

# Behaviour Policy

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## 1. Mission Statement

Madeley School believes that all pupils have the right to be safe, healthy and learn in a caring environment, where all adults within the community, understand that behaviours exhibited by pupils, is a form of communication of an emotional need and will in response, consider equality and equity. Further, it is everyone's responsibility to ensure that the culture, purpose and management of learner behaviour, includes a consistent approach to routines, processes, language used and practice, with the promotion of positive behaviours, which are taught, modelled and praised, to support all pupils in their preparation for life beyond school.

It is important to state clearly our expectations and values, to recognise achievement through our values and to use sanctions based on our values, to ensure that those expectations are met consistently across the school. The intention is that every individual has the best possible chance of fulfilling their potential during their time at school and to ***inspire excellence*** through the **7 core values** of the school. We expect this to be done in an ordered and non-threatening climate, regardless of their race, gender, sexuality, or ability. To help pupils achieve highly and be successful, ALL adults working for Madeley School, in and outside of school linked to school activities will challenge and support every pupil, especially in line with our core values and in return every pupil will:

- **Respect** and follow **all** instructions given by **ALL** adults **without question**.
- **Respect** others by listening in silence when members of staff and other pupils are talking.
- To be **positive, confident and aspirational** by giving every task their maximum effort.
- Be **proud** to be part of the school by arriving at lessons on time ready for learning.
- Wear uniform correctly to show that they are **proud** to be part of the Madeley Community
- Behave in a **polite**, responsible and caring way around the school site.
- To show **resilience** and **positivity** in challenging situations or when things are not going as smoothly as expected.
- To uphold a positive learning environment by actively embracing **enjoyment** as a core value in our behaviour principles, fostering a sense of joy and enthusiasm for learning and personal growth.

## 2. Statement of Intent for Behaviour

This policy sets out to support all Madeley School's community, by providing a framework for a relational and universal approach, which is inclusive, considers the well-being of all pupils and a personalised yet graduated response in the management of behaviour. Our culture includes an environment with strong relationships, based on mutual respect and tolerance, where differences are celebrated irrespective of needs, background or abilities. Consideration is given to pupils with their individual special educational needs and disabilities and where relevant, adverse childhood experiences, attachment, mental health and safeguarding, with a focus on pupils' learning from their behaviours and working towards an ability to express their emotions and behave in an appropriate manner as they approach adulthood.

### 3. Key premises of our approach:

Madeley School's approach is built on the following principles and Madeley's Community will recognise that:

- Behaviour is a form of communication of an emotional need (whether conscious or unconscious)
- A whole school approach is required, with consistency, to achieve inclusion and pupil learning.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of pupils are within their control.
- All adults should respond in a way that focuses on the feelings and emotions that might drive pupil behaviour, rather than the behaviour itself. Pupils are to be regarded as vulnerable rather than troublesome and all staff, have a duty to provide appropriate support. All staff should take a non-judgmental, curious and empathic attitude towards behaviour.
- Our ethos promotes early intervention and strong relationships between staff, pupils and their parents/carers, to create a positive school culture and climate, which fosters inclusion, respect and value for all members of the school community.
- We maintain clear boundaries, predictable routines and high expectations, with appropriate staff responses, to maintain a safe and caring environment.
- Natural rewards and sanctions that follow certain behaviours are made explicit.
- 'Sanctions' that intend to shame pupils, leading to potentially more negative behaviour, are not to be used.
- All staff are to promote a culture which recognises positive behaviour, including praise and encouragement, so all pupils can achieve.
- Staff will aim to utilise language which is positive to support given situations.
- We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

- We encourage parental engagement and involvement and believe this is crucial when addressing and planning support for pupil needs, which involves pupils in the implementation of this Behaviour policy and associated documents (Home School Agreement, Student Behaviour contract).
- All pupils have a right to: learn in a supportive environment, engage in choices and understand that choices have consequences, express feelings in an open, honest and polite way, be happy and build friendships, be free from violence and abuse.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Where pupil behaviour is not in line with expectations, staff will acknowledge any SEND, vulnerabilities, cognition and year group of each pupil, whilst providing opportunities/interventions to learn from behaviours and take responsibility.
- Interventions or sanctions are decided by the school, are appropriate, and proportionate, with an individualised graduated response, to ensure pupils are supported (considering as appropriate any EHCP outcomes) and next steps in preparation for life beyond school. Staff will communicate to parents as needed, in line with the communication policy. All members of the school community, will implement this policy, support pupils and collectively respond with consistency, firmness, kindness and understanding.

## 4. Aims of the Policy

Through this policy, we aim to:

- Create an environment where individuals feel valued, supported, successful and safe.
- Ensure pupils learn without barriers and limitations.
- Encourage and teach pupils appropriate behaviours, so that they can learn, are responsible citizens in the community and successful in employment.
- Support pupils in learning how to regulate their emotions.
- Foster excellent relationships between all members of our community.
- Ensure a thorough understanding of needs and circumstances.
- Set high expectations, provide support for learners to achieve these with strategies being widely known and understood by all.
- Calmly and proactively diffuse and de-escalate situations.
- Promote learning opportunities and restorative approaches, in place of punishments, ensuring awareness of boundaries and consequences.

