



NORTHAMPTON SCHOOL
'Nurturing Success'



Behaviour Policy

Including Annexes of the Anti-Bullying Policy, Searching students and Suspension and Permanent Exclusion Sub-Policies.

Approved by: MAT working party
Date: November 2022
Review Date: July 2024

Related Policies include Attendance, Anti-Bullying, Child Protection, Equality, Sexual Harassment, Drugs and Alcohol, Online Safety

This policy is in line with the guidance of 'Behaviour in Schools, Advice for headteachers and school Staff' 2022; Searching, Screening and confiscation in school; Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2022; Behaviour and discipline in schools Guidance for governing bodies; Creating a Culture: How school leaders can optimise behaviour March 2017; Equality Act 2010; Use of reasonable force in schools; SEND Code of Practice and Northamptonshire Ranges Project; The Key to School Leaders 2022 and KCSIE September 2022

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Behaviour Policy at a glance

'Respect for All by All'
'Kindness helps create success'
'Only your best is good enough'

Rewards

Individual	Group
House Points Classwork Praise- Reward Table Commendation Outstanding Certificates <ul style="list-style-type: none"> • Performance • Attendance House Point Awards <ul style="list-style-type: none"> • 50, 100, 200 House points Annual Awards <ul style="list-style-type: none"> • Academic • Extra-curricular 	Tutor Group Awards <ul style="list-style-type: none"> • Attendance • Behaviour House Competitions <ul style="list-style-type: none"> • Academic • Extra-curricular

Behaviour Expectations

General Expectation		
Students should be- polite, respectful, compliant, and tolerant at all times		
In lessons	In school	Outside the school
Students should / should be: <ul style="list-style-type: none"> • Punctual • Equipped • Focused • Hard working 	Students should: <ul style="list-style-type: none"> • Walk • Keep to the left • Use the designated areas • Queue for food respectfully • Sit at a table when eating with bags on the floor • Clear tables when finished 	Students should: <ul style="list-style-type: none"> • Travel to or from school in full school uniform • Behave sensibly • Look after the environment • Take care crossing roads • Act responsibly in the local area

Support and Sanctions

In lessons	Around school	Persistent
Low Level	Low Level	Low Level
<ul style="list-style-type: none"> • 1st- Reminder • 2nd – Warning • 3rd- Detention 	<ul style="list-style-type: none"> • verbal warning • back of the queue • cleaning tables • re-walk journey 	4 Lunch Detentions =SLT Detention 4 SLT Detentions = Behaviour Report

1 Policy Statement and Rationale / Purpose

The school is committed to ensuring all students have access to a safe, calm, orderly and positive environment in line with our ethos statement. An environment in which all students can learn, succeed and thrive. This means that there will be high expectations placed on students adhering to our code of conduct and expectations within the school. These expectations are enforced by all members of staff within the community and within all areas of the curriculum, including our comprehensive Personal Development and PSHE programme.

This policy applies to all staff and students. The policy is based on the principle that students respond in a positive way when they know what is expected of them and when they are treated fairly and with respect they will flourish and do so with dignity. The implementation of this policy will be monitored by the Trustees and Local Academy Board (Northampton School) and will remain under review by the Northampton School *for Boys* Trust Board. It is imperative that all members of staff, whatever their role, accept that they have an obligation to promote the values of the school's ethos through their interactions with students wherever they take place and for whatever purpose. These are to be clearly communicated through the school and with key stakeholders. Keeping Children Safe In Education (2022) is also clear that all school staff also have a responsibility to provide a safe environment in which pupils can learn and therefore the school's Safeguarding and Behaviour Policies are written as complementary to each other.

In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an antibullying strategy.

2 Background, Ethos and Values

The aim of the school is to provide students with the best possible education through its lessons and other activities and to be a pleasant place to learn within and to be taught. The school should be a place where students learn extensively because they enjoy learning and teachers teach well because they enjoy teaching. Most students at the school will display outstanding levels of behaviour consistently throughout their time at the school. The principle which underlies the school's policy on behaviour is that all students and staff at the school should treat one another with dignity, kindness, and respect. 'Staff' includes non-teaching support staff, personnel such as estates staff, cleaners, cooks, librarians, administrative staff, and other ancillary helpers. When dealing with visitors, students should always be helpful and courteous. Students have the right to an education which offers them the best opportunity to attain their potential in all activities, both in and out of the classroom. It is the right of every individual to do these things without being hindered by others.

Teachers have the core responsibility for delivering Rewards and Sanctions and for managing students in lessons. Support Staff will also deliver Rewards and Sanctions based on their role. Students are expected to behave appropriately in lessons and adhere to the instructions of the teacher in order to help provide a calm learning environment. Teachers will be given consistent behavioural management support and coaching in positive behaviour management techniques, with additional support given where required (see section 15). All staff have a crucial role on developing a safe and calm environment for students and establishing clear boundaries of acceptable behaviour. Staff must model expected behaviour and positive relationships, so that students can see examples of good habits and are confident to ask for help when needed. All staff must challenge students to meet the school's expectations and maintain the boundaries of acceptable conduct.

SLT have a crucial role to play to ensure that all staff understand the behaviour expectations and the importance of maintaining them. SLT, alongside CTLs, must work to ensure that all new staff are inducted clearly into the school's behaviour culture to ensure that they understand its rules and routines and how best to support all students to participate in creating the culture of the school. SLT, CTLs and YTLs must be highly visible, routinely engaging with students, parents and staff to help maintain the behaviour culture and environment so that everyone feels safe and supported.

Bullying in any form is not tolerated and issues are dealt in line with the Anti-Bullying Policy guidance.

We believe:

- that competition is a valuable lever to raise standards
- that hard work is key to success
- that leadership skills exist in everyone, but need nurturing
- that self-confidence is key to improving self-esteem
- that concern for self should be replaced with concern for others
- that everyone is deserving of respect, free from all forms of bullying
- that everyone is entitled to a safe and secure learning environment
- that every student is entitled to a broad and balanced curriculum which makes them an independent learner and maximizes their opportunities beyond school
- that engaging young people in our extra-curriculum - a wide range of experiences beyond the classroom - develops 'the whole person', fosters good relations between staff and students, forges teamwork, and provides a sense of enjoyment and fulfilment

Our values will promote:

- high expectations of all stakeholders in our school community
- the highest standards of behaviour
- smart appearance, believing it to be an important component of self-respect
- hard work and commitment in the classroom and beyond
- celebration of success at all levels
- high levels of engagement with the school community and with what we provide
- a spirit of adventure, but with respect for health, safety and well-being
- openness, transparency, honesty and integrity as well as trust in each other
- humility and dignity – in both victory and defeat
- perseverance in the face of adversity
- respect, tolerance, kindness and understanding towards all others
- celebration of the diversity of our community
- co-operation and a willingness to work with others for the common good
- celebration of our traditions – a respect for the past

In the wider community, harm has been done in the past and is still being done today as a result of prejudice against people and their protected characteristics.

In summary these are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The school is proud of the varied backgrounds of all its students and is determined that everyone should feel equally at home. The school acknowledges its duties under the Equality Act 2010, its safeguarding duties and those duties owed towards students with special educational needs and those subject to the Education Health and Care Plan (EHCP) process.

3 The School Behaviour Curriculum, Values and Code of Conduct – Routines & Expectations

The School Behaviour Curriculum

Our Behaviour Curriculum defines and teaches the main routines and expected behaviours of our students. All students will be made aware of school behaviour standards, expected behaviours, pastoral support and the rewards and sanctions processes. These will be shared with students when they begin the school to familiarise them with the school behaviour culture and to emphasise the duty that they must follow the school behaviour policy and to contribute to the ethos and culture of the school. The Behaviour Curriculum at NS is key to developing a school culture that enables students to thrive.

