



High Storrs School

Learning 6: Behaviour Policy, Principles and Practices

Last reviewed:	May 2024
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Review Date:	September 2024

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Changes to this edition

- Updated links to other docs section and new mobile phone policy.

1. Purpose

High Storrs School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. This behaviour policy provides a framework within which all members of the school community can work together towards our common aims. This should be read in conjunction with the MLT Behaviour Policy Principles. Consequently, all members of the school community have a responsibility to understand and follow the behaviour policy.

Aims of the School

High Storrs seeks to provide a happy, caring and effective learning environment, which will enable students of all abilities, irrespective of gender, cultural background, ethnic origin or disability to realise their full potential.

Values

Our values underpin everything that we do and what we expect from our students, and staff body.



Behaviour Principles

- We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible. Our community lives by our Value Statement, and we use this language to articulate what we expect.
- Our non-negotiables are understood and apply to everyone.
- We address serious disruption to the lesson and lack of commitment to learning through challenge, choices and consequence.
- We use all information available to support students' learning and behaviour.
- We use a range of tactics and school systems to both challenge poor behaviour and reward positive Approach to Learning and behaviour.
- We follow school systems to challenge poor punctuality and attendance.
- We support every child and every member of staff by ensuring these principles underpin every aspect of school life

Non-Negotiables

We summarise our 'non-negotiables' as,

- **Do as you are asked first time**

- **Enter and exit school via the right entrances. Where you are not otherwise directed, this will be the pedestrian entrances. Arrive on time.**
- **Stick to the dress code.**
- **Do not litter and use the appropriate bins.**
- **Do not swear and do not intimidate, fight or bully others. Discrimination is not acceptable in any form.**
- **Only eat in the dining room, flexible lunch spaces or on the field.**
- **Mobile phones are only to be used in phone zones or in classrooms with permission. Earphones are not to be used or seen on site.**
- **The following items are banned on site; energy drinks, chewing gum, alcohol, cigarettes, tobacco, vaping equipment, *knives or weapons and *illegal drugs (*Permanent exclusion from school is always considered if a student brings these things into school.)**

Non-negotiables are displayed throughout the school and all students are reminded about these at regular points throughout the year.

Where students do not comply, or are repeat offenders, their behaviour will be logged and a consequence put in place. For breaches of non-negotiable number 8, the consequences will be much more serious (up to and including permanent exclusion). For more details on suspensions and exclusion, please see the Minerva Suspension and Exclusions Policy.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

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

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

2. Links to other documents

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
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2021) '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'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following Trust/school policies:

- Trust Suspensions and Exclusions Policy
- Trust Physical Intervention Policy
- Trust Searching, Screening and Confiscation Policy
- Trust Complaints Procedures Policy
- Trust Managing safeguarding allegations against staff
- School Online Safety Policy
- School Special Educational Needs and Disabilities (SEND) Policy
- School Child Protection and Safeguarding Policy
- School Anti-bullying Policy

3. Roles and Responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

School mental health leads is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents and carers are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

4. Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school

within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Attempt to gain access to any restricted part of the schools ICT system.
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items - this includes all items listed in the non-negotiables and other dangerous items such as fireworks
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

5. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

6. Managing Behaviour

The 3 C s – Challenge, Choice, Consequence

At the heart of effective behaviour management is relationships and skilful classroom management, which results in clear boundaries and good working relationships between students and staff. In classrooms, boundaries have to be clear in order for learning to happen. Students need chances to respond and change when challenged. Staff engage in continual professional development with regards to managing a safe, purposeful and calm learning environment. The 3 C s is what is expected of all staff when responding to students have not met our expectations. These are the notes for staff detailing the 3 Cs.

Step One – CHALLENGE

Challenge and name the behaviour that is disrupting or preventing learning (often using the ‘Values Language’). Describe the poor behaviour and explain what you want to see instead. Name the individual(s) who are not meeting your expectations, rather than telling the whole class.

Step Two – CHALLENGE WITH CHOICE

Having challenged them once, the student may continue to behave poorly and disrupt their own or others’ learning. Now you need to give the student a choice to improve or face a consequence. For example, the student now needs to stop doing yyyy or xxx will happen to enable the rest of the lesson to continue.