- Help pupils develop life skills, encouraging self-confidence, self-regulation and independence.
- Ensure participation in school life is not restricted by behaviour.
- Recognise behaviour that goes over and above, promote equality, equity and diversity.
- Develop and reinforce the principles of good citizenship, including the fundamentals of British values
- Not use physical intervention, however in line with Government Guidance, reasonable force may be applied, when a pupil is in a dangerous situation or presents a danger to others.

## 5. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010 • DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for Principals and school staff'
- DfE (2023) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Child-On-Child Abuse Policy
- Communications Policy
- Parent Charter

## 6. Roles and Responsibilities

**Pupils will be responsible for:**

Through the Student Behaviour Contract (see Appendix), all pupils agree to apply all rules in relation to:

- Expectations
- Mobile Phones and Electronic Devices
- Banned items
- Behaviour
- Bullying
- Lessons
- IT Use

**All Staff will be responsible for:**

The aims and contents of this policy is to be observed by all staff.

**Daily Routines:**

As a part of our routines, all staff should consistently and fairly, daily:

- Meet and greet pupils on arrival at the start of the day and send off pupils positively at the end of the school day; (at the school gates, in the corridors and in the classrooms).
- Every Lesson: Promote a supportive and high-quality learning environment.
  - Greet pupils at the door of classrooms every lesson (slow down/transition ready to learn/uniform).
  - Teachers to leave classroom doors open, where practical, to support drop-ins and passive supervision.
  - Give pupils a starter (settle, immediately working set the scene for the lesson).
  - Teacher and Teaching Assistant ensure proximity with all pupils every lesson (“work the room”).
  - Use of positive language to pupils, particularly when pupils are having difficulties.
  - End and send (positive end to every lesson and end of day).

**Other considerations in Teaching & Learning:**

- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to learning, so that every pupil achieves their full potential and with their individual differences, can study an ambitious curriculum that meets their needs.
- Deploy adaptive teaching strategies and where needed, (EHCP) make reasonable adjustments to meet individual needs.
- Teach and model school core values, expected high levels of behaviour, build positive relationships, praise and celebrate positive behaviours.
- Support pupils in adhering to the student contract (see appendix), be aware of signs of individual pupil difficulties.

- Understand behaviours associated with trauma and know pupil interests, needs and associated behaviours.
- Careful management of the environment, considering conditions and triggers for behaviours, making reasonable adjustments and adapting for pupils.
- Taking proportionate action to de-escalate behaviour and restore acceptable standards of behaviour, by supporting pupil learning of given situations (before applying sanctions) and address the behaviours, not the individual.
- Follow up with pupils, retain ownership and engage in reflective/restorative conversations.
- Ensure pupils are educated in a community which consistently applies a positive ethos and a culture of mutual respect, collaborating with families.

**At all times:**

- Staff must never ignore or walk past pupils who are making poor/unsafe choices and must report behaviours on Arbor (incidents in and out of lessons). Behaviours that may have safeguarding implications and where safeguarding concerns, report in person to the DSL or DDSL in person and record on MyConcern.

**Parents will be responsible for:**

- Supporting their child in adhering to the school rules through reinforcing the Student Behaviour Contract and graduated Level System.
- Encourage good behaviour and support the school's decisions and sanctions (decided by the school), in relation to behavioural issues.
- Abide by the Home-School Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences to the school office by 8.30a.m.
- Informing the school of any changes in circumstances, which may affect their child's behaviour.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at Madeley School with the pupil's form tutor, Head of Year or SLT.
- Support their child's independent learning and school staff, to maximise the holistic potential of their child.
- Should parents wish to discuss any aspect of their child's behaviour or pastoral matter, then they should request a meeting with the Head of Year and/or Pastoral Support Officer to discuss this.

**The Principal will be responsible for:**

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness.

- Establish high expectations of pupils' conduct and behaviour and implement measures to achieve this.
- Determine school rules and any disciplinary sanctions for breaking the rules.
- Publicise this policy in writing to staff, parents and pupils at least once a year.
- Report to Academy Council on the implementation of this policy, including its effectiveness in addressing any Social, Emotional and Mental Health related issues, that could be driving disruptive behaviour.

**The Academy Council will have overall responsibility for:**

- Supporting the Principal and ensure the promotion of good behaviour where appropriate.
- Ensuring that this policy, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

## 7. Definitions

For the purposes of this policy, Madeley School will define “**serious unacceptable behaviour**” as any behaviour which may cause harm to oneself or others in the school community, damage the reputation of the school within the wider community and/or any illegal behaviour.

This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual based on age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner to cause annoyance or irritation.
- **Bullying behaviour** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication whilst in school and during the school day to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco.



- Possession of banned items.
- Truancy and leaving the school site without permission.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Persistent disobedience or disruptive behaviour.
- Extreme behaviour, such as violence and serious vandalism.
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of pupils.
- Any behaviour that requires the immediate attention of a staff member.
- Graffiti and vandalism.

