



Archbishop Temple
Church of England High School

Behaviour Recovery Policy

Policy Leader

Mrs Jessica Banner

Last Updated

January 2024

Approved by the Governing Body/Board

January 2024

Date to Review

January 2025

Name of Policy: Behaviour Recovery Policy

Sub-Committee Responsible: Behaviour & Attitudes Committee

Lead Responsibility in School: Assistant Headteacher

Source of Policy: (Please tick)

- LA:**
- Diocesan:**
- School: X**
- Other – Please specify:**

This policy supports our work as a Church school as summarised in our Vision Statement:

Purpose

Archbishop Temple School seeks to care for young people and prepare them well for adulthood, valuing the whole person.

Mission

Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each person's ability, gifts and talents so that they can 'have life and have it to the full' (John 10:10) and use it in the service of God and other people.

Behaviour Recovery Policy Intent

At Archbishop Temple Church of England High School our Christian belief is that everyone is made in the image of God and our ethos of 'Faith, Nurture, Service' underpins everything we do. We aim to create a culture in which all staff and pupils feel it their responsibility to contribute to an environment in which everyone feels safe, supported and can achieve. We do this by serving one another, showing respect for all and the world around us, and celebrating God in all we do.

To support this, pupil behaviour is a high priority. **Our behaviour policy applies to all pupils, always, including online and offline.** We expect the highest standards of behaviour both in school; travelling to and from school; and whilst representing the school in any capacity. We teach our pupils resilience and forgiveness and believe that in most cases, instances of poor behaviour can be recovered and rectified, as we know that God's love will help us support each other to start again. We should never give up but persist in the face of setbacks, to build a strong and successful school community.

Roles and Responsibilities

The Governing Body

The Governing Body will ensure that this policy:

- is established for the promotion of outstanding behaviour and keep it under annual review.
- is communicated to pupils and their parents/carers.
- has clear expectations.
- is non-discriminatory.

The Headteacher

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.

All Staff

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.

Parents and Carers

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.

Pupils

Our pupils are educated about the 'United Nations Convention on the Rights of the Child' (UNCRC). Whilst in school, we highlight the following rights of our pupils:

- 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 curriculum, including PSHE, Collective Worship and individual discussion. 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.

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. This is provided to every pupil joining our school.

School will:

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

Parents and 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.

Pupils will:

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

Rewards

Our school rewards system is based around our Christian ethos of 'Faith, Nurture, Service'. It is designed to encourage pupils to display Christian Values such as community, compassion and kindness. Our school motto is ***"May we shine God's light, through faith, nurture and service"***, so our reward points are named in line with this – 'Light' points. We want our pupils see the value of good behaviour and therefore learn from their experience. All reward points are logged on our ClassCharts system, which is available to view for pupils and parents.

Overall Rewards

- Light Points - are awarded for pupils who meet expectations with regards to their behaviour and conduct. They are also awarded for academic and extracurricular achievements, as well as displaying Christian values such as community, compassion, and kindness and contributing to collective acts of worship.
- Those pupils with 75% or more light points will be eligible for trips throughout the year. Each year every year group should get the opportunity to attend a minimum of one rewards trip in their year group, organised by heads of year. Any pupils who receive a fixed term exclusion will not be eligible for trips in that half term, however overall eligibility for trips is at the discretion of the head of year
- Pupils will receive a star badge every year they achieve the following:
 - 200 positive points – Bronze
 - 350 positive points – Silver

- 500 positive points - Gold

Attendance Rewards

- Pupils who achieve 100% attendance each week (including authorised absences) and those who achieve 100% punctuality each week will be entered into a raffle. This will be drawn at the end of each half term and prizes awarded to the winners.
- Any pupil who has 97% attendance for the week will be awarded light points on ClassCharts
- Pupils who have 97% attendance for a full half term will be invited for tea and toast at break on the first week back.

Head of Year Rewards

- Weekly awards and Light Points for 'Pupils of the Week'

Curriculum Rewards

- Weekly subject awards and Light points for 'Pupils of the Week' given to one pupil from each year group per subject.
- Positive postcards home each half term – pupils may be rewarded with additional prizes as agreed by subject leaders and their department
- Termly subject awards for 1 pupil in each year group per subject.