Step Three – CHALLENGE WITH CONSEQUENCE

If you have said that you will move them/speak to them outside/contact home/put them on subject report etc, and they continue to misbehave the consequence for their poor behave will now be put in place. If they are difficult or argumentative, then use On Call for support or their removal.

If a child has been challenged and has not respond positively to the challenge or the choice, staff always record this behaviour incident on SIMS (they might also record that a student has to be repeatedly challenged and given choices over a series of lessons). Where class teachers require additional support, Subject Leaders, House staff and/or a member of Senior Leadership Team become involved either to resolve the incident or to ensure good behaviour in the next lesson

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written task, such as an account of their behaviour
- Removal of privileges
- School-based community service, e.g. tidying the classroom
- Detention

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- The pastoral lead investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the pastoral lead deems the incident to be unacceptable behaviour, they will record the incident. The behaviour will also be recorded on the pupil's permanent record.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom through on call.

On Call

Where a student is significantly disrupting the learning of others and strategies have been used to try to improve that child's behaviour (as above), On Call should be used. It can also be used to respond to a serious breach of the behaviour expectations in a classroom (e.g. a child swears at the teacher/is violent or aggressive), or to safeguard a child.

On Call can be used to help 'refocus' a child. A teacher might use On Call to request that a member of senior staff has a conversation with the child to reintegrate them back into lessons. If the teacher request that the poorly behaved student is removed from the lesson, then this is more serious and will be logged. The child will be placed in another room for the remainder of the lesson.

The student will receive a detention with the Senior Leadership Team as a consequence and the member of staff who requested the On Call will be invited to attend to repair the relationship in order that the next lesson is positive. If the detention follows a subsequent lesson where the behaviour was positive, and the poor behaviour has been addressed, the member of staff may choose not to attend.

Repeated or Serious breaches of the behaviour policy

Following repeated incidents of unacceptable behaviour or serious breaches, the following sanctions are implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspensions and Exclusions Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place where appropriate.

Following further incidents of unacceptable behaviour, the following sanctions are implemented:

The headteacher may consider whether a permanent exclusion is necessary, in line with the MLT Suspensions and Exclusions Policy, alongside alternative options such as a meeting with parents and governors, managed move or off-site direction (time at another school with the parents' agreement).

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be

made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

- Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.
- Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.
- The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:
 - Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
 - Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
 - Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
 - Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

Trained 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 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. The situations in which physical restraint may be appropriate are detailed in the Trust's Physical Intervention Policy.

After an instance of physical intervention, the pupil will be immediately taken to safety, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

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 headteacher and the pupil's parent 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, in line with the Suspension and Exclusion Policy.

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

Any incidents which involve the physical restraint of pupils will be recorded on the school's Serious Incident Log.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

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

Sanctions including detentions and internal isolation

High Storrs School issues detentions as a sanction to deter future unwanted behaviour, both during and outside of school hours. The use of detentions as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

The following categories are example of the types of detentions issued at High Storrs:

- Daily punctuality detention for lateness to school
- Class teacher detention
- Subject leader detention
- On call detentions
- House detentions
- SLT detentions

Detentions range from 20 minutes to 60 minutes in total. 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, including for same-day detentions.

The school will however aim to inform parents by text message or the satchel one app for any detention set after school.

All teachers at the school can impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Any non-teaching day, e.g. INSET days

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 lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

For more serious incidents, or when students do not attend an SLT detention, the school may issue a half day internal isolation. This is only sanctioned by members of the school leadership team and for incidents deemed as more serious than a detention and not as serious as a suspension from school.

Internal isolation is defined as having time out of lesson to work on curricular subjects in the schools isolation room. At all times there is a member of staff present in the internal isolation room and students have access to the toilet facilities and food during lunchtime.

The internal isolation period runs from 8.40am – 12.55pm and includes morning break and lunchtime. As a minimum, parents will be notified the day before from when the internal isolation will happen.

Students will complete work set by their class teachers, following their school timetable for that day. Students will have supervised breaks in the same room and will be allowed back into classroom lessons for p.4 and 5 of that day.

