



# Archbishop Holgate's School

A Church of England Academy

## BEHAVIOUR POLICY

*This policy explains that the aims of the policy, how it is implemented and the different roles and responsibilities.*

Approval Date: September 2021

Next Review Date: September 2022

Member of staff responsible: Deputy Head Pastoral Care

Governing sub-committee: Pastoral

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

## Table of Contents

1. Vision and Values of Archbishop Holgate's School .....	3
2. Legal framework.....	4
3. Principles .....	4
4. General aims.....	4
5. Introduction .....	5
6. Roles and responsibilities.....	5
7. Overview of how behaviour is managed on a day by day basis .....	7
8. Implementation.....	8
Minor Incidents - Stage 1: Prevention.....	8
Minor Incidents - Stage 2: Reinforcement.....	10
Minor Incidents - Stage 3: Support .....	10
Major Incidents - Stage 4 .....	11
Use of detentions .....	12
Use of the 'Reflection Room' .....	13
Use of exclusions .....	14
Repeat offenders.....	14
.....	<b>Error! Bookmark not defined.</b>
Physical Restraint and Reasonable Force.....	15
9. Understanding behaviours.....	16
10. Anti-Bullying and discrimination.....	18
11. Behaviour off school premises .....	19
12. Use of alternative provision and managed moves .....	19
13. Staff training.....	20
14. Sixth Form behavior .....	21
15. Appendix A: Behavioural Management During the Coronavirus (COVID-19) Pandemic	<b>Error!</b>

**Bookmark not defined.**

# 1. Vision and Values of Archbishop Holgate's School

As a Church of England school we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

**“A threefold cord is not easily broken.” Ecclesiastes 4:12**

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of **Justice**, **Compassion**, **Forgiveness** and **Trust** have been embedded across our school community and permeate all areas of school life.



This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.

## **2. Legal framework**

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019
- DFE (2021) Keeping Children Safe in Education

This policy operates in conjunction with the following school policies:

- School agreement
- Anti-Bullying and Discrimination Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Complaints Procedures Policy
- Searching, Screening and Confiscation Policy
- Peer on Peer abuse

## **3. Principles**

Archbishop Holgate's is committed to developing to the full the potential of each member of the Academy community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

We believe that an ordered working environment, underpinned by good behaviour, is an essential pre-requisite to effective teaching and learning.

We also believe that positive personal relationships based on courtesy, co-operation and mutual respect are essential both to the smooth running of the school community and to the security, well-being and fulfilment of the individuals within it.

We believe that support for behaviour should be based on our school values of Justice, Compassion, Trust and Forgiveness. In practice, this is summarised as clarity, consistency and a clean slate.

## **4. General aims**

We aim to ensure that all students accept responsibility for high standards of behaviour, and that all students are aware of the expectations of courtesy, respect and co-operation towards others required by the school.

We seek to ensure that staff take responsibility for creating the conditions for the highest standards of behaviour, courtesy, co-operation and respect, and deal firmly with any breaches.

We seek also to ensure that all parents support the School in these aims and support their children in meeting the expectations that flow from them.

## **5. Introduction**

Archbishop Holgate's School seeks to provide an ordered and secure environment, based on good behaviour, and underpinned by courtesy, co-operation and mutual respect. Expectations of students are set out in the 'School agreement' (please see policies section of the school website) which all students and parents should agree to at the start of each year. Expectations of staff are set out in the Staff Handbook which is updated annually. Where there is non-compliance with reasonable expectations, sanctions are used where necessary. Key to the School's approach, however, is seeking to build on our Christian values of Justice, Compassion, Trust and Forgiveness by emphasising courtesy, co-operation and respect, and encouraging and rewarding good work and behaviour.

For effective teaching and learning to take place, the School sees good behaviour in all aspects of School life as fundamental. It seeks to create a positive, ordered learning environment by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, consideration for others and positive relationships based on mutual respect;
- seeking fair treatment for all;
- encouraging justice through consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging positive partnership with parents and carers to develop in the implementation of the School's policy and procedures.

## **6. Roles and responsibilities**

Everyone is responsible for:

- implementing School policy and procedures consistently and fairly so as to set high standards of behaviour, support students in reaching the School's expectations, and creating a high-quality learning environment.

