



## Innovation, Aspiration and Excellence

# Positive Behaviours Policy

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## 1. Policy Aims & Principles

Houlton School promotes exemplary standards from all of its pupils. Each and every individual is expected to work to the best of their ability at all times and to fully commit to the values of the school. Excellence is recognised both academically and in the wider school community and pupils will be encouraged with a positive behaviour management system and rewarded for success and supporting the ethos of our Houlton family. This policy aims to ensure that all who attend Houlton School are given the right to learn and are exposed to transformational World Class learning experiences. Our aim is to ensure our pupil develop into well rounded global citizens, happy, ready, and prepared for the challenges and opportunities in their future lives.

### **This policy:**

- recognises that behaviour is fundamental to pupil progress, learning experiences and holistic development;
- recognises that behaviour is everyone's responsibility and that training must be provided for staff to ensure that this policy is applied consistently;
- outlines the routines and expectations for the behaviour of pupils across all aspects of school life;
- enables behaviour to be managed consistently across the school whilst considering the needs of individual pupils;
- clearly defines rewards and consequences, which allows staff to be able to consistently and fairly apply them;
- summarises the roles and responsibilities of all stakeholders with regards to the management of behaviour;
- supports an environment where all members of the school community feel safe and behave safely; and
- makes explicit that bullying and discrimination are not accepted. All members of the school community work together to establish a climate of respect, treating others with kindness and where diversity is celebrated.

### **Principles**

- All members of the school community should show respect and kindness to one another.
- All members of the school will be committed to promoting fundamental British values and to upholding a culture of mutual respect, tolerance and kindness.
- All members of the school community are entitled to learn in a safe and secure environment.

- Positive behaviour and behaviours that model the school values will be rewarded. All members of the Houlton family will be excellent at recognising and celebrating success.
- Consequences will always be applied consistently and rigorously when tackling unwanted / inappropriate behaviour with a focused approach on ‘*connection before correction.*’
- Immediate appropriate action will be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behavioural issues arising amongst vulnerable groups of pupils.
- All members of the school community will be listened and responded to and Restorative Justice processes<sup>(1)</sup> will be fully embedded into the consequence system.
- Pupils will be expected to act as ambassadors when representing Houlton School for example when on trips, sports events and journeys to and from the school.
- All school staff should model the school values and promote the pupils’ social, moral, spiritual and cultural development.
- Pupils whose behaviour or attendance may deteriorate through events such as bereavement, child protection issues should be identified and supported accordingly.
- Houlton staff will ensure all pupils are absolutely clear on how to achieve recognition and where needed, how to improve and modify their behaviour (see Appendix 4).

<sup>1</sup> Restorative approaches are based on four key features: **RESPECT**: for everyone by listening to other opinions and learning to value them; **RESPONSIBILITY**: taking responsibility for your own actions; **REPAIR**: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours; are not repeated; **RE-INTEGRATION**: working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

## 2. Expectations of Stakeholders

It is expected that parent/carer(s) will:

- ensure their child is in correct school uniform and that this is worn appropriately/in accordance with the standards of appearance as defined in the ‘Uniform and Standards of Appearance Policy’/on the school website;
- ensure their child has a school bag of an appropriate size and the correct equipment they require (see Appendix 4).
- encourage full attendance by avoiding holidays in term time and arranging routine medical and dental appointments outside of the school day;
- inform the school as soon as possible if their child cannot attend school because of illness;
- ensure that their child arrives punctually to the school;

- ensure that their child either leaves their mobile phone at home or ensures it is switched off and not seen throughout the school day;
- ensure that their child completes homework by checking Edulink and Google Classroom;
- attend Parents' Evenings and other discussions about their child's progress or behaviour;
- contact school if they have concerns and address staff in an appropriate manner; and
- support the school at all times in ensuring their child maintains the expected standards of behaviour
- Ensure that the Houlton Home/School Agreement is adhered to.

It is expected that pupils will:

- engage positively with the Behaviour Policy and with Restorative Justice processes;
- follow all expectations without argument when they are instructed to do so and follow up with a member of staff at an appropriate later time if they feel unfairly treated;
- respect the right of other pupils to learn and teachers to teach;
- be respectful of the right of all school staff to work in an environment free of abuse;
- respect themselves, property and the school environment; and
- be kind and respectful to staff, pupils and the local community
- Ensure that the Houlton Home/School Agreement is adhered to.

It is expected that staff will:

- model positive behaviours and the school values to pupils;
- be excellent in their expectation for, and from, every pupil;
- apply the Positive Behaviours Policy fairly and consistently and engage fully with Restorative Justice processes;
- Record all incidents of behaviour on Edulink and contact parent/carer(s) where appropriate;
- report concerns so that support can be provided; and
- establish routines, relationships and responses designed to promote positive behaviour.

### **3. Rewards and Recognition**

Rewards and recognition play a vital part in encouraging pupils to fulfil their potential and to demonstrate a love of learning. Rewards will be given to pupils for consistent and/or improved levels of achievement, both academically and for contributions to the life of the school. Pupils will also be rewarded for showing commitment to the values of the school;

- loyalty;
- excellence;
- courage;
- tenacity;
- and kindness;

and for modelling excellence to others. The school records rewards on the school information management system through Edulink.

The range of rewards available are:

- Houlton Excellence Award
- Verbal and written praise
- Reward Points
- Parental contact e.g. phone calls home
- Awards for excellent attendance and punctuality to the school and to lessons
- Postcards home
- Letters home
- 'Star of the Week' certificates
- Invitation to 'SLT Afternoon Tea'
- Refectory passes
- Work on display
- Prizes chosen by the individual pupil
- Curriculum team prizes/certificates/pin-badges
- End of term/reward events e.g. Trips, activities and social events

## Reward Points

Type	Points
Houlton Excellence Award issued by P/VP	As per table below
'Outstanding' achievement reward P/VP	5
Being a Pupil Ambassador at a school event	4
Taking part in Pupil Leadership activities	2
Completing Pupil Leadership a PiXL Edge level	10
Demonstrating the Houlton Core Values	1
Positive behaviour and attitude towards learning postcard	2
Representing the School in any extra-curricular event	1
Star of the Week Award issued by Pastoral Leader	3
Zero Club - No warnings, time outs or on-calls for a half term	5
Half termly Attendance	100%
	99%
	98%
	97%
	96%
Positive behaviour / progress in lessons (see table below*)	1-2
Attendance of, and excellent engagement in remote lessons (see table below*)	1-2

Examples of positive behaviours that may lead to R1	Examples of positive behaviours that may lead to R2
<ul style="list-style-type: none"> <li>• Completing lesson or homework work to a high standard</li> <li>• Giving a particularly well thought out response in class</li> <li>• Modelling exemplary behaviour</li> <li>• Being helpful</li> <li>• Showing initiative</li> <li>• Being engaged and proactive in the lesson</li> <li>• Attending and engaging positively in remote learning</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting another pupil with their studies</li> <li>• Consistently exemplary work</li> <li>• A particularly impressive piece of extended work or work used for display</li> <li>• Consistently modelling exemplary behaviour to other</li> <li>• Showing sustained improvement in behaviour or levels or quality of work</li> <li>• Demonstrating independent learning</li> <li>• Leading a class activity</li> <li>• Consistently attending and engaging positively in remote learning</li> </ul>



Pupils in each Year Group will aspire to achieve a Houlton Excellence Award and will receive badges, a certificate and a reward for each level completed.

