



## **Policy: Behaviour for Success Policy**

### **1. Introduction**

- 1.1. Our Behaviour for Success Policy is designed to promote outstanding behaviour in all our classrooms and across the school. We define Behaviour for Success as the positive attitudes, conduct and approaches our pupils bring to their learning, extracurricular activities and socialising around the school. We aim to help our pupils become responsible and resilient citizens of good character with a thirst for knowledge and a love of learning.
- 1.2. We believe that, in order to facilitate teaching and learning, good behaviour must be demonstrated in all aspects of school life.
- 1.3. We acknowledge that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs through individualised plans.
- 1.4. Cirencester Deer School is a member of The Corinium Education Trust. In line with The Corinium Education Trust's overarching Behaviour Statement, everyone at Cirencester Deer Park School is committed to:
  - Promoting positive 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 pupils to enable early intervention;
  - A shared approach which involves pupils in the implementation of the school's policy and associated procedures;
  - Promoting a culture of praise and encouragement in which all pupils can achieve.

### **2. Legal framework**

- 2.1. 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
  - Health Act 2006
  - Educations and Inspections Act 2006
  - The School Information (England) Regulations 2008
  - Equality Act 2010
  - Voyeurism (Offences) Act 2019
  - DFE 'Behaviour and discipline in schools' 2016
  - DFE 'Checklist for school leaders to support full opening: behaviour and attendance' 2020
  - DFE 'Sexual violence and sexual harassment between children in schools and colleges' 2021

- DFE 'Mental health and behaviour in schools' 2018
- DFE 'Special educational needs and disability code of practice: 0 to 25 years' 2015
- DFE 'Use of reasonable force' 2013
- DFE 'Searching, Screening and Confiscation' 2018
- DFE "Keeping Children Safe in Education" 2021

2.2 This policy should be read in relation to all other school and Trust policies and with specific reference to:

- The Corinium Education Trust's Behaviour Statement
- The Corinium Education Trust's Exclusions Policy
- The Anti-bullying Policy
- The Equality Policy
- The Safeguarding Policy
- The Special Educational Needs Policy
- The Relationships and Sex Education and Health Education Policy
- The IT Acceptable Use Policy
- The Home/School Agreement

### 3. Aims

3.1. We expect;

- Every pupil to be aware of our high expectations and School Standards;
- Every pupil to take responsibility for their own high standards of behaviour;
- Every teacher to promote and reinforce high standards of behaviour and discipline in the classroom and within the school environment;
- All staff to take responsibility for and be consistent in their approach to behaviour and discipline and to work within the framework of The Corinium Education Trust's overarching Behaviour Statement and the school's Behaviour for Success Policy.

3.2. We are an inclusive comprehensive school with high expectations for all our pupils. The Headteacher clearly expresses this by setting out boldly that everyone within our learning community is challenged to be 'the best we can be every day' and to achieve more than we all first think is possible. Therefore, when dealing with transgressions of any kind we reflect on the situation and reaffirm our standards. We endeavour to take preventative measures by modelling and promoting good behaviour and being clear and consistent in our expectations. We aim to de-escalate incidents, ensure any sanctions are reasonable, fair and proportionate, and focus on seeking resolutions to enable all involved to move on.

3.3. Our Behaviour for Success Policy will ensure;

- all pupils have the right to enjoy high quality education and share the responsibility to let others do the same;
- positive behaviour is the 'norm' and our approach enables all of our pupils to thrive;
- pupils who transgress are judiciously sanctioned and subsequently supported so they can be guided to make better decisions about their future behaviour;
- behaviour is seen as a choice. We recognise that young people do make mistakes and as such when they have been sanctioned deserve the opportunity and whatever support is necessary to make better decisions in the future, where possible, without future prejudice;
- the best interests of all pupils are best served by being in school whenever possible. In the event of a pupil seriously breaching our School Standards and Behaviour for Success Policy and therefore necessitating an exclusion from school, we will, in the first instance, use our in-school exclusion provision. Fixed term exclusions are used only in response to only the most serious or persistent disruptive or dangerous behaviour;

- we understand that if a pupil is permanently excluded from school their life chances are irreparably damaged. It is a guiding principle that permanent exclusion is a sanction of very last resort. This sanction is only to be used when the presence of a pupil in our school represents a significant and sustained threat to the general welfare, learning and physical or mental wellbeing of others in the school.