Students are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Following the 'School Agreement' and the rules of the school.
- Working with all staff.
- Following ALL instructions from a member of staff first time, without question.
- If they feel something is unfair, they must talk to their Head of Year at an appropriate time.
- To be respectful to everyone at all times.
- Arriving at school on time.
- Having the correct equipment for every lesson.
- Wearing the correct school uniform.
- Working hard and to their best of my ability at all times.
- living our four Christian Values (Justice, Compassion, Forgiveness, Trust) into being

- Following the guidance on keeping everyone safe from COVID-19

Parents are responsible for:

- the behaviour of their child inside and outside of school.
- working with the school in supporting the education of their child and trust staff to be professional and to have their child's best interests at heart.
- see that their child attends school, is punctual and is suitably equipped and dressed in full school uniform.
- support the vision and values of the school community.
- work in co-operation with staff to resolve issues and problems that may arise and let the school know of any issues that might affect my child's work, behaviour or attendance.
- encourage their child to be enthusiastic about learning, provide opportunities for home learning and support homework from school.
- encourage their child to show kindness and consideration to others and to always behave appropriately, when in school uniform, on their way to, and from school.
- participate in whatever way possible in school events, including attending Parents' Evening.
- treat ALL staff and students with courtesy and respect.

All members of staff are responsible for:

- model the behaviour and values that we want to see;
- know each student and work hard to understand what motivates and inspires each student;
- praise positives passionately;
- support those students who are causing us the school the most difficulties because when they least deserve it, that is when they really need it;
- 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 parents, the SENCO and, where appropriate, the pupils themselves.
- plan for the needs of all our learners, for every eventuality. Ensuring that the work set is appropriate and differentiated for learning and behaviour;
- take time to develop relationships that are based on trust, respect and fairness;
- remain in control at all times, being clear and calm at all times;
- praise in public and reproach in private;
- are clear in our communication, identifying what students should be doing and the consequences of not doing so. We are clear, consistent and fair;
- recognise that everyone is human and make mistakes, but we rebuild our relationships when things go wrong, ensuring all students always receive a clean slate.
- As authorised by the headteacher, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.
- living our four Christian Values (Justice, Compassion, Forgiveness, Trust) into being
- Promoting measures to manage the risks of COVID-19

Pastoral Staff

- Collaborating with the SENCO, headteacher and governing board, as part of the SLT, to outline and strategically develop behavioural and provisions for the school.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.

- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

The SENDCo is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

The headteacher is responsible for:

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

The governing board has overall responsibility for:

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

## **7. Overview of how behaviour is managed on a day by day basis**

We aim to provide the best possible education and opportunities for each student at Archbishop Holgate's School.

We aim to foster the development of the whole person, in a disciplined and ordered working environment which is secure and caring, and within which each student can aim for excellence.

- We seek to create a positive, happy atmosphere, in which students are able to take pride in their achievements, and in which students and staff work together with mutual respect, courtesy and consideration for others.
- We believe in a curriculum which engenders a love of learning and the excitement of discovery, and which, while being broad enough to meet and respond to individual need, develops the academic potential of each student to the full.

- We seek to develop and maintain a close partnership between students, parents and staff, and positive working relationships with our partners in education, the world of work and the wider community.
- We are an inclusive school that embraces the differences in people.
- We seek to support the most vulnerable and to understand the causes of behaviour, in order to support the student and their family in managing these.

In keeping with the good intent of our founder and the values of our Christian foundation, we aim to create a school community in which students are known and cared for as individuals, and within which they can fulfil their potential as they grow towards adulthood and prepare for its opportunities and responsibilities. We seek high standards in all aspects of school life.

### **How do we achieve this? – clear expectations and consistency**

- We are explicit about the standards and expectations of all staff and students. These are explained in the 'School Agreement'
- We are consistent in how all aspects of the school is run (including form times, lessons and break-times), so students must make a conscience choice to not meet the high standards expected of all members of the school community.
- Students understand that the school is working for their benefit and others and that any conduct that stops others from achieving or brings the name of the school into disrepute will not be tolerated
- Students are clear how their efforts (including the simple compliance of the 'School Agreement' and working beyond expectations) will be recognised and rewarded
- Students are clear about the consequences, when they fail to follow the schools 'School Agreement' and fail to live up to the high standards expected of all members of the school community.

## **8. Implementation**

Some students will need extra support and systems beyond creating a positive climate for learning and this is where this behaviour policy is designed to provide both support to the students but also to our staff.