<b>Houlton Excellence Award Level</b>	<b>Cumulative reward points required</b>	<b>Reward</b>
<b>World Class</b>	500	Lunch with the Principal, TLET CEO and Leadership Team/half term refectory pass/ automatic Prefect status/choice of gifts from the World Class List and a place on rewards trip.
<b>Diamond</b>	300	Lunch with the Principal and Leadership Team/half term refectory pass/ automatic Prefect status/choice of gifts from the Diamond list and a place on rewards trip.
<b>Platinum</b>	200	Afternoon tea with the Principal/2 week refectory pass/ choice of reward gift from the Platinum list and a place on rewards trip.
<b>Gold</b>	150	Celebration breakfast with staff/1 week refectory pass/ choice of gift from the Gold list and a place on rewards trip.
<b>Silver</b>	100	2 day refectory pass/choice of gift from the Silver list and a place on the rewards trip.
<b>Bronze</b>	50	1 day refectory pass/choice of gift from the Bronze list and a place on the rewards trip.

#### **4. Consequences and Communication with Parent/Carer(s)**

While we expect pupils to conduct themselves in an appropriate manner, we recognise that pupils may on occasion make poor choices. Regular, effective communication and support of parent/carer(s) is essential to ensure effective behaviour management. It is therefore critical that parent/carer(s) are kept informed of their child's progress and any behaviour that could prevent them from maximising their full potential at Houlton School.

The school will expect parent/carer(s) to be fully supportive of any sanctions that the school deem appropriate.

When pupils do not meet our high standards, they are choosing to face the consequences of their actions and will be expected to engage fully in Restorative Justice processes alongside an appropriate sanction.

#### **5. The Positive Behaviours Non-Negotiables**

Staff at Houlton School will work with pupils to realign behaviour which contravene our values.

The list includes, but is not limited to:

- refusal to follow instructions from staff;
- failure or refusal to follow the Houlton School Behaviour Expectations;
- incomplete/incorrect uniform or failure to comply with the expected standards of appearance;
- refusal to comply with any sanctions imposed;
- truancy;
- inappropriate language towards staff, other pupils or member of the public;
- physical/verbal aggression;
- physical assault;
- fighting;
- bullying;
- racism/homophobia/religious bigotry or any other form of discriminatory behaviour;
- possession of drugs/alcohol or any other illegal or harmful substance;
- weapons of any kind on a person/brought into school with the exception of school approved equipment stored correctly in a pencil case;
- vandalism/damage to property;
- theft;
- striking/threat of violence/intimidation towards a member of staff;
- bringing the school name into disrepute;

- harassment;
- drug abuse, including smoking;
- selling items at school without a permit;

## **6. Pupil Classroom Behaviour Expectations: *Every Pupil, Every Time***

Teachers will follow the principle of 'meet and greet/end and send' at all times. Therefore, pupils will:

- have a 'bell task' that is always be available for pupils so that as pupils arrive, they will have their uniform and standard of appearance checked, be welcomed and directed towards their initial activity;
- be greeted by and respond politely to the teacher at the door/as they enter the teaching space;
- remove coats as they enter the classroom;
- place their equipment on the desk immediately (See Essential Equipment Appendix 4);
- begin the bell-task and be silent whilst the register is taken;
- indicate by putting their hand up if they need help or to ask a question throughout the lesson;
- remain silent when the teacher is speaking;
- actively listen at all times and engage in all tasks;
- maintain one of the four Houlton classroom noise levels for the phase(s) of the lesson (silent/partner/group/classroom), to be indicated by the teacher;
- pupils answer questions and complete tasks to the best of their ability; and
- at the end of the lesson pupils stand behind their desks in silence and leave when dismissed and in an orderly manner.

## **7. Behaviour Sanctions and Interventions**

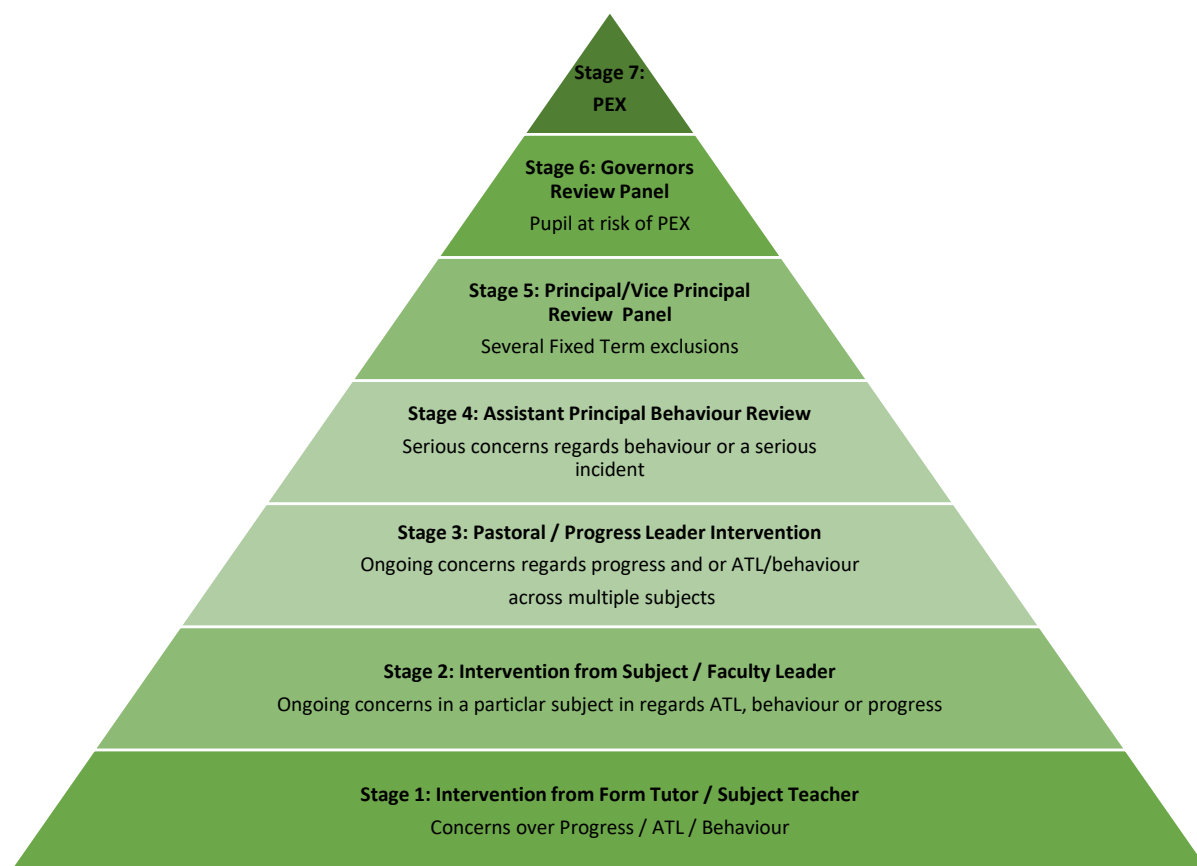
The school uses a wide range of sanctions and interventions for different levels of misbehaviour from low-level disruption to more serious misbehaviour. To support pupils' behaviour a range of strategies are used and include:

- in-class procedures
- Restorative Justice processes
- detentions
- confiscation of property
- being placed on report

- subject or whole school detention
- parental contact
- meeting with parent/carer(s)
- pupil removed from the lesson
- a change of teaching group or tutor group either temporarily or permanently
- mentoring
- counselling
- workshops
- completion of support programmes tailored to pupil needs
- community service
- positive handling
- personalised/alternative curriculum
- whole school detention
- pupil loses the privilege to attend school trips/rewards/events
- day(s) in Refocus Zone (8.30 am – 4.15 pm). See Appendix 5.
- day(s) in an extended Refocus Zone (8:30 am – 4.15 pm) at Houlton or at another local school
- referral to a specialist provision and/or external agency e.g. Educational Psychologist, Educational Welfare Officer, Early Help, RISE
- Senior Teacher Review
- Governors Review Panel
- FTE's
- Managed moves
- PEX's

Where a pupil's behaviour falls below the expected standard, interventions will be put in place at various trigger points (see 8. Behaviour Flow Chart) to support the pupil in realigning their behaviour choices.

## 8. Behaviour Flow Chart



### In class sanctions and interventions

If a pupil fails to meet expectations in class, the following sanctions will be used:

Type	Consequence and follow-up action by staff	Points
'Pre C': Positive behaviour strategies. Pupil will be encouraged to focus / engage in the lesson.	None	0
C1: Warning	Recorded on Edulink by class teacher. Pupil informed of C1 and the reason. Positive behaviour management strategies will be used, and the pupils given time to change the behaviour.	1
C2: Second warning	Recorded on Edulink by class teacher. Pupil informed of the C2 and the reason. Positive behaviour management strategies will be	2

	used and the pupil given time to change the behaviour. Pupil may be given some time outside of the classroom to refocus themselves at the teacher's discretion.	
C3: Removal	Recorded on Edulink by Class teacher. Pupil informed of the C3 and the reason by the class teacher and parent/carer(s) informed. The pupil will be removed to the Refocus Zone for the remainder of that lesson and issued a Faculty Detention (30 minutes). RJ conversation must take place prior to the next lesson.	3
C4: On-call Removal from lesson	Class teacher uses Edulink to make a call out. Pupils are collected by senior staff and taken to the Refocus Zone for the remainder of that lesson or longer if a serious incident which requires investigation. C4 recorded by Pupil Services and whole School detention issued (1 hour). A restorative conversation must take place with the class teacher and SLT where appropriate prior to returning to the next lesson. Parent/carer(s) informed by Pastoral Lead.	4
C5: Refocus Zone (8.30 am - 4 pm)	For more serious incidents and/or refusal to comply with call out. Recorded on Edulink by Pupil Services. Pupil will complete the following day in the Refocus Zone. Meeting with parent/carer(s) for RJ and reintegration prior to pupil returning to normal circulation. Parent/carer(s) informed by Pastoral Lead.	5
C6: Fixed term exclusion	For very serious incidents and /or refusal to follow expectations in inclusion. Recorded on pupils record on Edulink by PA to the Principal. Formal reintegration meeting with parent/carer(s) required. Parent/carer(s) informed by Pastoral Lead / Senior Staff.	

**Table 1 – Triggers for the Behaviour Flowchart Stages**

Stage	Trigger	Exemplar Interventions/Consequences (all those in Stage 1 may be utilised at any stage, additional strategies then listed at each stage)
1.	Either: <ul style="list-style-type: none"> <li>• More than two C3 or three C2 sanctions across a two week period or</li> <li>• A total of more than 10 C points over a fortnight or</li> <li>• Repeated C points in one subject area</li> </ul>	<ul style="list-style-type: none"> <li>• Positive behaviour management strategies</li> <li>• RJ Conversations</li> <li>• Contact with home</li> <li>• Detention</li> <li>• Class intervention / liaise with SENCo where appropriate</li> <li>• Change in seating plan</li> <li>• Tutor Report with bespoke targets / Mentoring put in place</li> </ul>
2.*	Ongoing concerns in one particular subject area where a pupil is receiving C sanctions frequently with no improvement shown from Stage 1 Interventions.	<ul style="list-style-type: none"> <li>• RJ Meeting with class teacher and Faculty / Subject Leader</li> <li>• Subject Report to Faculty / Subject Leader with subject specific target in place</li> <li>• Class / Set moves</li> <li>• Meeting with parent/carer(s)</li> <li>• Withdrawal / intervention support with TA</li> </ul>
3.	Where a pupil continues to meet the triggers in Stage 1 after intervention has been put in place with no improvement shown over a two week period and or has been given more than two C5 sanctions in any half term period.	<ul style="list-style-type: none"> <li>• Pastoral / Progress Leader Report</li> <li>• Community Service</li> <li>• Referrals to outside agencies</li> <li>• Refocus behaviour programmes put in place</li> <li>• Mentor allocated (this could be for pastoral, social and emotional, SEN or any other need)</li> <li>• Bespoke strategies such as loss of breaks – specific cool down areas.</li> </ul>