#### 4. Rationale

- 4.1. Our pupils are expected to learn and work in a friendly but disciplined atmosphere for learning. We recognise that outstanding attitudes and behaviour underpin the best quality learning and as such the behaviour and welfare of our pupils is one of our highest priorities.
- 4.2. Guidelines governing behaviour are clearly set out through our School Standards. These standards are kept to a common-sense minimum but stress the importance of respect, kindness towards each other, care for our learning environment, effort and achievement.
- 4.3. Our school standards are reviewed by our pupils every three years to ensure they reflect our shared values and the core principles of the community in which we all wish to learn and work. They underpin the ethos of our school and the relationships within it. They help us ensure our school is a pleasant and safe place for everyone. They are simple and clearly understood. They set out our expectations of each other, build on common sense and promote positive behaviour, courtesy, respect and good manners.

##### **Welcome**

We **welcome** everyone to our school community.

##### **Respect**

We **respect** and cooperate with each other. **Value**

We **value** difference; we celebrate others' talents and achievements. **Kindness**

We are **kind** to each other and we **prevent bullying** in all its forms.

##### **Pride**

We take **pride** in our uniform and **look after our school**.

##### **Effort**

We apply our best **efforts** in all we do; we work hard.

##### **Determination**

We are **determined** and **challenge** ourselves to achieve more than we first thought possible.

##### **Achieve**

We grasp all opportunities for learning so we can **achieve** our best.

- 4.4. Parents and pupils are invited to sign our partnership agreement which sets out the expectations that should exist between home and school and this forms the basis of our 'learning triangle'. These are based on our School Standards and reflect our shared values.

#### 5. Positive relationships and approach

- 5.1. All staff will value the power of strong, positive relationships with all members of the school community and use praise and rewards to develop and sustain positive attitudes to learning.
- 5.2. We especially value the rapport that exists between our pupils and staff. Positive teacher pupil relationships are key to combatting challenging behaviour. The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

- 5.3 Teachers will deploy a range of strategies to establish positive relationships with their pupils and, therefore, prevent poor behaviour. These may include:
- Welcoming pupils as they enter the classroom;
  - Ensuring pupils understand what is expected of them;
  - Being consistent in their expectations and management of their classrooms;
  - Creating a positive environment where every pupil feels comfortable and respected;
  - Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family;
  - Engaging with pupils during lunchtime and breaktime;
  - Focusing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes;
  - Participating in mediation to share and understand different perspectives, re-set boundaries and agree ways forward;
  - Providing personalised rewards such as praise for good work, positive posts in CPOMS and postcards home or class treats.
- 5.4. Within the classroom, teachers model our School Standards. They establish clear expectations and promote courtesy and respect for pupils. This includes:
- Acknowledging and giving praise when a pupil demonstrates good or helpful behaviour;
  - Encouraging pupils to treat others with respect by modelling the desired behaviour;
  - Informing pupils of the importance of treating others the same way they like to be treated;
  - Teaching pupils the importance of showing respect to each other – e.g. by being polite, taking turns, listening to others' viewpoints.
- 5.5. We aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.
- 5.6. We are committed to promoting resilience as part of our whole-school 'learning power' approach and through our:
- **Culture, ethos and environment:** the health and wellbeing of pupils 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 pupils' knowledge about health and wellbeing;
  - **Community engagement:** we engage proactively with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.
- 5.7. Furthermore, positive mental wellbeing is promoted through:
- Positive and effective classroom management;
  - The development of social skills;
  - Teaching in relationships and sex education, health education and PSHEe;
  - Mentoring and counselling when appropriate;
  - Working with parents;
  - Peer support.
- 5.8 Where vulnerable pupils or groups are identified, discrete provision will be made to support and promote their positive mental health.

## **6. Effective classroom management**

6.1 The school understands that well-managed classrooms enable staff to:

- Provide calm and safe places in which to learn; the School Standards and ground rules for engagement are clear and consistent and reflect the school's ethos and standards;
- Encourage respect and development of positive relationships;
- Prevent poor behaviour and minimise the potential for disruption;
- Have well-planned lessons with a range of activities to keep pupils stimulated and engaged;
- Promote positive reinforcements and deploy consistent rewards;
- Establish appropriate and proportionate sanctions for misbehaviour and clear responses for handling behavioural concerns;
- Make effective use of the physical space available.

6.2. Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils are expected to abide by our School Standards at all times. These require pupils 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 pupils;
- Allow others around them to learn;
- Show respect for the opinions and beliefs of others;
- Complete classwork as requested;
- Hand in homework at the time requested;
- Report unacceptable behaviour;
- Show respect for the school environment.

6.3. Well-managed classrooms are paramount to preventing disruptive and challenging behaviour. We recognise effective classroom management contributes to preventing behaviour problems. This includes:

- Adherence to our School Standards and any ground rules specific to the learning space;
- Clear and well-established routines;
- Activities which are relevant, engaging and challenging which move the learning on at an appropriate pace;
- Timely and effective feedback;
- Personalised praise and rewards.