### **Minor Incidents/misbehaviour - Stage 1: Prevention**

We prevent poor behaviour by being consistent and establishing a calm, focused, productive working atmosphere with proactive behaviour management. We ensure that we:

1. Set high expectations in all aspects of our own and students conduct.
2. We are clear about expectations and remind students and staff regularly about what and how we should all conduct ourselves.
3. Create a positive climate for learning by using our rewards system as explained below:

#### ***Rewards and recognition: creating a positive climate for learning***

At Archbishop Holgate's School, we aim to create a positive and motivated atmosphere, within which students can take pride in what they do. We believe that through formal recognition of achievement, positive attitude to learning or community mindedness, students will work harder and take more pride in themselves and their community.

In order to promote this aim and to create a positive school community the whole school rewards policy is in place to achieve the following purpose and principles.

## Purpose

- To promote a positive ethos through a culture of praise.
- To motivate and encourage students.
- To develop self-confidence, self-esteem and leads to further personal development.
- To recognise students' effort and achievement.
- To recognise and reward students' contribution and commitment to the school.
- To develop and foster positive working relationships between students, staff and parents

## Principles

- Equitable and inclusive
- Fair and consistently applied
- Easy to use and understood by all

It is important that good work, effort and behaviour are recognised and rewarded whenever possible. The vast majority of our students are well behaved and try to reach the levels of which they are capable. It follows from this that the number of students receiving recognition and reward should always be far greater than the number receiving sanctions.

Almost all students respond to regular praise and encouragement. They like to know they are doing well.

Praise, encouragement and reward can take many forms –

- Specific, targeted verbal praise – "Well done for..." "Excellent! You'd really done x well" whenever good work, good effort or good behaviour is displayed. Use verbal praise as a constant feature of lesson to promote a positive climate for learning.
- With some students, praise can be used to motivate and engage when they meet expectations.
- Verbal praise is also used outside the classroom to build relationships and reinforce positive behaviour such as holding doors and other courteous behaviour.
- Positive communication with parents
- Written praise – positive approval and recognition through a written note or comment in exercise books etc. Use written praise as often as possible in line with whole school and department marking policies.
- Positive comments in Homework Diaries – for all students, particularly upper school students.
- Staff should also strengthen the climate for learning by frequently phoning home and reinforcing positive praise with parents.
- Electronic Merits - The school has a comprehensive electronic system for rewards/merits based around the school values. Please refer to the 'School Agreement' and the rewards policy for further guidance.
- Display – make full use of display boards in classrooms and corridors to display good work. Younger students and older students alike take a pride in seeing their work on display, and this acts as an incentive to produce work of a high standard.
- Work of an exceptional standard should be nominated for the weekly Gold Award. Please refer to the 'School Agreement' and the rewards policy for further guidance.
- Showing of work – bring particularly good pieces of work to the attention of the Subject Leader / Head of Department / Form Tutor / Head of Year / senior staff / Headteacher to give appropriate praise.
- Subject postcards and certificates – individual faculties are encouraged to provide their own rewards – e.g. postcards sent home; certificates presented in Assembly.
- Letters of Commendation and Special Commendations – these follow Year Reviews to parents of students who are doing particularly well.

- Prizes – awarded at Presentation events as a public recognition of sustained achievement, progress, or all-round contribution to the life of the school.

### **Minor Incidents/misbehaviour - Stage 2: Reinforcement**

This stage is all about ensuring the student respect staff and follows their instructions. This is not about sanctions.

Mis-behaviours include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform
- Failure to follow instructions

Strategies include:

- **Remind:** All teenagers can be expected to be involved in occasional poor behaviour at some point. Staff will deal positively, firmly, forgive and move on. Some pupils e.g. SEN may need more than one reminder – staff will use their professional judgement.
- **Warn:** The behaviour is repeated therefore a warning is given. Again, staff will deal positively, firmly, forgive and move on. Once a warning has been issued it is important that it is carried out and the student is moved to the next stage if the behaviour is repeated. Consequences might be agreed for example:
  - Set routine task – e.g. tidying room at end of lesson.
  - Move offending student within the classroom
  - Setting of additional work
  - Detention – for individuals.

Communication home is essential in changing any behaviour and staff are asked to make both positive and negative comments in the student's planner to aid communication home.

