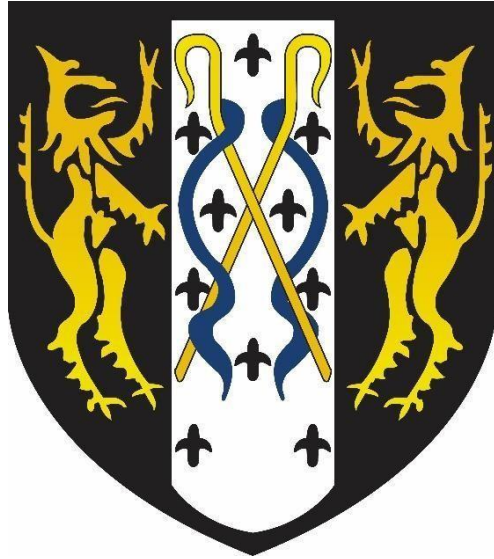


Eastbrook School



BEHAVIOUR POLICY

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1. Key Aims of this Policy

To have the highest expectations of student behaviour in order to ensure that all students make outstanding progress and achieve their full potential;

To promote an atmosphere where achievement is respected and valued by all;

To establish effective working relationships and encourage mutual respect amongst members of the school community;

To secure an environment where effective teaching and learning is able to take place;

To identify levels of behaviour and to ensure rewards and sanctions are fairly apportioned according to the behaviour displayed;

To work closely with parents and students to encourage good behaviour and to establish positive patterns of behaviour where there are difficulties.

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, Screening and Confiscation in Schools](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)

It is also based on the [Special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property.
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

3. Definitions

Eastbrook School is committed to providing a secure and safe environment for the development of individuals so that they are morally, socially and academically equipped to take their place as responsible citizens in society.

This policy aims to provide students, staff and parents/carers with clearly understood guidelines and strategies to promote positive behaviour and to support students in taking responsibility for their behaviour choices. We do however recognise the need for a degree of flexibility when faced with behavioural diversity in school and accept that a 'one size fits all' approach will not be sufficient.

Effective behaviour systems are apparent when all staff are consistent in their management of students and work well together to support each other. This policy promotes an approach which as well as describing some absolute rules and guidelines, also allows for the different styles that staff will use along with recognising the complexity of situations they have to handle.

The policy also recognises the diversity in behaviour management styles used by teachers and the differences in behaviour challenges that can be presented by students. Behaviour is never somebody else's responsibility.

Misbehaviour can be defined as but not exclusively considered to be:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Behaviour that brings the school into disrepute, in and out of the school environment.

Serious misbehaviour can be defined but is not exclusive to:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexual harassment or abuse, including sexual language, intimidation or coercion, see **Safeguarding Policy**
- Child on child abuse, see **Safeguarding Policy**
- Sexting , see **Safeguarding Policy**
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour, including language, gestures or intimidation
- Possession of any prohibited items.

These include and are not exclusive to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, cigarettes and lighters
- Vape pens and ecigarettes
- 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 student)

4. Bullying

At Eastbrook we aim to prevent bullying from happening in school and outside of school, including cyberbullying, by teaching students to recognise different forms of bullying and the effects these have on victim and perpetrator; teaching students strategies for prevention; and by identifying effective procedures for dealing with incidents, and making these clear to students, parents, and staff.

The school's Anti-Bullying Policy is monitored and reviewed regularly, as are the number and nature of incidents. In the case of online bullying, sanctions may be imposed even in relation to conduct which takes place outside school premises.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship may involve an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include, but is not exclusive to:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Any disclosures or incidents of bullying are reported and recorded in line with our safeguarding procedures.

Staff who observe, witness or receive a disclosure of bullying must record it using the Safeguarding portal; [Reporting Bullying Incident](#)

All incidents of bullying are investigated and followed up by the Pastoral Teams. Families of all involved students are contacted, restorative practices are put in place, and sanctions are given in line with this Behaviour Policy.

The school recognises that all parties involved in bullying may be victims, and that sometimes the behaviour of the bully may be a 'cry for help' or an indicator of abuse. If this is the case the school will follow up in line with the Safeguarding and Child Protection Policy.

Details of our school's approach to preventing and addressing bullying are set out in our Anti Bullying Policy.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

5. Roles and Responsibilities

The Governing Body

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles. (Appendix 1)

The Governing Board will also review this behaviour policy in conjunction with the Head teacher and school leaders.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board giving due consideration to the school's statement of behaviour principles. (Appendix 1).