6.4. We understand that our pupils work best when there are established routines, and that many behavioural concerns arise as a result of a lack of a consistent routine.

6.5. Teachers reinforce their classroom routines and revisit these on a regular basis.

6.6. Routines may include activities such as the following:

- Expecting pupils to wait outside the classroom before being invited in;
- Adhering to a fixed seating plan;
- Handing out exercise books and pens/pencils at the beginning of the lesson;
- Writing lesson objectives or keywords down;
- Putting chairs on top of the desk at the end of the day.

6.7. Once routines have been established, teachers model these for pupils to ensure they understand them.

- 6.8. Teachers explain the rationale behind these routines to help pupils understand why they are needed, and also explain the sanctions that will be imposed if a pupil does not adhere to these routines.
- 6.9. Teachers ensure that these routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.
- 6.10. We recognise that praise is key to making pupils 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 pupils.
- 6.11. 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;
  - Resilience and independence are encouraged.
- 6.12. Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.
- 6.13. Praise that is given is always sincere and is never followed with immediate criticism.
- 6.14. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.
- 6.15. We understand that when rewards are used following certain behaviour, pupils 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 pupils are fairly rewarded.
- 6.16. We use two different categories of rewards. These are:
- **Social** – praise and recognition, e.g. a positive phone call or email home;
  - **Physical** – material rewards, e.g. tokens, stickers or certificates.
- 6.17. Teachers may implement different types rewards as they see fit with approval from their Head of Faculty; however, as a general rule, the following rewards are used:
- Tokens and stickers;
  - Certificates and postcards home;
  - Positions of responsibility;
  - Class celebrations;
  - Phone calls and emails home.

## 7. The classroom environment

- 7.1 In order to prevent poor behaviour, we understand that a well-structured environment is paramount.

- 7.2 Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early.
- 7.3 Wherever possible, teachers maintain an agile presence and avoid standing with their backs to pupils and ensure they have full view of the room at all times.
- 7.4 Before starting lessons, teachers ensure they have the full attention of all pupils, tasks will be explained clearly so all pupils understand what they are supposed to be doing.
- 7.5 Teachers establish different methods for regaining pupils' attention, e.g. the use of a countdown or timer to indicate pupils must stop what they are doing and look at the teacher.

## **8. Understanding behaviour**

- 8.1. Where pupils frequently display negative behaviour, relevant staff will ask questions, such as those below to try to understand what is causing the negative behaviour.
- What appears to be the underlying cause of the pupil's behaviour? Where and when does the pupil display this behaviour?
  - What are the triggers of the behaviour?
  - What acceptable behaviour can the pupil use to ensure their needs are met?
  - What strategies can be implemented for behaviour change?
  - How can the pupil's progress be monitored?
- 8.2. Relevant staff will provide support to aid the pupil in managing and understanding their behaviour when they frequently display negative behaviour.
- 8.3. An Appropriate Behaviour Contract may be developed for a pupil at risk of or following a period of exclusion. This outlines the expectations of the pupil and the support required from the parents and the school, and, where appropriate, other agencies.
- 8.4. Relevant staff members are familiar with a pupil's appropriate behaviour contract to ensure they are all equipped to deal with instances of negative behaviour.
- 8.5. Pupils and their parents are involved in the development of an appropriate behaviour contract and depending on the pupil's needs, this is reviewed on a regular basis by the parent, pupil and Year Leader. The appropriate behaviour contract will be reviewed sooner if it is not effective.

## **9. De-escalation strategies**

- 9.1. Where negative behaviour is present, staff members will implement de-escalation strategies and endeavour 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 pupil's exit route;
  - Showing open, accepting body language, e.g. not standing with their arms crossed;
  - Reassuring the pupil and creating an outcome goal;
  - Identifying any points of agreement to build a rapport;
  - Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened;
  - 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'.

9.2. Once an incident has occurred and de-escalation strategies have been deployed, a member of staff will report the episode and, depending on the severity of the negative behaviour, as defined in section 11, a clear and proportionate sanction may be imposed, as exemplified in Section 12. Pupils are made aware behaviour is a choice and there are consequences in response to their actions.

## **10. Roles and responsibilities**

10.1. **Pupils** are responsible for:

- Their own behaviour both inside school and out in the wider community;
- Adhering to and modelling our School Standards to others at all times;
- Reporting any unacceptable behaviour to a member of staff.