### **Minor Incidents - Stage 3: Support**

At this stage staff might need some support in dealing with a student. Staff need to reflection on their own practice and plan for behaviours to mitigate them. On occasions, a student might not have responded to the teachers behaviour management strategies and might need to be removed to the 'Intervention room'. The member of staff will then send for the student to be removed. A member of SLT will remove the student and issue a sanction of working independently in the Intervention room until the end of their next break.

The original member of staff will then phone home that evening to discuss the behaviour, how to prevent it in the future and to ensure a clean slate at the start of the next lesson.

Where poor behaviour is identified, a student will be reminded of our expectations.

A range of sanctions will be used:

- reminder of expectations
- repeating work

- extra work
- completing an appropriate task
- interruption of privileges at break or lunchtime
- detention
- referral to Head of Department
- referral to Head of Year or Head of Pastoral Care
- being placed on report
- school community service
- formal consultation with parents
- restriction of movement
- working in isolation
- monitoring diary
- signing of a "good behaviour" contract
- completion of a targeted intervention package aimed to address understanding and compassion around that topic

In rare, more extreme cases, the following sanctions may be used:

- withdrawal from lesson/lessons
- internal exclusion/seclusion (reflection)
- fixed term exclusion (please see our exclusions policy)
- permanent exclusion (please see our exclusions policy)

#### **Major Incidents/Serious misbehaviours - Stage 4**

Some incidents will require further support from the pastoral team. At this stage staff may need to seek support from the students Head of Year or a member of the pastoral team. These incidents could include:

- A serious one-off incident.
  - Repeated breaches of the school rules
  - Any form of bullying
  - Sexual assault or harassment
  - Vandalism
  - Theft
  - Fighting
  - Smoking
  - Discriminatory behaviour in any form including: Racism, sexism, Sexual orientation, disability
  - Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Repeated failure to follow the instructions of staff or to work with the school to resolve issues

In rare, more extreme cases, the following sanctions may be used:

- withdrawal from lesson/lessons
- internal exclusion/seclusion (reflection)
- fixed term exclusion (please see our exclusions policy)
- permanent exclusion (please see our exclusions policy)
- Managed Move.

### ***Incidents that need immediate action***

If the issue needs solving immediately staff need to use the school procedures to have a student removed. This however MUST be recorded using the 'Serious misbehaviour form'.

### ***Incidents that can wait and but actioned within 24 hours***

If the issue can be resolved within the next 24 hours (i.e. the member of staff does not need immediate support), staff complete the 'Serious misbehaviour form' and the Head of Year will resolve the issue by gathering all evidence, with the aim of ensuring that justice is delivered, the student learns from their mistake and a clean slate can be established by a restorative meeting. The Head of Year will work to ensure the student learns and receives the necessary support required.

The Head of Year when addressing the behaviour of a child will take into account there SEMH or SEND need.

### **Use of detentions**

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

All teachers at the school can impose detention on a pupil, unless the Headteacher decides to withdraw this power from any teacher.

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil.

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.

If the detention is during breaktime, 5 minutes will be allocated to allow the pupil time to use the toilet.

If the detention is during lunchtime, 20 minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

When issuing detentions which are set to be outside of school hours, the member of staff doing so will consider:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has identified caring responsibilities which would make the detention unreasonable.

- Whether the parents ought to be informed of the detention, e.g. it may not be necessary to do so if the detention is for short period after school and the pupil is able to return home safely.
- 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.

### **Use of the 'Reflection Room'**

Sometimes students benefit from time to reflect upon their behaviour and time away from their peer group. This allows for the school's values to be lived into being, providing time for forgiveness to be effective and justice to be worked through. The 'Reflection Room' at Archbishop Holgate's School is completed in a room, where the student will not communicate with other students for a full school day. They will be provided with suitable work specific to the lessons that are missing to help them learn and maintain their studies.

Students will be cared for all day, ensuring that they are safe and comfortable. They will:

- Be able to use the toilet at break times (or as required).
- Be provided with water
- Be taken to the main hall to buy food at lunchtimes or allowed to eat their pack ups at lunchtime and breaktime
- Opportunities to discuss and address any issues, which created a breakdown in relationships and for solutions to be explored and put into place in order to allow everyone to forgive and move forwards.

Their health and safety is not compromised during their time in the 'Reflection Room'

During the day, they will be visited by their Head of Year to discuss the reason for time away from their peers and how they can avoid it again in the future.

