

Archbishop Temple Church of England High School

Behaviour Recovery Policy

Nehemiah 1:9: “But you also said that no matter how far away we were, we could turn to you and start obeying your laws. Then you would bring us back to the place where you have chosen to be worshipped.”

We believe at Archbishop Temple Church of England High School, that incidences of poor behaviour can be recovered and rectified, so that behaviour for learning is outstanding and pupils are happy, safe and progressing.



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Well-Being Intent

As individuals we all come with God-given talents and Archbishop Temple Church of England High School will help to nurture and support pupils in living their life to the full. It is our responsibility to make sure we support the growth of our own talents and gifts, along with those of each other, through our faith, nurture and service to others.

We celebrate God in all we do, say, think and achieve, as we strive to succeed.

When things go wrong, God's love will help us support each other to start again. We should never give up but should persist in the face of setbacks.

We all serve and build our community by showing respect for ourselves, respect for each other and respect for the world.

Behaviour Recovery Policy Introduction

We believe that good behaviour in all aspects of school life is necessary to enable effective teaching and learning to take place. It therefore seeks to create a caring and learning environment based on the Gospel values of peace, justice and reconciliation in the school by:

- creating a sense of good order and self-discipline characterised by fairness and justice;
- promoting self-esteem, a proper regard for authority, and positive relationships based on mutual respect;
- ensuring fairness of treatment for all and encouraging a consistency of response to both positive and negative behaviours;
- providing a safe environment free from disruption, violence, bullying, and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach in the implementation of the school's policy and procedures;
- recognising that reconciliation plays a fundamental part of the management of the behaviour of children and young people.

Policy Coverage

- all activities organised by School for pupils both during and beyond the school day including all extra-curricular activities and educational visits;
- work experience, school placements and extended work experience placements;
- the period when pupils are in school uniform and making their way to and from school;
- the rights of pupils and staff to use social media appropriately without fear of embarrassment or bullying;
- the right of school staff not to be subjected to harassment at any time in their professional or private lives.

The Roles and Responsibilities of All Members of the School Community

The Governing Body will establish, in consultation with the Headteacher, staff and pupils, this policy for the promotion of outstanding behaviour and keep it under review, annually. It will ensure that:

- it is communicated to pupils and their parents/carers;
- the expectations are clear;
- it is non-discriminatory.

The Headteacher is responsible for:

- promoting good behaviour and discipline in line with this policy;
- ensuring that the policy is followed and adhered to consistently;
- drawing up this written statement, and any accompanying documents, which will include the making and enforcing of rules to:
 - i. promote self-discipline and proper regard for authority;
 - ii. encourage good behaviour and respect for others;
 - iii. prevent bullying;
 - iv. ensure that standards of behaviour among pupils are good;
 - v. regulate pupils' conduct;
 - vi. ensure that punishments are in proportion to offences and enable pupils to make reparation when appropriate;
 - vii. explain the arrangements for pupils to report bullying and how staff will investigate them.

Our whole school staff is responsible for ensuring that the policy and its procedures are followed and consistently and fairly applied. The staff has a key role in advising the Headteacher on the effectiveness of the policy and its procedures.

Our parents/carers naturally take responsibility for the behaviour of their children both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Our pupils are expected to take responsibility for their own behaviour and to be fully aware of our policy, its procedures and its expectations. Pupils will also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment are reported to the school's staff.

The Role of the Teacher

We want our school to be a place where pupils are self-disciplined. It is recognised that young people need to have the ability to tell the difference between right and wrong and that they will want to explore the limits of what constitutes either good or unacceptable behaviour. It is the role of the teacher to help them come to an understanding of where these boundaries are and to teach them how to behave well, taking responsibility for the behaviour in their classrooms. Teachers influence the behaviour of pupils and can do this positively by:

- fostering strong relationships with all pupils;
- being consistent in their dealings with all pupils;
- being punctual to lessons and being organised once they are there. Expecting pupils to do the same;
- ensuring that there is appropriate challenge in all lessons. Not giving pupils the chance to avoid taking on the challenges set;
- treating all pupils with respect and expecting the same from them;
- being rigorous in following things up; e.g. detentions;

- having a sense of humour and perspective.

The Ways in Which School Encourages Good Behaviour

The school uses the following examples to reinforce positive behaviour and to recognise the efforts of its pupils:

- On accepting a place at Archbishop Temple Church of England High School, parents and carers (by default) accept the Home School Agreement and they agree to support the school when this policy is applied;
- The expectations are read to pupils at the start of September as a reminder of our expectations;
- Extra-curricular activities and educational visits provide opportunities for pupils to enrich their education;
- Pupil voice surveys give pupils the opportunity to express their opinions about all aspects of school life;
- Pupils are encouraged to think of others in need by raising money for charitable causes;
- Good behaviour is encouraged and promoted in Collective Worship.