The Headteacher will approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour, that staff deal effectively and timely with poor behaviour, monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.

The final decision regarding behaviour, achievement and exclusion lies with the Headteacher, and the Headteacher can make decisions regarding students without parental consent. The Head Teacher can direct students to alternative providers if their behaviour is significantly disruptive to the learning of others, or if students pose a significant health and safety risk to themselves or others.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

The Senior Leadership Team will support staff in responding to behaviour incidents.

Logging Behaviours

All behaviour events should be logged using the online recording system. All staff are trained to use the online recording system. When logging behaviours staff should provide clear, concise and accurate account of the behaviour they have witnessed. Behaviours have been tiered and the school expects for teaching staff to take responsibility for their own behaviour management and ensure that sanctions are timely and appropriate.

Staff are aware that any details regarding a behaviour incident that is logged, can be viewed by any member of staff, the Headteacher, chair or governors and in some cases parents. The language used must reflect this and avoid opinion, emotive language and slang. Details should be written up verbatim and factual.

Communication with home

It is essential that the school has a clear line of communication with the parents of students at the school. There is an expectation that teachers and pastoral staff will contact home to discuss any behaviour concerns they have regarding students. The school is expected to notify families if a child is kept after school for a detention, however this is only necessary for a detention that finishes past **3:30pm**.

Parents

Parents are expected to:

- Sign and agree to the [Home School Agreement - Secondary - Eastbrook School / Home School Agreement - Primary](#)
- Support their student in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their student's behaviour
- Discuss any behavioural concerns with the class teacher promptly

In signing and agreeing to the Home School Agreement, parents are agreeing to the content and application of this behaviour policy.

6. Code of Conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Follow instructions first time, every time.
- In class, make it possible for all students to learn
- Move respectfully around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

The Student Code of Conduct is also reflected within the Home School Agreement.

Behaviour in lesson

All students are expected to display behaviours which show respect for their own learning and the learning of others. This includes arriving for lessons on time, being fully equipped for learning and having a positive learning attitude which always allows others to learn free from disruption.

In line with the school's belief in positive reinforcement, students who display positive learning behaviours will receive praise and recognition.

The school and staff will use positive behaviours and peer modelling as a form of positive reinforcement and

as a behaviour management tool, to set and celebrate expected standards.

Students displaying negative behaviours will be challenged in line with the school's range of disciplinary sanctions. This includes off task behaviours which interrupt the learning of others and demonstrating challenge or defiance towards members of staff.

Behaviour out of Lesson

Students are expected to behave in a manner which respects themselves and others. This applies to use of language, the way in which students act and behave and to the way they respond, all of which should demonstrate courtesy and consideration. All students have a community responsibility not to support any inappropriate behaviour and have a responsibility to report any instances to a member of staff.

High standards of presentation are always required when wearing school uniform.

Positive behaviours are expected, including setting high standards in terms of appearance and moving around the school site in a manner which is orderly and respects the health and safety of others. All students are expected to respect their school environment which includes always disposing of litter appropriately. Expectations on uniform and orderly conduct are reinforced in assemblies and lessons. The school reserves the right to correct inappropriate or incorrect items of uniform by confiscating non-uniform items, by contacting parents or by sending students home with notice to change.

Behaviour outside of School

Students who breach the school's Behaviour Policy whilst on school business such as trips or sports fixtures, will be dealt with in the same manner as if in the incident had taken place at the school.

For incidents that take place outside the school, and which are not connected with school business, this policy will still have effect if there is a clear link between the behaviour and maintaining good behaviour and discipline among the student community. In these cases, students will be sanctioned for Bringing to School into Disrepute.

This includes behaviour in the immediate vicinity of the school or on a journey to and from the school. Other relevant factors include whether the student is wearing school uniform or is in some way identifiable as a student at the school and whether the behaviours could adversely affect the reputation of the school.

For acts of aggression or which threaten the health and safety of others, the school reserves the right to involve the police. Equally, if the school considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures may be applied.

Managing Confrontational and Aggressive Behaviour

In all circumstances when dealing with difficult inappropriate behaviour staff are advised to:

- Remain calm and unemotional
- Never lose control or appear to lose control
- Avoid confrontational languages, or raising your voice
- Remain the responsible adult

If a child's behaviour poses a risk to themselves or others the Headteacher, or staff delegated by the Headteacher, can request that the child remains at home on safeguarding grounds. This will only be a temporary measure whilst the school puts steps in place to support the child, this may be a formal suspension, Risk and Need Support Plan or explores alternative provisions.

