

Mark Rutherford School



Behaviour Policy

Author:	M.Tyler
Governor's Committee:	Curriculum and Standards
Adopted by the Governing Body on:	September 2024
Signed (Chair of Committee):	<i>J. Warehand</i>
Signed (Headteacher):	<i>K. Foster</i>
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1. AIMS

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils

Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [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 pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

3. MARK RUTHERFORD SCHOOL CORE VALUES

Good behaviour in school is central to a good education. At Mark Rutherford we endeavour to manage behaviour well so that we can provide a calm, safe, supportive environment which our children and young people want to attend and where they can thrive. Being taught how to behave well and appropriately within the context they're in is vital for all students to succeed personally.

There is a clear focus on culture and community development through embedding our core values; Motivated, Respectful and Successful.

Where students do misbehave, staff will respond promptly, predictably and with confidence maintaining a calm, safe learning environment and then to consider which strategies and support needs to be implemented to prevent similar behaviours from occurring.

Staff will remain consistent in regards their application of the behaviour policy, however where a student is persistently disruptive and support nor internal sanctions (detentions, internal exclusion) are not deterring misbehaviour, further action may be needed which could be in the form of a a suspension/fixed term exclusion or a permanent exclusion.

Staff actively look to acknowledge positive behaviours and discuss those with students, consistently reinforcing those behaviours.

MOTIVATED



To Demonstrate That I am Motivated, I Need...

- ✎ **To be Organised**
 - ✓ Attend on time and be consistently punctual
 - ✓ Wear the correct uniform
 - ✓ Have the correct equipment
 - ✓ Complete homework on time
- ✎ **To be Resilient**
 - ✓ Respond positively to feedback
 - ✓ Try hard when things are difficult
 - ✓ Believe in myself
- ✎ **To be an Inquisitive Learner**
 - ✓ Ask questions to support my learning
 - ✓ Read about and research into topics I am learning
 - ✓ Show initiative in learning
 - ✓ Have strong independent learning skills
- ✎ **To be Ambitious**
 - ✓ Follow presentation expectations in my work
 - ✓ Engage in extra-curricular clubs
 - ✓ Complete challenge tasks in lessons
 - ✓ Have high aspirations for my future

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RESPECTFUL



To Demonstrate That I am **Respectful**, I Need...

- To Respect Myself**
 - ✓ Make first impressions count
 - ✓ Engage with positive influences
 - ✓ Know my worth
 - ✓ Learn from my mistakes
 - ✓ Set personal boundaries
 - ✓ Manage my emotions
 - ✓ Be self-disciplined
 - ✓ Do the right thing
- To Respect Others**
 - ✓ Interact with others politely
 - ✓ Address staff with Sir or Miss
 - ✓ Follow school rules consistently
 - ✓ Respond immediately to staff instructions
 - ✓ Celebrate each other's successes
 - ✓ Respect others personal boundaries
 - ✓ Respect our differences
 - ✓ Listen respectfully to the views of others
 - ✓ Be helpful and supportive
- To Respect my School**
 - ✓ Leave classrooms tidy
 - ✓ Pick up litter
 - ✓ Report any damages
 - ✓ Speak at an appropriate volume
 - ✓ Adhere to up and down staircases
 - ✓ Walk on the left
 - ✓ Not sit on tables or lean back on chairs
 - ✓ Represent our school positively in the local community

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and SUCCESSFUL



To Demonstrate That I am **Successful**, I Need...