Headteacher/SLT Rewards

- Weekly 'Pupil of the Week' award and Light points awarded to one pupil from each year group

~~The William Temple Award~~



~~This is the most prestigious award that pupils can achieve in school and links to our core values of Faith, Nurture and Service. This award will be given in year 11 and pupils will be given a certificate and prize to celebrate their achievement. All pupils who achieve the award will also be placed in a raffle to hold the trophy for the William Temple Award each year.~~

Sanctions

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.** A restorative approach is taken by staff in dealing with behavioural incidents and staff take a trauma informed approach when communicating with pupils.

Behaviour Recovery Steps

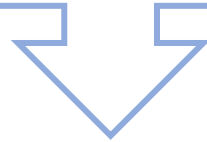
Our behaviour recovery steps are there to support staff in dealing with **low level disruption in lessons**. This is behaviour that impacts on the learning of the pupil and the learning of others. More serious incidents in lessons will result in immediate removal from the lesson.

Behaviour Recovery

LEVEL 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 on class charts at the end of the lesson as 'Behaviour Recovery' Level 1, -1



Behaviour Recovery

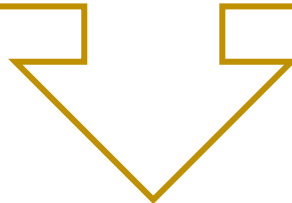
LEVEL 2

"You are talking again. You will be with me at break/lunch. If you continue, I will move you to level three, and you will be removed from my lesson."

If the unwanted behaviour continues, then 'on call' is to be used. Ask the pupil to step outside the room as you call reception (0). SLT will discuss expectations with the pupil and reintegrate them to the classroom **in an alternative seat**.

Teacher records on class charts as 'Behaviour Recovery' Level 2

Arrange a detention at break/lunch with the class teacher to be used as an opportunity for a restorative conversation.



Behaviour Recovery

LEVEL 3

"You are talking. You are now at level three. Wait for a member of SLT to arrive."

If the student continues to behave in a manner that negatively impacts their own and others' learning, 'on call' should be used again. Ask the pupil to step outside the room as you call reception (0). SLT will arrive to remove the pupil from your lesson, and they will be placed in the Spring room where alternative strategies may be used to help the pupil realise why their behaviour was wrong. They will return to lessons when their behaviour has recovered, which will be a minimum of 1 lesson and one break/lunch. The decision to return to lessons will be at the discretion of the SLT member who has removed the pupil. If a pupil is removed from their period 5 lesson, they will be expected to return to the Spring Room at lunch the following day.

Teacher records on class charts as 'Behaviour Recovery' Level 3—Work completed by the pupil whilst in the Spring Room will be handed to the member of staff who should arrange a restorative meeting prior to the next lesson where possible.

INCIDENTS RECORDED BY SUPPLY TEACHERS

Any points awarded by supply teachers should be added to Class Charts by the cover supervisor and should be addressed with the pupil by the class teacher on their return.

Our Behaviour Recovery 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 Behaviour Recovery 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 Behaviour Recovery 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 Behaviour Recovery 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 Behaviour Recovery process). The Behaviour Recovery 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 Behaviour Recovery 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.

Detentions

Detentions may be utilised by staff for a variety of breaches to our school rules. The aim is to promote responsibility, accountability, respect, and ethical conduct in our pupils. Detentions can also be a tool for fostering a safe, inclusive environment and encouraging reflection and growth whilst appreciating the values of forgiveness and understanding. When administered with compassion and a restorative approach, detentions can contribute to a harmonious learning environment that always allows an opportunity for pupils to reflect on our school motto of ***“Shining God’s Light through Faith, Nurture and Service”***.

The following list of detentions shows a clear escalation process for pupils who fail to attend. However, the level of the initial detention issued is subject to the nature of the incident.