A Positive Attitude and an 'Encouragement' Approach

These attributes are recognised as being more effective in managing pupils' behaviour than merely punishing pupils. School uses the following rewards so that pupils see the value of good behaviour and therefore learn from their experience:

- Verbal Praise: Every opportunity should be given to congratulate pupils on their effort/behaviour.
- House Points: are awarded following regular assessments, helping around the school and exemplifying Christian values. The end of year reward trip and the Year 11 Prom are dependent on having not gained certain sanctions (i.e. fixed term exclusions) and are at the discretion of the Senior Leadership Team (SLT).
- Collective Worship: These are used to praise pupils, recognise good effort and celebrate achievement when appropriate. Year groups have a rewards assembly at the end of each term.
- Badges are awarded for achieving 150 (Bronze), 200 (Silver) and 250 (Gold) house points.
- Christian values awards.
- At the end of every school year, the top five pupils in terms of house points achieved will have lunch with a member of SLT.
- At the end of every term, one pupil per year group, per subject, is nominated for the 'Achievement Award' and receives a certificate.
- There are rewards for pupils who display good behaviour.
- Contact can be made with parents and carers (on a departmental basis) and reported to the Heads of Year/Assistant Director of Pupils to recognise high standards of effort and/or achievement and/or improvement. All of these can be communicated to parents and carers via 'School Post'.
- Work Displays: Every opportunity is taken to display work, both within the classrooms and on notice boards around the school.
- Referral to senior staff: when a child has worked with a high standard of effort and/or achievement the pupil can be referred to the Headteacher for special praise.

Pupils' Rights and Responsibilities

Rights:

- To learn;
- to teach;
- to feel safe;
- to be treated with respect and dignity.

Responsibilities

Pupils must be educated to understand that we all have responsibilities as well as rights. The school will help with this understanding through the normal curriculum, including PSHE, Collective Worship and individual discussion. Staff should take every opportunity to reward pupils who act responsibly and go above and beyond ensuring that lack of responsibility does not go unchecked.

Classroom Routines

- Staff must greet pupils at the door;
- there should be a starter activity/instruction for the pupils to do while the teacher is at the door;
- there will be a seating plan;
- the register must be done within the first 10 minutes of the lesson;
- pupils should write in black pen;
- coloured pens may be used to highlight key information/mind maps etc.;
- there should be a date and title in books;
- we have a 'cold-calling' approach to questions in class;
- at the end of the day, a prayer is read;
- pupils must request to go to the toilet after arriving at lesson, not attend on the way;
- pupils should stand behind their chairs at the end of the lesson;
- iPads are to remain in bags unless a teacher gives permission for them to be used.

Pupils' Conduct Beyond the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." The school may discipline a pupil for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a pupil at our school;
- misbehaving at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of our school;
- posing a threat to another pupil or member of the public;
- could adversely affecting the reputation of our school.

The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the Headteacher as outlined below.

Mobile phones may be brought into school but they must be switched off before arriving on school grounds (see Mobile Phone Policy).

If members of staff suspect a pupil has a prohibited/banned item in their possession, they should bring this to the attention of a senior member of staff or pastoral Head of Year who will briefly interview the pupil and then may instruct the pupil to turn out his or her pockets or bag and then search the pupil.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff of the same sex as the pupil, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets, but not an intimate search.

Where the person conducting the search finds an electronic device, follow the Online Safety Policy written by the Online Safety Lead.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, lighters, fireworks, pornographic images, e-cigarettes or articles that have been or could be used to commit an offence or cause harm (listed above).

Ways in Which School Disciplines Pupils for Inappropriate Behaviour

It is acknowledged that at times some pupils do not behave in an appropriate manner. When this occurs, the school expects its pupils to show remorse for their actions and to make reparation for their mistakes. The emphasis is placed on pupils to take responsibility for their actions.

Breaches of normal discipline may result in sanctions or loss of privileges. Staff have a range of options available to them in dealing with a pupil's misbehaviour and will use them according to the seriousness of the situation. The aim is always for pupils to know that incidents of misbehaviour are dealt with and that the response is both fair and in proportion to the nature of the misbehaviour.

The following list identifies the range of interventions that would usually be applied by either the subject or form teacher:

- Reminder of normal rules;
- Word of correction;
- Warning of consequence of repeat misbehaviour;
- Move to a new place in class;
- Behaviour Recovery interventions (i.e. school counsellor);
- Detention at lunchtime or after school (detentions can be arranged at the convenience of the teacher. Where a pupil is placed in detention after school parents/carers will be informed);
- Whole school detentions after school.

These will be communicated either by ClassCharts, contact with home, discussion with the pupil or Firefly.

When there is an incident of more serious misbehaviour or there is a clear pattern of repeated misbehaviour, this will require the involvement of the Subject Leader or Head of Year. At this level, the following sanctions would normally be used and recorded on SIMS:

- Communication with family;
- Range of Behaviour Recovery interventions;
- Placed on report by FT/HOY/ CL/ SLT;
- Meeting with family;
- Isolation (Spring Room);
- Exclusion.

Cases of poor behaviour of a pupil may warrant placement in the Spring Room by a senior member of staff or Head of Year. This may be to allow time for an investigation to take place before a decision is made on a suitable action. In other cases, the sanction will be given so that a fixed term exclusion from school is avoided. The intention with any of these sanctions is to deal with the indiscipline and then manage the pupil's behaviour in such a way that he or she achieves the required improvement. The involvement and support of the pupil's family may be sought.

Concerns relating to repeated misbehaviour will cause the pupil's behaviour to be monitored for an agreed period of time by use of a daily report. Parents/carers are notified of this and involved in discussion to help set targets that will achieve the required improvement.

The school recognises that if the misbehaviour continues to be repeated this can:

- constitute a Special Educational Need in itself;
- be indicative of a learning difficulty;
- be indicative of lack of appropriate social skills;
- be indicative of emotional upset related to circumstances either in school (e.g. bullying) or out of school e.g. abuse, bereavement, family turmoil.

Major disciplinary problems or persistent misbehaviour are recovered by the school's Senior Leadership or Pastoral Team. They are able to reinforce the range of responses normally used to deal with pupil misbehaviour and will seek the full co-operation and support of the pupil's family.

In extreme cases, or where the pupil shows persistently that he or she is unwilling to make the required improvement, the Headteacher will need to consider whether the pupil should be formally excluded from school for a fixed period.