- To be a Positive Role Model**
 - ✓ Follow school rules
 - ✓ Become a student leader
 - ✓ Volunteer at school events
 - ✓ Earn rewards and recognition
- To Achieve to the Best of my Ability**
 - ✓ Work hard to achieve and exceed my target grades
 - ✓ Produce work, that I am proud of
- To Represent the School Positively**
 - ✓ Engage in extra-curricular opportunities
 - ✓ Take part in school events
 - ✓ Wear my school uniform with pride
 - ✓ Welcome visitors to the school
- To be Prepared for Life Beyond Mark Rutherford**
 - ✓ Attend information evenings
 - ✓ Attend parents' evenings
 - ✓ Proactively engage with careers advice/information
 - ✓ Take part in transition events

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Students at Mark Rutherford will be supported to display these behaviours, so that they become habit within our school and wider community. These habits will be displayed in and outside of lessons all day, every day.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Non-compliance with attendance and punctuality expectations
- Incorrect/missing uniform and/or equipment

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - Use of mobile phones in the school building

- Any community behaviours which we would consider to be bringing the school into disrepute.

4. BULLYING

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying is not tolerated at Mark Rutherford and members of our community are actively encouraged to report any concerns they may have through their pastoral teams, safeguarding leads or our SHARP system which allows disclosures to be reported anonymously.

Students should:

- Inform a member of staff, this may quite often be their pastoral team or the DSL/DDSL

Staff will:

- Report the incident using the school's reporting and monitoring systems
- Respond to all reports sensitively, gathering the appropriate evidence
- Deal with students who have intentionally physically or emotionally harmed another student severely
- Support students so that they feel happy and safe

The SHARP System

We all work together at Mark Rutherford School to help with any concerns you may have in or out of school in our local community. We have introduced this system to make it even easier for young people and adults to make us aware of important information that we need to be aware of. Any information received will be taken seriously, dealt with sensitively and in a timely manner.

5. ROLES AND RESPONSIBILITIES

5.1 The Governing Board

The Governing Board is responsible for:

- Reviewing and approving the MRS core values
- Reviewing this behaviour policy in conjunction with the headteacher/DHT
- Monitoring the effectiveness of the policy and its implementation
- Holding the headteacher/DHT to account for its implementation

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Republishing the policy documentation and making it accessible every year
- Reporting to the governing board on the implementation this Behaviour Policy

5.3 The Deputy Headteacher (Behaviour, Safeguarding and Student Welfare)

The Deputy Headteacher is responsible for:

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Managing the referrals process for SEMH-related behavioural challenges, working with external professionals and analysing the impact of interventions

5.4 Teachers and Staff

Staff are responsible for:

- Creating a calm, predictable and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Having high expectations of all pupils, regardless of prior attainment or learning/behaviour needs
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Being accountable for the progress and development of all the young people they teach
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and accurately on ClassCharts/to the appropriate leaders
- Challenging pupils to meet the school's expectations

The appropriate middle leaders and senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.5 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions/readmission meetings)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.6 Pupils

Pupils will be made aware that they have a duty to follow the MRS behaviour policy, it is their responsibility they ensure they understand (through support):

- The school's core values
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard(s) expected
- The pastoral support that is available to them to help them meet the behavioural standards; this will support their academic progress and future pathways

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are new admissions.

6. RESPONDING TO BEHAVIOUR (S)

Staff will:

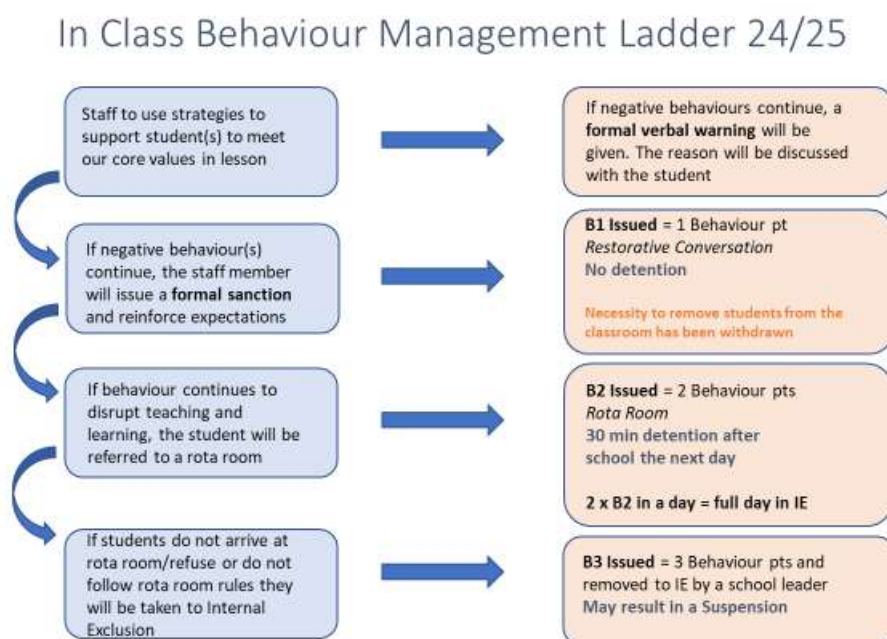
- Create and maintain an environment which promotes inquisitive learners and encourages pupils to be engaged
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils at the start of lessons
 - Establishing clear routines
 - Ensuring students are supported to understand behaviour expectations
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Implementing a variety of strategies to deal with low-level disruption
 - Using positive reinforcement