Further sanctions, such as a suspension, may be issued for students who do not adhere to the isolation room regulations.

8. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. 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.

9. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

10. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy.

The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- E-cigarettes and vapes
- Pornographic images.
- 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 any person, including the pupil themselves; or

- To damage the property of any person, including the pupil themselves.

The school also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- **Lighters**
- **Aerosols**
- **Legal highs/psychoactive substances**
- **Energy drinks**

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

11. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- attending school regularly and punctually in order to benefit from the curriculum;
- responding to feedback from teachers and support staff
- sticking to the non-negotiables at all times and helping to create a positive learning environment;
- complete homework to the best of their ability;
- making positive relationships within school and reporting any incidents of bullying, racism and any other form of discrimination (e.g. homophobia) to a member of staff;
- using the High Storrs 'Attitude to Learning' grades as a roadmap to further develop and hone learning behaviours for school and for life

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language

rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils are provided with a Classroom Rules Agreement which they are required to read and sign. All rules outlined in the Classroom Rules Agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Rewards and Commendations

Commendations are rewarded for evidence of the following things that are above the everyday expectation of students. Each links with the HSS values:

- Independence
- Determination
- Participation
- Community spirit
- Kindness
- Impressive work

Commendations are noted on trackers and students with high numbers are recognised in assemblies and on TFT screens around the school, as well as in form time.

Other High Storrs rewards and celebrations include,

- Nominating a student for a headteacher commendation (a postcard is sent home)
- Subject approaches for reward and celebration (e.g. student of the week, weekly positive phone call etc)
- Positive letters and commendations following trackers that show highest A2L OR most improved A2L
- Nomination of students for the Celebration of Success in the summer term

12. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- 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 outside the school premises, including conduct online, that:

- 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 have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour

outside of the school premises, staff will only impose 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 the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

13. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on 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, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed **termly** by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

14. Everyday Behaviour Principles and Practices at HSS

This document should be read in conjunction with seven other key documents in school:

- Curriculum Principles
- Teaching and Learning Principles
- Homework Policy
- Assessment Principles
- Feedback Principles
- Attitude to Learning
- Target Setting and Progress Tracking Policy

HIGH STORRS BEHAVIOUR PRINCIPLES (KS3, KS4 AND KS5)



1. **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** Our community lives by our Value Statement, and we use this language to articulate what we expect.
2. Our non-negotiables are understood, and apply to everyone.
3. We address serious disruption to the lesson and lack of commitment to learning through **challenge, choices and consequence.**
4. We use all information available to support students' learning and behaviour.
5. We use a range of tactics and school systems to both challenge poor behaviour and reward positive Approach to Learning and behaviour.
6. We follow school systems to challenge poor punctuality and attendance.
7. We support every child and every member of staff by ensuring these principles underpin every aspect of school life.

HIGH STORRS BEHAVIOUR PRACTICES (KS3, KS4 AND KS5)

PRINCIPLE 1: OUR COMMUNITY LIVES BY OUR VALUES STATEMENT. WE USE THE LANGUAGE OF VALUES TO ARTICULATE WHAT WE EXPECT.

Our values are displayed all over the school, in every classroom and on key documents (e.g. posters, TFT screens and other communications). They are also used in assemblies and events with parents (e.g. Transition Days, Open Evenings).

For example:

"We are here to learn. When you all talk at once/talk over me *you are stopping me teaching and others from learning. Stop that now, thank you.*" "It is not respectful of other members of the school community to block the corridor/be shoving each other/drop litter. Stop that now. I don't expect to see you doing that again."

PRINCIPLE 2: OUR NON-NEGOTIABLES ARE UNDERSTOOD, AND APPLY TO EVERYONE.

1. Do as you are asked first time. Students repeatedly refusing to follow instructions will have a Behaviour Report logged on SIMS, and the member of staff or House will issue a consequence. If you wish a member of the House team to issue a detention, please liaise with them about it.