Creating positive relationships and learning environments

Staff are expected to create and cultivate positive, conducive learning environments within their classrooms and around the school. This is achieved through building positive relationships with students and demonstrating mutual respect. Staff should avoid unnecessarily confrontational behaviour, such as shouting or antagonistic behaviours.

Sexual Harassment

We recognise that Sexual Harassment forms part of a wider safeguarding context. These include any form of sexual harassment, sexual violence, peer on peer sexual abuse, or harmful sexual behaviours. This includes the way we act, the way we treat each other, the things we say and how we act online. The school will not tolerate or dismiss any form of sexual harassment or online sexual abuse.

The school will never dismiss sexual harassment as 'banter' 'part of growing up', 'just having a laugh' or 'boys being boys.' As doing so risks normalising these behaviours.

We have a 'telling' culture and all students and staff are encouraged to Step up and Speak Up if they believe that a young person is experiencing, or has experienced sexual harassment.

All staff must be aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as defined below:

Peer on Peer Sexual Abuse includes sexual violence, sexual harassment, up skirting and sexting (youth produce sexual imagery).

Sexual Harassment is unwanted conduct of a sexual nature that can occur online and offline. Including sexual comments, sexual jokes, physical behaviours / touching and online sexual harassment

Sexual violence are sexual offences of rape, assault by penetration and sexual assault. Harmful sexual behaviour is an umbrella for problematic, abusive and violent sexual behaviours that are not age appropriate and may cause developmental damage.

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity

may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment: When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature.

Online sexual harassment: This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- Non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media sexual exploitation; coercion and threat.
- Sexting or Youth Produced sexual Imagery

Up skirting: The Voyeurism (Offences) Act, which is commonly known as the Up-skirting Act, came into force on 12 April 2019. Up skirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. Anyone of any gender, can be a victim.

If a member of staff suspects that any of the above have occurred, they must inform the DSL. Staff should follow the Safeguarding procedures when recording and reporting incidents of Sexual Harassment. These should be recorded using the school Safeguard Portal <https://edukeyapp.com/account/login>

Any disclosures of Sexual Harassment will be formally investigated by Pastoral Teams and the Senior Leadership Team. The Head Teacher will always be made aware, and the school will liaise with families, social services and the police.

For any formal investigation, including sexual harassment, physical / verbal abuse, or any behaviours linked to the Behaviour Policy, the school will use the **Balance of Probability** when making formal decisions and sanctions.

The Use of Mobile Phones

The school does not allow the use of mobile phones in school. The school takes no responsibility for lost or stolen mobile phones or accessories, this extends to students and staff. If a student is found to be using their mobile phones (or accessories) inappropriately staff should follow the mobile phone procedures as set out

within the Mobile Phone Policy. If a student displays defiant, non-compliant or confrontational language or behaviours they should be sanctioned in line with this policy.

Any phones that are seen or heard will be confiscated for a **period of 5 days** and stored in the school safe. If the school believes that a student has inappropriate content on their mobile phone, the phone can be seized without consent.

If it is alleged that there are images of a sexual or inappropriate nature on a mobile device this must be referred to the Designated Safeguarding Lead. Staff should not investigate these concerns themselves. Seized mobile phones may also be handed over to the police for further investigation.

Students in possession of inappropriate content may be charged for possession or distribution of inappropriate content and may risk criminal prosecution. If a student distributes sexual or inappropriate content, they will be sanctioned in line with the school's Behaviour Policy and will be referred to the police or the Safer Schools Officer. Mobile phones can be confiscated by staff. If this happens mobile phones must be handed into main reception, where they will be locked in a safe. Mobile phones can be kept in school at the discretion of middle and senior leaders and can only be collected by a parent or carer. Mobile phone procedures are shared with students via assemblies, and school displays.

Consent

Students do not have the consent to take pictures or recorded images of a peer or member of staff. If a student takes an image or records a video of a peer or a member of staff, it must be deleted immediately. Failure to comply will result in the student being sanctioned in line with this policy.