Curriculum Detentions:

- Teacher break/lunchtime detention
- Subject detention after school (30 minutes)
- Subject detention after school (60 minutes)

Pastoral Detentions:

- Pastoral Lunchtime Detention (20 minutes)
- Spring Room Isolation (Full Lunch)
- Head of year detention after school (60 minutes)
- Headteacher’s detention after school (60 minutes, Friday)*

*Failure to attend a Headteacher's detention will result in an internal isolation the next school day a pupil attends, from 8.20am-4pm.

The Spring Room

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 they achieve the required improvement. The involvement and support of the pupil's family may be sought.

This is a dedicated room in school where students are encouraged to reflect on incidents of poor behaviour and attitudes within school. It is managed by staff who aim to proactively monitor and support the reintegration of pupils to lessons as soon as possible. Pupils have access to the full curriculum alongside restorative work and resources.

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;
- Read using whole school reading materials;
- Positively take part in restorative conversations.

Pupils may be sent to Spring Room if they have been given a Level 3 for low level disruption in lessons. However, if a pupil displays other inappropriate behaviours, or fails to comply with the requests of a member of staff, they may be immediately isolated in the Spring Room.

Whilst in the Spring Room, staff will operate the same Level 1, 2 and 3 Behaviour Recovery Steps. If a pupil, reaches Level 2, they will be required to serve an additional lunchtime in the Spring Room. **If a pupil reaches level 3, they will be either be sent home, and suspension (fixed term exclusion) will be awarded OR arrangement will be made for off-site direction at another school.**

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 they are unwilling to make the required improvement, the Headteacher will need to consider whether the pupil should be formally suspended from school for a fixed period (fixed term exclusion); or permanently excluded; or put forward for a managed move.

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 Northwest or other suitable agencies. School will consider the context of the offence and may issue consequences as serious as a permanent exclusion.

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 necessary.

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:

1. 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.
2. 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.
3. 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.
4. 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.

Suspensions (Fixed Term Exclusions)

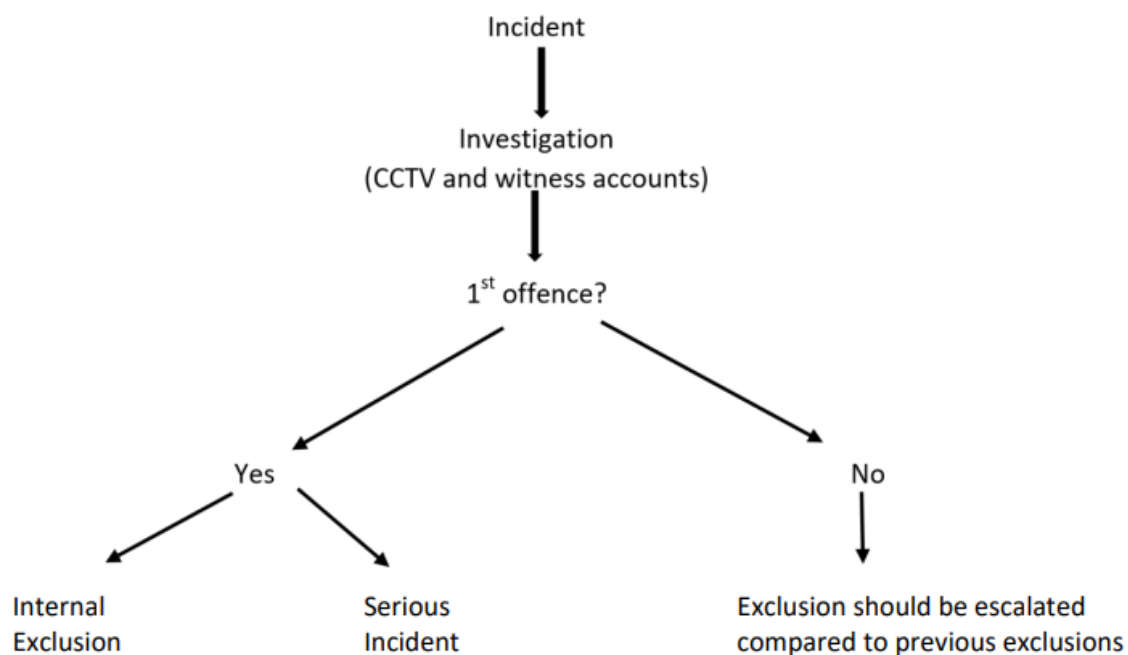
For those at risk of being suspended from school (issued a fixed term exclusion) additional support measures may be put in place such as:

- 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 permanent exclusion, as well as pupils struggling with their social, emotional and mental health;

- consideration by the Special Educational Needs and Disabilities Co-ordinator (SENDSCO) 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.