When a pupil is responsible for a serious criminal offence – e.g. assault, harassment, theft of personal or school property, racism, a drug related incident – the school may consider involving outside agencies including the Youth Offending Team, Child Action North West or other suitable agencies.

Victims of serious criminal offences are also advised of their right to report the matter to the police. The school recognises the implications of a police involvement and the potential damage to a young person's future that a criminal record can bring and will only take this step if absolutely necessary.

Exclusions

For those at risk of exclusion additional measures could include:

- the school engaging with parents/carers;
- a change of form group;
- temporary placement in the Spring Room as part of a planned positive programme for pupils;
- temporary or part-time placement in alternative provision where they are able to provide preventative programmes and where it is felt to be more appropriate for the pupil to be away from the school site for a period of time;
- a managed move to another school with the consent of all parties involved – this can be successful for pupils at risk of exclusion and as an alternative to permanent exclusion;
- consideration by the Special Educational Needs and Disabilities Co-ordinator (SENDCO) of possible interventions within the school;
- assessment of Special Educational Needs, including possible placement in a special school;
- allocation of a key worker from within or beyond school such as a mentor;
- referral to a specific support service via Children's Services;
- Completion of an Early Help Assessment to seek outside agency support.

Removing Pupils from the School Site

There are four sets of circumstances in which individual pupils may be required to leave the school site, namely where:

- there is sufficient evidence that a pupil has committed a disciplinary offence and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently;
- a pupil is accused of a serious criminal offence, but the offence took place outside the school's jurisdiction. In these circumstances the Headteacher may decide that it is in the interests of the individual concerned and of the school community, for that pupil to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.
- for medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances the Headteacher may send the pupil home after consultation with the pupil's parents/carers. This is not an exclusion and may only be done for medical reasons;
- the pupil is given permission by the Headteacher, or person authorised by the Headteacher, to leave the school premises briefly to remedy breaches of the school's rules on appearance of uniform, where this can be done quickly and easily – this should be for no longer than is necessary to remedy the breach. This is not an exclusion but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, the pupil's absence may be counted as an unauthorised absence. In all such cases the parent must be notified, and the absence should be recorded.

When making this decision, the child's age, vulnerability, and the parent's availability will need to be considered. Please refer to the school's Uniform Policy for details of the school's very clear expectations.

Permanent Exclusion

Permanent exclusion will only be used as a last resort in response to a serious breach, or persistent breaches, of the school's Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. A decision to exclude a child permanently is a very serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child. There will, however, be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon.

The school may inform the police where a criminal offence may have taken place. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. In cases where the Headteacher has permanently excluded a pupil for

- one of the above offences, or
- persistent and defiant misbehaviour including bullying or repeated possession and/or use of an illegal drug on school premises and where the basic facts of the case have been clearly established on the balance of probabilities.

The Secretary of State would not normally expect the Governing Body to reinstate the pupil.

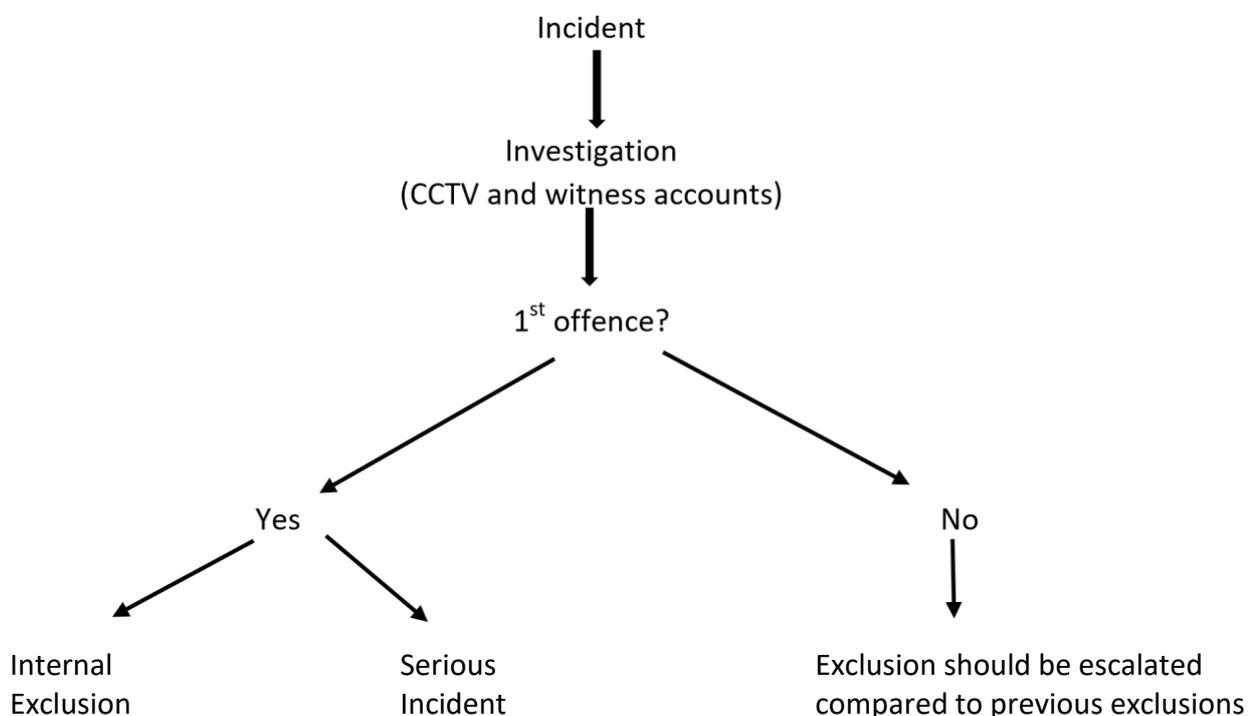
Fixed Term Exclusion

A decision to exclude a pupil for a fixed period will be taken on a balance of probabilities, in response to breaches of the school's Behaviour Policy, including persistent disruptive behaviour (frequently disrupting the learning of others), where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention or placement in the Spring Room would be considered inappropriate. Fixed term exclusions must be authorised by the Headteacher. Where fixed period exclusions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, the Headteacher will consider alternative strategies and responses for addressing that behaviour, including alternative provision.