The Behaviour Curriculum will repeat and reinforce what appropriate and successful behaviour looks like through teaching and modelling by all teachers and support staff. These expectations will be taught to students through Year Assemblies, reiterated and modelled by Form Tutors and reinforced by teachers. These may include focus periods where a main area of a positive behaviour is the main priority. These will include presentation of work, uniform, punctuality (to school and to lessons). The YTL and SLT will work closely to develop a programme for the Behaviour Curriculum. Positive behaviours will be reinforced by staff when they are met through the rewards system and sanctions will be consistently applied if a students' conduct falls below the expected standard.

It is essential that every one of us is:

Considerate	Ensuring our words and actions do not cause inconvenience
Courteous	Being polite and helpful
Co-operative	Being willing to work together
Friendly	Being on good terms with each other
Hardworking	Doing our best
Honest	Being truthful
Trusting	Accepting that others want to help
Generous of spirit	Willing to see the best of others and to give recognition where due

Students can expect the school to provide a broad and balanced programme of education which is well organised and effectively delivered. Students will be expected to adopt the school ethos and ensure they behave within the rules of the school. This will ensure all students and staff are part of a pleasant community of which we can all be proud.

Code of Conduct, Routines and Expectations

The information below will be displayed in every classroom (alongside the uniform code) and will be reiterated daily by Form Tutors in Personal Development sessions and in lessons by teachers.

Core Expectation

All students have a **duty** to follow the school's behaviour policy, to uphold the school rules and to contribute positively to the school's ethos and culture. This will mean that all students can always learn and teachers can teach in an environment that is calm, safe, supportive and where they are treated with dignity. Every student should understand the behaviour standards / routines of the school and the rewards and consequences and sanctions systems.

Key Phrases

(to be reiterated by all staff and continuously emphasised in PSHE/PD)

- *'Respect for All by All'*
- *'Kindness helps create success'*
- *'Only your best is good enough'*

Routines / Expectations - General Movement around the School

Students should:

- Walk
- Be polite
- Keep to the left
- Use the designated areas during unstructured times

Routines / Expectations - in lessons

Students should / should be:

- Punctual and follow the teacher's direction when entering the classroom- this may include lining up.
- Fully equipped
- Focused
- Polite
- Respectful
- Tolerant
- Compliant to instruction
- Consistently hard working, follow the school's presentation expectations and completing all class and home learning work to the best of their ability
- Stand silently behind tucked in chairs at the end of the lesson before being dismissed in silence by the teacher

Routines / Expectations – Break and Lunch

Students should:

- Queue for food respectfully
- Ensure bags are on the floor
- Sit at a table when eating
- Clear table and tuck chair under before leaving – using appropriate bins for rubbish
- Engage in respectful behaviour in designated break / lunch areas, including the field– no physical holding permitted in any activity

Expectations – General

Uniform

- Wear all uniform in full accordance with the School Uniform Policy

Safety

Students should:

- Follow all safety instructions issued by staff, including those related to practical activity lessons and in relation to the Fire Drill
- Walk bikes on and off the school site
- Always use the Pedestrian Crossings to cross the Billing Road
- Leave valuable items at home

Looking After Our Environment

We must all aim to keep the environment as attractive, safe and as ecologically friendly as possible.

Students should:

- Put litter in the appropriate recycling or general waste bins
- Eat / drink only in the places allowed
- Respect and take care of all school property

Outside the School Premises

Students when out of school should:

- Travel to or from school in full school uniform
- Behave in a sensible manner as an identifiable member of the school
- Be courteous and polite
- Look after the community environment respectfully
- Take care crossing roads
- Avoid walking through adjacent park areas on their own

Extracurricular Activities

When representing the school (visits, performances, teams) students must carefully follow instructions and ensure their dealings with opponents, members of the public and staff is considerate, courteous and co-operative at all times.

- Players should abide by the rules / regulations spirit of the event and represent the school with pride at all times
- Ensure all interactions with students and members of staff from other schools and members of the public are considerate, courteous and co-operative at all times
- The decision of organisers/referees/officials must be accepted with respect as final decisions. In competitive events, students must always conduct themselves in an orderly manner and with respect for all. Students should always demonstrate respect and self-control towards opponents in competition, regardless of winning or losing.
- Participants should always adhere to the rules of the event demonstrating outstanding behaviour and fair play throughout.

4 Inclusion - Pupil Support for Behaviour for those with Additional Needs

The school is an inclusive school and supports the learning of all students. All staff, through whole school CPD, will be trained in understanding SEND needs which may impact on behaviour. The school will seek to anticipate likely triggers of misbehaviour for students with additional needs and/or disabilities and will put in place relevant support measures according to the specific circumstances and requirements of the individual. We will use a tiered approach that reflects the SEND Range of the individual.

Some Tier 1 examples of SEND intervention which will be overseen by the SENDCo in conjunction with Year Team Leaders (YTLs) may include:

Behaviour mentoring; report cards; reflection time; time out; safe space; YTL support; wing-half swaps; family meetings; short, planned movement breaks; adjusted seating plans; adjusted uniform requirements.

Some Tier 2 examples of intervention may include:

1:1 and group work on grounding techniques; fight or flight; coping skills; sleep hygiene; managing your own needs; anxiety and/or stress management and study tips.

At Tier 3 The Pastoral Management Team, in liaison with the SENDCo, regularly review students with significant additional needs and help to ensure that relevant external agency interventions are in place.

Some Tier 3 examples of intervention may include:

Counselling, Cognitive Behavioural Therapy, Yoga, UoN Counselling, Psychodynamic counselling, Saints and Cobblers study centres, NSTC projects, Early Help Assessment, Child in Need and Child Protection Plans.

A wide variety of external agencies are involved in supporting the school's behaviour management processes for students both with (and without) SEND.

5 Recognition of Success – The Rewards System

Northampton School recognises that consistently implemented rewards and acknowledgement of success help drive and maintain high standards of behaviour. Staff members will utilise the following reward strategies to support behaviour and recognise success in the classroom or around school in a consistent manner:

- Verbal praise in lessons and around the school
- House Points and House Point Awards
- Classwork praise stickers
- Commendations
- Outstanding Certificates- Performance and Attendance (issued in subjects/extracurricular)
- Achievement publicised through various means
- Tutor Group Rewards
- House Competitions
- Annual Awards Evenings
- Positions of Responsibility

All awards are converted into House Points – the House Cup will be awarded to the House with the Highest House Point Score at the end of Term 6. The running House Point Total Score will be displayed in Year Assemblies.

House Points 1 House Point

Frequently used by teachers for a **good** piece of work, excellent effort in a lesson or helpful behaviour.

Classwork Praise Stickers 5 House Points

Stickers are placed in student books when they have completed an **exceptional** piece of work. Students can visit the 'Reward Table' at break/lunch to show their work to Headteacher, Assistant Headteacher or Year Team Leader and choose an item of stationery.

Commendations (issued by subject teachers) 10 House Points

Students are awarded a Commendation Certificate for **outstanding** (well above expectations) individual achievement in any area of school life in lessons, around the school and in extracurricular activities. Commendations may be given for any aspect of outstanding performance including but not limited to:

- Exceptional **sustained** effort and attitude
- Exceptional **sustained** attainment / progress against MAG academic targets
- **Exemplary** leadership / support / teamwork / conduct / role modelling

Where a Commendation is awarded, a Commendation Certificate is automatically emailed to parents/carers.

Outstanding Certificates 25 House Points

Performance (issued by departments/CTLs)

Awarded termly (Terms 1-6) by each subject to a student in each year group. The Certificates are sent directly home to parents/carers. Students are nominated by departments for the stand-out performance, either in lessons or in subject related extra-curricular activity. These awards may be given for any aspect of outstanding performance including: effort, attainment, progress, leadership, support, teamwork.