A decision to suspend a pupil for a fixed period (fixed term exclusion) will be taken on a balance of probabilities, in response to breaches of the school’s Behaviour Recovery Policy, including persistent disruptive behaviour (frequently disrupting the learning of others). Suspensions (fixed term exclusions) must be authorised by the Headteacher. Where suspensions (fixed term 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 off site direction or alternative provision. In some cases, pupils may also be directed to complete a 8.20am till 4pm school day in the Spring Room. Persistent breaches of the school’s behaviour policy may result in a permanent exclusion.

Suspension (fixed term exclusion) Protocol:



Suspensions (fixed term exclusions) will be followed up with a compulsory reintegration meeting with a member of the Senior Leadership/Pastoral Team, 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. Depending on the nature of the reason for the fixed term exclusion, the returning pupil may be placed on report with their head of year or a member of the Senior Leadership Team.

Below is a list of reasons a pupil may be suspended from school (This list is not exhaustive):

- Using foul/abusive language in lessons/towards a member of staff
- Inappropriate/offensive reference to any protected characteristic
- Aggressive behaviour towards staff/pupils
- Possession/use of prohibited items e.g. vapes/e-cigarettes

Permanent Exclusions

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 – including online.
- 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; 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 that has been permanently excluded.

Child on Child Abuse

This is defined as abuse between pupils. All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All pupils are also educated on child-on-child abuse and how to report instances of this behaviour. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL (and respective Head of Year or Pastoral Manager from the Pastoral team) if they have any concerns about child-on-child abuse and will record their concerns on our CPOMS system.

The aim of this policy is to establish a climate where pupils who are victims of child-on-child abuse know that:

- They will be listened to
- Their concerns will be taken seriously
- The matters will be investigated thoroughly and dealt with sensitively and swiftly
- Together we will resolve the situation and provide ongoing support
- Archbishop Temple Church of England High School has a zero-tolerance approach to any form of child-on-child abuse. All staff understand the importance of challenging inappropriate behaviour between peers and know it may manifest itself in many forms, including:
 - Bullying, including cyberbullying and prejudice-based discriminatory bullying.
 - Abuse in intimate personal relationships between peers.
 - Physical abuse- this may include an online element which facilitates, threatens and/or encourages physical abuse.
 - Sexual violence- this may include an online element which facilitates, threatens and/or encourages sexual violence.
 - Sexual Harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
 - Causing someone to engage in sexual activity without consent.
 - The consensual and no-consensual sharing of nude and semi-nude images and/or videos.
 - Upskirting
 - Initiation and hazing type violence and rituals, which can include activities involving harassment, abuse or humiliation, used as a way of initiating a person into a group, and may also include an online element.

Derogatory language, including discrimination, sexist, racist, disablist, homophobic or transphobic in nature will not be tolerated in our school. Pupils using such terms will be challenged and educated about the inappropriateness of using them in both the school community and in today's society. This will include language directed at another pupil to cause harm and/or inappropriate language

exchanged between peers. **Any derogatory language used in the presence of, or towards a member of staff will result in a suspension (fixed term exclusion).**

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.

Bullying is considered to be 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:

Lancashire Constabulary - Cyber Bullying - Lancashire Police

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.

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.