9-3.15 In School Exclusion

In some cases, pupils may also be directed to complete a 9am till 3.15pm school day in the Spring Room. All work for the day's lessons will be completed in school but not in class. This sanction can be used if a fixed term exclusion is not appropriate. This sanction needs to be recorded on ClassCharts (CC).

Exclusion Protocol



Any serious incident must be talked through with the Assistant Headteacher (Pastoral) and preferably the Headteacher before the sanction is confirmed.

It should be recorded on CC with as much detail as possible and a reintegration meeting organised for all exclusions.

All details of the exclusion need to be recorded on Provision Map including the notes from reintegration.

Reintegration Meeting

Fixed term exclusions will be followed up with a compulsory reintegration meeting with a member of the Senior Leadership Team/Pastoral Head of Year, a parent or guardian and the pupil. This process is to support the pupil on return to school and address any strategies that can be put in place to enable the pupil to succeed in school and avoid further exclusions. The pupil will then be placed on report with a member of SLT.

Links to Bullying

As a Church of England school, we have a duty to make the Gospel present in the lives of young people which includes an environment free from bullying and intimidation.

What is bullying?

Behaviour by an individual or group, usually repeated over time, that intentionally hurts. Bullying can be:

- Physical - hitting, pushing, taking someone's belongings.
- Verbal - name calling, insults, racist, sexist or gender phobic remarks, threatening, mocking or offensive comments.
- Indirect - spreading rumours, sending abusive messages, maliciously excluding somebody from a group.
- Emotional - being unfriendly, gossiping, tormenting, graffiti.
- Sexual - unwanted physical contact or comments relating to sex or sexuality.

Many of these types of bullying can take place in the online environment or 'cyber bullying'. This includes (but is not restricted to): inappropriate messaging and emailing, sending offensive or degrading images by phone or via the Internet, misuse of any social media. If there are any serious offences reported, this information may be given to other agencies to assist in helping you with your problem.

For advice on cyberbullying go to the following website:

<http://www.lancashire.police.uk/helpadvice/online-saftey/cyber-bullying>

We recognise that bullying incidents, particularly when social networking sites and instant messaging are involved, may have begun outside of school. The school will seek to work with parents and carers to use its influence to prevent further instances and try to achieve reconciliation between students.

Please refer to the Online Safety Policy and the Anti Bullying Policy.

Key Practices

- To ensure that any pupil who reports bullying will be listened to in a sympathetic manner, and that there will be an investigation into the concerns.
- Within the curriculum, to raise the awareness of the nature of bullying.
- To ensure the availability of staff to deal with all incidents of bullying and to communicate effectively with parents/carers and pupils the results of any investigations. This will be dealt with by the Pastoral Team.
- To ensure that all incidents of bullying are recorded on CC.
- To review procedures relating to the quality of action taken.

Procedures for Dealing with Incidents

- Every incident to be dealt with as soon as possible.
- An account of the incident to be recorded on ClassCharts.
- Interviews to be conducted.
- Parents/carers to be kept informed (use of CC).
- The emphasis with offenders should be on accepting the need to change behaviour rather than simple punitive measures.
- Sanctions are to be used as appropriate.
- The use of Restorative Justice will be encouraged.
- Any intervention is to be closely monitored by Form Tutors, Heads of Year, Assistant Director of Pupils and Assistant Headteacher (Pastoral).
- Bullying as defined above, will be dealt with as effectively as possible on school trips/visits through an on-going risk assessment.

Working with Pupils Reporting Incidents

- Reassure the victim and listen to their concerns.
- Look to restore self-esteem and confidence in the victim.
- Keep the victim informed of progress and outcomes, as far as possible.

Working with the Pupil who has been Accused

- Listen carefully and question in a neutral manner.
- Establish verifiable facts, using witness evidence as required.
- Inform parents/carers of their child's actions, discuss at interview if required and seek parental support.
- Aim to establish wrong-doing and the need to change behaviour.
- Persistent offenders will be seen by the Headteacher.
- Consider alternative educational provision where appropriate.
- Use of social stories and wider intervention.

Mobile Phones

Please see the 'Mobile Phone Policy' on the school website.

Attendance Policy

Please see the policy on the school website.

Uniform

All pupils at Archbishop Temple Church of England High School are expected to adhere to the school uniform policy, supported by their parent/carer. These expectations also apply on journeys to and from school. Pupils and parents/carers agree to support the school in this policy by signing the Whole School Agreement.

Uniform List

- Blue blazer with the school badge, compulsory for Year 7s from September 2021 and as they move through the school;
- Blue jumper with the school badge;
- Pale blue, buttoned/collared shirt;
- Long, charcoal grey tailored or loose-fitting trousers worn with plain dark socks;
- Knee-length school skirt (as in the picture below); with plain navy socks (knee high) or thick blue tights;

- Tie with the pupil's 'House' on it (Durham, Canterbury, Winchester or York). Year 11s have a navy tie;
- Plain black leather/synthetic flat shoes with black soles; no heeled shoes, platforms or canvas shoes. Trainers are not permitted;
- Headwear (bows etc.) is not permitted unless it is for religious/cultural reasons. Plain, dark coloured bobbles, clips and hair bands are acceptable;
- School coat is to be plain and dark in colour.