10.2. **Parents** are responsible for:

- The behaviour of their child(ren) inside and outside of school;
- Supporting the school through our home-school agreement and in implementing the Behaviour for Success Policy;
- Informing the school of any changes in circumstances that might impact on the behaviour of their child in school.

10.3. **Teaching staff** are responsible for:

- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment;
- Being accountable for the progress and development of the pupils in their class;
- Managing behaviour in their classrooms and recording incidents and concerns in CPOMS;
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to pupils achieving their full potential, and that every pupil with SEMH-related behavioural difficulties is able to study the full national curriculum as far as possible;
- Being aware of the signs of SEMH-related behavioural difficulties;
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with relevant staff and, where appropriate, the pupils themselves;
- Keeping members of our Pastoral Team and other relevant staff up-to-date with any significant changes in pupils' behaviour.

10.4. All members of staff, volunteers and support staff are responsible for:

- Modelling our School Standards and adhering to our Behaviour for Success Policy consistently and ensuring that all pupils do too;
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour;
- Supporting sanctions for pupils who display poor levels of behaviour. This responsibility includes the power to remind pupils about courteous and respectful behaviour even when they are not in school or in the charge of a member of staff.

10.5. **Year Leaders** are responsible for:

- Undertaking day-to-day responsibilities for the successful operation of the Behaviour for Success and SEMH policies to support pupils within their year group;
- Responding to and following up incidents and concerns logged in CPOMS;
- Liaising with and, where necessary, mediating between pupils, parents and staff;
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties;
- Managing behaviour in social time as members of our duty teams.



10.6. The **Assistant Head (Inclusion) and Assistant Head (Pastoral)** are responsible for:

- Collaborating with the headteacher and local governing body, to outline and strategically develop behavioural and SEMH policies and provisions for the school;
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing;
- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behaviour for Success Policy, how relevant staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties;
- Coordinating with members of the Care, Guidance and Support Team and relevant mental health professionals to provide a high standard of care to pupils who have SEMH related difficulties that affect their behaviour;
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies;
- Liaising with parents of pupils with SEMH-related behavioural difficulties and signpost referrals to external services, e.g. specialist children and young people's mental health services, to receive additional support where required;
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies when necessary;
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH related behavioural difficulties;
- Leading training and supporting continuing professional development related to mental health and behaviour;
- Liaising with potential future providers of education to ensure that pupils and their parents are informed about options and smooth transitions are planned.

10.7. The **SENDCO** is responsible for:

- Collaborating with the **Assistant Head (Inclusion)** to determine the strategic development of Behaviour for Success and SEMH policies and provisions in the school for SEND pupils;
- Supporting subject teachers in the further assessment of a SEND pupil's strengths and areas for improvement and advising on the effective implementation of support.

10.8. The **Headteacher** is responsible for:

- Setting high expectations and assuring the quality of our School Standards;
- Implementing our Behaviour for Success Policy and ensuring the school follows the principles set out in The Corinium Education Trust's overarching Behaviour Statement;
- Publishing our Behaviour for Success Policy and making it available to staff, parents and pupils at least once a year;
- Determining any disciplinary sanctions for breaches of our School Standards;
- Reporting to the **local governing body** on the implementation of our Behaviour for Success Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

10.9. As a school within The Corinium Education Trust, Cirencester Deer Park School's **local governing body** has delegated responsibility for:

- The monitoring and implementation of our Behaviour for Success Policy and related procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour;

- Ensuring that our Behaviour for Success 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 Corinium Education Trust's Complaints Policy and Procedures.

## 11. Definitions

11.1. For the purpose of our Behaviour for Success Policy, we define '**low level disruptive behaviour**' as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness;
- Talking out of turn in class;
- Failure to complete classwork to the required standard;
- Lack of correct equipment;
- Refusing to complete homework, incomplete homework, or arriving at school without homework;
- Use of mobile phones without permission.

11.2. '**Medium level disruptive behaviour**' includes, but is not limited to, the following:

- Rudeness;
- Defiance;
- Graffiti;
- Disruption on public transport.

11.3. 'Low and medium level disruptive behaviour' may be escalated to high level disruptive behaviour', depending on the severity of the behaviour.

11.4. '**High level disruptive behaviour**' includes, but is not limited to, the following:

- Discriminative abuse to staff or pupils;
- Verbal abuse to staff or pupils;
- Bullying in any form;
- Persistent defiance;
- Destructive behaviour.