The school use this measure for a variety of reasons. These include:

- A major incident, where the student has not followed the school's rules or expectations
- Failure to follow the instructions from member of staff, having been provided with the opportunity to reflect and to conform.
- Defiance
- Bullying
- Violence – including fighting
- Truancy
- Failure to consistently complete homework
- Failure to wear full school uniform and the refusal to change in to uniform provided by the school
- Any other reason that the Headteacher believes to be reasonable.

If a student walks out of 'The Reflection Room', they will be excluded.

Any student with a SEMH or SEND need will have their isolation differentiated according to their needs.

The school might use a package of 'interventions' to address behaviours in order to prevent them in the future. There will be hierarchy approach, with:

- Level 1: Student based work, aimed to educate, inform and make the student reflect upon their behaviours. This might be in the form of a video and worksheets.
- Level 2: A member of staff will complete an intervention package with the student, allowing for discussion and the exploration of ideas and the checking of understanding.

- Level 3: We will identify the most appropriate external resource available to address the concerning behaviours.

### **Use of exclusions**

Please see the school's exclusions policy for full details.

### **Repeat offenders**

Some students will repeatedly demonstrate the same poor behaviour, so we will:

**Stage 1** – Reflect on our own practice

**Stage 2** – Reinforcement

We will support the student by clearly explaining what they are doing wrong and what is expected of them. If required we will put into place intervention and support in at this stage, this might be in the form of either a:

- Parental meeting
- Level 1 intervention work completed independently by the student
- Meetings with the pastoral team
- Departmental Support Plan: Where the misbehaviour is in 1 subject area only
- Pen Portrait: Where the Pastoral Team, believe that a consistent approach and understanding of the students specific needs are required.
- *'My Support Plan'*: Where the misbehaviour is in more than 1 subject area

**Stage 3** – Support

Some students will require greater support in changing their behaviours, at this level the school might:

- Hold parental meeting
- Students will complete Level 2 and Level 3 intervention work with a member of the pastoral team
- Departmental Support Plan: Where the misbehaviour is in 1 subject area only
- Pen Portrait: Where the Pastoral Team, believe that a consistent approach and understanding of the students specific needs are required.
- My Support Plan: Where the misbehaviour is in more than 1 subject area
- Referral to the schools 'Intensive Support Worker' or other relevant outside agencies
- Referral to outside agencies

All plans will be reviewed at maximum every 8 weeks.

Heads of Year will consider the causes of the behaviour and might look to involve external agencies. Please see Section 9: Understanding behaviours

**Stage 4** – At risk

At this stage, the *'My Support Plan'* will have not had the impact all parties would have wished for. At this stage the student and their parents/carers will be invited to a formal meeting with the Deputy Head of Pastoral Care. The *'My Support Plan'* will be developed with targets set for the student, parent/carers and school. This will indicate to the Local Authority and all parties involved, that the school is struggling to manage this student and that their position in the school is at risk. The *'My Support Plan'* targets will be reviewed after a maximum of 8 weeks with the student and parent/carers.

Heads of Year will consider the causes of the behaviour might look to involve external agencies. Please see Section 9: Understanding behaviour s

### Stage 5 – At SERIOUS risk

At this stage the student will be at serious risk of losing their place at the school. The students 'My Support Plan' targets will be reviewed at more regular intervals and if progress is not made then a referral to the Local Authority for support will be made. This might result in:

- a meeting with the Local Authority to assess the current support package.
- Alternative provision being offered, either short term or long term.
- The student moving to an alternative mainstream school or Danesgate, the Pupil Referral Unit (PRU).

A summary of the behaviour policy is illustrated below:

 <b>Archbishop Holgate's School</b> <small>A Church of England Academy Founded 1546</small>						<b>Values, Care, Achievement</b> <small>'A cord of three strands is not easily broken.' Ecclesiastes 4:12</small> <small>'I have come that they may have life, and have it to the full.' John 10:10</small>											
Behaviour Policy flowchart 2021-22																	
Minor Incidents <i>(Removal to support classroom Form)</i>		Removal from lesson		Major Incidents		Repeat Offenders <i>(DSP or PSP)</i>		Homework <i>(SSP or PSP)</i>									
<b>STAGE 0</b> <i>Prevention</i>		1. Set high expectations in all aspects of your own and student's conduct. 2. Create a POSITIVE CLIMATE FOR LEARNING. 3. Pro-actively manage behaviour using the Teacher's Toolbox.				MOS REFLECTS on current practise. You might discuss strategies with HOD, FT, HOY or SENCO.		1. Set Homework using the homework slide 2. Provide supporting resource									
<b>STAGE 1</b> <i>Reinforcement</i>		Behaviour is dealt with by MOS  <b>Personal Sanction – For Example:</b> • Spoken to at the end of the lesson, • Additional HW • Moved seats • Detention  <b>Action</b> • Note in planner • Record behavioural incident on SIMS (only if you are using a sanction). This is now resolved. No further action required.		<b>Action</b> 1. Issue a verbal reminder 2. Issue a 2nd verbal reminder 3. Write a PDB (persistent disruptive behaviour) in the planner				<b>Action</b> • Teacher completes a "Departmental Support Plan" with the student. • Email copy to relevant staff and inform parents. • Reviewed every 8 weeks by Teacher  ↓		<b>Action</b> • Review homework in lessons. Remember you can use a variety of methods.  <b>Action</b> • Issue HW detention, write in planner and record on SIMS. This will be held centrally, however if you wish to keep it personal you can.							
<b>STAGE 2</b> <i>Support</i>		If the above has not worked then you need to: 1. Complete the "Student Removal from lesson" (tagging form) 2. Provide work for the student to complete in intervention 3. The student will be collected and spend time in intervention until the end of their next break.  At the next convenient time you MUST phone home in order to ensure a clean slate for the student at the start of the next lesson.  You must complete the final 2 columns in the "Student removal spreadsheet" to record the conversation with home and say if you require any further assistance in establishing a clean slate for the next lesson.		<b>Major incidents</b> are incidents that you cannot solve yourself and you CANNOT plan for. For example: • Serious one-off incident • Discrimination • Bullying  Please complete the "major incident form" on the staff portal.  ↓ The HOY will then address the incident and update the Major Incident spreadsheet (tagging you into the changes).  Depending on the offence (parents will be informed by the HOY) of the sanction • School Detention • Isolation/Seclusion • Pastoral Support Plan		<b>Action</b> • HOD supports class teacher with "Departmental Support Plan" or HOY creates a Pastoral Support Plan as required.		<b>Action</b> • MOS reflects on HW being suitable and achievable. Does it need differentiating? Does the student need more support? • If a student repeatedly fails to complete HW. The HOY will: • Complete a Student Support Plan, which includes: • Compulsory HW club. • HOY and student meet weekly. • If after 8 weeks this does not improve HW, a Pastoral Support Plan is completed, with HOY and Ay. They might join the: • "Ay club" (a prep hour), where the student can work off by learning to do homework.									
<b>STAGE 3</b> <i>At SERIOUS risk</i>				Depending on the offence (parents will be informed by HOY) • Fixed Term exclusion • Permanent exclusion • External agencies		<b>Action</b> • Pastoral Support Plan issued • Reviewed every 8 weeks by HOY											

### Physical Restraint and Reasonable Force

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.

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

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.

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

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

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

After an instance of physical intervention, the pupil will be immediately taken to the isolation and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

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

## **9. Understanding behaviours**

It is very important to accurately identify the causes of behavior in order to ensure the correct intervention is put in place to alter the behaviour. The causes of poor/challenging behaviour are not always easy to identify. In the majority of cases, poor behaviour is the result of poor choices or poor self-discipline. In these cases, the school's normal mixture of rewards and sanctions (as explained above) is effective in altering the behaviour. However, on occasions the causes might include:

### ***Parenting***

The school recognises that being a parent of a teenager can be very challenging and we will never judge parents. The school will offer clear advice and support as required or requested. The school can also direct parents to external support that is available.

### ***Risky behaviours by the student***

Some students make poor life choices that are detrimental to their health, personal and academic progress. We will support these students and their families and where appropriate involve external agencies to provide support. The school has a zero-tolerance policy on illegal drugs and legal highs and the student will be reported to the police.

Students 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.

The school may search (in line with DfE guidance), any student and then confiscate, retain or dispose of the property of a student. This will include:

- any item banned by school rules e.g. mobile phones
- Alcohol
- Solvents
- Illegal drugs
- Stolen items
- Tobacco and smoking equipment
- Fireworks
- Fire lighting equipment
- Pornographic images
- Weapons
- Chewing gum
- Fizzy drinks
- Caffeinated energy drinks
- Anything that is likely to be used to commit an offence, cause personal injury or damage to property

All members of staff can use their power to search without consent for any of the items listed above.