7. Rewards

Our students are encouraged to work and study hard and achieve all they are capable of academically and equally importantly, we believe they should become well-rounded, contributory citizens, who demonstrate good character habits in all aspects of their life, personal and professional. Standards and expectations are high, we lead a distinctive learning community, and we purposefully and explicitly prioritise the development of students' character and academic accomplishments in equal measure, so that they flourish as socially aware, skilled citizens equipped to take their place on the world stage.

The role of rewards in recognising and promoting Eastbrook School's values is a key part of developing the potential of young people by giving encouragement and praise. Praise is a key component of good teaching and good staff/student relationships. Good behaviour is best promoted and developed by drawing attention to and rewarding well behaved and hardworking students. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths. The rewards policy operates within this guiding principle. The system also links individual recognition and achievement to the house system and develops a healthy competitiveness at house level, while fostering a tangible sense of connection and belonging.

The link between individual betterment and actualisation, and service to one's peers, house, school and society, is captured by the assertion '*An Eastbrook student thinks for themselves and acts for others*'.

PROUD Points

We believe that all students deserve to be acknowledged for their good and positive behaviour in our school community. Students need to be recognised for the positive contributions they make towards making our

school PROUD. As such, we want to take all opportunities to catch students being good and celebrate them living out our PROUD values.

We provide as many opportunities as possible for students to earn PROUD points. When students produce work and display the effort to go above and beyond in the classroom, they earn PROUD points, as well as consistently completing independent study to a high standard. Students can also be awarded for attendance, punctuality, taking part in extra-curricular clubs, supporting during parents' evenings, participating in House competitions, being kind to and supporting others, etc. This is not an exhaustive list, and we are continually looking for other chances to reward our students.

PROUD points are accumulated and when reaching certain totals, students are rewarded, and parents/carers informed. This could take the form of postcards, certificates, text message, phone calls etc. These totals, as well as the rewards and communication, are constantly reviewed and updated.

List of Rewards

The school has a thorough and in-depth reward system, designed to recognise students' academic progress, as well as their character and conduct. The reward system has been updated so that recognition is in line with the school pastoral system.

Positive behaviour will be rewarded with:

- Verbal praise
- Classroom recognition
- Celebration of progress amongst peers
- Achievement / Proud Points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Positive postcards home
- Certificates and awards
- Recognition of achievements in assembly
- Recognition of achievements in termly celebration assemblies
- Nomination as Star of the Week
- Nomination as Star of the Half Term

	Achievement Type	
P1	Outstanding completion of work Outstanding contribution to lesson Outstanding effort in lesson Positive behaviour within the classroom Demonstrating the habit of kindness / empathy / courtesy / helpfulness / respect.	1 Proud Point

P2	Consistent outstanding completion of work Consistent outstanding contribution to lesson Consistent outstanding effort in lesson Consistent positive behaviour within the classroom Demonstrating the habit of wisdom / courage / determination / self-discipline / perseverance.	2 Proud Points
P3	Outstanding performance in an assessment Outstanding effort in an assessment Consistent positive attitude to learning Consistent attendance to enrichment club Representing the school in an event / school fixture Demonstrating the habit of leadership / creativity / motivation / regulation / reasoning.	3 Proud Points
P4	Nominated for Lesson Legend Nominated for PROUD Shout Out Excellent Attendance in a Term Excellent Punctuality in a Term	4 Proud Points
P5	Head of Year Award PROUD to be Head Teacher Award	5 Proud Points

8. Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Verbal Warning
- Restorative Conversations
- Short Length detention at break/lunchtimes
- After school detention
- Departmental, Form Tutor, and Pastoral report.
- Extra work or repeating unsatisfactory work until it meets the required standards
- Supporting within the community of the school, this may include litter picking at lunchtime
- Removal from lesson to work under supervision with middle or senior leadership
- Student placed in the relocation room
- Internal suspensions
- Governor Disciplinary Panels
- Behaviour Contracts
- Final warning contracts
- Direction off site
- Direction to college or another educational provider.
- Fixed Term Suspension
- Permanent Exclusion

This list is not exhaustive but serves as an illustration of sanctions used.

In deciding on a sanction, the school will review based on the evidence in relation to the balance of probability. Therefore, a student may be given a sanction for an action/involvement in an incident that he/she denies. The school will always investigate, which can result in sanctions being decided upon several days after an incident. For a more serious incident, previous behaviour/information will be taken into consideration. Senior staff will consider the context of an incident before deciding on the appropriate sanction, including mitigating circumstances.