6.1 Classroom management

Teaching and support staff are responsible for creating a calm and supportive environment that promotes and encourages positive behaviour whilst consistently addressing behaviour that does not meet expectations.

Staff and students are to be very clear on the escalation process for behaviours within lessons, where students are not meeting expectations in regards behaviour. Staff will support using a variety of classroom management strategies to support pupils to make the right choices.

Fig.1 Escalation Model



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6.2 Rota Room:

A Rota Room sanction will be used as a final resort when a teacher has used all steps within the classroom to encourage the student to amend their behaviours without success. The Rota Room is where a pupil is removed to work in another room within the department (usually the head of department or 2nd department) they are being taught in.

Each department has a Rota Room timetable in place identifying an alternative lesson for the student to be sent when needed. The student will complete their classwork in the Rota Room. The behaviour(s) will be logged on ClassCharts, detailing the behaviour observed.

A 30-minute detention will be set by the member of staff. If a student is sent to the Rota Room twice in a day, they will be removed to Internal Exclusion, so that they do not disrupt the learning of more students that day. A 60-minute detention will be set for the following day.

6.3 Emergency Call Out:

A rota of senior/experienced staff who are 'on call' to support the learning environment. The Emergency Call Out system is in place where a student displays dangerous or extreme behaviour(s) to include persistent defiance, or refusal to go to the rota room. Staff on ECO will support with removal of students to a Rota Room or IE for further investigation.

Where appropriate, the pastoral team or head of department will support with a restorative conversation with the member of teaching staff and the student.

6.4 Internal Exclusion:

Internal Exclusion is a very serious sanction, second only to an external exclusion. The decision to place students in IE will be made by the Deputy Headteacher in conjunction with the Heads of Year/Heads of Department. Students will arrive to IE and will remain there until they are dismissed at 3:30pm, this includes social times. Appropriate work will be set by class teachers and students will be expected to work to the best of their abilities. Students may be placed in IE for more than one consecutive day depending on the nature of the incident. Students will be given the necessary support to reflect upon their behaviours.

Students who do not meet expectations, which includes working in silence, will at the very least resit the sanction, but may also face a suspension. **If a student receives 3 x IE sanctions in a half term, it will result in a suspension.**

- **Internal Exclusion is a very serious sanction, second only to a fixed term exclusion (suspension).**
- **The decision to place students in IE will be due to 2 x B2 behaviours in a day, a refusal to follow rota room expectations or a decision made by the HOY/HOD in conjunction with the SLT**
- **Students may be placed into the IE for more than one consecutive day depending upon the nature of the incident.**
- **1st time placed in IE in a half term = 1 day in IE, 2nd time placed in IE in a half term = 2 days in IE, 3rd time placed in IE = suspension, readmission and day in IE before being readmitted to mainstream lessons**

The school will ensure that the student's health and safety is not compromised during their time in IE, any additional requirements such as those with SEND may be managed differently by making reasonable adjustments to support the student to be successful.