Attendance (issued by YTL)

These are awarded termly to students with 100% attendance. The Certificates are sent directly home to parents / carers.

House Point Awards

Certificates are awarded to students when they reach a specified number of House Points (100, 200, 300 points).

Tutor Group Rewards (issued by YTL)

There will be Tutor Group Rewards given each term following reports, attendance, and behaviour analysis. These Tutor Group Rewards will consist of privileges for each member of the tutor group-going to lunch first for a week, tutor time rewards to be chosen by group.

House Competitions

House Competitions are held in all curriculum areas throughout the course of the year.

1st 100 points

2nd 75 points

3rd 50 points

4th 25 points

Annual Awards Evenings

The school will hold annual Awards Evenings which will include awards for (but are not limited to) Curriculum Achievement, Sport, and the Performing Arts. During this event, students receive recognition for being outstanding performers.

Positions of Responsibility

Students' positive qualities are recognised by their appointment to various positions of responsibility as follows:

- House Form Representative who attends the School Council, 'Student Voice' and drives Charity Week within the Form.
- House Captain who helps to organise all competitive activities the Form Class participates in
- The Eco Leader who attends the Whole School Eco Committee

6 Staff Approach to Behaviour Management - including Sanctions

Staff should seek to manage behaviour fairly and consistently and without emotional attachment. Best practice is recognised by establishing and maintaining high expectations, through engaging teaching which challenges all students and by establishing and developing positive working relationships with students.

Expected behaviour should be taught. The Behaviour Curriculum and the Code of Conduct should guide the management of behaviour within the classroom. Most students at the school will display outstanding levels of behaviour. The rewards section of the policy is applicable for all students, the sanctions section will be relevant for few.

When a member of staff becomes aware of misbehaviour, they should respond predictably, promptly and assertively in accordance with the school Behaviour Policy. The first priority is to ensure the safety of students and to restore a calm environment so that students can learn and thrive. Responses must be consistent, fair and proportionate so that students know that misbehaviour will always be addressed.

Sanctions are one type of response intended both to bring about a modification in the behaviour of an individual transgressor and act as a deterrent to others. Completion of a sanction has the aim of bringing closure to the matter being addressed.

Following any sanction, intervention support strategies must be considered to ensure students understand how to improve their behaviour and meet the school's behaviour expectations. These support strategies might include; a targeted discussion with the student, a phone call with parents/carers/Virtual School Head, wider appraisal, feedback from teachers, inquiries into external circumstances of student and external agency interventions.

To support a consistent approach, sanctions should be utilised as set out in the list below. Only the strategies / sanctions listed should be used by staff. Whole class detentions must not be used nor the practice of publicly displaying the names of students for negative behaviour. For Major Level incidents more than one sanction can be applied if they are proportional and appropriate.

The school will have due regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements. For students with SEND, staff must consider whether a student's SEND has contributed to the misbehaviour and, if so, whether it is appropriate and lawful to sanction the student as per the Equality Act 2010. Staff should take advice from the SENDCo and the SLT pastoral leads. Alternative arrangements for sanctions will be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more appropriate. When determining a sanction, the school will take into account any contributing factors that are identified after a behaviour incident. These may include (but are not limited to): bereavement, has experienced abuse or neglect, has been subject to criminal exploitation, has been subject to bullying, has SEND needs, has mental health needs, or is experiencing significant challenges at home. The SENDCo has a key role in ensuring that the teachers of students with SEND and other SLT are aware of SEND needs that may be impacting on behaviour and therefore where sanctions may need to be mitigated. Year Team Leaders and Form Tutors have a key role in alerting teaching staff to other personal mitigating factors which may impact on a student's behaviour.

For ease of use the sanctions system categorises incidents as one of three Levels – Low Level (LLI) / High Level (HLI) / Major Incident Level (MLI). All behaviour incidents have a sanction and support intervention to support learning and to help minimise reoccurrence. The list of incidents is not exhaustive, and guidance should be sought where a teacher is unclear on the correct sanction to use.

Classroom based incidents		
Low Level (LLI) examples	Sanction	Support Intervention
<ul style="list-style-type: none"> not lining up/entering appropriately poor focus being impolite e.g., talking over the teacher minor distraction of others in the classroom not fully equipped minor uniform or appearance infringement poor quality of work for an element of the lesson 	<p>1st incident– Verbal Reminder of Expectations</p> <p>2nd incident– Verbal Warning</p> <p>3rd incident– Lunch Detention Teacher contacts parent/carer and record on AIM.</p>	<p>Refocus of student on work, discussion of expected positive outcomes.</p> <p>Discussion regarding expected behaviour outside of the classroom, possible re-seating of student in class.</p> <p>Advice and support from YTL/SLT. Intervention meeting with teacher and student.</p>
High Level (HLI) examples	Sanction	Support Intervention
<ul style="list-style-type: none"> direct rudeness or insolence to staff unauthorised mobile phone/ear pod/technology use lateness without reasonable excuse 	<p>SLT Detention Teacher/CTL/YTL contacts parent/carer and records on AIM.</p>	<p>Teacher meeting with FT/YTL and student. Consideration of temporary removal from class until behaviour improves. AIT/external agency support.</p>

<ul style="list-style-type: none"> • sustained low level disruptive behaviour • sustained poor quality of work • homework not completed without reasonable excuse 		
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Out of class incident

Low Level (LLI) Examples	Sanction	Support Intervention
<ul style="list-style-type: none"> • running on the path • pushing in the queue • uniform infringement • minor unsettled behaviour • not clearing table appropriately 	<ul style="list-style-type: none"> • verbal warning • placing student at the back of the lunch queue • cleaning tables • re-walk journey if caught running 	Positive verbal reminder of expectations.
High Level (HLI) Examples	Sanction	Support Intervention
<ul style="list-style-type: none"> • Non-compliance or rudeness • Persistent uniform infringement • Littering • Mobile Phone/Ear Pod use (short of malicious intent) • Unintentional dangerous behaviour • Deliberate failure to adhere to designated areas • Aggressive behaviour short of a designated Major Level Incident 	<p>SLT Detention Teacher/CTL/YTL/DTL contacts parent/carer and records on AIM</p>	Discussion with student and FT/YTL as a verbal reminder of expectations. AIT / external agency support.

Major Level incident in a lesson or between lessons

Major Level (MLI) Examples	Sanctions	Support Intervention
<ul style="list-style-type: none"> • Swearing at a member of staff • Possession of banned items • Damage to school/property • Theft • Behaviour/abuse relating to any protected characteristic • Economic/elitist abuse • Sexual misconduct/harassment (see Section 11) • Other abuse covered by the Equality Act 	<p>SLT call out with student removal. Removal should only be used when all other strategies have been attempted or when behaviour is extreme.</p> <p>CTL/YTL/DTL/SLT contacts parent/carer and records on AIM.</p> <p>The sanction(s) will be determined by the YTL/SLT.</p> <ul style="list-style-type: none"> • SLT Detention • Direction to structured lunchtime or after school activities 	<p>Restorative meeting with the victim(s) Counselling and mentoring / home visits / Meeting with FT/YTL /SLT reminder of expected positive behaviour.</p> <p>Those removed will work under the supervision of a member of staff in a designated area. Time spent removed from lessons will be determined by the Assistant Headteacher in liaison with the Headteacher where relevant – with a maximum of a 48 hours.</p> <p>Subject specific support and targeted pastoral support will allow students to</p>