2. Enter and exit school via the right entrances. Where you are not otherwise directed, this will be the pedestrian entrances. Arrive on time. Those using the wrong entrances are challenged, and instructed to walk to the correct entrance. Lessons begin at 8.40am. **Lateness is recorded on SIMS registers, and there is an escalation of sanctions for repeated lateness.**

3. Stick to the dress code. Children not wearing the right clothes are challenged are asked to improve this (e.g. wear a jumper over a bare midriff/take out earrings when asked in practical subjects). It is recorded on SIMS ('Dress Code Breach') and can be escalated to the relevant Head of House where your reminders are not resulting in a change. Where students receive more than 3 dress code entries, their dress code will be monitored for a week or two, by reporting to the House office each morning. Example of how to challenge dress code are below:

- Bare midriffs – challenge and give a choice (either put on a jumper, or I will have to send you to House for a House t-shirt). Where this has been challenged, please enter a Behaviour Incident on SIMS.
- Earrings must be removed when requested by the teacher for practical subjects (e.g. PE). The teacher will manage this.
- Other breaches of the dress code (boys showing pants due to low slung trousers, girls with see through leggings, offensive slogans on t-shirts, studs on belts or wrist straps) should be challenged and logged on SIMS where it is repeated. A Head of House or Head of Sixth Form may take the decision to send the child home if the dress code is particularly inappropriate (with the parent's permission in lower school). Breaches of the dress code should be logged on SIMS.

4. Do not litter and use the appropriate bins. Those caught littering have a Behaviour Incident logged on SIMS ('Littering') and litter picks are arranged for these children.

5. Do not swear at, intimidate, fight or bully others. Discrimination is not acceptable in any form. Swearing is challenged around the school, and Behaviour Incidents should be logged on SIMS ('Swearing'). Fighting and bullying are not tolerated. Fighting usually will receive an isolation. Reconciliation (bringing the students together) between students is used where appropriate, and parents are always informed where a fight or bullying has occurred. For more details, see our Student Behaviour Policy.

Discrimination should be logged on our electronic safeguarding record (CPOMS). You should identify the type of discrimination (sexual orientation, sex, religion or belief).

Always report suspected bullying or racism to House immediately so that it can be investigated and acted upon. You should log incidents relating to suspected bullying or racism (e.g. name calling under 'Verbal abuse' or hitting under 'Physical assault - student') and then make House aware of the suspected bullying or racism or other forms of prejudice where it will be investigated. You can make use of the 'House Action Required' on SIMS to escalate this.

6. Only eat in the dining room, flexible lunch spaces, Sixth Form Common Rooms or on the field. Where students are found eating outside of these areas, they will be told to put food

away and an incident logged on SIMS ('Other – minor'). Food bought in the canteen or Deli bar must be eaten in these areas or the Piazza. Food must not be carried down corridors to the field or classrooms. Packed lunches are permitted *with care* in classrooms where an agreed club is taking place (e.g. chess club) as the students do not have time to eat lunch and take part in the club. Where the club makes a mess with food, this permission will be withdrawn.

7. Mobile phones and earphones are not to be used, seen or heard on the school site apart from in the Sixth Form Common Room and Sixth Form study spaces. If mobile phones are seen outside of sixth form areas, they will be confiscated immediately. They will be handed to the main visitor reception (lower school) or Sixth Form office, and it is logged on SIMS ('**Mobile Phone Confiscation**'). Students can pick them up from House offices (lower school) or VI Form Office at the end of the day (2.55pm). Where this has happened more than two times, the parent has to collect the mobile and other sanctions may follow. Earphones are banned across the school site. These can be confiscated and handed to the main visitor office (lower school) or VI Form offices. A Behaviour Incident should be logged on SIMS ('Earphones'). These will be given back at the end of the day from the House office or Sixth Form office.

8. The following items are banned on site; energy drinks, chewing gum, alcohol, cigarettes, tobacco, smoking and vaping paraphernalia, knives or weapons and illegal drugs. These items are confiscated permanently when found. They are disposed of by the school or handed to the police. For those smoking on or around the site perimeter, names are taken and a Behaviour Incident logged on SIMS. Home are contacted and smoking/vaping paraphernalia is confiscated permanently. Support is offered to stop smoking where the child will engage with this. The escalation of smoking incidents can be found in the Anti-Smoking Policy.