		<ul style="list-style-type: none"> <li>• Cool down cards</li> <li>• Tutor Group move</li> <li>• Reintegration meetings and PSP started</li> <li>• Behaviour contracts in place</li> </ul>
4.	A serious one off event has taken place which has led to a FTE <i>and/or</i> a pupil has had five or more C5 sanctions in any half term period <i>and/or</i> a pupil has accrued more than 3 separate FTE's <i>and/or</i> FTE's totally over five days.	<ul style="list-style-type: none"> <li>• Referrals to outside agencies</li> <li>• Reintegration meeting and PSP included a warning</li> <li>• RJ conferences potentially involving outside agencies</li> <li>• SLT Report</li> <li>• Bespoke strategies such as visit to alternative provision/ outside agencies such as the PSCO Team involved where appropriate.</li> </ul>
5.	Pupil's behaviour is causing ongoing and persistent disruption to the learning of others and the pupil has been given several FTE's totally more than three separate occasions and over 5 days in total.	<ul style="list-style-type: none"> <li>• Review of curriculum offer for the pupil</li> <li>• Review of all documentation and targets with parent/carer(s) and other stakeholders present</li> <li>• Pupil put on a four week probation period</li> <li>• Formal School warning issued in writing</li> </ul>
6.	Pupil has either reached the threshold for permanent exclusion due to ongoing behaviour issues <i>and/or</i> is continuing to receive FTE's with no sign of improvement <i>and/or</i> has been involved in a serious incident which does not meet the threshold for permanent exclusion but is of a serious nature and warrant a final warning <i>and/or</i> has	<ul style="list-style-type: none"> <li>• AIM Board panel convened to include the pupil/parent/carer(s)/at least one member of the AIM Board/ Vice Principal and at least one other member of Senior Staff</li> <li>• AIM Board contract put in place</li> <li>• Final warning issued in writing</li> <li>• Review meeting held after four weeks to determine if improvement made or if the pupil will move to a managed move or permanent exclusion.</li> </ul>



	reached the threshold of 15 days of FTE in any one term.	
7.	Pupil has reached the threshold for permanent exclusion (see table below)	<ul style="list-style-type: none"> <li>• Paperwork submitted and support put in place to ensure pupil's transition to Alternative Provision is successful.</li> </ul>

**\*Where a pupil is displaying poor behaviour choices across more than one subject the pupil may be escalated straight to Stage 3.**

### Examples of tariff for poor behaviour choices in lessons

Type of consequence	Examples of behaviours
<b>C1</b> Only to be given if behaviour continues following a Pre C warning unless marked with *	<ul style="list-style-type: none"> <li>• Talking / disrupting others</li> <li>• Not following instructions</li> <li>• Not engaging with work or being off task</li> <li>• Silly / low level behaviour e.g. talking over the teacher, swinging on chairs, distracting others</li> <li>• Poor uniform</li> <li>• Shouting out</li> <li>• Dropping litter</li> <li>• Chewing</li> <li>• Minor Lateness (less than ? minutes)</li> <li>• No homework*</li> <li>• Poor ATL</li> <li>• Inadequate work/ standards</li> <li>• Being unkind</li> </ul>
<b>C2</b>	<ul style="list-style-type: none"> <li>• Repeatedly or persistently doing any C1 behaviour</li> <li>• Mobile phone used or visible for any reason</li> <li>• More than 3 minutes late to a lesson</li> </ul>
<b>C3</b>	<ul style="list-style-type: none"> <li>• Repeated refusal to comply</li> <li>• Continued repetition of poor behaviour</li> <li>• Damage to property</li> <li>• Inappropriate language / Swearing</li> </ul>

	<ul style="list-style-type: none"> <li>• Truancy from lesson</li> </ul>
<b>C4 on call</b>	<ul style="list-style-type: none"> <li>• Pupil refuses to comply with C3 removal</li> <li>• Dangerous behaviour</li> </ul>
<b>C5 issued by Senior Staff</b>	<ul style="list-style-type: none"> <li>• Serious incidents / refusal to comply with Oncall e.g. where a student has refused to leave the room, refused to follow instructions / been rude / abusive to staff</li> <li>• More than two on calls in any one week</li> </ul>

## 9. Outside of lessons

Outside of lesson times we expect pupils to:

- move calmly, purposefully and quietly around the school, keeping to the left of corridors and stairways;
- speak politely to everyone and talk at an appropriate volume;
- have respect for the School and other people's property;
- leave a classroom only when permission has been given from a teacher and are carrying a hall-pass;
- move directly to your next lesson, avoiding stopping off anywhere else on the way;
- remain in the designated areas at social times (outside playground, cafeteria and designated toilets), unless they have permission to do otherwise;
- eat and drink only in the designated areas (and never in corridors);
- wear school uniform correctly as set out in the School Uniform Policy;
- use the lavatory at designated break times and not during lessons unless expressly permitted by a member of staff as an exception; and
- be kind to others and model the values of the school. Pupils are expected to model exemplary conduct to others at all times, for example holding doors, using manners and courtesy at all times.

Pupils will only be allowed out of lessons for emergencies. Filling water bottles, collecting books/reports from other teachers etc. are not considered emergencies.

If a pupil fails to meet our expectations of behaviour outside of lesson times the following procedures are in place:

### Outside of lessons sanctions and interventions

Type	Consequence and follow-up action by staff	Points
Pre-warning – mild correction of behaviour	None	0
C1-3: Behaviour incident	Behaviour incident recorded on Edulink by staff. Where a C3, pupil and parent/carer(s) informed of the whole school detention that will take place the following day Sanction. Pupils may also be asked to undertake Community Service instead of a detention where appropriate.	1-3  See table below for what constitutes a 1/2/3
Serious incident	Pupil taken to Refocus Zone to write a statement and supervised until the completion of the investigation. A consequence appropriate for the incident will be given. Parent/Carer(s) will be informed by a Head of Year or member of SLT.	4 + Dependant on incident
C6: Fixed term exclusion	Recorded on Edulink by the Principal's PA	

### Examples of tariff for poor behaviour choices outside of lessons

Behaviour	Examples
C1	<ul style="list-style-type: none"> <li>• Running</li> <li>• Shouting</li> <li>• Silly behaviour or banter</li> <li>• Dropping litter</li> <li>• Being in an unauthorised location</li> <li>• Being unkind</li> <li>• Eating outside designated areas</li> <li>• Incorrect uniform/worn incorrectly</li> <li>• Minor damage to property</li> <li>• Playing ball games outside of designated areas</li> </ul>

C2	<ul style="list-style-type: none"> <li>• Repeated C1 behaviour</li> </ul>
C3	<ul style="list-style-type: none"> <li>• Damaging property</li> <li>• Being disrespectful</li> <li>• Swearing / Inappropriate language</li> <li>• Being unkind</li> <li>• Mobile phone use</li> <li>• Rough horse play</li> <li>• Being out of bounds of the school site</li> <li>• Truancy</li> </ul>
Serious Incident	<ul style="list-style-type: none"> <li>• Vandalism</li> <li>• Bullying</li> <li>• Racism / Discriminatory behaviour</li> <li>• Assault</li> <li>• Smoking</li> <li>• Theft</li> <li>• Setting off the fire alarm</li> <li>• Bringing or using prohibited objects on site</li> <li>• Inappropriate language</li> <li>• Being disrespectful or rude to staff</li> <li>• Repeated refusal to follow instructions</li> <li>• Bringing the school into disrepute</li> </ul>

**Please Note:**

- Pupils who do not attend a faculty detention independently will be placed in a whole school 1 hour detention the following day.
- Pupils who fail to attend a whole school detention they will be placed in the Refocus Zone the following day.
- If pupils are absent for their detention or Refocus Zone internal/extended internal exclusion, then this will be completed on the first day the pupil returns to the school.
- Parental consent is not required for detentions or for a pupil to be placed in the Refocus Zone. However, we will inform parent/carer(s) through Edulink and the staff member issuing the sanction will contact home. (See Appendix 1).