<ul style="list-style-type: none"> • Verbal abuse or threatening behaviour to staff, students, or members of the public, on or off school site • Using a mobile device to film on school grounds • Inappropriate use of technology/social media targeting others or that brings the school into disrepute or is used for malicious intent • Physical assault on or off the school site • Malicious accusations made by students against school staff • Serious misuse of technology such as accessing pornography or online abuse • Persistent refusal to comply • Persistently disrupting lessons or the learning of others • Failure to improve behaviour 	<ul style="list-style-type: none"> • Extended Loss of Free Time at Break / Lunch • Loss of Privileges – e.g., attendance at a school trip/early entry to lunch • Confiscation or ban of carrying a mobile phone • School based community service • YTL Daily Uniform and/or Equipment check • Internal removal for a set period • Behaviour Report • Reallocation of class / wing-half • Alternative Provision • Managed Move • Board Disciplinary Hearing • External Suspension • Permanent Exclusion 	<p>reintegrated successfully back into the mainstream school community.</p>
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Where the Headteacher suspects criminal behaviour following a Major Level Incident (MLI), the school will make an initial assessment as to whether an incident should be reported to the police. Initial assessments will be fully documented, and relevant evidence will be preserved wherever possible. If a decision is taken to report the incident to the police, the school will ensure that any further action taken by the school does not interfere with any police action taken. The school will, however, retain the discretion to continue investigations and to enforce its own sanctions if it is not in conflict with police action.

Persistent Low Level / High Level / Major Level Behaviour Incidents – including Reports

- 4 Lunch Detentions trigger an SLT Detention- monitored and set by FT
- 4 SLT Detentions trigger a Behaviour Report (FT) (1-3 weeks)- monitored and set by YTL
- A Behaviour Report (YTL) and Parent/Carer in school meeting is triggered by the following;
- 8 SLT Detentions
 - Failure to secure a satisfactory Behaviour Report (FT)
 - 2 Major Level Incidents which have not resulted in external suspension
 - 1 Major Level Incident that has resulted in external suspension
- SLT Report is triggered by the following;
- Failure to secure a satisfactory YTL Report
 - 3 Major Level Incidents which have not resulted in external suspension
 - 2 Major Level Incidents that have resulted in external suspension
 - 8+ SLT detentions
- Board Disciplinary hearing (Local Academy Board)-parents/carers and the student
- Student fails to secure a satisfactory SLT report

Sanctions for incidents relating to Mobile Phone / Ear Bud use – see Section 12 for further detail

The use of a mobile phone is prohibited in school for all students unless expressly permitted by a teacher in a lesson to support learning (for example to take a screen shot of an object for home learning purposes). Students who need to contact home should do so through Student Services.

7 Sanctions – Further Information – Detentions / Suspensions / Permanent Exclusions / Managed Moves / Alternative Provision

A sanction is lawful if it satisfies the following three conditions:

- a) The decision to sanction a student is made by a paid member of the school staff (not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher
- b) The decision to sanction the student and the sanction itself are made on the school premises or while the student is under the lawful charge of the member of staff: and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances
- d) In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case and will consider any special circumstances relevant to its imposition including the student's age, any special educational needs or disability and any religious requirements

a. Detentions

Teachers have statutory authority to issue a detention to students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006)

- The power applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students
- Teachers can use detention as a sanction (in accordance with the Behaviour Policy) at any time the student is in school or elsewhere under the charge of a teacher, including during an organised activity, on school visits and residentials
- Teachers have a specific legal power allowing them to impose detention outside school hours
- Teachers can confiscate students' property in a detention where the item is banned or prohibited
- Teachers can use detention as a sanction for misbehaviour outside of school
- Parental consent is not required for detentions
- Staff will allow students reasonable time to eat, drink and use the toilet during a lunchtime detention

If a detention is issued outside of school hours (Wednesday evenings as a potential sanction for a Major Level Incident), staff issuing the detention will consider the following points in order to not compromise a child's safety:

- whether the detention is likely to put the student at risk
- whether the student has known caring responsibilities which mean that the detention is unreasonable
- whether the parents have been informed of the detention
- whether suitable travel arrangements can be made by the parent for the student (parents can not over-rule a detention on the grounds of inconvenience)

b. Suspension

A Suspension is where a student is instructed not to be on site for a fixed period of time, usually between 1 and 5 days but can be longer. This sanction is imposed as a result of a significant breach of

the School's Behaviour Policy – see Major Level Incidents. (More information is available in the Suspension and Permanent Exclusion Policy). The decision to suspend a student can only be taken by the Headteacher or Assistant Headteacher in their absence.

c. Permanent Exclusion

A Permanent Exclusion can occur as a result of:

- A serious breach or persistent breaches of the School's Behaviour Policy; **and**
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

The decision to permanently exclude a student can only be taken by the Headteacher or operational Headteacher in their absence.

Below are a list of some of the misbehaviours that could result in Suspension or potentially Permanent Exclusion:

- Swearing at a member of staff
- Possession of banned or illegal items
- Damage to school or property
- Theft
- Racist behaviour / abuse
- Sexist behaviour / abuse
- Gender based abuse
- Homophobic abuse
- Disablist abuse
- Economic / elitist abuse
- Sexual misconduct / harassment (see Section 11)
- Verbal abuse or threatening behaviour to staff, students, or members of the public, on or off school site
- Any other abuse covered by the Equality Act
- Persistent refusal to comply
- Physical assault
- Persistently disrupting lessons or the learning of others
- Malicious accusations made by students against school staff or other students
- Serious misuse of technology such as accessing pornography or online abuse
- Using a mobile device to film on school grounds
- Inappropriate use of technology and/or social media that targets other students, staff or that brings the school into disrepute
- Failure to improve behaviour despite all levels of previous intervention

After a Suspension there must be a reintegration meeting with a designated Senior Staff member, parent/carer and student and any other relevant member of staff / external agency who can help support a successful transition back to the school. The student will return to school on YTL (first suspension) or SLT (second and subsequent suspensions) report for a minimum of one week. Failure to succeed on report to SLT will result in the Local Academy Board Discipline Panel informally meeting with the parents / carers and student to review a students' behaviours to examine possible support. Governors will also seek from the student an attempt to show compliance in the future and a warning of permanent exclusion being a possible sanction of further episodes of behaviour.

Suspensions are used sparingly but are a response to more serious incidents of unacceptable behaviour. The school will seek to work with parents in using such sanctions to modify unacceptable behaviour and will keep parents informed. The school will also work with other local agencies to assess the needs of students who display continuous disruptive behaviour.

d. Managed Moves and Alternative Provision

Where students are demonstrating persistent breaches of the School Behaviour Policy and thus on the pathway to Permanent Exclusion, the school may seek, with the agreement of all parties including parents, a managed move for the student to another school for a period of normally six weeks. During this time the student will be on dual registration and a decision will be made during or at the end of the fixed period as to whether the student remains on the roll of the receiving school or whether they return to the school.

The school may also determine that a student should be sent to an Alternative Education Provider in order to improve and support their behaviour. Although every attempt will be made to engage and consult parents in this decision, it is not necessary to gain parental approval if the school feels that it is a decision in the best interests of the student. A placement will be sought which offers a broad and balanced curriculum aligning as closely as possible to the curriculum in mainstream lessons and which can be personalised to address specific support needs individual students may have in order to best support successful reintegration.

If a student attends Alternative Provision, the placement will be subject to regular formal reviews by the Assistant Headteacher with the provider and parents / carers present (length of time being specified according to the context of each individual case) where appraisal will be made as to whether the Alternative Provision placement is having the desired impact on behaviour and achievement.