Primary School		
	Behaviour Type	Consequence
B1	Lack of work completed Not following instructions Low level disruption	Verbal warning from Class Teacher. Warn, Move, Remove if persistent in lesson.
B2	Chewing gum Refusing a reasonable request Disrespect towards a peer / staff Use of mobile phone	Recorded on Arbor. Classroom Teacher to set and manage detention time in Blue Room.
B3	Poor behaviour continues following 'Warn, Move, Remove' Truancy	Recorded on Arbor. Extended Detention time in Blue Room. Pastoral Team member to contact home, record action on Arbor and inform class teacher.
B4	Refusal to go to Relocation / Detention Verbal abuse towards staff Physical aggression towards a peer Damage to property / Graffiti Inappropriate Language Poor conduct whilst in Relocation / Detention Bringing the school into Disrepute Inappropriate use of ICT / Social Media Behaving in a way that puts themselves or others in danger	Recorded on Arbor, followed by formal investigation. Internal Suspension or Formal Suspension
B5	Setting off the fire alarm Theft Physical aggression / threatening behaviour towards staff Possession of a banned item Gender / Sexual / Racial / Homophobic Abuse Inappropriate sexual behaviour Planned physical aggression / attack Persistent Bullying / Cyberbullying	Recorded on Arbor, followed by formal investigation (as appropriate). Internal Suspension or Formal Suspension or Permanent Exclusion

Secondary School		
	Behaviour Type	Consequence
B1	Lack of work completed Failure to complete independent study Not following instructions Low level disruption Incorrect uniform	Verbal warning from Class Teacher. Warn, Move, Remove if persistent in lesson.
B2	Persistent lateness to lesson Persistent incorrect uniform Chewing gum Persistently not completing independent study Refusing a reasonable request Disrespect towards a peer / staff Use of mobile phone	Recorded on Arbor. Classroom Teacher to set and manage detention.
B3	Referral to the Relocation Room following Warn, Move, Remove. Late to School Late to Period 3 or Period 5 Truancy	Recorded on Arbor. 50 minute Centralised Afterschool Detention. Classroom Teacher to contact home and arrange Restorative following Relocation
B4	Refusal to go to Relocation / Detention Verbal abuse towards staff Physical aggression towards a peer Damage to property / Graffiti Inappropriate / Sexual Language Poor conduct whilst in Relocation Bringing the school into Disrepute Inappropriate use of ICT / Social Media	Recorded on Arbor, followed by formal investigation. Internal Suspension or Formal Suspension Or Direction off site
B5	Setting off the fire alarm Theft Physical aggression / threatening behaviour towards staff Possession of a banned item Gender / Sexual / Racial / Homophobic Abuse Inappropriate sexual behaviour Planned physical aggression / attack Persistent Bullying / Cyberbullying	Recorded on Arbor, followed by formal investigation. Formal Suspension or Direction off site or Permanent Exclusion

Uniform Infractions

In the Secondary school, If a student arrives at school in an incorrect uniform, they will be given the opportunity to correct it, offered items from the uniform shop or parent will be asked to bring the correct uniform from home. Should all of this fail to correct the uniform the student will remain in Standards Room for the day.

In the Primary school, If a student is not in the correct uniform, the parent/carers will be contacted and/or a letter sent home.

On rare occasions, students may have an acceptable reason for not having the correct uniform, eg. a broken leg and cast that requires the student wears loose trousers; an incident on the way to school that has damaged an item of clothing and requires the student to wear an alternative. On these occasions the student will be issued with a time related Pastoral Pass.

Confiscation

The following items are not to be seen or heard in school at any time. If students bring them to school, they must be stored out of sight before entering school grounds.

- mobile phones, headphones and music devices must not only be stored out of sight at the beginning of the day, before entering school grounds, they must also be switched off.

If a member of staff sees or hears a mobile phone, headphones or music device in school the item will be confiscated and will be returned five days after confiscation. The item will be stored in the school safe.

The following items are banned from the school site and will be immediately confiscated. This list is not exhaustive and any final decisions rest with the Headteacher. The school has the right to search students for the items identified below.

Any offensive weapon, which may include:

- Tool with a blade or shaft including Stanley knives or craft knives.
- Screwdriver of any size.
- Blade of any size or description.
- Lasers of any description.
- Any article which has no function in School and has the potential to cause injury or harm.

Smoking related articles, which may include:

- Cigarettes.
- Lighters.
- Shisha pens.
- E cigarettes e.g. Vape.
- Jewellery (other than plain ear studs, maximum one in each ear lobe, or medical bracelets).
- Aerosols.
- Any item that may rightly give offence to another member of the school community.