11.5. For the purpose of our Behaviour for Success Policy, we define '**serious unacceptable behaviour**' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation;
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals;
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation;
- **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual;
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature;
- Possession of legal or illegal drugs, alcohol or tobacco;

- Possession of banned items;
- Truancy;
- Refusing to comply with disciplinary sanctions;
- Theft;
- Swearing, racist remarks or threatening language;
- Fighting or aggression.

11.6. **‘Extreme behaviour’** is defined as any behaviour that threatens the safety, or presents a serious danger, to themselves or other pupils e.g. violence, running away from school, deliberate vandalism. It also includes behaviour that:

- seriously inhibits the learning of other pupils;
- requires the immediate attention of a senior member of staff;
- constitutes peer on peer abuse.

11.7. Bullying is defined as ‘persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group’ in our Anti-bully Policy which should be read alongside this policy and the definitions set out above.

## 12. Sanctions

12.1. Key to the distinctive ethos of Deer Park, and an integral part of our Behaviour for Success policy, is to reward good and outstanding behaviour both inside lessons and across all other activities we deliver as a school.

12.2. All staff will use and take account of their professional skills, training and guidance in managing the behaviour of all young people in the school.

12.3. Any sanctions imposed will be proportionate to any breach of our school standards pupils may make within lessons, around the school or while in uniform. We will also take account of the pupil’s age and previous record, any special educational needs or disability they may have, and any religious requirements affecting them.

12.4. All staff will use a range of immediate sanctions to help correct low and medium level disruptive behaviour including but not limited to, the following:

- Gentle reminder about appropriate behaviour;
- A verbal reprimand;
- A simple warning of the consequences of continuing to behave in a certain way;
- Extra work or repeating unsatisfactory work until it meets the required standard;
- A written reflective task, such as a formal letter of apology or an essay focusing on one or more of our school standards;
- Change of seat within a lesson
- Temporary removal from a lesson or area of the school;
- Supervision for short period of time during break or lunch time;
- Detention for a fixed period of time during break, lunchtime.

12.5. If there is no change in a pupil’s behaviour additional sanctions may be imposed including but not limited to, the following:

- ‘Parking’ in another class for a lesson or sequence of lessons;
- Detention after school;
- A loss of privileges, such as position of responsibility being withdrawn or not being able to represent the school in sport for once match or a season;
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;
- Withdrawal from a school trip or residential activity.

- 12.6. Persistent breaches of our school standards will be logged on CPOMS. Entries are monitored by our pastoral team to identify and respond to any patterns or trends. Where there are causes for concern and incidents of low or medium level disruption are happening with frequency, year leaders, in consultation with pupils, parents and teaching staff may agree to use report cards to help bring about improvements and 'catch pupils being good!' This action will involve the pupil in agreeing targets and may be accompanied by some form of mediation to help address any issues or barriers to learning. These report cards can be at subject level, or for a specific reason and/or period of time and behaviour will be reviewed.
- 12.7. We aim to be consistent and ensure all pupils are treated fairly, understand the reasons for sanctions that have been put in place and are given the chance to respond to the sanction by better behaviour in the future.
- 12.8. Examples of our responses to poor and anti-social behaviour are summarised in the escalation table below:

<b>Behaviours</b>	<b>Dealt with by</b>	<b>Possible actions</b>
<ul style="list-style-type: none"> <li>• Isolated transgression of school standards in lesson or during social time;</li> <li>• Minor breach of our school standards such as lack of respect for others or behaviour below the expectations within school during normal operation (This could include rudeness, disrespect or not following instructions);</li> <li>• Questioning of staff requests;</li> <li>• Isolated incident of inappropriate behaviour in online lessons.</li> </ul>	Class teacher	Conversation with pupil(s) to reinforce our school standards and expectations which could include a verbal warning, moving seats and other behaviour management strategies. <ul style="list-style-type: none"> <li>• Contact with parents/carers.</li> <li>• Concern logged on CPOMS.</li> </ul>
<ul style="list-style-type: none"> <li>• Frequent breaches of school standards in lessons or during social time;</li> <li>• Frequent breaches of our school standards such as lack of respect for others or behaviour below the expectations within school during normal operation;</li> <li>• Continual refusal to follow instructions from staff;</li> <li>• Unsafe behaviour during the period of reintegration;</li> <li>• Repeated incidents of inappropriate behaviour during online lessons.</li> </ul>	Year Leader	Conversation(s) with pupils(s) which could include a verbal warning, moving seats and other behaviour management strategies. <ul style="list-style-type: none"> <li>• Contact with pupil's parents/carers.</li> <li>• Concern logged on CPOMS.</li> <li>• On site SLT informed.</li> <li>• Removal of pupil from the class</li> </ul>