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.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

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.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

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 office.

The headteacher will always be notified when any item is confiscated.

### ***Safeguarding***

Sometimes the poor behaviour of a student will be an indicator of a safeguarding concern. All staff will consider safeguarding as a cause at all times and discuss student's behaviours with our Designated Safeguarding Lead, if they have any suspicions or the student's behaviour and personality starts to change for no apparent reason.

### ***SEND diagnosis***

For those students who have already been formally diagnosed with a SEND need, the school will follow the specific programme of graduated adjustments, interventions and support relevant to the pupil's needs as indicated by the diagnosis.

For those students who the school or parents suspect as having a SEND need (but does not have any formal diagnosis), it is essential that the school and parents work together to identify the need, access professional support and differentiate lessons and support to meet the needs of that child. The school recognises this is not always an easy process and there may be occasions where parents and the school disagree on need. It is very important on these occasions that an external professional diagnosis is completed. The school will always ask parents of a child who they believe to have a SEND need to recognise that we are not SEND specialists and that we need to the advice of professionals. It is therefore essential that if a parent suspects their child has a SEND need they seek professional advice and diagnosis.

## **10. Anti-Bullying and discrimination**

Archbishop Holgate's is committed to developing to the full the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England school.

In order to achieve this, we believe every member of the school community has a responsibility to respect the rights of others and treat other people with courtesy and respect.

We therefore believe that any form of bullying – verbal, physical, emotional, direct, indirect, overt, covert – is unacceptable, and that all members of Archbishop Holgate's School must follow clear expectations and procedures to ensure the security and welfare of each individual within our school community.

Please see our Anti-bullying and discrimination policy on our school website for details of how:

- We aim to ensure that all members of the school community – students, subject teachers, form tutors, other pastoral staff, support staff – take active responsibility for the welfare and security of others and helping them feel secure.

- We seek to engender an atmosphere of trust, respect and openness within which students tell staff immediately about any incidents, confident that they will be supported and that the matter concerned will be dealt with promptly and sensitively.
- If instances of bullying come to light, we believe in dealing firmly with the aggressor and supporting the victim, to ensure that clear messages are understood that bullying will not be tolerated and that it is a core principle that all members of the school community treat each other with consideration, courtesy and respect.

## **11. Behaviour off school premises**

Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the 'School Agreement' applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can punish pupils for misbehaviour outside of the school premises.

Staff may discipline 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.

Staff may also discipline 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.

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.

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.

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.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously.

## **12. Prohibited sexual harassment**

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity

- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading or uploading pornography
  - Sharing pornography via the internet or email
  - Creating or maintaining websites with sexual content
  - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond robustly, promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy, and Peer on Peer abuse including harmful sexual behaviour s policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Discipline 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.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

### **13. Use of alternative provision and managed moves**

The school does not exclude or move students to alternative provision due to academic performance. If a student meets the criteria for a permanent exclusion (please see the exclusions policy), the school will permanently exclude and will then support the student on their next steps of their education.

The school will consider the use of a managed move or trial to a new school through the councils Fair Access Meeting (FAM) or the use of alternative provision if it is in the best interests of the student. The use of alternative provision will be to address specific needs with the aim of a full reintegration back into the school and include full program to ensure the safety of the students.

### **14. Staff training**

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

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

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.

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.

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.

At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

Teachers and support staff will receive regular and ongoing training as part of their development.

## **15. Sixth Form behaviour policy**

As highlighted in the Student Agreement, any form of misconduct may result in the school's formal behaviour policy being applied.

The behavioural stages at Sixth Form level may be applied for either a single incident of misconduct or repeated misconduct.

*NB Any serious breach of the behaviour policy and student agreement may result in students fast-tracking to stages 3, 4 or 5 as appropriate.*

### **What is classed as misconduct?**

- Failure to attend timetabled lessons or study periods.
- Failure to hand in coursework or homework.
- Failure to meet deadlines for non-examined assessment.
- Consistently poor effort.
- Failure to follow teacher instructions and complete classwork.
- Failure to attend mocks or public examinations.
- Any form of plagiarism
- Verbal or physical abuse to any member of the school community, including all staff and students.
- Persistent absenteeism or lateness to Sixth Form with no valid reason.
- Rudeness, aggression or inappropriate attitudes towards any member of the school community, including all staff and students.
- Any form of discriminate or derogatory behaviour or language, including towards those with protected characteristics.
- Inappropriate dress.
- Inappropriate use of any form of e-media and the school computer system.
- Disruption to the day to day running of the Sixth Form or main school in any way.
- All forms of bullying (see the schools bullying policy).
- Use of any form of substance abuse anywhere on site, including smoking, alcohol or drug use. Smoking is also forbidden at the top of the school drive.
- Any behaviour which may bring the reputation or values of Archbishop Holgate's School into disrepute.