For the purposes of this policy, the school will define “**low-level unacceptable behaviour**” as any behaviour, which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport to and from school
- Use of mobile phones without permission

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

## 8. Pupil Behaviour Curriculum

Madeley School provides many opportunities, for the teaching and promotion of acceptable behaviour, to support pupil independence and life skills, within school and the community, in preparation for life beyond school. This is delivered across the curriculum during Form Time, across lessons, within coursework, assemblies, when participating in clubs, sports and arts events and during personalised pastoral conversations or restorative meetings. A flexible approach to curriculum delivery is adopted, to meet the educational and learning needs of our pupils. In addition, Madeley offers support with social and emotional development, as well as academic learning. Pupils are supported across the curriculum in a culture, which utilises a range of

positive language and de-escalation techniques, to encourage positive behaviours and create an effective learning environment.

Madeley School's high-quality lessons are structured and have a focussed framework. Alongside classroom routines (section 6, staff responsibilities), these support pupils to understand, what is being taught, how content links to previous learning and display behaviours for learning. Whilst leaving lessons and using the school corridors, building and grounds, pupils are encouraged by all staff to act in a responsible and respectful manner, as would be expected in the classroom.

## 9. Supporting Pupils' Social, Emotional and Mental Health

Madeley School creates a safe and calm environment, in which, positive mental health, wellbeing and resilience are a part of a whole school community approach:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, modelling by staff, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

All staff are made aware of how potentially traumatic adverse childhood experiences are, including abuse and neglect and how these can impact on a pupil's mental health, behaviour, and education.

Where vulnerable pupils or groups are identified, provision will be made through the pastoral and safeguarding teams, to support and promote their positive mental health.

## 10. Sexual Abuse and Harassment

Madeley School will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-Child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for

incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where Madeley School is responding to a report of sexual violence, immediate steps will be taken to ensure the victim and other pupils are protected. The DSL will work closely with the police and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Pupils are educated through assemblies, school culture, daily conversations and lessons, particularly PSHE, on the topic of sexual abuse, harassment and violence and that this is not acceptable. Pupils are encouraged to speak to a trusted adult if they have any worries or concerns.

## 11. Anti-Bullying

### **Statement of Intent:**

Madeley School aims to establish a community, where all pupils and staff are treated with respect and feel secure and supported, regardless of individual differences.

Madeley School does not tolerate any form of bullying behaviour within the school community and has a whole school approach, with agreed strategies in place to prevent occurrences of bullying and for reporting and reacting to any incidences. Staff do not ignore bullying (in school or outside of school) and treat reports of bullying seriously and communicate to all key colleagues.

All pupils have a right to learn in a safe, caring environment which is free from the threat of emotional or physical harm. We aim to promote positive relationships and provide a learning environment free from bullying behaviours, including supporting incidents on pupils' journeys to and from school and whilst at school. All staff, parents and carers, work together to ensure that any incidences of bullying are dealt with effectively.

### **Bullying Definition:**

Bullying is defined as persistent behaviour by an individual or group of individuals, that is intended to hurt someone either physically or emotionally and is often aimed at certain groups. For example, race, religion, gender or sexual orientation. Incidents tend not to be isolated, happen over a period of time and are generally based on a power imbalance. Vulnerable pupils are particularly at risk of being targeted and include those with SEND, LAC, those suffering health issues or those who are young carers.

### **Forms of Bullying:**

Bullying can take many different forms and will be addressed through formal and informal behaviour modification programmes. Bullying includes:

**Physical assault** - various levels of violence, e.g. hitting, kicking, pushing, punching or taking belongings, unwanted physical contact.

**Verbal abuse** (teasing, making threats, name calling, hurtful names, lies and rumours, trying to make other pupils dislike pupil(s), blackmail, exploitation.

**Emotional** - excluding from a group, gestures, taking money or possessions.

**Cyber-bullying** - via mobile phone or online by email or on social media platforms.

**Omission** - where a student is deliberately left out.

**Types of Bullying:** (The outcome is to cause an individual fear or reduce their self-confidence or esteem).

**Homophobic** (sexual orientation)

**Transphobic** (towards transgender people, for not conforming to society's gender expectation)

**Sexist** (sexist attitudes towards a person to demean, intimidate or inappropriate sexual behaviours)

**Sexual** (physical, psychological sexual dimension, (underpinned by sexist attitudes) which intimidates another person.

**Racist** (based on ethnic background, skin colour or religion)

We ensure and have a responsibility to eliminate unlawful discrimination, harassment, victimisation. In the event of any forms of bullying which are illegal taking place, these will be reported to the Police where appropriate. These include violence or assault, theft, repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages and hatecrimes.

**Signs of Bullying:**

- Bruises
- broken or missing possessions
- becoming withdrawn – not talking, or spending more time alone
- changes in eating habits
- changes in behaviour – becoming aggressive at home
- sleeping badly
- complaining of headaches or stomach aches
- wetting the bed
- worrying about going to school

- suddenly doing less well at school
- Truancy

### **Prevention of Bullying**

Our statement of intent is regularly communicated and promoted across the school, with a whole school approach.