It is likely that possession of an offensive weapon in school or possession of drugs or drug-related paraphernalia will result in permanent exclusion and will be reported to the police.

Warn, Move Remove

If a student's behaviour is disruptive to the learning of others or negatively impacts the member of staff's ability to effectively support the class, the student is given a series of verbal warnings. If behaviour does not change, an in-class sanction is applied.

Warn	Move	Remove
Teacher will warn student that behaviour is not meeting teachers' high standards and expectations, explaining why or how the student is not meeting them.	Teacher will move the student to a different location in the room or addresses the student outside one to one. Explain that further disruption will result in a referral to the RELOCATION ROOM / BLUE ROOM.	Student has consistently failed to meet the teacher's standards and will be sent to the RELOCATION ROOM / BLUE ROOM.

In-class consequences might include a change of seat, a removal of privilege or a detention at break or lunchtime. Staff are required to record this the behaviour portal.

Relocation or removal from a lesson

If a student's behaviour continues to be disruptive to the learning of others or negatively impacts the member of staff's ability to effectively support the class, the consequence applied is that they are asked to leave the lesson to complete work in the relocation room. When a student is relocated, the staff member initiating the relocation will request 'Leadership support' via email. A member of Leadership support will collect the student from the lesson. Following removal, the member of staff records the incident on the behaviour portal.

A same-day, afterschool sanction will be issued following the relocation. A restorative meeting between the student and member of staff will be held during the detention. Students will return to lessons where appropriate. Repeated relocations will lead to an escalation in sanctions; initially, an internal exclusion and, ultimately, suspension, due to the impact on the learning of other students.

Detention –

Students will receive a detention for not observing the school rules. Detentions will run as follows:

- All detentions will be logged on the behaviour portal.
- Students have a responsibility to attend a detention, failure to attend may result in an escalation of sanction.

Detentions are issued for breaches to this Behaviour Policy.

When a member of staff issues a detention, either in class, or around the school, they speak directly to the student, detailing the behaviour that breaks our school rules. They enter the detention on the behaviour system at the next opportunity.

Having issued a detention, the member of staff will initiate a restorative meeting between the student and themselves. Restorative conversations recognise that students' behaviour is usually the outcome of many and varied complex factors in their lives. Members of staff do not therefore take students' behaviour personally. Restorative conversations between the student and teacher are of vital importance in securing success for that student. During these conversations students and teachers discuss the poor choices that were made by the student and what better choices could have been made.

These conversations happen regularly for these students, not just in reaction to a problem. Teachers may see fit to keep students for a few minutes at lunchtime every day to discuss what went well and when they noticed that the student tried to modify their behaviour. These conversations shape teachers' relationships with their students and have far greater impact than any sanction.

Internal Suspension

Where appropriate the school may issue an internal exclusion. In this instance students will be expected to attend school for the duration of the sanction, however, will not participate in lessons. Students will be provided with work from their missed classes and/or work that is in line with the school's curriculum. All isolations will take place in the Relocation Room, students will remain here during social times.

The decision to issue an internal exclusion may be taken by the Head of Year / Primary Phase Leader or a member of the Senior Leadership Team. The isolation will need to be agreed by the SLT line manager for that Year group. The length of the isolation will be determined by this member of staff, depending on the behaviour. The seriousness of the incident will be reflected in the length of the isolation.

The school does not need to give notice to parents, nor does it require parental consent for a student to be placed with an Internal Exclusion. The length of an exclusion will vary from one day up until a fixed period, however the school will endeavour to limit excessive time spent out of lessons.

Where students receive an internal exclusion, parents will be informed. Parents may be required to attend a meeting with the student's Head of Year and/or a Senior Leader.

Suspension

While the school will take all reasonable steps to meet individual need and help individuals to improve, the school will not tolerate any behaviour which does not show due regard for the safety, well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

In line with the school's Exclusion Policy, suspension or permanent exclusions may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour Policy:

- Serious violence which creates fear and anxiety amongst staff or students;
- Possession of an offensive weapon on the school site;
- Possession of a banned item;
- Dealing drugs on or within proximity to the school site;
- Persistent defiance of school authority or disruption to teaching and learning;
- Persistent refusal to follow the rules of internal exclusion;
- Persistent bullying, harassment or abuse; including Cyber Bullying
- Sexual abuse or harassment; peer on peer abuse; sexting;

- Serious breaches of the school's Behaviour Policy;
- Any circumstance where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The school will not tolerate persistent and defiant behaviours where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the school, thus placing the student at high risk of permanent exclusion.