8 Student Conduct Beyond the School Gate

Students when not in school should:

- Travel to or from school in full school uniform
- Behave in a sensible manner as an identifiable member of the school
- Be courteous and polite
- Look after the environment
- Take care crossing roads and use pedestrian crossings

The Law allows for schools to discipline students for misbehaving outside the school premises 'to such an extent as is reasonable', where it is witnessed by staff or reported to the school. Incidents occurring off the school premises will be treated with equal weight to those occurring on the School site and sanctions given will be in accordance to the sanctions listed earlier in the Policy for Low Level / High Level and Major Level incidents. Staff may therefore discipline students for offsite misbehaviour, including:

- Misbehaviour whilst involved in a school organised activity, trip or residential
- Misbehaviour whilst wearing uniform or in some other way identifiable as a student at the school
- Misbehaviour whilst travelling to or from the school
- Misuse of electronic media or engaging in online bullying or harassment
- Behaviour which poses a threat to another student or a member of the public
- Behaviour which could result in repercussions to the orderly running of the school
- Behaviour which could adversely effect the excellent reputation of the school

9 Reasonable Force

Reasonable force may be deemed necessary in particular situations. The school uses the recommendations set out by the Department for Education 'Use of Reasonable Force' guidance, July 2013 which relates to the Education Acts of 1996, 2006 and 2011 (see appendix).

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and staff that they authorise may also use force as is reasonable, given the circumstances when conducting search without consent for the banned items listed in Section 10.

10 Searching Students for Banned / Illegal Items

Following suspicion of a prohibited item school being on the school site, staff may choose to search a student at the school. The search will be conducted by two members of staff with one being either a Year Team Leader or Senior Leader. Members of staff will be of the same gender as the student; the search will be completed in a room and the school will ensure the search is carried out in a discreet and sensitive manner.

The search will be completed following the recommendations set out in the Department for Education 'Searching, Screening and Confiscation' July 2022. For items that fall into the category of banned and illegal the school may request the Police or a Community Police Support Officer to be present. The finding of a banned / illegal item will be deemed a Major Level incident – see Major Level Incident section for potential sanctions and support intervention.

The following are considered banned and must not be brought into the school. If found in the possession of a student or suspected as being present on a student or suspected of being supplied by a student, the sanction of Suspension or Permanent Exclusion is likely to apply. The list below is not exhaustive:

- knives and weapons
- alcohol
- illegal drugs or items associated with drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)
- alcohol, tobacco, electronic cigarettes (vapes), items associated with smoking
- any pyrotechnic / fireworks
- pornographic images
- malicious software, files which could damage, circumvent or compromise school systems

11 Child on Child Abuse

Child on child abuse is any abuse of a child or children that is perpetrated by another child or children. This includes all forms of sexual harassment, sexual violence and abuse. The school strives to create a culture of safety, where children are free from harassment or abuse of any kind. The school takes a zero-tolerance approach to sexual violence and sexual harassment – it is never acceptable and it will not be tolerated.

We know that even if we do not receive any reports relating to child on child abuse, it does not mean that it is not happening. The school support and encourage anyone – especially our students – to come forward and to share any concerns about child on child abuse so that we can take action to keep all children safe.

All incidents of child on child abuse will be treated as a Major Level Incident with associated sanctions (see Major Level Incident sanctions section). Staff will challenge all inappropriate language and behaviour between students. The school will not ever normalise sexually abusive language or behaviour by treating it as ‘banter’, an inevitable fact of life or an expected part of growing up. Staff will seek to advocate strenuously for high standards of conduct between students and staff, through demonstrating and modelling manners, courtesy and dignified / respectful relationships. Where relevant, students who fall short of these behaviour expectations may be sanctioned (see Major Level Incident section) whilst other investigations by the police and/or children’s social care are ongoing.

All victims will be reassured that they will be supported, kept safe and are being taken seriously, regardless of how long it has taken for them to come forward. Abuse that has occurred online or outside of school will be treated as seriously as an abuse incident in school. Victims will be reassured that they are never creating a problem by reporting sexual violence or sexual harassment and a victim will never be made to feel ashamed for making a report or to feel that their experience is being minimised.

If a report of sexual abuse or harassment is proven to be deliberately invented or malicious, then the school will treat the incident as a Major Level Incident with associated sanctions. The designated Safeguarding Lead will be engaged with the outcome of such matters and will make referrals into support services as appropriate.

The school proactively supports the highest standards of conduct and respect between all groups of students and staff through its Code of Conduct, through specific modules within the Personal Development Programme, through bespoke gender equality days for all year groups, through bespoke sessions on anti-bullying during Personal Development, through the use of relevant external agencies in the PD programme and in the use of intervention support after a sanction has been applied as well as through explicit staff modelling of expected behaviour. The school also provides an anonymous reporting system for harassment of any kind with follow up triage with the victim where an incident has been reported.

12 Use of Electronic ‘Mobile’ Devices

We believe that mobile electronic devices (primarily mobile phones) are now an integral part of society. We recognise that it is important to parents / carers that they are able to contact their son/daughter at the end of the day. We accept that, used properly, they can be a valuable educational and social resource. However, we also recognise that they are expensive and therefore a potential target for theft. They are open to abuse which can generate harm to the user and other users. They can be a distraction and a source of interference or conflict.

In light of this, we do not ban mobile phones being brought to school. We will, in the right circumstances, embrace the potential educational value of a mobile device. However, we believe the risks associated with mobile phones and the misuse of these devices is a current negative issue within society. We will not accept liability for the safety and security of mobile devices. If a student chooses to bring an expensive piece of equipment to school, then he/she must accept responsibility for it. The liability remains with the student. Using a mobile device inside school and any misuse of mobile phones which causes distress to any member of the school community will be treated as a significant breach of the Behaviour Code and could result in a formal Suspension.

Any non-compliance will be dealt with under the sanctions section of the Behaviour Policy and may include a Suspension.

Student rules: mobile phones

- The use of a mobile phone is prohibited on the school site unless directed to do so by a teacher in a lesson to support learning
- Headphones/Earbuds are prohibited on the school site
- Must not be taken into any examination room
- Must be handed in to Student Services whilst taking an examination
- Must be handed in to a teacher during sports lessons and activities
- Must be handed to a teacher immediately upon request

13 Behaviour Incidents Online – Further Information

The school recognises that the way in which students relate to each other online can have a significant impact on the behaviour culture at the school with negative online interactions potentially leading to the school feeling like an unsafe place for some students. The school recognises the difficulty that behaviour issues online can be difficult to manage given issues of anonymity and incidents can occur both on and off the school premises.

The school is clear that the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the Designated Safeguarding Lead (or Deputy) when an incident raises a safeguarding concern. In cases where the school suspects a student of criminal behaviour online, then the guidance for suspected criminal behaviour outlined in the Major Level Incident section earlier in the Policy will be followed.

When an online incident involves nude or semi-nude images and / or videos, the member of staff will refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. The Designated Safeguarding Lead (or Deputy) will follow the principles as set out in KCSIE and will utilise the support and relevant guidance from the UK Council for Internet Safety for school staff and safeguarding leads.

The school will sanction students for offsite on-line behaviour which poses a threat or causes harm to another student and/or could have repercussions for the orderly running of the school, when the student is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

14 Contact with Parents / Carers – Use of the AIM Platform

The school uses AIM as a platform for engaging and communicating with students and parents. AIM allows parents/carers to monitor a student's positive outcomes e.g. Commendations, House Points, Outstanding Certificates, Academic Reports, Messages to parents/carers and behaviour incident details and related outcomes e.g. communication home, messages, detentions, behaviour, attendance etc.

Parents / carers are crucial in helping the school develop and maintain good behaviour and are encouraged to reinforce the Behaviour Policy at home as appropriate and to celebrate student successes. We advise all families to engage with the AIM platform and to check the records of behaviour regularly.