- Tutors, Head of Year, Pastoral and Safeguarding teams, are made aware to enable any investigation to take place.
- Any reported incidences are reported in person and logged on MYCONCERN.
- Restorative meeting, if appropriate, will take place between victim(s) and perpetrator(s).
- Agreement to be made regarding 'the best way forward' for all involved.
- Apology from perpetrator to the victim (with the victim's full consent).
- Schools PCSOs and parents/carers to be involved if incidents are deemed more serious.
- Referrals may be made to the school VIP emotional health coach as we acknowledge that both the victim and perpetrator may need support/counselling).
- Pupils are made aware of what bullying is and parents may be offered support, so they know what to do if they think their child is being bullied.
- Parents are invited to discuss incidents of bullying and the school works with parents/carers to prevent bullying from occurring or continuing. (Parents should be given and follow the complaints policy if they feel the situation remains unresolved).

We will encourage:

- The raising of self-esteem for both the victim and the perpetrator
- The search for causes or history of bullying
- Pupils to speak to an adult
- Consistent promotion and implementation of rewarding positive behaviour
- The creation and maintenance of positive relationships
- Creation and maintenance of an ethos which promotes aspiration, achievement and restoration
- Promotion of the welfare and wellbeing of students
- Reduction/removal of barriers to learning
- Active collaboration with external partners
- Training of staff to help develop a whole school community approach to behaviour support and intervention.
- Use of CCTV monitoring
- Monitoring of areas through staff duties, during breaks
- Whole school awareness of and participation in national Anti-Bullying initiatives such as Antibullying Week

- Bullying is discussed within the curriculum and diversity, difference, and respect for others, is celebrated through various lessons. This will include PD, assemblies, social groups and clubs

## **12. Pupils: Use of Mobile Phones and Electrical Devices in School**

The use of mobile phones and electrical devices is not permitted during the school day, as part of our commitment to enhancing pupil focus and learning, internet safety and abstaining from use of social media throughout the school day.

We do not permit devices to be used in class by pupils to contact others. This detracts from their learning and results in behaviour and safeguarding incidences. Non-use of phones or devices, also allows pupils to socialise and join the organised clubs on offer during unstructured times.

Pupils are permitted to carry phones to and from school for their safety, (at their own risk), but we expect that phones are kept within school bags or are handed into the school office for the duration of the school day. All staff will always challenge pupils who have their phones out and they will be confiscated.

Pupils may not:

- Wear an earpiece at school at any time, these must be kept in school bag.
- No taking of photos or filming of other pupils in school.
- Pupils may not send text messages or make calls during the school day to anyone. Parents should refrain from contacting their child during the school day. Any messages should go through the school office.

All staff at Madeley School will adopt a consistent approach and have a responsibility to ensure that pupils do not have use of their mobile phones during the school day. If pupils are abusing the use of mobile phones during the school day, staff will:

- Challenge pupils and their phone will be confiscated and held at Student Services until the end of that day when it can be collected.
- If this behaviour is repeated, then the phone will be confiscated, and parents will be asked to come into school to collect at their earliest convenience.
- Parents are expected to support the school with this and speak to their child about any incidences concerning mobile phones or electronic devices inside or outside of school time.

## **13. Social media and Safety of Pupils when not in School**

For pupils who are active on social media outside of school time, Madeley School requests that parents/carers monitor the devices of their children to ensure the emotional well-being of all pupils, so that they are free from harm or exploitation.

In order that pupils are protected, Madeley School would recommend that pupils are not active on social media, particularly under the age of 13 years.

Where parents have concerns about their child online, they are advised to ensure that their child has blocked other users to avoid distress or harm and that their children leave any social media groups, particularly when they have been added and do not know others in the group.

Parents/carers may contact their form tutor or Head of Year to discuss social media issues, in line with the school's Communication Policy. Sanctions are not imposed by the school for incidents outside of school hours, but the school will endeavour to support pupils and families.

Where parents/carers are concerned about the safety, threats, harassment or hate crime against their child, they should contact the police on 101.

Where the member of staff has received a disclosure or has safeguarding concerns for any pupils online, they will report this to the Designated Safeguard Lead or Deputy Designated Safeguard Lead, who will take the appropriate action.

## **14. Prohibited items, searching pupils and confiscation**

### **Prohibited items**

In accordance with the Health Act 2006, the school is a smoke-free environment. Any items brought into school which may compromise and impact the health and well-being of our pupils, will be confiscated and parents will be informed. Staff will challenge pupils who are seen with prohibited items, and this will be reported to the Head of Year.

Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils are not permitted, to bring smoking materials, vapes or nicotine products to school. Other examples of items not permitted in school include Chewing gum, energy drinks, pain killer medication (without consent through medical administration form), blades, weapons and sharp implements.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

### **Searching Pupils and Confiscation**

The searching of pupils, pupils' bags will be undertaken only when it is deemed necessary by senior leaders, for example, where pupil risk or safeguarding is compromised. These searches will always be carried out in pairs by staff of an appropriate gender. The Principal, SLT, DSL, DDSL or pastoral staff authorised by them, will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item or there is a risk of harm. Parents will be contacted by the Head of Year or Pastoral Support Officer with details, where necessary.

Members of staff will be permitted to search for the prohibited items listed below. The prohibited items include:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.
- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

## 15. Student Behaviour Contract / Graduated Behaviour Framework

The pupils at Madeley School behave well and it is the expectation of the school, that pupils behave respectfully to all others and follow school rules.