PE Kit

Compulsory items:

- navy-blue with red insert PE top (both fitted and non-fitted styles are available) with short sleeves
- navy-blue with red insert skort (16 inches) or navy-blue with red insert football shorts
- gym shoes or trainers
- towel
- football boots
- navy-blue football socks
- shin pads



Optional, but highly recommended:

- navy-blue base layer (no other colours to be worn)
- long sleeved mid Layer (blue with red insert with school badge)
- navy-blue Archbishop Temple gym leggings with red insert.

Optional

- navy-blue track suit bottoms
- navy-blue long-sleeved shirt with red inserts (optional)

Expectations

- Skirt length must be resting above the knee, please allow room for growing. Pupils who consistently roll up their skirts to make them shorter or who deliberately wear a skirt that is too short for them will be required to wear school uniform trousers.
- Top button fastened at all times (unless we experience extreme warm weather);
- Shirts must be tucked into the waistband of skirts and trousers. The blouses without a tie are no longer part of our uniform;
- Plain black shoes only. Boots or shoes raised at the ankle, or with additional colour stripes, patches, studs, large buckles or tassels are not allowed. Shoes should have black soles only. Trainer type soles are not allowed and please be aware that some shoes sold as school shoes may not be compliant with our guidelines especially if they have a trainer type sole. Pupils who arrive in school wearing non-regulation school shoes will be given a pair of sanitized school pumps to wear in school until such time as regulation school shoes are worn;

- Full uniform must be worn on the way to school – never allow your child to assume summer uniform adjustment;
- Hair must be natural colour: no patterns or artificial colour. There must be no extremes of style or fashion (final decision on suitability of any hair cut is down to a member of SLT) and the hair must not cover the eyes. Pupils presenting at school with an extreme haircut will be required to work in Spring Room until the hair is restored to an acceptable style;
- We do not allow any jewellery but we do allow pupils to wear a watch.
- Piercings are not permitted in any part of the ear. Pupils will be asked to remove such piercings. If they are unable to do so they will be placed in Spring Room until it is removed. Plasters covering such piercings are not permitted. No other piercings or jewellery may be worn. Other jewellery will be confiscated from a pupil and put in a small bag for collection at the end of the school day. Repeated wearing of prohibited jewellery (three or more times), will result in a parent being called to collect the item from the school office. Plastic retainers are not allowed;
- Jumper must not be tucked in or tied at the back;
- Make-up may NOT be worn. Please be aware that fake eye lashes are classed as make-up. Pupils wearing make-up will be given a lunchtime detention and will be required to remove it with a hypoallergenic facewipe;
- False nails are not allowed and pupils will be placed in the Spring Room until they are removed;
- Nail varnish is not allowed and will be removed with nail varnish remover provided;
- Items of uniform should be clearly labelled with the pupil's name;
- Hoodies are not permitted.

Consequences for Incorrect Uniform

- Uniform detention in Room 37 for the first twenty minutes of lunchtime;
- Missed lunch detention= School detention –Mon / Wed 55 minutes;
- Missed school detention= Headteacher's detention -Fri 60 minutes.
- If a Friday detention is missed, the pupil will spend a day in the Spring Room.

Summer (hot day) Uniform Adjustment

If the weather is judged by the Headteacher to be too hot, pupils will be invited to:

- Remove their tie;
- Unfasten their top button;
- Remove their blazers/jumpers.

Shirts must remain tucked in. If a pupil's shirt is not tucked into the skirt or trousers, they will be instructed to put their full uniform back on for that day.

Pupils must travel to school in full uniform. If a pupil is seen wearing their uniform incorrectly the consequences will be as above.

Standards for Clothing on Non-Uniform Days/School Visits

- Pupils must not have midriff showing: crop tops are not permitted.
- No heeled shoes are to be worn.

- All trousers/skirts worn should be below the knee.
- Normal jewellery rules and headwear rules apply.

Home-School Agreement

Close links between home, school and the church enhance the caring atmosphere in school. They foster the sense of spirituality and community, which supports the school's Christian nature and confirms its uniqueness. This distinctive agreement embodies the principles and commitment of the school in pursuing the highest standards for each child.

The School

- Will be a true community of faith that will foster a sense of spirituality to support its distinctive Christian ethos;
- will be a place of learning where all pupils will be able to enjoy their study and achieve to the best of their ability;
- will provide a balanced curriculum to ensure that each pupil's individuality and talents are recognized and developed to the full;
- will achieve high standards of work and behaviour, based on positive discipline, to engender a sense of responsibility;
- will keep parents/carers informed about general school matters and their child's progress;
- will assess and monitor each pupil's progress and report to parents/carers;
- will ensure that homework is set;
- will aim to provide a learning environment where all pupils feel safe, secure and valued;
- will encourage and support pupils to adopt healthy lifestyles;
- will provide opportunities for pupils to make a positive contribution to the school and wider community.