The School Behaviour Policy is available on our website and on request from the school. The Headteacher will highlight the policy in writing to parents / carers at least once per academic year. It is expected that parents/ carers will support the school in enforcing this policy and ensuring the highest standards of behaviour in line with our Expectations and Behaviour Curriculum.

Parents will be informed of persistent poor/disruptive behaviour and may be invited to the school to discuss the matter. The role of parent/carer is crucial in helping each school to develop and maintain good behaviour and we will seek to build and maintain positive relationships with parents/carers.

Where appropriate, parents / carers may be invited to the school to be included in any pastoral work following misbehaviour, including reviews of specific behaviour intervention in place. Sanctions may be imposed, including detention, without parental consent. Such sanctions are outlined in the school's Behaviour Policy.

If parents/carers have any concerns about how their child has been treated, or how the policy is enforced, they should contact the school and try to resolve the issue with the member of staff initially. In the event of any issue not being resolved to parental satisfaction then a parent/carer can follow the complaints procedure.

15 Staff Induction, Development and Support

As part of their induction process, all new NS staff are provided with bespoke training on managing behaviour in accordance with the NS Behaviour Policy and all staff (support and teaching) will receive annual updated training including:

- Targeted Behaviour Management related training on INSET days – including appropriate coverage of how specific SEND, disabilities or mental health needs may affect a student's behaviour. Training for staff on how to successfully apply the SEND Ranges to maintain a consistently high level of educational provision for students across the range of SEND needs
- Ongoing engagement with external experts such as Educational Psychologists, counsellors and Mental Health Support Teams to help best support students with Mental Health needs as well as ongoing support for the Whole School Mental Health Strategy
- Updates by messages from SLT clarifying staff expectations
- Behaviour management also forms part of continuing professional development courses related to behaviour that NSB Trust runs on behalf of the Northamptonshire Teaching School Hub, including the ITT and ECF framework, NPQLBC and INSET on Teacher Training Days – these courses are attended by colleagues from NSB and from schools across the county.

- Staff may be given additional specific Professional Development support for Behaviour Management at the Headteacher's discretion – for example as a result of the school's QA Programme / disciplinary / competency procedures / processes
- All ECT staff will be given weekly support / mentoring in behaviour management as part of their ECT training package

16 Student Transition

Inducting incoming pupils

The school will support all new incoming pupils (regardless of year group) to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Year 6 into 7 Transition

There is a full transition programme for all students transitioning from Year 6. The school has a full programme of transition support, including a Meet the Form Tutor Evening, a Transition presentation, a day in July in which orientation and meeting new friends occurs; A Transition Day at the beginning of September and for more vulnerable students a range of opportunities.

Preparing current students for transition to the next year group

To ensure a smooth transition to the next year, pupils have set transition programmes in Term 6 including assemblies, careers guidance, Personal Development and in some cases SENDCo or Pastoral support. In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year.

17 Monitoring and Evaluating the Policy

The school will collect data on the following:

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

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

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

The school will seek to analyse data to identify any potential factors contributing to patterns of misbehaviour, system problems or failure to provide appropriate support.

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



NORTHAMPTON SCHOOL

'Nurturing Success'



Behaviour Policy Appendix

Anti-Bullying Policy

Approved by: NSB Trust Board
Date: November 2022
Review Date: July 2024

Related Policies include Attendance, Behaviour, Child Protection, Equality, Sexual Harassment, Drugs and Alcohol, Online Safety

This policy is in line with the guidance of 'Behaviour in Schools, Advice for headteachers and school staff' 2022; Searching, Screening and confiscation in school; Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2022; Behaviour and discipline in schools Guidance for governing bodies; Creating a Culture: How school leaders can optimise behaviour March 2017; Equality Act 2010; Use of reasonable force in schools; SEND Code of Practice and Northamptonshire Ranges Project; The Key to School Leaders 2022

1 Policy Statement & Purpose

The statement and purpose of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at the school. Only when all issues of bullying are addressed will students be able to benefit fully from the opportunities available at school.

Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms an individual or group either physically or emotionally. It has destructive effects on young people's lives. Although some can shrug it off, bullying can produce feelings of powerlessness, isolation from others, undermine self-esteem and sometimes convince the victims that they are at fault. It can affect attitudes to and performance in school. For some, it can lead to serious and prolonged distress and long-term damage to social and emotional development.

Bullying is defined as:

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally.

Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between students, or perceived differences.

2 Types of bullying include

1. Physical – pushing and shoving, tripping over, kicking, spitting etc
2. Emotional – Humiliating someone, name calling, using insulting names or comments etc
3. Indirect – Spreading rumours whether true or not
4. Cyber Bullying – Any form of bullying using a mobile phone or the internet, such as social networking sites, instant messaging or email
5. Prejudicial bullying – This may take many forms but often is against one of the protected characteristics e.g.
 - age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex
 - sexual orientation

3 Signs of Bullying

Students who are being bullied can show changes in behaviour over time, such as becoming shy and nervous, feigning illness, unexplained weight loss, or taking unusual substances. A change in work pattern will be most frequently spotted in school. At the school anyone can report a Social Emotional or Mental Health Concern through our AIM system

These are all protected characteristics as identified in the Equality Act 2010 and staff dealing with these incidents would need to complete the incident form and the Pastoral Management Team will pick this up and follow the procedure associated with this.

The common factor in any bullying is the intention to undermine and degrade the individual by picking on vulnerability or making difference appear to be a fault. Those who bully aim to hurt by means of force, intimidation or ridicule in order to control others, or perhaps to inspire a reaction that escalates the situation.

3 Child on Child Abuse (see Child Protection Policy)

In particular, it is noted that child-on-child abuse can be a form of bullying and, in line with the school's Child Protection Policy, any child-on-child abuse will be treated as a safeguarding matter and passed to the Designated Safeguarding Lead. Please refer to the Child Protection Policy and Behaviour Policy for further information on child-on-child abuse.

4 Investigating an incident

The school will also investigate when:

- Someone makes a threat against another (this can include a sexual activity)
- Someone takes another's belongings deliberately
- Someone forces another to do something they do not want to (this can include a sexual activity)
- A student is 'shunned' repeatedly by a group
- Damage is done to another student's belongings deliberately

In the first instance it is not a requirement for the staff to investigate whether bullying has occurred but rather investigate the incident. After an incident staff will listen to the student's perception empathetically and agree a way forward with them. The aim is always to stop or reduce the difficulties they are facing. Students are encouraged to report bullying at the school.

When working with transgressors staff work to a rule of - Several Times on Purpose (STOP).

The school's teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy. For further information please refer to the Child Protection Policy, The Behaviour Policy and the Sexual Harassment Policy.

5 Implementation of the policy

The strategy

Staff:

- If bullying is suspected or reported, the incident must be dealt with by the appropriate staff member at the earliest opportunity the staff member has and reported to the Pastoral Management leader of that year group
- A clear account of the incident must be reported
- An interview will occur with the victim and perpetrator(s)
- Parents/carers will be contacted and kept informed of any outcomes
- Measures to stop the behaviour implemented in consultation with all parties
- Incident, outcomes and any sanctions recorded on AIM
- Agency support requested if appropriate and available
- AIT support possibly sought for victim and perpetrator
- Monitoring to ensure further transgression does not occur

Students who have been bullied:

- Discuss what has happened with a member of staff
- Opportunity to talk to an AIT member or school counsellor
- Opportunity to restore self-esteem and confidence given
- Safe areas within school discussed
- Passes for break/lunch offered
- Parents/carers meet school staff to discuss support

Students who have bullied:

- Discuss with a member of staff what happened
- School counselling and mentoring offered
- Establish what has been done wrong and how they can improve and not repeat
- Parents/carers meet with staff and student
- Outcomes and sanctions decided upon and given

Outcomes that may be given include (see Behaviour Policy for full list – Major Level Incident sanctions):

- Verbal reprimand and warning of future outcomes and sanctions should it persist
- Community service and community involvement
- Removal of privileges and from extra-curricular activities
- Removal from social areas of the school
- Work imposition during unstructured times
- Suspension, Permanent Exclusion and Alternative Provision

Adults:

- Adults in the school also have the right to work free from all forms of bullying and the policy applies to adults as victims as well
- Any adult who feels they are the target of bullying should discuss the issue with their line management or the Designated Safeguarding Leader

Prevention is better than cure so at the school we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help to develop strategies to combat bullying-type behaviour. The Personal, Social, Health and Economic Education programme (PSHE) contains lessons on bullying each year and the effects it has on the victim, there are specific assemblies, sessions in Personal Development Week, bespoke anti-bullying events and anti-bullying week is a focus each year as well as awareness sessions on diversity and equality as a proactive tool. The annual student voice survey asks for feedback related to this area alongside aspects of wellbeing and AIT drop-in sessions.