### **Pupil Behaviour Contract**

All pupils will, at the start of each academic year, spend time with their Tutor in Form Time and go through the Pupil Behaviour Contract, so that they understand school rules and what is expected of them. Pupils will sign their name at this time (see Appendix). The pupil behaviour contract will be used as a point of reference, should a pupil require a reminder of their agreement for any given aspect of their behaviour.

### **Graduated Behaviour Framework**



Madeley School utilises a graduated approach to managing behaviour through the schools' 'Behaviour Framework' (Level system), which is utilised consistently by all staff, so that pupils can reflect on their behaviour. The Pastoral Team will support situations where staff members have not resolved the situation in or outside of lessons in the first instance.

The behaviour framework serves as a guide for staff and Madeley School recognises that universal behaviour systems are unlikely to meet the needs of all pupils and therefore will be personalised and adapted, (especially for individual pupils identified as SEND), capacity and behaviours displayed.

The expectation is for pupils to exhibit baseline behaviours. Where an escalation in behaviour is seen, pupils may move to the relevant level and the school will take proportionate steps, on a case-by-case basis and dependent upon the severity of behaviours or incident(s) seen.

Steps taken are not punitive and recognise that the sole purpose is for pupil learning to take place, to support their behaviours in society, supporting their development into adulthood and life beyond school. Removal of privileges will be considered when appropriate and sanctions are decided by the school. Parents will be informed as necessary.

### **Graduated Behaviour Framework**

The Communications Policy and Parent Charter will apply at all stages of the Behaviour Framework as necessary.

**Baseline** behaviours are seen as standard acceptable behaviours including good attendance, being on time to lessons, follow instructions, completing all work, being kind and polite, trying their best and upholding the 7 Core Values that Inspire Excellence.

### **Stages 1-3**

Where the behaviours seen are not in line with school expectations, pupils will spend time with the staff member at break or lunch time (sanction/intervention), to include pupil reflection and intervention work from the member of staff, with guidance and a discussion/activity work with the pupil, around the behaviours seen and strategies to learn.

Any meeting required should not be punitive, with the aim being for pupils to understand why the behaviour is not acceptable and learning how to behave, using strategies with the support of staff.

**Stage 1:** with class Teacher

**Stage 2:** with Form Tutor/Tutor Report

**Stage 3:** with Head of Year/ Head of Year Report

**Stage 4: Internal Exclusion** (with SLT Behaviour Report)

A pupil will spend a half or full day in the ACE/Reset room away from other pupils and lessons. This will include the pupil spending time with the Pastoral Team/Inclusion Manager where the pupil will engage in learning from their actions. This includes pupils reflecting on:

- What did I do?
- What was the impact?
- How did it make others feel?
- How will I behave next time/what are my strategies?

Interventions for pupils will be bespoke e.g. Emotional First Aid, Anger Management. Pupils will also spend time completing class work. A Behaviour Agreement will be made setting targets to support pupil learning.

### **Restorative Approach**

Where an incident has occurred between pupils or where relationships have broken down, the pastoral team will support pupils, by arranging a Restorative Approach meeting when both parties are ready to do so.

Meetings are led by members of the pastoral team as, with the purpose of sharing and listening to the views of pupils and guiding pupils to move forwards and find a resolution. Any meetings arranged, may only take place once all pupils involved agree to attend and at a time when they feel that they are ready to do so.

Where pupils do not learn and alter behaviours, the HOY or Pastoral Support Officer will decide whether a pupil should progress to the next level. Reports may be given to the pupil(s) as an intervention to support and monitor learning.

**Stage 5: PSP (Pastoral Support Plan)** (with HOY/Senior Assistant Principal)

The aim of the Pastoral Support Plan is to support pupils where school-based strategies and rules have not been successful.

The intention is to re-engage pupils into their education, with a temporary reduced timetable (usual timetable on reduced days or length of day). Pupils will be given a structured and alternative curriculum timetable on or off-site. The timetable will always include core subjects of English and Maths and foundation subjects as permitted. It will also include online learning platforms, such as use of Showbie, online Maths and English and subject related portals. Pastoral sessions and counselling (where applicable) online, is used to further support pupils.

Reasons for PSP may include (but are not limited to):

- A pupil is medically unfit to manage 5 days a week.
- Behaviour/engagement: pupil is not managing 5 days (consider SEND and/or safeguarding reasons) and is supported through reduced hours with the purpose of building hours back up over an agreed period. Where SEND is identified as the main reason, an EHCP Interim Review would be held with relevant parties, to ensure that the pupil's needs can be met, further support identified.
- For pupils who are LAC professional agencies, and the Virtual School would be consulted, and amendments made to PEP as appropriate.
- An offsite timetable where other life circumstances/mental health do not allow for a child to be present at school

The HOY will communicate to all parties and arrange a formal PSP agreement between Madeley School, parent/carer and pupil.

### **Suspension (Fixed Term Exclusion) (Senior Leadership Team action)**

A pupil will be suspended from attending school for a period of days where behaviour is so serious that it is deemed necessary by the Principal to remove the pupil from attending school. A letter to the parent/carer explaining the reasons for the suspension will be issued and work will be provided by the school.