<ul style="list-style-type: none"> <li>• Persistent breaches of school standards in lessons and/or during social time;</li> <li>• Persistent lack of compliance with our school standards, staff instructions and health and safety measures including</li> <li>• Bullying in any form</li> </ul>	<p>Pastoral Team Leader</p>	<p>One or more of the following actions:</p> <ul style="list-style-type: none"> <li>• Phone call home.</li> <li>• Temporary suspension of pupil access to emails/learning platforms.</li> <li>• Logging of incidents on CPOMS as applicable.</li> <li>• Implementation of Risk Management Plan (RMP) where necessary.</li> <li>• Possible referral to the Police</li> </ul>
<ul style="list-style-type: none"> <li>• Behaviour which puts themselves and others at risk; Inappropriate comment about other pupils or any member of staff in school;</li> <li>• Refusal to follow staff instructions eg: regarding hand</li> <li>• hygiene;</li> <li>• Persistent incidents of inappropriate behaviour during online lessons;</li> <li>• Persistent Bullying in any form</li> </ul>	<p>Head of Faculty</p>	<p>Referral to SLT if:</p> <ul style="list-style-type: none"> <li>• The issue would usually result in a fixed term exclusion.</li> <li>• If a referral to police or another agency is necessary.</li> <li>• Any comments towards a member of staff that could be construed as inappropriate or sexualised.</li> <li>• A continuation of problematic behaviour after intervention.</li> <li>• Behaviour contract signed by pupil and parent</li> <li>• Possible referral to the Police</li> </ul>
<ul style="list-style-type: none"> <li>• An escalation of any of the above</li> <li>• where warnings have persistently been ignored; Persistent and severe breaches of our school standards and behaviour for success policy where pupils or staff are put at risk;</li> <li>• Issue which would normally result in a fixed term exclusion or where staff have indicated that a police or social services referral is necessary; Any comment towards staff that could be construed as inappropriate or sexualised – no matter how minor it may seem.</li> </ul>	<p>Head of school/Deputy Head</p>	<p>SLT will carry out one/several of the following, in consultation with the Head and DSL.</p> <ul style="list-style-type: none"> <li>• Phone call home to discuss issue with parent/carer and pupil.</li> <li>• Incident logged on CPOMS.</li> <li>• Temporary/longer term suspension from learning platforms, emails or removal from lessons in MS Teams.</li> <li>• Implementation of Risk Management Plan (RMP) where needed.</li> <li>• Referral to police and/or other key agencies such as social services.</li> <li>• If pupil is deemed MORE 'at risk' studying at school, a temporary exclusion from attending school may be considered. This would be carried out in liaison with all relevant active agencies.</li> <li>• Pupil to be sent home immediately.</li> <li>• Behaviour contract signed by pupil and parent</li> </ul>

### 13. Detentions

- 13.1. We make it very clear to parents and pupils that we use detention as a sanction, both during and outside of school hours.
- 13.2. All teachers at the school can impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher.
- 13.3. The following indicate the times during which detention can be issued outside of school hours:
  - Any school day where the pupil is not authorised to be absent;

- Any non-teaching day, e.g. INSET days.
- 13.4. Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction at break, lunch time or for up to 5 minutes after the end of school without first notifying the parents of the pupil.
  - 13.5. We endeavour to give pupils and parents at least 24 hours' notice of an after school detention. This sanction may be exercised by a faculty in the form of a subject detention or centrally as a whole school detention. The latter is most commonly used when a pupil fails to complete lower level sanctions. Parents will be notified through a letter, by telephone or email.
  - 13.6. 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 pupil.
  - 13.7. If the detention is during lunchtime, the pupil will be given time either before or after the detention to eat, drink and use the toilet.
  - 13.8. When issuing detentions which are set to be outside of school hours, the head of faculty or senior member of staff doing so will consider:
    - Whether the detention is likely to put the pupil at risk;
    - Whether the pupil has identified caring responsibilities which would make the detention unreasonable;
    - Whether suitable transport arrangements are in place between the parents and the pupil. NB. It does not matter whether these transport arrangements are inconvenient to the parents.

#### **14. Our Inclusion Centre**

- 14.1. Senior pastoral staff may decide to move pupils to our inclusion centre away from other pupils for a limited period. This may be while an incident is investigated or for a sanction such as isolation.
- 14.2. Senior pastoral staff will only move pupils to isolation when absolutely necessary-
- 14.3. The Inclusion Centre manager will ensure that pupil's health and safety is not compromised during their time in our inclusion centre or in isolation, and that any additional requirements, such as SEND needs, are met.
- 14.4. The amount of time that a pupil spends in either our inclusion centre or isolation is up to the school to decide. This could be for the remainder of a lesson or for more than one school day.
- 14.5. The school will ensure that the pupil is not kept in isolation any longer than necessary.
- 14.6. The Inclusion Centre Manager is responsible for supervising the pupil and will decide what the pupil may and may not do during their time spent in isolation.
- 14.7. The Inclusion Centre Manager will request that the pupil's class teacher(s) sets them appropriate work to complete.
- 14.8. Pupils are permitted to eat during the allocated times of the school day as identified by the staff in the Inclusion Centre and may use the toilet as required.