- If a pupil fails to meet expectations in terms of their behaviour, attitude or work rate during a detention, then the detention will be repeated the next day to ensure expectations are fully met.
- If a pupil absconds, fails to meet the required expectations of the detention after a second chance or refuses to complete the detention, the pupil will be given an additional consequence which could in serious cases be up to or including a fixed term exclusion for defiance.

## **10. Behaviour outside of the school gates**

At Houlton School we expect all our pupils to represent the school by modelling exemplary behaviour both in school and in the wider community. The behaviour policy will apply at any time a pupil is under the charge of a member of staff, including where a pupil is participating in an educational visit.

Staff may also regulate the conduct of pupils when they are off school premises and not under the control of school staff. For example, a staff member can instruct pupils behaving in an unacceptably rowdy manner on a journey to or from school and impose a sanction upon the pupils return to school. When a child has used the internet or a mobile phone to harass another pupil or staff member outside school the behaviour is subject to the school's behaviour policy and should be dealt with as if it had taken place in school if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupils. The behaviour of pupils outside school can be considered as grounds for exclusion (see Appendix 1).

## **11. Fixed Term / Permanent Exclusions**

In accordance with DfE statutory guidance (2017) it is the case that where an academy has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early, in order to reduce the need for a subsequent exclusion.

Whilst the Trust supports the decisions of Principals to ensure an environment which benefits the learning opportunities presented, and safety of all pupils, as per section 3 of DfE (2017), it is expected that exclusion should be a 'last resort' and where evidence presented confirms it as "lawful, reasonable and fair".

Any decision of an academy, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and an academy's wider legal duties, including the European Convention on Human Rights and the Equality Act, 2010); rational; reasonable; fair; and proportionate.

FTE/PEX will be decided following a thorough investigation and discussion between the Principal and Vice Principal. Lengths of exclusions will be decided based on individual pupil behaviour records and the finding of the relevant investigations. Where a pupil has an Education Health Care Plan (EHCP), is a Child Looked After (CLA) or is classed as vulnerable, outside agencies may be involved in the decision making process. The Academy will take account of pupils' special educational needs when considering whether or not to exclude them. The Principal will ensure that reasonable steps have been taken by the Academy to respond to a pupil's individual needs so the pupil is not treated less favourably for reasons related to their unique needs or disability. Reasonable steps will include:

- Differentiation in the Academy's Behaviour Procedures
- Developing strategies to prevent the pupil's unacceptable behaviour
- Requesting external support from an external agency with the pupil
- Staff training

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the Academy may be such a reason.

<b>Length of exclusion</b>	<b>Example types of behaviour that <u>may</u> lead to an exclusion</b>
FTE 1-5 days	<ul style="list-style-type: none"> <li>• Serious breach of the Academy's policies</li> <li>• Extreme, unsafe, disruptive, or lower level and repeated disruptive behaviours</li> <li>• Actual harm to the education and welfare of pupils and others in the Academy</li> <li>• Risk of harm to the education or welfare of the pupil or others in the Academy</li> </ul>
FTE 6 Day+ / PEX	<ul style="list-style-type: none"> <li>• Serious actual or threatened violence against another pupil or a member of staff</li> <li>• Possession or use of an illegal drug on the Academy premises</li> <li>• Carrying an offensive weapon</li> </ul>

	<ul style="list-style-type: none"> <li>• Persistent bullying</li> <li>• Racial harassment</li> <li>• Serious and persistent disruptive behaviour</li> </ul>
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For full guidance please refer to: ***TLET Exclusion Policy and Best Practice Guidance***

**XXXLINK**

## **12. Positive Behaviour management and Restorative Justice Processes**

All staff at Houlton School will be trained to use positive behaviour management strategies with the aim of de-escalating behaviour wherever possible. All staff will be expected to adopt ‘*connection before correction*’ approach and to be responsive to the needs of individual pupils.

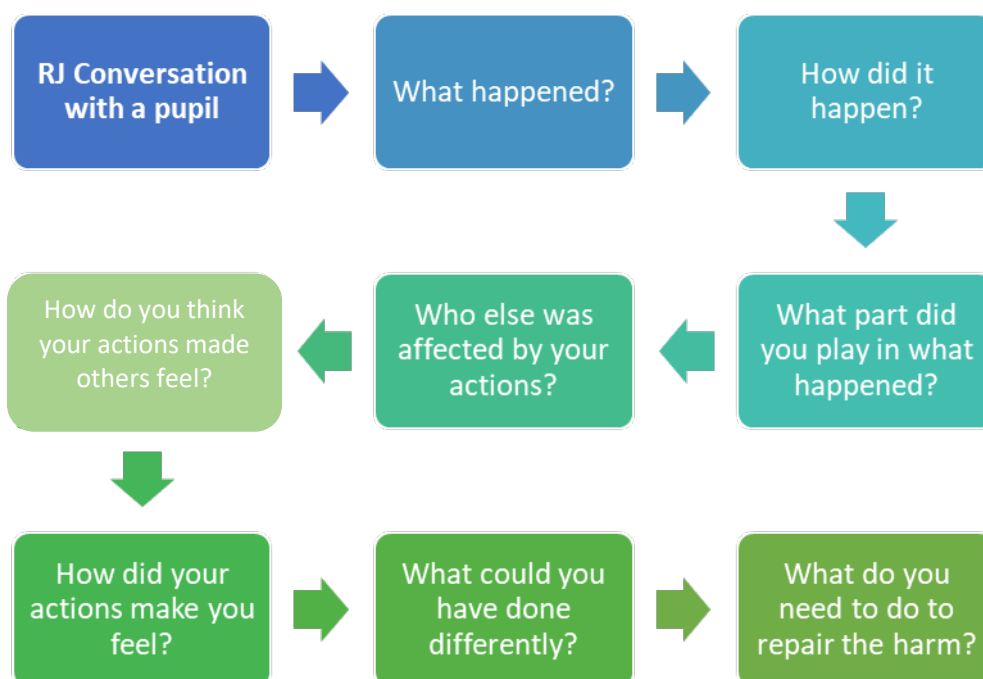
Restorative Justice (“RJ”) processes will be used at all stages of the behaviour pyramid and the Vice Principal / Pastoral Lead will be responsible for embedding and monitoring RJ across the school. All staff will be expected to engage in and lead RJ meetings following any sanction at C3 level. Where appropriate, RJ conversations at C4 or above may be supported by the Pastoral Lead or Senior Staff.