Where the non-negotiables above are not adhered to and students refuse to cooperate, incidents will be dealt with according to 'refusal to follow instructions' and will be dealt with in a case-by-case basis.

PRINCIPLE 3: WE ADDRESS SERIOUS DISRUPTION TO THE LESSON AND LACK OF COMMITMENT TO LEARNING THROUGH CHALLENGE, CHOICES AND CONSEQUENCE.

Outside the classroom

Use the values language to remind the student(s) of the expected behaviour. Examples,

"It is not respectful of other members of the school community to block the corridor/be shoving each other/drop litter. Stop that now. I don't expect to see you doing that again."

If this reminder (or **challenge** – see below) and use of behaviour interventions does not lead them to change their behaviour then escalate to a **consequence**. Where a consequence is issued, or challenge hasn't been responded to, log this on SIMS. Tackling behaviour on the corridor or other spots around school is harder as you will not know every child. If other nearby students do not know then ask House offices to find CCTV (identify the place and time). House or Sixth Form teams can help identify students.

Step One – CHALLENGE

Challenge and name the behaviour that is disrupting or preventing learning (see the section on using the 'Values Language' above). Describe the poor behaviour and explain what you want to see

instead. Name the individual(s) who are not meeting your expectations, rather than telling the whole class

Step Two – CHALLENGE WITH CHOICE

Having challenged them once, the student may continue. Now you need to give the student a choice. The teacher will tell the student that they are making choices by continuing to misbehave. For example, the student is making a choice between doing as asked or xxx will happen.

The choice may be as simple as ***'if you continue to get out of the seat and move round the classroom when I have asked you to stay seated then I will have to speak to you outside/speak to you at the end of the lesson/move you to sit at the front near me/use on call to have you removed from this lesson'***.

Take up time is important here, especially if the situation is becoming confrontation. When you challenge a child, it is good to give them time to comply (e.g. ***'I want you to move seats now and sit next to x - I'll give you a minute to do this otherwise we will have to speak outside'***) This way a child get a chance to comply without being seen to back down immediately.

Other examples might include ***'I would really like make a positive phone call home at the end of this lesson for your success with this piece of work but if you carry on chatting I will be unable to do so and will have to xxxxx'***. Do follow through on what you say that you will do.

Step Three – CHALLENGE WITH CONSEQUENCE

If you have said that you will move them/speak to them outside/speak with them at the end of the lesson etc, then you have to follow through with it if they continue. If they are difficult or argumentative then use On Call for support or their removal. There are lots of examples of subject teacher level B4L tactics listed with principle 5 (below). Select one that is appropriate for that child at that time.

If a child has been challenged and does not respond to your intervention, then always record this on SIMS. Search for the child's profile on SIMS, highlight them and click 'Behaviour' on the right-hand column. There is a guide to this at the end of this document.

Equally, if you are putting consequences in place at a subject teacher level over a series of lessons, or there has been a serious breach of the Behaviour Policy, then it is time to escalate and get support from a TLR holder or your subject leader. They will choose a B4L tactic at the appropriate next level. If you exhaust these tactics then enlist the support of your SLT link. Following this, and if there are issues in a number of subjects, House and the Assistant Head for Behaviour, Safety and Welfare may become involved.

ON CALL

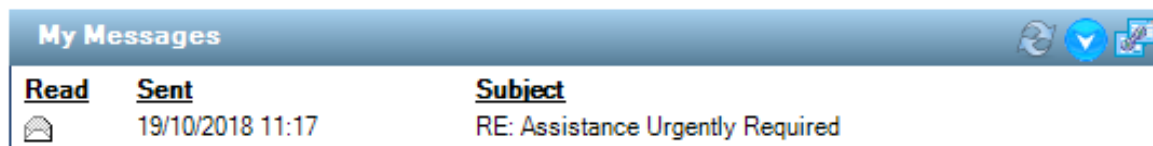
Where a student is **significantly disrupting the learning of others** and strategies have been used to try to improve that child's behaviour (see number 5 above), On Call should be used. It can also be used to respond to a serious breach of the behaviour expectations in a classroom (e.g. a child swears at the teacher/is violent or aggressive), or to safeguard a child.