## **15. Managing behaviour**

- 15.1. Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts a four-stage process for handling challenging incidents.
- 15.2. The school will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.
- 15.3. After an initial incident of negative behaviour, the incident will be logged on CPOMS and staff will follow the sanctions as outlined in Section 12.
- 15.4. Victims of any challenging behaviour will be offered support from an appropriate member of staff.
- 15.5. Following persistent challenging behaviour, the following sanctions may be implemented:
  - An Appropriate Behaviour Contract will be developed for the pupil for a set period of time.
  - If the pupil demonstrates any unacceptable behaviour during this time, staff will record it on CPOMS.
  - At the end of the specified period, the pupil and parents will attend a review meeting at the school.
  - If the headteacher is not satisfied with the pupil's behaviour during the specified period, the Appropriate Behaviour Contract duration may be extended.
- 15.6. Parents will be advised if the school feels an Appropriate Behaviour Contract is necessary and will be invited with their child to contribute to the plan. They will also be made aware that any further instances of challenging behaviour may result in exclusion.
- 15.7. If challenging behaviour continues following the above, the following sanctions may be implemented:
  - The headteacher will consider whether the pupil should be excluded (for a fixed term) in line with The Corinium Education Trust's Exclusion Policy and determine the length of the exclusion.
  - Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
  - Where the assessment above identifies an undiagnosed learning or communication difficulty, SEND support will be put in place from the school's national SEND budget.
  - Where a pupil is identified as having SEMH difficulties, but a request for an EHCP needs assessment is rejected, or has been approved but the implementation of an EHCP fails to address the pupil's behaviour, further sanctions, such as exclusion, could be considered.
  - Where SEND is not identified, but the headteacher determines that support is still required for the pupil from specialist agencies, referrals will be considered in consultation with parents and the pupil.
  - The headteacher will enforce a fixed-term exclusion in line with The Corinium Education Trust's Exclusion Policy.
  - The local Alternative School Provision (South Cotswold Alternative Provision School – SCAPS) may be contacted to conduct a home visit to offer support to the pupil and their family.
  - When the pupil returns to the school, the headteacher, pupil and parents will agree, in writing, a strategy for identifying instances of challenging behaviour and how to avoid them.

- When returning to the school, the pupil will have an Appropriate Behaviour Contract in place.
- Parents will be made aware, in writing, that a further incident could result in permanent exclusion.

15.8. For sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher;
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit;
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

15.9. We ensure that all sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

## **16. Smoking and controlled substances**

16.1. In accordance with part 1 of the Health Act 2006, Cirencester Deer Park School is a smokefree environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

16.2. Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

16.3. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

16.4. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates. The school has a zero-tolerance policy on illegal drugs and legal highs.

16.5. 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 confiscated sample will be stored in a secure location.

16.6. 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 and parents will be contacted. The school will name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.

16.7. Any further measures will be undertaken in line with the school's **Child Protection and Safeguarding Policy**.

16.8. If controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified. Parents will be asked to collect the pupil from the activity.

## **17. Prohibited sexual harassment**

17.1. Cirencester Deer Park School prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

17.2. Types of conduct that are prohibited in our school and may constitute sexual harassment under Behaviour for Success 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.

17.3. 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.

17.4. Punishments 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.

17.5. We will address the effects of harassment and will provide appropriate support (academic or emotional) if necessary to the victim and/or the perpetrator.

## **18. Items banned from the school premises**

18.1. 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)
  - Alcohol
  - Solvents
  - Any form of illegal drugs
  - Any other drugs, except medicines covered by the prescribed medicines procedure. All medicines that need to be taken during the school day should be handed to the Welfare assistant.
- 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
- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray

- 18.2. All members of staff can use their power to search without consent for any of the items listed above.
- 18.3. On occasion it may be necessary to search pupils for “prohibited items” and the school reserves the right to do so under the provision in Section 550ZA (3) of the Education Act 1996 (See appendix 5). This includes searching mobile electronic devices, including telephones, tablets and computers, for evidence of cyber-bullying, pornographic or inappropriate images and potential dealing of illicit substances.
- 18.4. Searches will be conducted by a same-sex member of staff, with another same-sex 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.
- 18.5. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats as part of the search.
- 18.6. A pupil’s possessions will only be searched in the presence of the pupil 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.
- 18.7. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- 18.8. The school is not liable for any damage to, or loss of, any confiscated item.
- 18.9. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff. The headteacher will be notified when any of these items are found and confiscated.
- 18.10. 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 pupil.
- 18.11. 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.
- 18.12. Staff will follow the provisions outlined in the DFE’s Use of Reasonable Force and Searching, Screening and Confiscation documents when conducting searches and confiscating items.