The Parents/Carers

Parents/Carers are requested to:

- Support the school's distinctive Christian Ethos;
- ensure that their child attends school regularly and punctually;
- support the school's policies for achieving high standards of work, behaviour and appearance.
- notify the school of their child's absence;
- make school aware of any concerns or problems that might affect their child's work or behaviour;
- attend parents' evenings and any individual discussions about their child's progress;
- support the school in implementing its Behaviour and Uniform Policy;
- support their child in homework and other opportunities for developing potential;
- take responsibility for their child's use of social media outside of school hours and ensure this does not impact on school life;
- ensure discussions and any concerns relating to school are kept confidential and discussed only with the school and refrain from making negative comments on Facebook or other social media sites;
- conduct themselves politely and appropriately whilst on school premises, or when in contact with school, behaving in a way that sets a good example to children;

- supporting the respectful ethos of the school by setting a good example with their own speech and behaviour towards all members of the school community.

The Pupils

- Will respect the school's distinctive Christian ethos;
- will attend school regularly, punctually and with the required equipment;
- will show self-respect and always respect others in the school community;
- will work hard at classwork and home learning and always strive to achieve to the best of their ability;
- will make school aware of any concerns or problems that might affect work or behaviour;
- will prepare thoroughly for all tests and assessments and keep to deadlines;
- will keep the school's rules regarding behaviour, appearance and respect for others;
- will care for all school property and the school environment.

Behaviour for Learning Rewards

- Focus on being ready to learn as referred to in the Behaviour for Learning guidance;
- house Points will be awarded for demonstration of Christian values, classwork, home learning and other aspects such as extra-curricular activities that is beyond the expected day-to-day activities;
- rewards trip;
- star badges awarded;
- certificates for top house point earners and afternoon tea with parents/carers and the Headteacher;
- certificates of achievement each term.

In Class Process Behaviour Strategies

- Behaviour Recovery
- 3 stage response
- On Call system
- Detention system

Class Charts

- This is a central system to record and formalise positive and negative aspects of behaviour.
- Pupils' behaviour will be tracked, and parents/carers will be kept informed by the head of year and form tutor.
- Mentoring can be recorded.

Spring Room

- Purpose-made space for behaviour recovery;
- Managed by school staff;
- Opportunities for recovery and interventions within the room and in other locations;
- Tied to the "on call" system which will be fully covered;
- Pupils will still access the full curriculum.

Rewards

The most effective way to encourage pupils to improve behaviour is through rewards, rather than sanctions.

How does the Points System Work?

Any member of staff can award a pupil a positive for:

- Achieving beyond individual targets;
- producing outstanding pieces of work;
- making excellent effort in class;
- outstanding homework;
- helping others within our community;
- representing Archbishop Temple Church of England High School;
- participating in an additional school activity;
- completing prefect duties;
- volunteering;
- participating in whole school events going above and beyond expectations;
- Christian values.

Reasons for Receiving a 'Negative'

Members of staff can award a negative for the following reasons (this is not an exhaustive list):

- Arriving late to class;
- being without the correct books, kit or equipment;
- wearing uniform incorrectly;
- missing homework;
- wearing a coat in the school building;
- chewing gum;
- wearing earphones on the school premises without permission to do so;
- mobile phone misuse;
- any other behavioural issues.

Badges

Each term badges will be awarded to pupils in assembly as pupils achieve 150, 200 or 250 house points in the form of a bronze, silver and gold badge.

Other Rewards

At the end of every term, the top 10 house points earners from each year group will receive a certificate.

Additionally, at the end of every term, each subject will choose one pupil from each year group who has shown outstanding achievement. They will be presented with a certificate and parents/carers will be contacted by email to inform them. The certificates will be presented in an assembly at the end of each term.

End of Year Reward Trips

A percentage of the highest net point scorers in each year group will be eligible for the end of year/term rewards trip.

Ethos/Context to Behaviour Recovery (BR)

Our BR model maintains a therapeutic value for children by combining the psychological principles of cognitive behavioural interventions within a humanistic motivational approach embracing a **recovery process**. The structured cycles of the BR procedure allow us to maximise the time spent within the teaching and learning process and maintain a low-key approach at their lowest level of support. Additionally, the BR procedure allows for a graduated staged approach to support children who may be experiencing a heightened emotional state in the least intrusive manner. The overall impact of the BR approach reduces feelings of insecurity and anxiety which in themselves can trigger challenging behaviour within children. Children are supported and helped during difficult situations and over time, the internal controls children have (psychological inhibitors or adverse childhood experiences) become more prominent allowing **children to manage their own behaviour**.

In some circumstances despite good teaching, prevention and early intervention some children display unwanted behaviour that requires additional measures to those ordinarily found within their classrooms (holistic approaches with the BR process). The BR model provides a structured, systematic and rigorous procedure for establishing boundaries that lead to de-escalating cycles of unwanted behaviour and increasing levels of improved behaviour.

The phases of recovery empower our children to take responsibility for their own behaviour and, through positive prompts, get back to on task more quickly. A key outcome of BR is that most of the frequently occurring low level disruption reduces, and if it is applied consistently, disappears completely which, in turn creates a relaxing and purposeful context for teaching and learning to be more effective.

Process for Detentions

If a pupil does not attend a teacher detention, that is awarded as part of Level 2, then this is up-scaled to a whole school detention on a Monday/Wednesday after school. If the pupil does not attend the detention on a Monday or Wednesday, then this will be up-scaled to an SLT detention on a Friday after school. The same process will be followed for those pupils who are late in the mornings and don't attend their late detention at a lunchtime. Similarly, for pupils who fail to wear their uniform correctly.

Behaviour Recovery Procedure

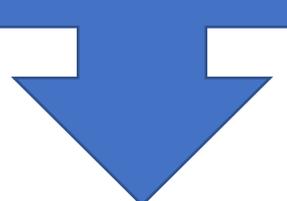
Behaviour Recovery 1:

"You are talking when I am. You are at level one, and I am recording this on ClassCharts. If you continue, I will move you to level two and you will be with me at lunch/break." Record negative as Level 1.