On Call can be used to **help 'refocus' a child**. You might use On Call to request that a member of staff has a conversation with the child to reintegrate them back into lessons.

Where a student has been marked present in a previous lesson, but has not arrived at your lesson, you must press **On Call** and report this to the member of staff. You must also **LOG THE ON CALL ON SIMS (see Appendix 1)**.

CANCELLING ON CALL

When you press for ON CALL a message will arrive in 'My Messages' on your SIMS homepage (once it's been logged with On Call)



If you want to cancel it, click on the Message and 'Reply' stating that you no longer need it.

LACK OF COMMITMENT TO LEARNING

When students fail to complete homework, this should be followed up and recorded by the teacher. Where multiple HWs have been missed and the problem has become persistent, this should be recorded on SIMS as a Behaviour Incident and the subject teacher should contact home.

PRINCIPLE 4: WE USE ALL INFORMATION AVAILABLE TO SUPPORT STUDENTS' LEARNING AND BEHAVIOUR.

Working to establish the conditions for learning and good behaviour for learning is key. Seating plans are a must. There are various ways to create a seating plan (including 'Mega Seating Plan' website) but every teacher must have a seating plan for every class they teach. SEN and PP snapshots, information from House and other key data will help you to create your seating plan. And you may well continue to tweak and adjust it as you get to know the students.

This key data is also key to planning and teaching great lessons. Differentiation is not 3 different worksheets - it is knowing who works best with who, scaffolding tasks for weaker students, working well with a TA, always ensuring there is choice or extension built into activities, focusing your one to one support on those who need it most etc

Checks on learning are a huge part of this too. If you are not regularly using strategies to find out who has learned/understood/mastered what you just taught AND then tweaking teaching or providing feedback to fill in the gaps then engagement and behaviour will slip as students fall behind.

PRINCIPLE 5: WE USE A RANGE OF TACTICS AND SCHOOL SYSTEMS TO BOTH CHALLENGE POOR BEHAVIOUR AND REWARD POSITIVE APPROACH TO LEARNING AND BEHAVIOUR.

At a Subject Teacher level

- Meet and Greet
- Clear, structured routines
- Seating plan/change of seats
- Reminder of Behaviour Expectations and Values (Values and Non-Negotiables posters, Subject-specific expectations)
- Non-verbal signs
- Teacher positioning around the room (i.e. not just standing at the front/sitting at the desk)
- Using silence (pause and wait for attention) and refusing to speak over low-level disruption
- Repeating instructions
- Offering choices
- Verbal praise for positives
- Commendations/rewards for positives
- Teacher warning
- Record in SIMs
- Send student out of class (5 mins maximum)
- Behaviour reflection cards/activities
- Follow-up in form time (SLT can provide cover)
- Seek advice and support from Form Tutor/Learning Mentor/other staff
- 30/60 second intervention
- Teacher detention
- B4L or A2L learning objectives
- Phone call to parent/carers
- Letter/email to parent/carers (please copy in Head of House)
- On Call – discussion with student
- On Call – removal from lesson (+ SLT detention)
- Repair and rebuild meeting

At a Subject Leader level

- Subject staff at doors/on corridors
- Subject Leader and teacher discussion with student
- Subject detention
- Subject behaviour improvement plan
- Subject Report (& letter home)
- Move the student out of the class (temporarily or permanently)
- Learning Walks/in class support (arrange for a member of staff to go in to that classroom)
- Using Senior Leadership Team link
- Out of lesson reflection cards & activities
- Verbal praise for positives
- Commendations/rewards for positives
- Letter/email to parent/carers
- Phone call to parent/carers
- Repair and rebuild meeting
- Meeting with parent/carers

COMMENDATIONS

In order to create a positive ethos we aim to establish a culture of praise and reward at High Storrs School.

Commendations are awarded periodically to individual students. They are given for various reasons such as:

- Independence
- Determination
- Participation
- Community spirit
- Kindness
- Impressive work

Headteachers Commendations are given to students who go above and beyond in the categories above. These students receive a postcard home. These can be rewarded by contacting the PA to the Head, Rachel Farthing.