Pupils who have been excluded from the school will have RJ meetings as part of the reintegration and PSP process to support them realigning their behaviour. As part of the RJ process, pupils may be asked to complete units of work or bespoke programmes specifically designed to help them realise and understand the consequences of their actions.

Where RJ meetings involve incidents of bullying or physical violence or for full RJ conferences, consent will be obtained from the ‘victim’ and parent/carer(s) of the pupil prior to any face-to-face contact taking place.

Outside agencies such as the Police may, at times, be called on to lead or take part in full RJ conferences.

## RJ conversation Flow Chart



## 13. Definitions

### Refocus Zone

This sanction is used if a pupil is in breach of the School Positive Behaviours Policy and is given a C5 sanction. During this time pupils will access their lesson work remotely but will also be required to undertake restorative work, bespoke units of work to support them in understanding the consequences of their choices or community service as appropriate. Pupils given a C5 Refocus Zone sanction will be required to complete an extended school day from 8.30am – 4.15pm.

Pupils will attend Refocus Zone in full school dress/uniform and in accordance with the expected standards of appearance. Special consideration and/or reasonable adjustments will be given accordingly to pupils who are vulnerable/SEND by the Vice Principal responsible for Behaviour and Attitudes to Learning.

### Extended Refocus Zone

Pupils will be placed in an extended inclusion if they persistently breach the School Behaviour Policy, fail to successfully complete a C5 sanction or need to be out of circulation whilst a serious incident is investigated.

### Reintegration Meetings

Following any period of exclusion or following an incident(s) of extreme inappropriate behaviour by a pupil, parent/carer(s) are expected to attend a reintegration meeting.



For internal exclusions, this meeting will be attended by the pupil, parent/carer(s) and appropriate members of staff. For Fixed Term Exclusions, a member of the Senior Leadership Team will also attend. Other parties may be invited where appropriate such as Social Workers/Translators/the Police.

The purpose of this meeting is to ensure that the pupil has reflected on their behaviour and understands their responsibility for their actions and why the behaviour displayed was deemed unacceptable. The meeting is also to establish the pupil's commitment to ensure that this behaviour is not repeated in the future. The meeting may where appropriate use Restorative Justice processes to support the pupil in returning to lessons.

The discussion will also explore any additional support the pupil may require.

Parent/Carer(s) are expected to support fully the School Positive Behaviours Policy and procedures in order to allow all learners to progress.

In the event of the meeting not reaching a successful conclusion, or where an agreement is not met, the meeting will be adjourned, and a subsequent meeting will be held. The pupil will not be able to return to normal lessons within the school until a productive reintegration meeting with agreed outcomes has taken place.

### **Senior Teacher Review**

Where a pupil has shown persistently poor behaviour and the triggers shown in Table 1 above are met, a Senior Teacher Review will take place. This meeting will be with the pupil, parent/carer(s), Assistant Principal and the Pastoral Lead to discuss and review the current interventions in place to support the pupil in realigning their behaviour with a view to setting out strategies to avoid further escalation.

### **Principal / Vice Principal Review**

Where a pupil has not responded to the support and interventions put in place in the Senior Teacher Review either the Principal and or Vice Principal will meet with the pupil and parent/carer(s) to discuss next steps. This meeting may focus on further intervention, act as a final 'Pre Governor' warning or explore the option of a managed move.

### **Managed Moves**

Warwickshire Protocol has three levels of managed move (see Warwickshire Managed Moved Protocol). A pupil can be transferred to another school as part of a 'managed move' where they will be a guest pupil and still on roll at Houlton School. This is to allow the pupil to start in a new school (Level 2) and/or may be an alternative to a permanent exclusion (Level 3). Managed moves are voluntary – they are only arranged with the consent of all parties involved,

including parent/carer(s). Managed moves are usually subject to a trial period of typically 5-10 weeks in the new school. Pupils who have a successful managed move will transfer onto the roll of the receiving school upon an agreed date by all parties.

### **AIM Board Review Meeting**

Repeated incidents of misbehaviour as shown in Table 1 above may result in being invited to attend an AIM Board Review Meeting.

Parent/carer(s) of the relevant pupil will also be invited to attend. The nature of the pupil's misbehaviour will be discussed as will the impact of their behaviour on their own learning and progress, the learning and progress of others, and the wider school community. Targets will be set in an attempt to re-engage the pupils and to avoid the possibility of permanent exclusion. Pupils will be given a four week period to address and show continuous improvement in their behaviour and conduct. A second meeting will take place to review the pupil's progress if required.

## **14. Attendance**

It is expected that pupils attend school every day and be on time. Reasonable adjustments will be made in the case of serious medical conditions where a medical professional has indicated in writing that full attendance cannot be expected.

All absences for illness must be reported to school first thing in the morning through Edulink. If the absence is not reported by 8:00am via Edulink, parent/carer(s) will be notified through an Edulink notification that their child is not present.

Pupils are expected to attend school every day. Where this is not possible, it is the expectation that attendance should be at least 96% at all times. This means that pupils should not exceed 7 days' of absence across an academic year.

Pupils who do not meet required attendance targets will receive support as per the Attendance Policy.

Pupils who maintain 100% attendance will be given reward points.

Pupils who show a consistent and maintained improvement in attendance as part of a support plan may also be given reward points to acknowledge the change in attendance patterns.

## **15. Punctuality**

Pupils are allowed on site from 8.30 am. All pupils should be seated in their tutor room by 8.40 am for registration.

Pupils who arrive late for school will be issued a same day detention during breaktime and a C2 consequence. Where it is clear that the school bus service has arrived late, or other mitigating circumstances such as unexpected traffic following an incident, pupils will not be held responsible.

## **16. Cyclists**

Cyclists must have a Houlton School bicycle permit in order to bring a cycle on the school site. In order to obtain one pupils and parent/carer(s) must consent to the following:

- cyclists must wear a helmet when cycling to and from school and will not be permitted to cycle to school if not wearing a helmet. It is recommended that they wear high visibility apparel over their coats or attached to their bags;
- pupils must attend the Cycling to School safety briefing;
- bicycles must be equipped with appropriate safety lights;
- cyclists must not use pavements near pedestrians;
- cyclists must dismount from their bicycle before they reach the school frontage;
- cyclists must store their bicycle in the bay allocated to them;
- cyclists must enter through the school gate on foot and directly move to their designated bicycle area to lock up their bicycles; and
- bicycles must be kept in roadworthy condition.

Failure to follow these rules may lead to pupils being refused permission to store their bicycle on site and their permit being revoked. Serious infractions will be reported to the police.

