and engagement. Additional daily support offered.	No improvement following stage 3 meeting and/or non compliance of stage 3 report Misconduct and failure to comply with HBS behaviour policy
STAGE 5	Parental meeting with Assistant Headteacher, Head of Sixth Form, and student. Discussion about the suitability of the offer at HBS for this student and whether other pathways may be more successful. Risk of permanent exclusion also discussed if no immediate improvement.	No improvement following stage 4 meeting and/or non compliance of study contract Failure to comply with HBS behaviour policy

20.5. Sixth Form Rewards

20.5.1. At Hitchin Boys School Sixth Form, we want our students to be proud of their achievements, both in terms of their academic progress and performance, but also, we recognise and value the many areas that students succeed in that go beyond their academic studies.

20.5.2. We reward students to recognise and appreciate their high standards of performance and have designed reward system to try and allow all students, regardless of their talent or ability to perform highly in one or more of the following categories;

- Commitment and attitude to learning
- All round achievement – outstanding overall academic performance
- Academic progress
- Attendance
- Community participation (both in our enrichment programme and beyond)
- Subject Awards (from staff nominations at the end of Year 13)

Appendix 1 - Managing In-Class Incidents Flowchart



Appendix 2 - Consequences for unacceptable behaviour

One rule actually over-rides all others and is absolute – ***Students must accept the authority of every member of staff and follow, without question, any instruction given to them unless they honestly believe that to do so would put theirs or someone else’s safety at risk.***

Consequence	Behaviour Points	Examples of Behaviour	Sanction
C1	1	Not responding to initial verbal warning to modify behaviour. Disrupting the learning of others. Talking/Out of seat. Uniform/Appearance. Lack of equipment. Late without a valid reason. Not following staff instructions.	1 Behaviour points added to the record (all staff)
C1H	1	Home learning is incomplete or not completed to a satisfactory standard.	Revised deadline given by teacher
C2	2	Repetition of any C1 offence. Behaviour not improved after issuing of C1	Second Warning (all staff)
C2H	3	Home learning is incomplete (no reason) or incomplete by 2nd deadline.	Final warning with final deadline (all staff)
C3L	5	Repetition of any C2 offence. Persistent disruption of learning. Provoking another student/situation. Persistently being in areas not designated for year group before school or at lunchtime. Being in the vicinity of smokers. Eating in class & consuming fizzy drinks or bringing them onto school site. Inappropriate use of device/mobile phone. Repeated failure to bring appropriate equipment. Littering. Chewing gum	Lunchtime detention (all staff) Students offered an opportunity to reflect on the incident via a universal form for any detention or exclusion.
C3H	5	Student fails to meet the final deadline for homework (without good reason) or has had to be given 3 or more C2H’s in a week across the curriculum.	Lunchtime centralised detention (HoY/HoD)
C3	10	Lying or rudeness to a member of staff/arguing. Refusal to follow instructions (see over-riding rule above the grid). Inappropriate language including swearing in conversation. Late for school three times in a half-term without a valid reason. Plagiarism of internal work. Cheating on assessments. Mobile Phone confiscated 3 times in academic year.	One-hour after school detention (HoY/HoD)
C3F	15	Significant or repeated C3 behaviour. Truancy. Swearing at another student or swearing across a room. Missing a C3 detention (no reason)	1.5 hour Friday detention (HoY/HoDs)
C4	25	Repetition of a C3 offence. Being on-called for persistent lesson disruption. Persistent dishonesty/lying to a member of staff. Off site at lunch. Walking away from a member of staff. Deliberate defiance, including appearance. Fighting (including biting). Incitement or complicity in aggressive behaviour. Bullying incident – Cyber/Verbal/Physical. Making unfounded serious accusations against another student or member of staff. Two C3s in one day. Three C3s in one week	Lunchtime isolation(s) (AHT) Internal exclusion (AHT) Saturday morning (AHT)
C5	50	Persistent C4 behaviour. Gross disobedience. Swearing at or about a member of staff or making malicious comments. Intimidating staff. Smoking/e-cigarettes and/or the possession of cigarettes, lighters, alcohol. Assault (including violent fight). Persistent bullying. Intentional racist, homophobic or misogynistic language/behaviour. Using ICT devices to commit illegal acts (including taking photos of staff) or distribute material to bully or harm others. Graffiti or damage to school facilities or equipment. Poor behaviour during C4. Cultural intolerance. Bringing the school into significant disrepute e.g. shoplifting, abuse of members of the public, fighting in public .	Fixed Term Exclusion (HT or DHT in their absence)
C6	-	Persistent C5 behaviour. Possession of an offensive weapon. Theft or vandalism. Possession of illegal drugs. Violence towards staff member	Permanent exclusion or managed move