A re-admittance meeting must take place with parent/carer and pupil following the suspension before the pupil will be admitted back into school, to discuss and reflect on the incident and behaviours which took place and to agree on behaviours expected to adhere to (targets) by the pupil.

### **Inclusion:**

Assistant Principal SENDCO and Senior Assistant Principal involvement where there is evidence that the school placement has broken down. Where an EHCP is in place an interim review is arranged to discuss the suitability of the placement, following the progression of incidents and interventions to date and where the placement is impacting the safety and learning of other pupils in the school.

### **Permanent Exclusion**

In the unlikely event that there is no alternative but a permanent exclusion, where behaviour is so severe by a pupil, that the Principal has no option but to contact the Local Authority regarding the school placement (See suspension and exclusion policy).

## **16. Staff Conduct**

All staff at Madeley School recognise that Behaviour is a part of our safeguarding process and that it is the responsibility of all staff, to contribute to the management of

behaviour and challenge and support pupils as necessary, to ensure a consistent approach towards the safety of our pupils and a positive and safe school culture.

Madeley School recognises that positive relationships with pupils and regular communication with parents, will support behaviour in school and that our whole school action surrounding behaviour, is more likely to have an impact on attainment outcomes; if all staff ensure this school behaviour policy is consistently applied and implemented at a whole-school level.

## **17. Staff Induction, Professional development and support**

All new staff will be inducted into the school's behaviour culture, to ensure that they participate in creating the culture of the school, understanding school rules and routines, to best support all pupils.

Staff will be provided with training, on the needs of pupils at the school, to enable behaviour to be managed consistently.

SLT will further consider any appropriate training which is required for staff to meet their duties and in accordance with this policy, understand what may affect a pupil's behaviour, e.g. SEND, safeguarding and mental health needs. They will review staff training needs annually and in response to any serious or persistent behaviour issues disrupting the running of the school.

Members of staff who have responsibilities for leading behaviour or supporting pupil wellbeing, will be supported to undertake any relevant training or qualifications through requests approved by the Principal and Vice Principal.

## **18. Staff: Management of Behaviour**

We recognise that pupil behaviour is a form of communication and that through behaviour, pupils are expressing how they feel. These responses may be triggered when a young person feels a loss of control or feels threatened or vulnerable. It is the responsibility of all school staff to respond promptly, sensitively, consistently with use of simple approaches as part of routines and rules and targeted approaches to meet specific needs of pupils.

### **De-escalation**

Madeley School places a significant emphasis on de-escalation using a pupil-centred approach, that aims to understand and meet the needs of individuals before difficulties arise. All staff should apply and recognise the importance of primary and secondary strategies:

#### **De-escalation - Primary Strategies:**

These are what can be done for pupils where possible. Early intervention prior to or to avoid triggering/crisis. Staff to consider what strategies (emotion coaching prompts) to support the pupil are required? What further interventions could be put in place?

Madeley School considers:

**Context of the pupil:**

- Reading EHCP and Pupil Profiles, knowing the needs of the pupil and
- Awareness of home situation and information gained from parents/carers

In noting the behaviour of a pupil, staff will form strong relationships with pupils and take into consideration, what may be going on in the background for the pupil including:

- The special educational needs of the pupil
- EHCP Strategies
- Adverse Childhood/Trauma Experiences
- Attachment Styles
- Safeguarding factors/history
- Factors outside of school/circumstances around home lives
- Anti LGBTQ+

**Triggers:**

- What triggers the pupil? Is it particular times of the day, subjects, activities, struggling with communication, relationships with other pupils.

**Learning/Adjustments:**

- How pupil learns best e.g. understanding of meta cognition, large font size, Checklist seating plan
- Learning fully accessible; pitched at the right level, resources ready and available, adaptable teaching/learning adaptations made if needed
- Environment/calm classroom that avoids triggers, in class regulation space, music/calming upon entry/at start of the lesson
- Sensory/Fidget Toys as advised by professionals, movement breaks

**Further support/checks:**

- Morning check-in to assess pupils' mood - meet and greet, how is the pupil. Do they have what they need to learn, are they hungry, thirsty, tired, warm?
- 1:1 chat with a safe adult (member of the team who has a good relationship with child), pastoral support needed in lesson?
- Behaviour Support Plan
- Mentors assigned

**De-escalation - Secondary Strategies:**

These are other de-escalation methods to support pupil regulation:

- Praise/Rewards
- Active Listening
- Redirection Diversion
- Teaching
- Humour
- Appeal
- Prompting/Signalling
- Boundary setting
- Options/choices
- Silence

What to say, what to do and how to be:

If a pupil is triggered and emotions are heightened, they are unlikely to be displaying baseline behaviours. Staff should consider Emotion coaching/relational approaches with the following 4 steps being followed:

Step 1: What am I feeling now?

Recognise how the situation is making the staff member feel, regulate own emotions; (Take a moment for yourself. Think am I best the person to support this situation, could you be one of the triggers? (swap with a colleague).

Step 2: What does the pupil feel, need or want?

Co-Regulation (together help them to regulate and re-set): Validate the pupil's feelings: (Recognise the child's feelings and empathise with them). E.g. "I can understand that this may be difficult for you".

Step 3: How is the environment affecting the pupil?