Behaviour Recovery 2:

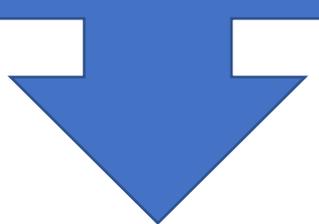
If the unwanted behaviour continues, then 'on call' is to be used. Please phone Reception (201). SLT will discuss expectations with the pupil and reintegrate the pupil back into the classroom. The class teacher is responsible for logging this as 'Level 2'. Class teacher detention to be awarded at the convenience of the class teacher and used as a restoration opportunity to discuss behaviour before next lesson. "You are talking again. You will be with me at lunch. If you continue, I will move you to level three, and you will be removed from my lesson."



Behaviour Recovery 3:

If the student continues to behave in a manner that negatively impacts their own and other's learning, the class teacher will call the member of SLT 'on call' and this time, the pupil will be removed from the lesson and placed in the Spring Room or alternative room if this is full, where alternative strategies may be used to help the pupil realise why their behaviour was wrong. This needs to be recorded as Level 3 on Class Charts by the class teacher.

The class teacher needs to place the pupil on a 'whole school detention' on a Monday or Wednesday. Teacher will contact parents/carers. "You are talking. You are now at level three. Wait for a member of SLT to arrive." Pupils will return to lessons when their behaviour has recovered. They will stay in the Spring Room for a minimum of one lesson.



SERIOUS INCIDENTS:

Must go straight to Level 3. This includes: Threats of harm to themselves or others, health and safety risks, contraband items, verbal/physical abuse to staff or pupils, swearing, smoking. This will require Head of Year investigation and depending upon the incident, an appropriate sanction will ensue.

INCIDENTS RECORDED BY SUPPLY TEACHERS:

Any points awarded by supply teachers will be added to Class Charts by a cover teacher.

Sanctions

Uniform	No warning. Lunchtime detention with the Headteacher 1-1.20pm.
Online Safety/iPad issues	Please refer to Online Safety Policy
Late to lesson	Negative on first occasion. Late again, detention at teacher's discretion and contact home. Further instances, whole school detention. Pupils must catch up on work missed in their own time.
Late to school	No warning. Lunchtime detention with the Headteacher 1-1.20pm.
Serious Incident (classified as above)	In classroom, straight to level 3. Outside of the classroom, please escort the pupil to the member of SLT on duty and they will place them in the Spring Room and SLT will contact home. If you cannot find them or the pupil refuses to come with you, go to a member of SLT and they will find the pupil and escort them to the Spring Room. They will stay there for the remainder of the day, or depending on the offence, may be excluded. To be recorded on Class Charts by member of SLT.
Discriminatory Incident: particularly in relation to the protected characteristics: age, disability, gender, race, religion, belief, sex and sexual orientation.	To be recorded on CC by the member of staff who the incident was reported to. Report to the Head of Year. HOY to decide whether to put on HT Friday detention, isolate in Spring Room or exclude. Must be recorded on CC and phone call to parents/carers.
Unpleasant to others	Negative recorded on CC. Repeat incident= whole school detention after school. Repeat incident= parents/carers invited in for a meeting with form tutor. Repeat incident = Friday after school detention with SLT. Repeat incident, meeting with the Headteacher and parents.
Silly/Disruptive Behaviour	Follow the 'Behaviour Recovery' process listed above for in class silliness. Outside of lessons, please record as a negative on CC. Repeat incidents require intervention from FT, parental phone call home in the first instance. Repeat incidents: FT detention, whole-school detention, Friday after school detention, parents/carers brought in for a meeting with the Head of Year.
No/poor homework	Negative on first occasion. Any further instances, parents/carers should be contacted.
Off task	Follow the process listed above if this is in lessons.
Little/poor work produced	Follow the process listed above if this is in lessons.

Continual talking/lack of concentration	Follow the process listed above if this is in lessons.
Lack of Equipment	Negative on first occasion. Any further instances, parents should be contacted.
Refusal of instructions/disrespectful/defiant	Follow the process listed above as part of recovery. If this is outside of the lessons, please record on CC. If there are further refusals, please take the pupil (or inform) to the member of SLT on call.
Argumentative	Follow the process listed above if this is in lessons. If this is outside of the lessons, please record on CC as a negative. If there are further arguments, take the pupil (or inform) to the member of SLT on call.
School property misuse or damage	It will depend on the seriousness of the offence. Refer to Head of Year. Minimum whole-school detention.
Littering	Please record on CC. If this behaviour is repeated, then they will be expected to do a detention with their FT. Further instances the FT will contact home. Further instances will result in intervention by their HOY and whole school detention.
Behaviour issues to and from school	Please record on CC and refer straight to the HOY. Pending investigation, this may result in the Spring Room, whole school detention, parental meeting or alternative transport to school.
Truancy	Record on CC. First instance is a negative and whole school detention. Further instance will be a telephone home by form tutor. Further instances will mean parents/carers will be expected to come in for a meeting with HOY. Further instances will require a meeting with a member of SLT and a day in the Spring Room. Pupils must make up the time they have missed.
Out of Bounds	Record as a negative on CC. If behaviour is repeated, it is a lunchtime detention with the Headteacher.
Vaping/Smoking	Fixed Term Exclusion.
Using Images of Staff on Social Media	If identified as the person who created the account or posted the picture, pupil will be excluded. If the pupil has liked or commented, they will spend a day in the Spring Room.
Chewing/Eating	Pupils to be put straight onto a detention with the Headteacher at lunch in room 37.
False Nails/Lashes	In the case of acrylic nails, they must be cut down to an acceptable length and removed at the

	earliest opportunity before the following week. Parents/carers to be contacted. If this is not done, they will be in the Spring Room until nails are not a health and safety risk. False lashes must be removed by the following week and parents/carers must be contacted. If this isn't adhered to, the pupil will be placed in the Spring Room.
Two people in one cubicle	Immediate lunchtime detention.