6.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

6.6 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will acknowledge it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's core values.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal acknowledgement/praise
- Positive points on ClassCharts which fall under MRS values
- Communicating praise to parents via a phone call or written correspondence

- Certificates, special acknowledgements, prize ceremonies during our half termly rewards assemblies
- Whole-class or year group rewards

Positive points are awarded by staff in and outside of lesson time on ClassCharts for the following:

- Student of the week (from form tutors)
- Extra-Curricular Attendance
- Homework completion

And then for demonstrating positive behaviours from our core values:

Motivated (Organised, Inquisitive, Ambitious, Resilient)

Respectful (Respect myself, respect others, respect my school)

Successful (Positive role model, achievement, representation, preparedness)

5 points for a single event, 10 points for multiple events, 15 points for progress over a half term (all logged on ClassCharts).

Students who display these positive behaviours may be further rewarded in our rewards assemblies where prizes are awarded for the following:

- Earning Respect Vouchers
- Completing Homework
- Earning Reward Points
- Excellent Attendance and Punctuality
- Tutor Group of the ½ Term (Pizza Reward)
- Tuttee of the ½ Term
- Head of Year Award
- Attainment Awards
- Progress Awards
- Extra-Curricular Attendance

6.7 Positive acknowledgements:

Receiving positive points will support with earning tangible rewards, and will also enable students to be considered for rewards trips/visits run by the pastoral team or curriculum areas.

Staff	Award	Reward
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Form Tutor(s)	Student of the Week	<ul style="list-style-type: none"> • + 15 reward points • Canteen Queue Jump (week) • Tutee of the ½ term consideration
	KS4 PSHE Positive attitude to learning	<ul style="list-style-type: none"> • +5 reward points • PSHE subject award consideration
Class Teachers/All staff	Motivated: <ul style="list-style-type: none"> • Organised • Inquisitive • Resilient • Ambitious 	<ul style="list-style-type: none"> • +5, +10 or +15 reward points • Subject award consideration
	Respectful: <ul style="list-style-type: none"> • Respect myself • Respect others • Respect my school 	<ul style="list-style-type: none"> • +5, +10 or +15 reward points • Subject award consideration • Earn physical respect vouchers
	Successful: <ul style="list-style-type: none"> • Positive role model • Achievement • Preparedness 	<ul style="list-style-type: none"> • +5, +10 or +15 reward points • Subject award consideration

6.8 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts/ phrases and non-verbal and verbal queues.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report' to a Tutor/Head of Year or member of the SLT
- Sending the pupil for a one-to-one conversation outside of the classroom
- Using the agreed call out procedures to request further support
- Removal to a Rota Room
- Removal to Internal Exclusion
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Negative Behaviours logged by staff:

Staff at Mark Rutherford will log positive and negative behaviours on ClassCharts; behaviours will either automatically trigger a sanction and consequence, or they are logged to be investigated further by senior staff members.

Form Tutor	Late to AM tutor time	30-minute after school same day detention
	Late to PM tutor time	Tutor 15-minute detention the following day
	Did not attend PM tutor time	Truancy Detention – 60-minutes the following day
	Uniform Issue	Tutor/Pastoral Detention
	Mobile Phone Incident	IE
	Missing planner/stationary	Tutor detention
	Inappropriate Behaviour	Tutor/Pastoral Detention
	Failed to meet report targets	Tutor/pastoral detention

	KS4 PSHE poor attitude to learning	Tutor/pastoral detention
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In lessons	Late to lesson	Minutes recorded – 3 x late to lesson in a week = 30-minute afterschool detention the following day
	B1 Behaviour	Restorative Conversation No consequence
	B2 Rota Room	30-minute detention 2 x B2 in a day = IE + 60-minute detention
	B3 Refusal to go/removal from Rota Room	Internal Exclusion/potential FTE
	Damage to property	Severity dependent
	Organisation	Class Teacher detention
	Homework not completed	No sanction
	Mobile Phone Incident	IE
	Banned Items	Pastoral team to investigate – severity dependent