All reported incidents of bullying will be investigated and taken seriously by appropriate staff members. A record will be kept of incidents. A copy of the report and the action taken will be placed on the student file. Students may be asked to write a report themselves. To ensure effective monitoring, and to facilitate co-ordinated action, all proven incidences of bullying will be recorded as Major Level Incidents and will be monitored by the member of SLT. All incidents will have a restorative aspect and with areas that are included with the Equality Act specific conversations and/or focused education/awareness sessions will occur in liaison with the SLT member in charge of Personal Development.

Victims who are worried about openly discussing an incident when the perpetrators are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying.

Parental Involvement

The parents of the victim and the bully will be informed of an incident and the action that has taken place and asked to support restorative strategies. The perpetrator will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to them. These will include Suspension or Permanent Exclusion for persistent perpetrators.

Parents/carers are reminded to encourage their children to speak to someone. By keeping information from the school, or from their parents/carers, it is unlikely to lead to a solution.

Whilst there is little recent history of bullying within Trust schools, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on outside agencies to support our action. This policy is seen as an integral part of our Code of Conduct.

6 Statutory Duty of Schools

The Headteacher of a school has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents/carers and students.

Legal Framework

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006

- School must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy which must be communicated to all students, school staff and parents.
- Gives Headteachers the ability to ensure that students behave when they are not on the school premises or under the lawful control of school staff.

The Equality Act 2010

The Equality Act replaced the public sector duties and came into force in April 2011. The duty has three main aims. It requires public bodies to:

- Eliminate unlawful discrimination between people who share a protected characteristic and people who do not share it
- Foster good relationships between people who share a protected characteristic and people who do not share it
- Advance the equality of opportunity between people who share a protected characteristic and people who do not

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK it is important to note certain types of harassment do carry a criminal offence. The Protection from Harassment Act 1997, the Malicious Communications Act 2003, the Public Order Act 1986.

Behaviour in Schools, Advice for Headteachers and school staff (September 2022)

The guidance in section 9 states the proprietor must ensure.... That an effective anti-bullying strategy is drawn up and implemented so that bullying is prevented, as far as reasonably practicable.



NORTHAMPTON SCHOOL

'Nurturing Success'



Behaviour Policy Appendix

Suspension and Permanent Exclusion Policy

Approved by: NSB Trust Board
Date: November 2022
Review Date: July 2024

Related Policies include Attendance, Behaviour, Child Protection, Equality, Sexual Harassment, Drugs and Alcohol, Online Safety

This policy is in line with the guidance of 'Behaviour in Schools, Advice for headteachers and school staff' 2022; Searching, Screening and confiscation in school; Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2022; Behaviour and discipline in schools Guidance for governing bodies; Creating a Culture: How school leaders can optimise behaviour March 2017; Equality Act 2010; Use of reasonable force in schools; SEND Code of Practice and Northamptonshire Ranges Project; The Key to School Leaders 2022

1 Policy Statement & Purpose

This policy should be read in conjunction with the school **Behaviour Policy**. This policy outlines the detail and practices of the highest levels of sanction within the school behaviour policy which informs the school's use of suspension and permanent exclusion.

Suspensions are used sparingly but are a response to more serious incidents of unacceptable behaviour. The school will seek to work with parents in using such sanctions to modify unacceptable behaviour and will keep parents informed.

The school will apply procedures with reference to the appropriate DFE guidance: "Exclusion from Maintained Schools, Academies and Student Referral Units, in England. A guide for those with legal responsibilities in relation to exclusion (September 2022)". The policy is also a reflects upon guidance in the Education Act 2002 as amended by the Education Act 2011

Rationale:

The decision to suspend a student will be taken in the following circumstances:

- a) in response to a serious (Major Level Incident) breach or persistent breaches, of the School's Behaviour Policy
- b) if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Suspension or Permanent Exclusion is used sparingly but both are a response to more serious incidents of unacceptable behaviour.

Suspension

A Suspension is where a student is instructed not to be on site for a fixed period of time, usually between 1 and 5 days but can be longer. This sanction is imposed as a result of significant breach of the School's Behaviour Policy.

Permanent Exclusion

A Permanent Exclusion can occur as a result of:

- A serious breach or persistent breaches of the School's Behaviour Policy; and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

The types of behaviour which may lead to suspension and exclusion include,

- Swearing at a member of staff
- Possession of banned or prohibited School items
- Damage to school or property
- Theft
- Racist behaviour and abuse to other students
- Sexist behaviour and abuse to other students
- Gender based abuse to other students
- Sexual misconduct
- Verbal abuse or threatening behaviour to staff or students
- Persistent refusal to comply
- Physical assault
- Persistently disrupting lessons or the learning of others
- Malicious accusations made by students against school staff

- Serious misuse of technology such as accessing pornography
- Using a mobile device to film on school grounds
- Inappropriate use of technology and/or social media that targets other students, staff or that brings the school into disrepute
- Failure to improve behaviour despite all levels of previous intervention

The decision to Suspend or to make a Permanent Exclusion is at the discretion of the Headteacher. This process will take into account all guidance in Exclusion from maintained schools, academies and student referral units in England (September 2022) and will include opportunity for the student to present their case either in writing or verbally before a decision to permanently exclude is made.

2 Actions following a suspension

After a Suspension of a fixed number of days there must be a reintegration meeting with a designated staff member, parent/carer and student. Staff will during this meeting explore support packages to manage a successful reintegration and also seek from the student an attempt to show compliance in the future. A potential warning of permanent exclusion being a possible sanction of further episodes of behaviour may also be given. The student will return to school on report for a minimum of one week.

A serious individual breach of the Behaviour Policy or several different breaches of the Behaviour Policy or persistently similar breaches of the Behaviour Policy may, at the Headteacher's discretion, result in a Local Academy Board Governors' review meeting in which the Local Academy Board Discipline Panel will informally meet with parent and student to review a student's behaviours and to examine possible support the school will need to put in place

The school will also work with other local agencies as required, to assess the needs of students who display continuous disruptive behaviour.

3 Process

1. Suspension or Permanent Exclusion can only be carried out by the Headteacher or in their absence the Assistant Headteacher.
2. If the Headteacher has decided on a Suspension or Permanent Exclusion, Parents / carers must be informed verbally, and then in writing, that their son/daughter is being sent home.
3. If a parent cannot be contacted the student must stay at school and a letter sent home with him/her at 3.35 pm.
4. The process of Suspension or Permanent Exclusion should be used for any enforced period off site.
5. The parents have a right to make representations to the Governing Body and will be informed of this by the Headteacher
6. Schools are responsible for the delivery of the curriculum to excluded students whilst they remain on the school roll. Work must be set in line with national guidance. For all other statements regarding process please refer to <https://www.gov.uk/government/publications/school-exclusion>

4 Guidelines for a Suspension or Permanent Exclusion

A student may be considered for a Suspension or Permanent Exclusion in the case of a serious breach of the Behaviour Policy. The incident may be channelled through to the Assistant Headteacher through Year Team Leader or Duty Team Leader. Only the Headteacher can make a final decision on a Suspension or Permanent Exclusion. In each case, the following should apply where practical.