Student of the Week/Term operate in many subjects and recognise particular progress, Attitude to Learning (A2L) and other achievements. These are celebrated in class and often displayed around the school.

Celebration Assemblies take place at the end of each term within Houses. These celebrate children who have been awarded high numbers of commendations and celebrate achievements in areas such as attendance and Attitude to Learning (A2L).

House Awards awarded to the House with the highest combined total Commendations. This House wins the School Shield (to be awarded at Sports Day).

PRINCIPLE 6: WE FOLLOW SCHOOL SYSTEMS TO CHALLENGE POOR PUNCTUALITY AND ATTENDANCE.

All the following are recorded on SIMS. Appropriate training will be given at Induction to High Storrs School, and where necessary.

Punctuality

Lates to school

- Pupils arriving to form after 8.40am must be marked 'L' on the register and right-clicked to enter 'Minutes late'.
- Pupils arriving after 9.00am (i.e. after the start of P1), must sign in at Student Reception.

Late to Lessons (Missed Learning, P1 – P5)

- Students arriving to lessons late will have the missing mark amended to a (L) and the number of minutes late recorded, unless they have a note from a member of staff (e.g. House), or are coming from a music lesson or medical appointment.

The Attendance Mentor will be communicating specific whole school strategies to tackling poor punctuality.

The Sixth Form also has a specific attendance and punctuality policy. Please read this on the school website or MLE.

Truancy

If a child does not arrive at a lesson who was marked present in a previous lesson (and there is no code such as 'M' to indicate their whereabouts), the member of staff should alert On Call who will alert Data. Data will then do checks to ensure the child isn't in the Medical Room, House or Music Lessons, and that they haven't Signed Out. They will then send a text home to parents to inform parents of the absence and the Subject Teacher should log a Behaviour Incident on SIMS as 'Truancy'. House will follow up these incidents where they are alerted.

15. Monitoring and Evaluation

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2024.

16. Equality Impact Assessment

The Trust will carry out an Equality Impact Assessment in order to ensure that policies, procedures and practices cater for individuals who share protected characteristics in relation to the Equality Act 2010. The purpose of these assessments is to ensure that policies, procedures and practices within the organisation are fair to all. If unfairness is highlighted, the assessment will also seek to show how this can be changed and, where it can't be changed, how it can be improved.

The Trust will monitor the impact of the policy to assess whether there is evidence of a detrimental impact on anyone with a protected characteristic as a result of the application of this policy. The assessment will include consideration of adaptations or changes which can be made to address any issues identified.

17. APPENDICES

Appendix 1 – Entering Behaviour Incident or Achievement Incident on SIMS

STEP 1:

- **Teachers - From the register**

Highlight the child on the register and click 'Behaviour' on the right-hand menu. Some behaviour incidents are available via a quick menu (right-click on the child's name and pick from the list of options).

- **Teachers and support staff - From the home page**

- Click on the Student Teacher View button on the top bar. Then search for the child by typing in their surname or forename. Double-click their name.



- Click on **Behaviour** or **Achievement**.



- Click 'New' on Achievement (for Commendations) or Behaviour (for Behaviour Incident).

1 Academic Year

Academic Year: Academic Year 2018/2019

Achievements Points: 9 Behaviour Points: 20 Net Points: -11

No. of Detentions Recorded: 4 No. of Report Cards: 0 No. of Initiatives: 0

2 Achievement

Date	Type	Points	Comments	Award	Award Date
24/05/2019	Progress Award N...	0			
17/05/2019	Progress Award N...	0			
14/05/2019	Progress Award N...	0			
01/05/2019	Commendation	1			

3 Behaviour

Date	Type	Role	Points	Comments	Action	Action Date
15/05/2019	On Call		1	Persistent disrupti...	Detention	17/05/2019
03/05/2019	Dangerous beha...		1			
02/05/2019	Assault - Pupil		1	various locations...		