Outside of lessons	Anti-social behaviour	HOY/SLT to sanction
	Damage to property	Severity dependent
	Bullying	HOY/SLT to sanction
	Inappropriate behaviour outside of lessons	Severity dependent
	Refusal to follow instructions	HOY/SLT to sanction
	Mobile phone incident	IE
	Banned items	Severity dependent
	Uniform issue	Tutor/Pastoral Detention

6.8 Truancy

It is an expectation that students are where they should be at all times, if a student is more than 10 minutes late to a lesson a Truancy log will be recorded – the sanction for this is severity dependent, but could result in a detention, and IE or a suspension.

6.9 Red Lines Breaches

There are a number of behaviours which are unacceptable at MRS, and would be classed as serious breaches of our Behaviour Policy (a Red Lines breach) and would warrant a severe sanction. The list below are examples and is not exhaustive:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Use or threat of use of an offensive weapon
- Bullying
- Racist Abuse
- Abuse against sexual orientation or identity
- Abuse relating to disability
- Sexual misconduct
- Drugs/Alcohol breach
- Damage
- Theft
- Persistent disruptive behaviour
- Inappropriate use of social media or online technology
- Mobile phone incident

6.10 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

6.11 Banned items, confiscation and searches

The following items are banned from the school premises:

- Fire lighting equipment:
- Matches, lighters, etc.
- Drugs and smoking equipment:
- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs) and vaping machines, capsules, liquids
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Mobile phones, smart watches/devices, airpods (not to be used in the building – handed in to tutor)
- Caffeinated energy drinks (these are banned from sale to under 16s), fizzy soft drinks
- Chewing gum
- Offensive materials (i.e. pornographic, homophobic, racist, extremist propaganda etc.)
- Materials that may be used for solvent abuse

6.11 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils (usually through collection by parents) after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher/DHT, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. A search may also include the use of a metal detector/scanner.

If they still refuse to co-operate, the member of staff will contact the Head teacher /Deputy Head teacher or Assistant Head teacher for Behaviour to try to determine why the pupil is refusing to comply.

The Headteacher and other authorized members of staff are permitted to use restrictive physical intervention with reasonable force when conducting a search, without consent, for certain prohibited items, including the following:

- *Knives*
- *Weapons*
- *Illegal Drugs*
- *Stolen Items*
- *Tobacco*
- *Pornographic Images*
- *Any articles which have or could result in an offence or harm*

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

6.12 Off-site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

6.13 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

6.14 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the pastoral team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, a member of the pastoral team will make a tandem report to children's social care, if appropriate.

6.15 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

6.16 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

7. SERIOUS SANCTIONS

7.1 Detention

Issued for:

Pupils can be issued with detentions during break, or after school during term time.

The school will decide whether it is necessary to inform the pupil's parents directly, but all logs will be visible on ClassCharts.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Please see 6.8 for a breakdown of behaviours sanctionable by detention.

7.2 Removal from classrooms (Rota Rooms/Internal Exclusion)

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Internal exclusion is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment

- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with members of the pastoral team
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment
- Referrals to external professionals
- Use of interventions in place at MRS

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

7.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher/DHT and only as a last resort.

8. MONITORING BEHAVIOUR

8.1 Report System

At MRS we use a report system to gather evidence from teaching staff to build a picture of the progress being made by students against specific targets.

Students may also be placed on a report for attendance/punctuality or social times where necessary.