1. An incident form should be completed as soon as possible by the member of staff who witnessed/was involved in the incident.
2. If the incident form is designated as a Major Level Incident, then it should be circulated immediately.
3. The student should be withdrawn from further lessons and remain with either the AIT or the CTL/YTL/AH as appropriate.
4. The student's lesson attendance should be coded '9'.
5. Witness statements must be obtained wherever possible. The student must have the opportunity to put their case (it is recognised that this may not be possible immediately). The member of staff should make a witness statement where appropriate.
6. The YTL/CTL/DTL should consult with Senior Leadership Team and, where possible, the Assistant Headteacher about whether the incident is likely to require a formal suspension or permanent exclusion.
7. If the student has an EHC Plan, then the SENCO should be consulted.
8. The YTL and AH should take the case to the Headteacher, or, in their absence, the person deputising for them.

If a Suspension or Permanent Exclusion is agreed the following should apply:

9. A letter should be prepared by the designated Support Staff person, outlining the incident and the instructions relating to the details of the Suspension.
10. Parents/carers should be contacted by phone. A student should not be sent home unless parents are willing to accept that the student can go
11. One copy of the letter should be handed to the student who is then sent home and a second copy sent home by email or post.
12. The incident form should be updated with "action" and circulated.
13. A message should be sent to the student's teachers, YTL, Student Services and Reception, asking for work to be sent through for it to be collected and sent home with the student.
14. A reintegration meeting for a Suspension should be held with parents/carers and student in attendance. The meeting should ascertain the student's reflection upon the incident and the Suspension and parent(s)'s attitude. It should establish whether the student is ready to return to school and accept the rules as set out in the Behaviour Policy. The student should be encouraged to make a commitment to future positive behaviour and be made aware of the possibility of more severe consequences e.g. Permanent Exclusion, if the behaviour is repeated. The meeting should explore the possibility of action to address any support which the student may require to behave better in future (internal options as well as external agencies). The student should normally be placed on daily report to the YTL to monitor behaviour after the exclusion. This record may well form the basis of any Local Academy Board Governors' Disciplinary Committee meeting which considers the incident or the student's behaviour. A re-integration form should be written after the meeting covering the points raised at the meeting and copies circulated to staff as appropriate.
15. All paperwork should be put in the student file. It should be noted that any documents and notes may be seen by an appeal meeting at a later date.
16. The YTL will record a summary of the incident and outcomes/sanctions



NORTHAMPTON SCHOOL

'Nurturing Success'



Behaviour Policy Appendix

Searching Students Policy

Approved by: NSB Trust Board
Date: November 2022
Review Date: July 2024

Related Policies include Attendance, Behaviour, Child Protection, Equality, Sexual Harassment, Drugs and Alcohol, Online Safety

This policy is in line with the guidance of 'Behaviour in Schools, Advice for headteachers and school staff' 2022; Searching, Screening and confiscation in school (July 2022); Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2022; Behaviour and discipline in schools Guidance for governing bodies; Creating a Culture: How school leaders can optimise behaviour March 2017; Equality Act 2010; Use of reasonable force in schools; SEND Code of Practice and Northamptonshire Ranges Project; The Key to School Leaders 2022

1 Policy Statement & Purpose

This policy is drawn within the Behaviour Policy. The policy explains the screening, searching and confiscation powers the school has to ensure the school is calm, safe and supportive environment in which students feel not at risk. Where the word 'must' is used there is a legal requirement to do something.

The legislation specifically draws upon:

- Coroners and Justice Act 2009
- Criminal Justice and Immigration Act 2008
- Health and Safety at Work etc. Act 1974
- The Education Act 1996
- The Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The schools (Specification and Disposal of Articles) Regulations 2012

Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps the school establish an environment where everyone is safe.

Before screening or conducting a search of a student, it is vital that obligations under the European Convention on Human Rights are considered. Under Article 8, students have a right to respect for their private life. In the context of these rights and obligations, this means that students have the right to expect a reasonable level of personal privacy.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise their searching powers in a lawful way.

2 Prohibited items and reasonable grounds for a search

The following are considered banned and must not be brought into the school. If found in the possession of a student or suspected as being present on a student or suspected of being supplied by a student, the sanction of Suspension or Permanent Exclusion is likely to apply. The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs or items associated with drugs
- Stolen items any article that the member of staff reasonably suspects has been, or is likely to be used:
 - a. to commit an offence, or
 - b. to cause personal injury to, or damage to property of; any person (including the student) an article specified in regulations
 - c. alcohol, tobacco, electronic cigarettes (vapes), items associated with smoking
 - d. any pyrotechnic / fireworks
 - e. pornographic images

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children’s social care services.

3 Conducting the search

Following suspicion of a banned item being in the possession of a student, staff may choose to search a student at the school. The search will be conducted by two members of staff with one being either a Year Team Leader or Senior Leader. Members of staff will be of the same gender as the student; the search will be completed in a room and the school will ensure the search is carried out in a discreet and sensitive manner.

If the item being searched for is from the prohibited list the DSL MUST be informed

The search will be completed following the recommendations set out in the Department for Education ‘Searching, Screening and Confiscation’ including support for those with a SEND background or a protected characteristic. The Governing body will ensure, so far as is reasonably practicable, the health and safety of students and staff in their schools; and this policy will be in addition to other school policies which aim to promote acceptable behaviour and deter students from unacceptable behaviour. Any member of staff who deems a search of a student appropriate will seek advice from the Headteacher or their representative before searching. The Headteacher will not direct a member of staff to carry out a search.

1) Searching with consent

Teachers may search students who have consented to be searched. Such searches should comply with all relevant aspects of this policy and the guidance notes to staff.

2) Searching without consent - the DSL or Headteacher MUST be consulted

Although there is legal power to search without consent, the school will not normally exercise this power. In circumstances where a student refuses to consent to a search, after consultation with the Headteacher or their representative, the police may be called.

Authorised staff

The Headteacher or their representative, can conduct a weapons search where there are reasonable grounds to suspect the possession of a weapon. The Headteacher, or their representative, may choose to use an electronic scanner as appropriate. As well as the searcher, one other member of staff **must** be present at a search of a student and must be of the same sex as the student searched. When the student’s possessions are searched, the student and a second member of staff must be present, but the staff may be of either sex.

Suspicion

The searcher must have reasonable grounds for suspecting a student may be carrying a knife or other weapon. (See Guidance to Staff for what may constitute ‘reasonable grounds’). The search can take place on school premises or on a school visit. The searcher can seize anything he reasonably suspects is a weapon or evidence of an offence (see Guidance to Staff).

Clothing

The searcher can require the student to remove outer clothing. Where the student refuses to do so, the searcher will refer to the Headteacher or their representative.

If a weapon is found

The searcher may confiscate a weapon or anything which he or she suspects is intended to be used as a weapon and will usually pass it to the police as soon as possible. Other evidence of an offence can also be seized and, if seized, will usually be passed to the police.

Staff Defined

The law on searching defines "a member of the staff of a school" to include teachers and anyone else authorised by the Headteacher to have lawful control or charge of a student.

Records

The Headteacher will require authorised staff to make and keep a written or electronic record of any search as soon as possible, as a file note, and kept on the student file. Parents/carers should normally be informed.

A full copy of the guidance for staff in implementing this policy is available from the school and on the school website.