## **17. Health and Safety**

For the safety of all pupils and staff, the following rules must be followed:

- keep left in the corridors and stairways;
- ball games may take place in designated areas only;
- the school fields are out of use from October – May inclusive unless permitted by the SLT;
- pupils should not climb on any equipment, furniture or building with the exception of being instructed to use PE equipment under the careful supervision of a teacher;
- food should only be consumed in designated areas;
- all litter must be disposed of in the bins;
- pupils must only enter classrooms with the permission of the teacher;

- pupils must refrain from touching fences and stay within designated areas, only leaving site during the school day with express permission from Senior Staff/First Aider and having signed out at Student Services.

## **18. Out of Bounds**

- All areas enclosed by fences.
- All car parks, at all times.
- Bicycle shelters during the school day.
- Areas beyond the supervising staff's direct eyesight.
- Any areas outside of school grounds or any buildings not in use.
- Any area marked as 'Staff Only'.

## **19. Lunch and Break times**

- Pupils must remain on site during lunch and break.
- Pupils should sit in the designated areas at lunch.
- Food is allowed to be consumed in the Refectory or designated areas only. No food items or packaging should be taken outside of these areas.
- No access to corridors during social times unless a pupil has an appointment with a pass.
- Food and litter must be cleared away.
- Appropriate behaviour is to be followed at all times, both in and outside the refectory.

## **20. Smoking**

Smoking on site is prohibited. This ban includes the use of electronic cigarettes or any smoking paraphernalia and includes smoking whilst representing the school (on visits, outside the school boundaries but still in uniform).

## **21. Mobile Phones and Emerging Technology**

Mobile phones are not permitted to be used whilst on school premises and should be switched off before entering the site then placed in the child's inside blazer pocket or school bag out of sight. If a mobile phone is seen by a member of staff, it will be confiscated, and a parent/carer will need to collect it at the end of the day from the main school Reception. Should a parent/carer not be able to collect it at this time, the school will store it safely until it can be collected.

Other personal technologies should only be brought onto site if there is an educational reason for doing so.

Electronic devices provided by the school such as ipads or ICT equipment will be used in lessons only when directed by the class teacher.

**Any mobile phone or emerging technology brought into school by a pupil is done so at their own risk and we do not accept responsibility for these items.**

## **22. Houlton School's Behaviour Expectations**

Expectations of pupil behaviour at the school are set out in the following documents:

- The Acceptable Use Policy
- Houlton Uniform and Standards of Appearance Policy
- The Anti-Bullying Policy
- Attendance Policy
- Positive Handling Policy
- Smoking Policy
- Substance Abuse Policy
- Uniform Policy

## **23. Procedures for implementing the aims of this policy**

### **Monitoring by the AIM Board**

The exclusion data is monitored by the Academy Improvement Management (AIM) Board to ensure that the school consistently applies this policy.

## 24. Appendices

### Appendix 1 - DFE Guidance

**DFE guidelines 2014** (updated January 2016) states the following: Teachers and all other staff have a statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules, or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspectors Act 2006). Teachers can confiscate pupils' property, e.g. mobile phones. Teachers and school staff have the power to issue and carry out detentions outside the school day. Parental consent is not required for detentions and there is no legal requirement to provide notice of a detention. However, SJNC will provide notice of an after-school detention to parent/carer(s) but will not always give 24 hours' notice as long as the parent/carer(s) mobile telephone number is accurate.

**Note:** Pupils who refuse or fail to carry out their detention to the standard expectation will be given an additional detention with a member of staff.

#### ***DFE guidelines state that staff can discipline pupils:***

- At any time the pupil is in school.
- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing the school uniform, or is in some other way identifiable as a pupil at the school.
- For misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, or poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

School staff also have a legal power to use force and lawful use of the power will provide a defence to any related criminal or other legal action. (Section 93 Education and Inspection Act 2006)

#### ***DFE guidelines state that reasonable force can be used to:***

- Prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event
- Prevent a pupil leaving a room where allowing pupils to leave would risk their safety or lead to behaviour that disrupts the learning of others
- Prevent a pupil from attacking another, or to stop a fight.

**Note:** Where physical restraint has been used this is recorded, and then monitored by the Pupil Support Manager (*see our Positive Handling Policy*).

***DFE guidelines on searches states that:*** The school does not need a pupil's consent to search them if a member of staff has reason to believe that the pupil is carrying prohibited or banned items. Where possible there will be two members of staff present during the search – the person doing the search and the search witness.

Searches will normally be done by someone of the same sex as the pupil and wherever possible at least one senior member of staff will be present.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any items they have confiscated, provided they have acted lawfully and in line with this guidance. Confiscated items and action the school will take is outlined in Appendix 2.

## Appendix 2 - Prohibited or banned items

<b>Banned items</b>	<b>Procedure after confiscation</b>
Mobile phones and emerging technology	Parent/carer collection except when confiscated as part of an investigation
Cigarettes; e-cigarettes; tobacco; filter papers, smoking paraphernalia	Disposed of by the school
Energy drinks	Disposed of by the school
Toys of any description	Returned to pupil at 3.20 pm on the day of confiscation except when it is part of an investigation
Any item being sold by pupils without a permit from the school	Items will be disposed of by the school and any monies donated to a charity the school is supporting

<b>Prohibited items</b>	<b>Procedure after confiscation</b>
Knives and other weapons	Handed over to the police
Alcohol	Disposed of by the school
Illegal drugs	Handed over to the police
Other substances not believed to be controlled drugs	Handed over to the police
Stolen items	Handed over to the police
An article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person at the school.	Disposed of by the school / handed to the police if it is an illegal item or if an offence has been committed