## **19. Intervention**

- 19.1. In line with the DFE’s Use of Reasonable Force document, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.
- 19.2. Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil;
- A pupil tries to, or does, conduct deliberate damage or vandalism to property;
- A pupil 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 pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others;
- A pupil 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 pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit;
- A pupil is behaving a way that is seriously compromising good order and discipline;
- A pupil persistently refuses to obey an order to leave the classroom.

19.3. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

19.4. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, we understand that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

19.5. The headteacher and other authorised members of staff are permitted to use 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

19.6. Though members of staff can search for all the items listed in Section 18 of this policy, reasonable force will only be used, if necessary, to search for the items listed in 19.5.

19.7. Any physical intervention used will be conducted in line with the DFE's Use of Reasonable Force document.

19.8. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

19.9. After an instance of physical intervention, the situation will be raised immediately with the **Headteacher** (or Deputy Head) and the pupil's parents will be contacted. Parents will be advised of the nature of the incident leading up to the restraint and of the consequences for the pupil.

19.10. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance.

19.11. Cirencester Deer Park School follows The Corinium Education Trust's Exclusions Policy.

19.12. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, we recognise and consider the vulnerability of these groups.

## **20. Behaviour off school premises**

20.1. Pupils at the school are expected to represent the school in a positive manner.

20.2. Our School Standards apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

20.3. Staff can report and sanction pupils for misbehaviour outside of the school premises.

20.4. Staff may report and sanction pupils for misbehaviour off the school premises when the pupil is:

- Wearing school uniform;
- Travelling to or from school;
- Taking part in any school-related activity;
- In any way identifiable as being a pupil at the school.

20.5. Staff may also report or sanction pupils 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 pupil, a member of staff at the school, or a member of the public;
- Could disrupt the orderly running of the school.

20.6. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

20.7. The school will impose the same behaviour sanctions 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.

20.8. In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

20.9. Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with The Corinium Education Trust's Complaints Policy and Procedures.

## **21. Staff training**

21.1. The school recognises that early intervention can prevent misbehaviour. As such, teachers and support staff will receive training in identifying problems before they escalate.

21.2. Teachers and support staff will receive training on this policy as part of their new staff induction programme.

21.3. 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.

- 21.4. 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.
- 21.5. Key members of staff are trained in the approved methods of physical intervention in line with the DFE's Use of Reasonable Force document.
- 21.6. 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.
- 21.7. Year Leaders know the pupils in their year group and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.
- 21.8. Teachers and support staff will receive regular and ongoing training as part of their professional development.

## **22. Monitoring and review**

- 22.1. This policy will be reviewed by the annually by the school's strategic leadership team and local governing body and by the Chief Executive of The Corinium Education Trust.
- 22.2. The impact of this policy will be monitored by the school's strategic leadership team through our weekly KPIs and summary reports will be shared with the local governing body. These will include data related to behaviour, sanctions and exclusions.
- 22.3. The policy will be updated to ensure it reflects current and best practice and the most recent legislation and guidance from the DFE. The Headteacher will make any necessary changes, seek approval from the local governing body and communicate these to all members of staff.
- 22.4. This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.
- 22.5. The next scheduled review date for this policy is November 2022.

## Document History

<b>Creation Date</b>	December 2020
<b>School Lead</b>	Chiquita Henson, Head
<b>Approved by</b>	Local Governing Body
<b>First approval date</b>	December 2020
<b>Review frequency</b>	1 year
<b>Last review/approval date</b>	November 2021

<b>Review date</b>	<b>Significant amendments</b>	<b>Made by</b>	<b>Next review</b>
December 2020	New Policy	CXH	September 2021
November 2021	Amended to reflect KCSIE 2021 and in response to new Anti-bullying Policy to ensure consistency in definitions. Preventative measures made more explicit in Sections 5 and 6. Inserted new 9.2 to reaffirm actions will be taken following any initial de-escalation of negative behaviour.	SB/CXH	November 2022