STEP 2

ACHIEVEMENT (Commendation)

- Fill out the form choosing the relevant type. Most parts of it will be prepopulated if you fill it in from a lesson register. Please do add the category and a comment for the commendation.

BEHAVIOUR (Behaviour Incident)

Pick a type (best fit)

Incident Details

Type: Disruptive Behaviour

Types Of Bullying: Description

Date and time should be time/date of the incident (not of entry)

Additional Types: Description

Points

Activity Type: Location: Classroom

Date: 29/08/2019

Time: During Lesson

Lesson Information: Student talked too much despite being reminded of the expectations. I moved her seats.

Comments: Student talked too much despite being reminded of the expectations. I moved her seats.

Recorded On: 29/08/2019

Recorded By: Mr Benjamin

Status: No further action required

Change Log

Status is r

Brief factual comments including action taken/to be taken. **This may be read by parents so keep professional!**

Ignore these (don't add an 'additional type')

Pick location (classroom, out of class onsite, off site)

Lesson info (prepopulated if you do it from reg, or look up your name and select correct subject)

Status (no action req, Subject, House or SLT required)

If you think additional action is required, please select 'Subject Action Required' or 'House Action Required'. In addition to this, click on the 'Send' button. It will request you to save the incident (click 'Yes').

The screenshot shows the 'Student Details' form with fields for Points (1), Parents / Carers Informed, Role, Date of Action, Action Taken, and Actioned by. A 'Send' button with an envelope icon is highlighted with a blue box and an arrow. Below the form, a 'SIMS .net' dialog box is open, asking 'The student's conduct information needs to be saved before performing this operation. Save and continue?' with 'Yes' and 'No' buttons. The 'Yes' button is highlighted with a blue box and an arrow.

Click on 'Add' and search for the relevant member of staff (i.e. your Subject Leader). Just type their surname in and press return/enter. Add them. You can then add to the message they'll receive if you want to and send it. That incident will appear in that member of staff's SIMS messages.

The screenshot shows the 'Send Message' dialog box. The 'Recipient' section is active, showing a list of recipients with 'Caldwell, Mr Joe' selected. An 'Add' button with a plus icon is highlighted with a blue box and an arrow. A tooltip 'Add Recipient(s)' is visible next to the button.

Appendix 2 – Behaviour Intervention Strategies

Teacher B4L Intervention	Department B4L Intervention	School B4L Intervention (House/SLT)
Meet and Greet	Subject staff at doors/on corridors	House/SLT discussion with students
Clear, structured routines	Subject Leader and teacher discussion with student	After school detention (if removed by on call)
Seating plan/change of seats	Subject detention	Positive report
Reminder of Behaviour Expectations and Values (Values and Non-Negotiables posters, Subject-specific expectations)	Subject behaviour improvement plan	House/SLT report
Non-verbal signs	Subject Report (& letter home)	Phone call to parent/carers
Teacher positioning around the room (i.e. not just standing at the front/sitting at the desk)	Move the student out of the class (temporarily or permanently)	Letter/email to parent/carers
Using silence (pause and wait for attention) and refusing to speak over low-level disruption	Learning Walks/in class support (arrange for a member of staff to go in to that classroom)	Meeting with parent/carers (HoH, SLT, HT)
Repeating instructions	Using Senior Leadership Team link	Support in lesson
Offering choices	Out of lesson reflection cards & activities	Seclusion
Verbal praise for positives	Verbal praise for positives	Repair and rebuild meeting
Commendations/rewards for positives	Commendations/rewards for positives	Learning Mentor support
Teacher warning	Letter/email to parent/carers	Behaviour improvement plan
Send student out of class (5 mins maximum)	Phone call to parent/carers	B4L observation
Behaviour reflection cards/activities	Repair and rebuild meeting	Trip ban (a set criteria should be agreed by those involved in time for this to be fair to all parties)
Follow-up in form time (SLT can provide cover)	Meeting with parent/carers	Verbal praise for positives
Seek advice and support from Form Tutor/Learning Mentor/other staff		Commendations/rewards for positives
30/60 second intervention		Fixed term exclusion
Teacher detention		On report to HoH/SLT
Record in SIMs		Formal leadership disciplinary meeting