Modify the environment: so that it does not further heighten the emotions of the pupil. Examples:

- Just 2 staff present where possible, staff member 2 removes all other pupils from the area, who are in close proximity, no audience
- Staff member 2 removes triggers (includes initial staff member(s),
- Temperature; too hot, too cold, (open/close windows)
- Turn off lights; lights too bright? (turn lights off if impacting pupil).
- Clear furniture for safety; remove chairs, tables any items close in proximity
- Other staff close classroom doors

Step 4: How do I best respond?

How do I de-escalate the pupil at the time of crisis and meet their needs currently? Use of positive language and de-escalation techniques.

### **Use of Positive Language/change the conversation (What to say):**

It is important that we phrase positively. Use the following examples (or similar):

<b>Say ....</b>	<b>Avoid ....</b>
Shall we go over this work together? What are you finding hard? Let's do it together, then break it down question by question.	If you do not do your work, you will do it at break time!
What can I do to help you have a better day? I can see that you are upset, do you want to talk? How can I help? (Use name), I can see that you are not making the best choices at the moment, do you remember what happened last week when you made a better choice?	What is wrong with you?!  This is unacceptable behaviour!
I see that you are angry/upset. I know you did not mean that you are usually so polite. When you are ready to tell me what is worrying you, I am ready to listen. How can we say that without upsetting other people? Please do not speak to me in that way, I can see you are frustrated / upset / angry.	You are rude!  Do not answer me back!

### **De-escalation Strategies (At the point of Crisis):**

All staff should follow the following strategies if the pupil is triggered, or escalating to crisis, to support the pupil in reducing degrees of stress and returning to pre-crisis state (baseline behaviour).

Different methods will work for different pupils within different incidents and what work in one incident may not be effective in another, therefore, it is important to be aware of a range of methods to support any given situation. Staff methods should include:

- Giving the pupil space (proximity) do not crowd the pupil, sit if they sit.

- 1 staff member to lead conversation, 1 other to support. (Pupil should not be surrounded by multiple staff, Staff member 2 - Remove other pupils/clear the area to maintain dignity and reduce levels of stress).
- Saying very little (for as long as it takes), quiet/low tone –, use short phrases only “I understand” and validate their feelings.
- Consider body language/use of facial expressions (most effective as the pupil may not be able hear you at this time).
- Listen to what the pupil is telling you.
- Do not touch the pupil.
- Give the pupil time, continue to say very few words.
- Distracting, (if they become more vocal, talk about other things to take mind away from trigger).
- Positive noticing/Positive redirection – state the behaviours we want to see rather than negative conversation we do not want to see.

Thinking about the pupil – do they need (offer to pupil):

- A quiet space?
- To go outside?
- Move to another larger space inside, room to move if needed?
- Movement break, walk and talk?

Planned ignoring. It is important to:

- Recognise a pupil’s early behavioural signs (physical, emotional, communicative).
- Ensure all actions are child focused to support the pupil.
- Be fair and proportionate in your response,
- Use personalised pupil diffusion strategies, aiming to prevent the situation from escalating.
- Respond promptly, predictably and with confidence to maintain a calm, safe environment.
- Ensure that pupils are not restrained; (use of reasonable force may be utilised in extreme cases, in line with Government Guidance, where the pupil is in danger).
- Pupils should not be left alone, once de-escalated, 1 member staff.
- Call Duty team/SLT for support as necessary.

After an Incident staff must:

- Reflect, Reconnect, Repair, Restore
- Take responsibility for negative interaction
- Deliver an empathy statement
- Let go of the previous incident & start fresh
- Communicate your care for having the student
- Engaging in mutual problem solving



- Report incident and actions on Arbor

## **Madeley School Graduated Response to Incidents:**

### **Stage 1 – Quality First Teaching in the Classroom**

In line with Teaching Standards, when in lessons, the teacher and Teaching Assistant have responsibility, for the behaviour management of the class and to keep all pupils within lessons.

The teachers should provide a well-planned curriculum and environment to assist with good behaviour. Expectations for good behaviour should be high.

All Teachers and Teaching Assistants have a responsibility to address challenging behaviour and keep pupils within lessons, being mindful of student SEND, backgrounds and pastoral matters.

- Classrooms are set out appropriately and thought into seating of pupils to minimise disruption. Move students as necessary.
- Use pupil's name/personalise situation
- Provide highly personalised, motivating learning opportunities and consistently offering lessons that engage the students
- Introduce planned activities which are matched to pupils' strengths and areas for development, with high expectations and a belief in their learning potential.
- Achievable targets/differentiated work/extensions tasks
- Students to be aware of and reminded regularly of 'behaviours we like to see'
- Where they do not, use 'choice and consequence', remind students of their accountability in the classroom, refer to Behaviour Framework.
- Removal for a short period for reflective time immediately outside of the classroom (no more than 5 minutes and only with a Teaching Assistant nearby).
- Provide opportunities when pupils can opt in to engage in activities
- Verbal praise given to students who are presenting the correct attitude and effort towards their lesson objective and appropriate social interactions.
- Teachers and support staff supporting each other and working as an effective team.
- Preventing confrontational behaviour and avoiding 'triggers' known to present difficulties to the pupil and understanding the role that anxiety often has.
- Conveying expectations clearly and providing consistent supportive feedback
- Making sure that adults model the behaviour that they expect and respond to student behaviour in consistent ways
- Grouping of pupils Scaffolding
- Adaptive teaching approaches to support learning, use of specific resources

### **Stage 2 - Management of Stages of Incidences in the Classroom**

As previously stated, behaviour is a form of communication and possibly an expression of an unmet need, which requires our focus. Therefore, a flexible approach should be taken wherever possible.