Reports on the behaviour of the student or descriptions of incidents may ultimately have an audience wider than the school. Parents, Governors, external agencies or appeal panels, may read them. It is therefore very important that the reports are written in an objective and professional way. All staff are regularly reminded about the importance of avoiding stating any personal expressions or opinions that may be mis-interpreted by a reader.

Direction off Site

The Headteacher has been given delegated responsibility to formally direct a student off site. For students who are at risk of permanent exclusion, or for students receiving a suspension beyond five days, the school will arrange alternative provision with a local provider. This may include a respite at one of the Local Authority's recognised Alternative Provisions, an alternative education setting or another mainstream school.

This decision will only be taken if the student's behaviour is persistently disruptive, disturbing the learning of others, or posing a safety risk to themselves, peers or staff. The Headteacher does not need parental consent or agreement to make an offsite referral, but the school will always try to reach an agreement between school and home. Following any offsite direction or suspension, a reintegration meeting is required before students can return to mainstream lessons.

Permanent Exclusion

For certain behaviours, highlighted within '**Suspensions**', the Headteacher may decide to recommend a Permanent Exclusion from school. This will normally only be sanctioned once all other strategies and support have been unsuccessful, however a recommendation to permanently exclude a student may be made for a serious isolated incident.

Permanent exclusion will be considered if a student:

- Is in persistent breach of the provisions of this policy and because of his/her actions there is a serious detrimental impact on the welfare and education of other students or staff at the school.

or

- Commits a serious breach of the behaviour policy by being involved in what may be termed an exceptional 'one-off incident and because of his/her actions there is a serious detrimental impact on the welfare and education of others attending the school.

or

- By remaining on site presents a significant safeguarding risk to themselves or others.

The following will usually lead to permanent exclusion:

- Serious actual or threatened violence against, and/or injury to a student, a member of staff, or a

member of the public (this includes arranging for a group of students from another school to congregate outside of the school).

- Sexual abuse or assault.
- Possession or supply, directly or indirectly, of an illegal drug in school and/or out of the School.
- Carrying an offensive weapon.
- A criminal conviction

9. Behaviour Management

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
- Greet students in the morning/at the start of lessons
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement

Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded within the **Restraint Log**.
- Staff should not put themselves in a position they are not comfortable with or one that puts their own safety at risk.

Further guidance regarding the use of Physical Restraint can be found within **Appendix 2** Searching and Screening Policy.

Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful, illegal or detrimental to school discipline.

These items will be returned to students after discussion with senior leaders and parents, if appropriate.

For further information refer to the Searching and Screening Policy found in Appendix 2. Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school Strategic Lead for SEN and ARP Leads will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis.

SEND Students and Behaviour

The school recognises that nationally SEND students are more likely to present with behavioural issues. In response to this, the school will always carefully consider the SEN status and needs of students when applying this policy. To support teachers of SEND students, behaviour management profiles are created, which offer staff a range of strategies and techniques that can be applied when teaching specific SEND students.

When sanctioning students, their SEND profile and specific circumstances is always considered.

Further information can be found in the school's **SEND Policy**.

Additional Resourced Provisions (ARP)

The school recognises that students who are based within the ARP need to have adaptations made when following this behaviour policy. These adaptations are made based on the individual needs of students.

Behaviour Reporting

In Eastbrook School we support our students who are experiencing behavioural, emotional or other difficulties that might impede self-discipline and effective learning. As previously stated, we believe the most effective way of supporting students in managing their behaviour is to praise and reward good behaviour. However, where students are having difficulty conforming to the expected standards of behaviour various strategies may be employed to help them improve. Early intervention and behavioural change are always our aim. Strategies to support students to meet behavioural standards include:

- a. Daily / Subject report.
- b. Behaviour contract.
- c. Pastoral support plan.
- d. Final Warning Contract
- e. Discipline Boards

10. Safeguarding and Behaviour

The school recognises that changes in behaviour may be a response or trigger of an underlying safeguarding concern, or that a student is potentially at risk.

When investigating and responding to behaviour concerns all staff must be mindful of this. All staff have completed appropriate Safeguarding and Prevent training and are aware of potential signs of abuse. Should staff have a concern a Safeguarding referral will be completed and followed up by the school's Safeguarding Team.