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:

- Navy blazer with school badge
- Plain, pale blue shirt with collar
- Navy-blue, knee length, pleated skirt
- Dark grey tailored trousers
- School tie
- Socks worn with a skirt must be knee length, and navy blue
- Socks worn with trousers should be dark in colour
- Black school shoes - 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.
- Dark/navy outdoor coat
- Dark/navy school backpack/satchel bag (backpack style only as of September 2024)
- Navy, V-necked, long-sleeved jumper with school badge (optional)
- **Make up, false eyelashes, nail varnish, gel polish, false nails, and jewellery are NOT permitted.**
- **Hairstyles should be smart and neat, with no extreme colours or patterns.**
- **Handbags/fashion bags are NOT permitted.**

Further Guidance on Uniform

- 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.
- The 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.
- Jewellery is not permitted. Pupils will be asked to remove 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.
- Jumpers must not be tucked in or tied at the back.
- False nails are not allowed, and pupils will be placed in the Spring Room until they are removed.
- Items of uniform should be clearly labelled with the pupil's name.

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. Never allow your child to assume summer uniform adjustment.

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.
- Extreme rips in trousers is not permitted

Prohibited Items

Mobile phones may be brought into school, but they must be switched off before arriving on school grounds. If pupils are found using their mobile phones whilst on school grounds without the express permission of a member of staff, the following procedures will be followed:

1. First incident – days confiscation
2. Second incident – days confiscation + a Head Teachers detention
3. Third incident – days confiscation + a further 5 days confiscation
4. Forth incident – days confiscation + Internal Exclusion (Spring Room)
5. Fifth incident – days confiscation + Internal Exclusion 8.20am-4pm (Spring Room)
6. Sixth incident – days confiscation + Fixed term exclusion (1 day)

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:
 - to commit an offence.
 - to cause personal injury to, or damage to the property of, any person (including the pupil themselves).

If members of staff suspect a pupil has a prohibited/banned item in their possession, that pupil can be searched by a senior member of staff or Pastoral Head of Year. Searches will be conducted in the presence of two members of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

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.

Behaviour on School Transport

On the school buses

- Pupils should line up outside the buses and wait to be allowed on by the driver or designated duty staff.
- Pupils should board the bus in single file, with pass/money ready, and be seated immediately.
- Pupils should stay seated at all times, except when disembarking the vehicle.

The same level of conduct and behaviour is expected on the school buses. The use of foul language, vapes, smoking and unpleasant behaviour towards others will not be tolerated. Reports of poor behaviour on the buses is taken very seriously.

On receipt of a complaint of anti-social behaviour on home to school transport, the following procedure will apply:

1st Incident: Verbal/written warning

If this is a **low-level incident** and is the first time a pupil is involved in anti-social behaviour, pupil/s will be awarded a head of year after school detention. Parents/carers will receive a letter, notifying them of this behaviour.

2nd Incident: Acceptable Behaviour Contract and meeting with parents/carers

Repeated poor behaviour on school transport services or a **higher-level incident** would advocate a meeting/phone call is made between school and the parent/carer to discuss behaviour and the pupil will be required to sign a behavioural contract. Appropriate school sanctions will be awarded dependent on the nature of the incident.

3rd Incident: Exclusion from services

If the poor behaviour continues, pupil/s will be excluded from all home to school services. Depending on the nature of the behaviour and incidents, this may be for a fixed period of time, or permanent. It will be the responsibility parents/carers to ensure their child gets to and from school. Appropriate school sanctions will also be awarded.

Toilets

Pupils are not permitted to use the toilets during lesson unless they have a toilet pass. However, this is at the teachers' discretion. If a pupil is allowed to go to the toilet during lessons, a note of this is made on class charts to ensure early help is identified if pupils are having toilet issues. All pupils should use the Senior toilets during lessons.

Restraining Pupils

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 to prevent a pupil causing harm to themselves or others.

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.

Policy Coverage

This policy applies to all pupils when in or near school, travelling to and from school and on educational visits. Staff may discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing the school uniform or in some other way identifiable as a pupil at the school.

Staff may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat or embarrassment to another pupil, staff or member of the public – this includes the use of social media
- Could adversely affect the reputation of the school

School staff have the right, not to be subjected to harassment at any time in their professional or private lives.

Review of Policy

The policy will be reviewed at least on an annual basis through extended leadership meetings and any amendments/actions will be reported to the Governors.