*Pupils are allowed to remain in the canteen after they have eaten if they wish, unless seating is required for people to eat their food. It is a place where they can socialise.

Report Cards

Pupils who receive 8 negatives in a half term, will be placed on Form Tutor report (GREEN). If no improvement is made within two weeks, they will move to HOY report (CREAM).

Pupils who receive more than 16 negatives in a half term, will be placed on HOY report. If no improvement is made within two weeks, they will move to SLT report (YELLOW).

Pupils who receive above 16 negatives in a half term, will be placed on SLT report. If no improvement is made within two weeks, they will move to Headteacher's report (RED).

Any 'Serious Incidents' may be considered as being placed straight on HOY, SLT or Headteacher's report, depending on the seriousness of the offence.

BEHAVIOUR RECOVERY ROOM (Spring Room)

This is a dedicated room in school where students are encouraged to reflect on incidents within school.

Here staff will proactively monitor and support their reintegration to lessons as soon as possible.

Within this room students will:

- Be given time to reflect independently and in conjunction with the staff present in the room, consider why they need to take time out in Behaviour Recovery;
- Proactively look at strategies students can use to reintegrate successfully within lessons with their peers;
- Complete work set from the tailor-made KS3/KS4 timetable;
- Read using the whole school ERIC text or other reading materials;
- Positively take part in restorative (repair and rebuild) conversations with their classroom teacher (to be arranged by class teacher).

Form Drop-Ins Procedure

At least once every term each form will be visited by a member of the Senior Leadership Team or the relevant Head of Year. They will carry out a formal form inspection as part of the standards process checking uniform and equipment.

Direct removal to Spring Room

There are two incidents when a pupil may be sent to Spring Room;

- i. Disruption of acts of collective worship including assembly and prayer.
- ii. The pupil commits an infringement that is covered in the Behaviour Policy as a serious incident.

Recording on call incidents

The class teacher is responsible for putting a record on CC to be able to trace all instances of misbehaviour.

Spring Room Guidelines and Rules

These guidelines are for staff information when they are on duty in the Spring Room (Behaviour Recovery) room. This room should be a place where pupils **DO NOT** want to return to.

Pupil Behaviour

- Pupils are to be silent unless asking staff a question;
- pupils needing to ask a question must raise their hand;
- pupils are only to leave the room for a toilet break and with staff permission.
- pupils are not to use the toilet during lunch or break times;
- pupils must not leave their seat without permission;
- pupils will sit at the desk and seat directed to them by staff;
- pupils will complete the work given to them.

Pupils who are returning from a fixed term exclusion must be placed on SLT report.

Mobile Phones

- Mobile phones will be sent to reception and placed in a locker;
- Mobile phones will be returned to pupils when pupils have left the Spring Room.

Warning system

The previous 3 stage process will be followed if the above rules are broken. If they fail the isolation, they will be required to complete a full, successful day before being reintegrated to lessons. If pupils fail isolation, they will be sent home.

Break and Lunchtimes

- Pupils may eat and drink.
- Pupils are not to go to the toilet, this can be done in lesson time.
- Once pupils have eaten they should read a book.

Prohibited/Banned Items, Searching and Confiscation

The school has a statutory power to search pupils or their possessions, with or without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited or banned item, or an item that can cause harm, such as but not limited to:

- knives or weapons, matches, laser pens, alcohol, illegal drugs, stolen items, fireworks, tobacco and cigarettes, e-cigarettes, lighters, cigarette papers, pornographic images.
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i. to commit an offence.
 - ii. to cause personal injury to, or damage to the property of, any person (including the pupil themselves).

Restraining Pupils

It is good practice for teachers not to make physical contact with pupils with the intention of trying to make them do something. It is better to adopt a 'hands-off' policy wherever possible, even if this means the pupil actively disobeys one's requests. In this case the matter should be referred to a member of the Senior Leadership Team. If the pupil's behaviour is likely to endanger his/her own safety and/or that of others it is permissible to intervene and use the minimum force necessary to restrain the pupil. Wherever possible, other staff should be present if this is the situation. If a member of staff has to take this action they should write an account of the incident stating the details of the incident and giving the names of witnesses. This should be done at the earliest opportunity after the incident occurred. Please refer the information below – 'A Summary of Government advice – Ref No: DFE – 00060-2011 – July 2011.

Use of Reasonable Force

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- The school will complete a risk assessment if an incident has necessitated restraint and whether or not this may happen again with the same pupil.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means passive physical contact, such as standing between pupils and should only be used when necessary and at the school's discretion. Restraint means to hold back physically or to bring a

pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents/carers accompanying pupils on a school organised visit.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- Restraint can be used as a duty of care, for example stopping a fight.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive children 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 or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.
- If a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.
- Schools do not require parental consent to use force on a pupil.
- We do not have a 'no contact' policy because there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them taking action needed to prevent a pupil causing harm.

By taking steps to ensure that staff, pupils and parents/carers are clear about when force might be used the school will reduce the likelihood of complaints being made when force has been used properly.