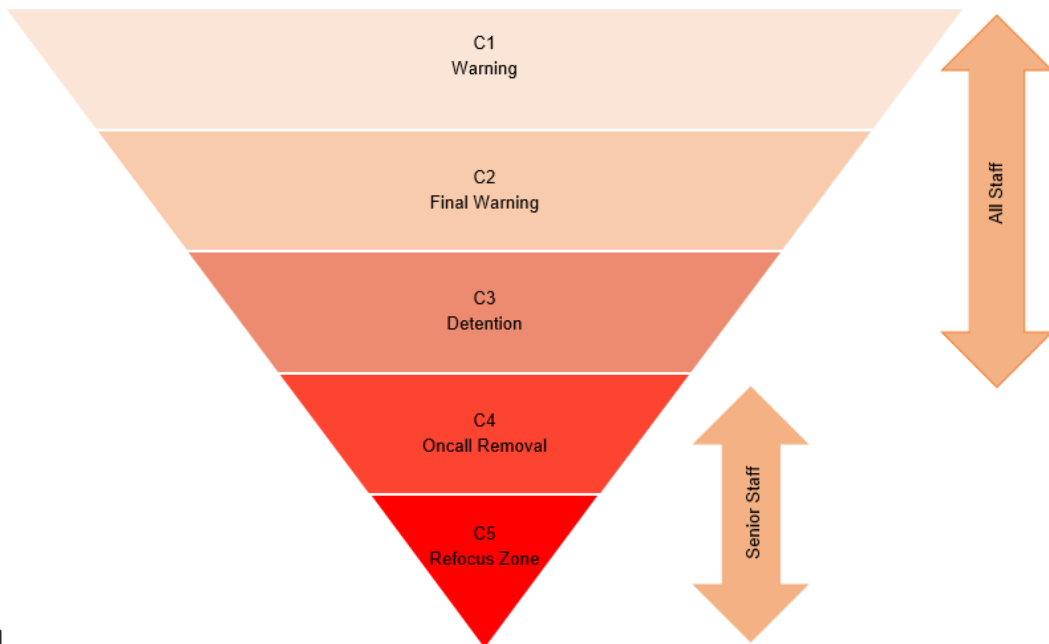
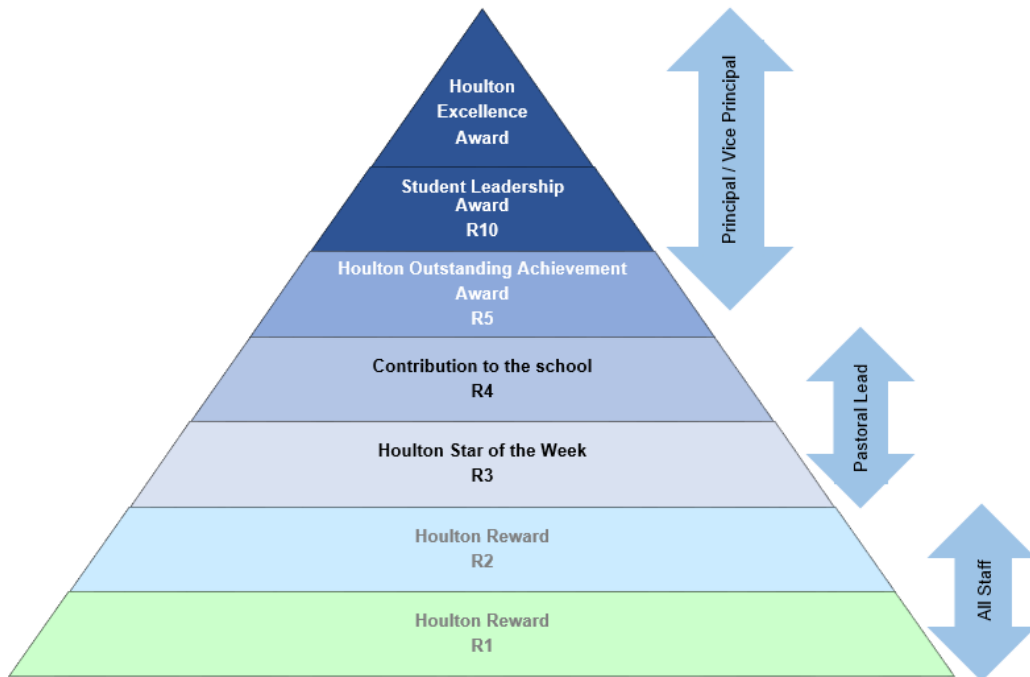
### **Appendix 3 - Essential Equipment**

It is the expectation at Houlton School that all pupils come equipped with the following items as a minimum **every day**:

- Pencil case of appropriate size (please note that pencil cases used in exam conditions must be clear)
- Two ballpoint pens (black)
- Two ballpoint pens (green)
- Two HB pencils
- Sharpener
- Eraser
- Ruler (at least 15cm long)
- Glue stick
- Two highlighters in different colours
- Maths set (protractor, set square and a compass with pencil)
- Scientific calculator
- Mini Whiteboard, whiteboard pen and mini board duster
- School Planner\*
- A suitable school bag big enough to hold all of the required equipment

\*Optional item

## Appendix 4 – Rewards and Consequences Pyramid



## **Appendix 5 – Refocus Zone Expectations and Timetable**

- Refocus Zone hours: 8.30am - 4.15pm
- Pupils must be in full school uniform
- Pupils must bring the correct equipment (*see School Essential Equipment list in Appendix 3 of the school Positive Behaviours Policy*)
- Pupils will work in silence except when directed otherwise by staff and must not engage with or distract other pupils in the room
- Pupils will complete class work set by the class teacher on Google Classroom – this will be set before 8.30am and staff will be notified of students in the Refocus Zone by 4.30pm the previous day
- The timetable for the Refocus Zone will differ slightly from the school day (*see Table 2 below*)
- Pupils will complete restorative work as per the Table 1 below
- Pupils who complete all of these tasks may then complete homework tasks or silent reading
- Pupils will be entitled to breaks as per the timetable below and if they require a refectory visit / comfort break will be escorted by staff

Pupils in the Refocus Zone following an oncall removal will continue classwork from that lesson in silence for the remainder of that lesson/be offered support to refocus themselves. The pupil, if calm and ready to learn, will then return to their normal timetable. The RJ conversation with the class teacher must take place prior to the pupil returning to that class.

*Pupils who fail to follow the behaviour expectations of the Refocus Zone may incur a FTE of 1 day or more subject to the TLET Exclusions policy.*

**Table 1: Restorative Behaviour Programmes**

Type of Behaviour	Specific Restorative Programme	RJ conversation required <sup>i</sup>	RJ Reflective Journal <sup>ii</sup>
Bullying	Y	Y	Y
Racism/Homophobia/discriminatory behaviours	Y	Y	Y
Disrespectful/Rude/Unkind behaviours	Y	Y	Y
Vandalism/disrespectful of school site	Y	Y	Y
Persistent low level disruption/behaviour incident		Y	Y
Smoking	Y		

**Table 2: Refocus Zone Timetable**

Time	Schedule
<b>8.30</b>	Arrive and register. Leave bag and coat in allocated area and settle at desk with the correct equipment  Log into Google Classroom, ready to learn
<b>8.35</b>	P1 classwork
<b>9.35</b>	P2 classwork
<b>10.35</b>	Break
<b>10.50</b>	P3 classwork
<b>11.50</b>	P4 classwork
<b>12.50</b>	Lunch
<b>13.10</b>	P5 classwork
<b>14.10</b>	Break
<b>14.15</b>	Restorative work / conversations  <i>Homework or silent reading if time remaining</i>
<b>16.15</b>	End of the day

<sup>i</sup> Pupils will be expected to engage in an RJ conversation to repair and rebuild the relationship that has been affected by their behaviour. Where this involves another pupil this will be supervised by a member of staff.

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Where there has been a serious incident of bullying/discriminatory behaviour outside agencies such as the local PSCO team and or parent/carer(s) may be involved.

<sup>ii</sup> Pupils will be expected to complete a Reflective Journal reflecting on their behaviour and setting clear actions / targets to ensure the behaviour does not happens again. This will be shared with relevant staff and parent/carer(s) where appropriate.