Further details can be found in the **Safeguarding and Child Protection Policy**.

If a student's presence on site puts them at an increased safeguarding risk, the Headteacher may direct students off site. This would not be considered a suspension and would be an authorised absence. This should only be used after serious incidents, where the potential safety of students and staff could be at risk.

11. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Body annually.

At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles, Appendix 1 will be reviewed and approved by the Governing Body annually.

12. Links with other policies

The following related policies give further detail regarding approaches and procedures referenced within this policy.

- Safeguarding and Child Protection Policy.
- Anti-bullying Policy.
- Positive Handling Policy.
- Searching, Screening and Confiscation Policy – Appndix 2

Appendix 1. Written Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The statement has been adopted by the Governing Body as a whole and is informed by our mission and value statements.

Our school rules are for the whole school community and embrace our values, these are visibly displayed around the school and set out in the Behaviour Policy.

As a school we aspire to deliver the highest possible standards of education. For this to be effective, we know we must also create an environment where both our students and parents feel safe, nurtured and respected.

Effective behaviour systems are apparent when all staff are consistent in their management of students and work well together to support each other. These principles promote an approach which as well as describing some absolute rules and guidelines, also allows for the different styles that staff will use along with recognising the complexity of situations they have to handle.

- We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment.
- We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.
We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.
- The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed.
- We seek to eliminate all forms of discrimination, harassment and bullying.
- The policy will be applied with consistency and fairness, with regard to each individual situation.
- The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes.
- When students do not meet the expectations, either through consistent low-level disruption or more severe incidences, we will always try to teach the student what is expected, without humiliation or in public view. At these points, we will enable the student to reflect on, and learn from, their behaviour and to make reparation wherever possible.
- On occasions sanctions may be necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear.
- Sanctions should be known and understood by all staff and students and applied fairly, consistently, proportionally and reasonably.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student.
- The Governors expect the Headteacher to use discretion in the use of sanctions and to balance the needs of staff, students and parents when considering measures to manage unacceptable/challenging behaviour.

- For those students with special educational needs, physical or mental health needs, and/or Looked After students experiencing particular difficulties with behaviour, the school will seek to ensure that such students receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where student behaviour places others at risk, the safety of the student community as a whole is paramount.
- The Governing Body supports the school's authority to consider all exclusions, particularly permanent exclusions, as the very last resort and expect students and parents to cooperate to maintain an orderly climate for learning.
- Given the overriding need to keep students safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including students, their families and staff.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by students or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.
- We will always work with parents and carers to understand their students and their circumstances and believe this relationship is an important part of building a strong learning community. Similarly, given our duty of care to the students, this written statement and the policies that stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) applies to all students when in school, when travelling to and from school, and when engaging in extra-curricular activities such as educational trips and visits (residential and non-residential).

This written statement of behaviour principles is reviewed and approved by the **Governing Body** annually.

Appendix 2: Search and Screening Policy

Screening

What the law allows:

The School can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

- Any member of school staff can screen students.
- If a student refuses to be screened, the school may refuse to have the student on the premises.

Health and Safety legislation requires the school to be managed in a way which does not expose students or staff to health and safety risks and this would include making reasonable rules as a condition of admittance.

If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student must comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching with Consent

Schools' common law powers to search:

School staff can search students with their consent for any item.

Also note:

The school is not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or ask if the teacher can look in the student's bag or locker and for the student to agree.

- If a member of staff suspects a student has a prohibited or banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a Reflection or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the school will apply an appropriate sanction.

Searching without Consent

Establishing grounds for a search

Members of staff can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

- The member of staff conducting the search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.
- There is a limited exception to this rule. A member of staff can carry out a search of a student of the opposite sex to them and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.
- A member of staff can search a student without consent if they believe they have a banned item as identified in the school's Behaviour Policy.
- Authorised school staff can view CCTV footage in order to decide as to whether or conduct a search for an item. The school has a CCTV Policy which lists the staff authorised to view CCTV footage in school when investigating an incident.

Use of Reasonable Force

The term 'reasonable force' covers the broad range of actions used by teachers at some point in their career that involve a degree of physical contact with students.

- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.
- Schools do not require parental consent to use force on a student.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. (Education and Inspections Act 2006)

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so; and their remaining in the classroom poses a significant risk to peers or staff.
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom, where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves through physical outburst.