Appendix 3 - Rewards for Positive Behaviour

Reward	House Points	Behaviour	Reward
R1	1	Single piece of good work including homework e.g. verbal praise given during the lesson or good written work & effort. Act of kindness within the school Demonstrates to ATL level 2	House Point (1 pt) Automatically applied to their SIMS & Edulink record.
R2	5	Consistent pieces of good work over multiple lessons e.g. lots of verbal praise and excellent written work & effort / resilience. Significant act of kindness within the school Demonstrates to ATL level 1	House Points (5 pts) Push notification via Edulink app Phone call, email or Postcard Home or Form Tutor award
R3	10	Significant progress over the course of a module of learning e.g. improved outcomes, consistent verbal contribution and outstanding written work & effort / resilience. Significant act of kindness in the wider local community Demonstrates to ATL level 1*	House Points (10 pts) Departmental or Head of Year Commendation Letter / certificate Phone call home
R4	25	Outstanding progress over the course of a module of learning e.g. now exceeding expectations. Outstanding pastoral / department contribution	House Points (25 pts) Assistant Headteacher / Headteacher Commendation & subject badge given
R5	75	100% statutory attendance (entered by attendance team) No behavioural consequences in a term (entered by data team) Pastoral, Academic & Sports awards	House Points (75 pts) Rewards assembly - Prize / Certificates from Head of Year, Dept or Head of PE in end of term celebration assemblies. Half Colours
R6	100	Performed/represented the school in extra curricular activities to an extremely high standard whilst demonstrating exceptional dedication e.g Sport, Drama, Music, Academic Performance, Fieldtrip, Event	House Points (100 pts - given once per sport or extra curricular activity) Full School Colours
R7	150	Sustained outstanding work or outstanding effort/resilience over the course of a year. Outstanding work/effort/resilience over their time at school	House Points (150 Pts) Annual Celebration Evening for GCSE and A-level End of Year Striving for Excellence Awards

Reward activities for attaining various amounts of House Points and various other rewards also take place:

- For boys in Y7-9 the HPG Coordinator organises a termly trip to reward the 4 highest merit winners (minus behaviour points) in each year plus 8 Wildcards from tutors, Assistant Heads of Year and Heads of Year.
- The Top 20 in Year 10 and 11 (highest number of merits minus behaviour points) and 3 Wild cards (chosen by pastoral leaders: Assistant Heads of Years, Heads of Years, and Pastoral Assistant Head) go on half-termly reward trip.
- In Year 7 to 11, the Merits leaderboard is checked every week in tutor period.
- In Year 7 to 11, a celebration assembly is organised every term to celebrate the students' academic and pastoral successes.
- In Year 7 to Year 11, the form with the highest merits points is rewarded at end of each half- term (pizza lunch and a trophy)

Sixth Form Rewards

Identified by:

- Commitment and attitude to learning
- All round achievement – outstanding overall academic performance
- Academic progress
- Attendance
- Community participation (both in our enrichment programme and beyond)
- Subject Awards (from staff nominations at the end of Year 13)

Appendix 4 – Internal Exclusions Process

Where a student's behaviour is serious enough to warrant a C4I consequence (Internal Exclusion) the following process will be followed as outlined in section 15 of the Behaviour Policy.

Internal Exclusions will:

- Be conducted in a separate room away from the main school student body.
- Always have a member of staff present.
- Include a period of reflection and restorative work that will allow the student to learn from their behaviour(s).
- Allow students to access their school work via online platforms.
- Allow students the opportunity to have access to toilets in the building.
- Ensure students have an opportunity for break and lunch periods (though these will not be with their peers and could be at slightly different times to the usual school day). Students will be given an opportunity to stretch their legs and get plenty of fresh air.
- Automatically include an hour after school detention to reflect the fact an internal exclusion is a more serious consequence. This will be as per the main school detention system and with any other students undertaking a C3 consequence that evening.
- Ensure all SEND and medical needs are met within reason.
- Always require students to hand in their mobile phone at the start of the day.

Pastoral Leaders will:

- Ensure that internal exclusions have at least half a days notice period to allow time to ensure staff can organise the day effectively.
- Notify the parents of the reasons for the internal exclusion and when it will be - including timings.
- Ensure the internal exclusion is recorded on the student's SIMS file.
- Ensure the student has been spoken to and is aware of why an internal exclusion has been sanctioned as the consequence and where they should be and when. A packed lunch and reading book for breaks / lunch is advisable.

Pastoral Support Workers will:

- Notify the attendance team that the internal exclusion is taking place so registers are marked accordingly.
- Notify teachers that work must be uploaded to the online platform and for what day(s).
- Meet the student at reception no earlier than 8.30am and no later than 8.45am.
- Collect the student's mobile phone at the start of the day. If the student has left it at home then this will need to be confirmed via parents.

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- Source a laptop for online access should the student not have access to their own Google Chromebook.
- Put together a timetable of supervision and restorative work that will be undertaken.
- Collect the student(s) before 3.30pm to take them to their after school detention.

Senior Leaders will:

- Be available to supervise the internal exclusion as per the 'on-call' rota. Should there be any unavoidable circumstances where a senior leader can't attend e.g. interviewing, PEP meeting, safeguarding/child protection emergency then other senior leaders should prioritise covering.
- Supervise the internal exclusion and ensure the atmosphere in the room is quiet and studious at all times.
- Attempt to support students with any academic queries about the online work if they can.
- Ensure that all prior agreed SEND and medical needs are met.

The Student will:

- Be punctual and follow all school rules as normal.
- Engage with all online learning throughout the day.
- Engage with the reflection and restorative work to show they are learning from their poor behaviour(s).
- Be respectful at all times.
- Bring any stationary, break/lunch reading material that they require.
- Ideally bring a packed lunch.
- Hand in their mobile phone at the start of the day to the pastoral support worker.