The process for failure to meet the expectations of the 'Sixth Form Agreement' is undertaken in a multi-stage process to support students to get back on track and be successful if they have had minor issues. The multi stage process will also ensure that for those who exhibit prolonged or repeated disregard to our expectations, that there is a clear process of sanctions.

### Behaviour policy stages

Stage 1	<b>Reflect and reward</b>	Students who meet the expectations of the Sixth Form will be recognised in accordance with the whole school rewards policy.
Stage 2	<b>Support</b>	<p>Students who start to demonstrate academic or personal misconduct will be offered support from the Sixth Form team to change their behaviour. It will be made clear to students that the expectations of Sixth Form study are not being met. Actions may include:</p> <ul style="list-style-type: none"> <li>• A student or parent meeting</li> <li>• Clear expectations will be put in place with clear sanctions for failing to meet these</li> <li>• A reminder of the expectations</li> <li>• Advice and guidance</li> <li>• Removal of privileges, including free time</li> <li>• After school detentions.</li> </ul> <p>All actions will be recorded centrally and communicated to parents.</p> <p>If from this point there are no continued concerns for the following <b>four academic weeks</b>, this scrutiny will end.</p>
Stage 3	<p><b>At risk</b></p> <p>Formal plans</p>	<p>Students who continue to demonstrate misconduct will be put on a personalised student contract.</p> <p>The supportive strategies above will continue but will also include a <b>formal plan</b>.</p> <p>These <b>plans</b> will:</p> <ul style="list-style-type: none"> <li>• Be reviewed regularly</li> <li>• Have specific timelines and outcomes for improvement</li> </ul> <p>If a student fails to meet the targets and expectations of the plan students will move on stage 4.</p> <p>If from this point there are no continued concerns for the following <b>six academic weeks</b>, this support will return to Stage 2.</p>
Stage 4	<p><b>At serious risk</b></p> <p>Exclusions and Final Warning</p>	<p>Students who have persistently demonstrated academic or personal misconduct will be issued with a final warning and in some cases a fixed term exclusion.</p> <p>If from this point there are no continued concerns for the following <b>four academic weeks</b>, support will return to Stage 3.</p>

Stage 5	<b>Permanent exclusion</b>	If a student, after a final warning, fails to meet the expected standards outlined in the final warning and fixed term plan, they will be permanently excluded from the Sixth Form.
---------	----------------------------	---

*Please note, at any stage, a restart to Year 12 study can be requested or proposed by a student or their parents.*

**Exclusions at AHS Sixth Form:**

We believe that Sixth Form study is a privilege and our students are completing this because they want to further their education and life chances. We see exclusions as a final resort but will use them to ensure the actions of an individual student do not impact on the success of others in the Sixth Form.

Further guidance can be found in the school’s Exclusion Policy.

**Issues of serious breaches of Sixth Form expectations and misconduct**

If deemed a serious incident of misconduct or continuous breaches of Sixth Form expectations, students may be moved directly to Stage 4 or Stage 5.

In such circumstances students may be given a fixed-term exclusion in the first instance. Where this is the case, parents/carers will be contacted by the Sixth Form Office team the same day. If parents/carers do not answer calls, an email or voicemail will be left instead. A letter will also be sent in addition to the above contact, outlining the reasons for these steps being taken and next steps in the process. The Sixth Form will do all it can to ensure fixed term exclusions are as short as possible.

When the fixed term exclusion ends, the student and a parent/carers will be expected to attend a reintegration meeting and will be placed on Stage 3.

If the incident of serious misconduct, or if further investigation into the misconduct results in findings that the incident is serious enough, the Headteacher may take the decision to permanently exclude the student at any point.

Where this action is taken, a letter outlining the reasons for this decision will be sent, as well as a phone call to parents being made to confirm the exclusion.