Tracking reports:

Stage	Intervention	Escalation
Tutor Report	<p>Student targets are set and monitored for a period of 2 weeks</p> <p>Tutor to ensure parental contact throughout</p> <p>Appropriate consequences applied where student fails to</p>	<p>Reasons for being placed on tutor report could include poor attendance/punctuality, poor attitude to learning or a one off event</p> <p>Failure to meet expectations across 2 week period would result in an escalation to HOY</p>

	<p>meet agreed targets</p> <p>Opportunity for student to reflect at end of each week.</p>	<p>report</p>
<p>Head of Year Report/Head of Department Report</p>	<p>Student targets are set and monitored for a period of 2 weeks</p> <p>HOY/AHOY/HOD to ensure parental contact throughout – if not successful in the first week, a meeting between HOY and parents to look at contributing factors and further support</p> <p>Appropriate consequences applied where student fails to meet agreed targets</p> <p>Help offered from learning mentor where appropriate</p> <p>Opportunity for student to reflect at end of each week</p>	<p>Reasons for being placed on HOY report could include an insufficient improvement in attendance/punctuality, poor attitude to learning/lack of progress in one or a number of curriculum areas, an inability to meet expectations within the school community or a one off event</p> <p>Students will be placed on HOY report following a period in Internal Exclusion, or FTE</p> <p>Failure to meet expectations across 2-4 week period would result in an escalation to SLT link report</p>
<p>SLT link report</p>	<p>Student targets are set and monitored for a period of 2 weeks</p> <p>SLT link, alongside HOY to contact parents explaining that expectations have not been met sufficiently if reports have escalated. A meeting between SLT link and parents to look at contributing factors and further support</p> <p>Appropriate consequences applied where student fails to meet agreed targets</p>	<p>Reasons for being placed on SLT report could include an insufficient improvement in attendance/punctuality, poor engagement/attitude to learning/lack of progress in a number of curriculum areas, an inability to meet expectations within the school community or a <i>significant</i> one-off event</p> <p>Students may also be placed on HOY report following persistent behaviours which result in periods of Internal Exclusion, or FTE</p>

	<p>Help offered from learning mentor where appropriate</p> <p>Opportunity for student to reflect at end of each week</p>	<p>Failure to meet expectations on SLT report daily could result in Internal Exclusion immediately or the following day.</p> <p>Escalation would result in a meeting with parents, the DHT Behaviour and potentially the Headteacher before considering a direction off site</p>
Attendance/Punctuality Report	<p>Student targets are set and monitored for a period of 2 weeks by the tutor or year team</p> <p>Appropriate consequences applied where student fails to meet agreed targets</p> <p>Help offered from learning mentor where appropriate</p> <p>Opportunity for student to reflect at end of each week</p>	<p>Failure to meet targets would require a meeting with parents to discuss failure to meet basic expectations of being motivated and organised.</p>

9. RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Possible measure could include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism, ADHD
- Use of Student Support Rooms (within the LSC) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Director of SEND and Inclusion may evaluate a pupil who exhibits challenging behaviour(s) 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. SUPPORTING PUPILS FOLLOWING A SANCTION

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Daily contact with a member of the Pastoral Team
- A report card with personalised goals
- Referrals to the school counsellor, life coach, or external professionals

11. MOBILE PHONE POLICY

The use of mobile phones and smart watches/devices are banned in school. Should a student wish to bring their phone to school it will need to be handed to their tutor upon arrival, it will be locked in the safe (in a named plastic wallet) from AM tutor time until the end of the school day.

The school has no responsibility for mobile phones or other electronic equipment (except in the case of negligence by a school employee). Should a student need to access a telephone during the day, it may be placed in student reception, or in the year office.

Students are aware that mobile phones should not be seen/used at all in the school buildings, even where that is before or after the school day. If a student is caught in possession of a mobile phone during the school day this will be confiscated and the student taken to Internal Exclusion; this is a serious breach of the school's behaviour policy.

If a student refused to hand over a mobile phone, this would be a refusal to follow instructions and the student would be dealt sanctioned accordingly.

12. PUPIL TRANSITION

12.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

13. TRAINING

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on effective ways to manage and build relationship and managing including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

14. MONITORING ARRANGEMENTS

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed every term by the Deputy Head teacher for Behaviour, Safeguarding and Student Welfare.

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

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

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

14.2 Monitoring this policy

This behaviour policy will be reviewed by the head teacher and the full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Head teacher.