The Teacher should refer to the pupil contract (see appendix), to maintain standards, aim to diffuse any situations.

The language used is important see positive language.

At the point of crisis, please refer to de-escalation methods.

All staff should maintain control. If the conversation becomes unproductive, staff should always have a planned line on which to leave the conversation, again with the use of positive language.

Staff will use a variety of strategies and consider all aspects of an incident and the needs of the pupil, in order to manage each situation:

**A – Antecedents** – what was the situation/build up, prior to the incident

**B – Behaviour** – what behaviours/actions were displayed

**C – Consequence** – what was the consequence (if relevant) of the incident.

When a pupil acts in a disruptive manner or ignores instructions given by a staff member within the classroom, the following steps are an example of what may be taken (as the situation requires but which are specific to the pupil):

**NB: Staff members will remind pupils that at each stage of the process they have the opportunity to amend their behaviour.**

At the start of the lesson as part of the attendance register +1 “good” is automatically recorded for the Attitude to learning score for the lesson with the expectation that pupils will work above baseline expectations “0”.

As the non-conforming behaviour is displayed:

**Step 1: Reminder** – The pupil is informed of behaviour linking to core values, and asked to correct the behaviour.

**Step 2: Repeated reminder** - The pupil is informed of behaviour linking to core values. The pupil is reminded again of the expectations and their responsibilities within the classroom. That further failure to follow the instructions will result in their first warning. Pupil informed that their Attitude to learning score has now fallen to “0”.

**Step 3: Caution** – Pupil is informed of how behaviour is not in line with core values and classroom expectations and a clear verbal caution given. Behaviour incident recorded in Arbor at the appropriate level and sanctioned. The Attitude to learning grade changed at the end of the lesson to 0.

**Step 4: Time out** – Pupil is asked to stand outside for a few minutes to breathe or calm down (with Teaching Assistant). Prior to re-entry, speak to the pupil privately. Behaviour incident recorded in Arbor at the appropriate level and sanctioned.

**Step 5:** Contact the Duty Team for a Hot Seat placement. Duty team Radioed to remove pupil to the Hot Seat where possible / appropriate. -4 Behaviour incident logged in Arbor and sanctioned with an after-school detention. If hot seated to the reset room the pupil should spend the remainder of the lesson in there only.

Pupils will be removed to another classroom/ area as part of a 'hot seat' rota to allow the other pupils to work in a **positive, enjoyable, respectful** and **aspirational** environment.

### **Stage 3 - Emotional First Aid/Pastoral Team:**

If the pupil requires Emotional First Aid, (escalation or crisis phase and is in a distressed state and unable to manage their emotions (crying, angry distressed, highly anxious, aggressive). The pupil should be taken to HOY/Tutor if available, or the Duty Team may be contacted, to de-escalate and return to baseline behaviour.

### **Pastoral/ Duty Team**

The Pastoral Support Officer and Inclusion Manager (ACE Room) are used to accommodate pupils who are unable to manage their behaviour or emotions and are affecting the learning of others.

Pastoral Staff will take action after Teachers or other staff have first made attempt to challenge pupils and diffuse situations. All school staff are responsible for dealing with unacceptable behaviour. The Pastoral Team provides support to all pupils with interventions, in order to manage strategies and outcomes. E.g. emotional well-being, anger management, sensory circuits, pupil self-esteem and motivation strategies and work with ELSA. (Emotional Literacy Support Assistant).

### **Stage 4 – Emotional First Aid / Pastoral Team & SLT link**

Where a range of Tier 2 strategies have been tried with a child further escalation to more senior member of staff for close monitoring will be instigated. The Assistant principal assigned to that year will take on the report card and oversee parent meetings and links with outside agencies to support the student and help them to get back on track.

### **Stage 5 – Serious Incidents (SLT)**

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- Depending on the seriousness of the incident, the pupil will meet with the Senior Assistant Principal, Vice Principal, Assistant Principal or Principal.
- If an incident takes place in the classroom, action will be taken by the Teacher or Teaching Assistant. Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom; the pastoral team should be contacted for support.
- The class teacher will inform the pupil's parents on the same day, where possible, to discuss the incident.

Following repeated incidents of unacceptable behaviour, Level 5 or SLT stage of the graduated Behaviour Framework will apply.

## 19. Responding to and Reporting Incidences during Unstructured Social times

All staff are responsible for consistently addressing and challenging pupil behaviour both in lessons and during social times within any area of the school, such as when moving in between lessons, during break and lunch times. Members of staff who witness these incidents are responsible for dealing with the behaviour. This also includes behaviour incidences when pupils are within in the local community which immediately surrounds the school at the start or immediately at the end of the school day. Any incidences taking place in the community during these times should be reported to the Form Tutor and/or Head of Year, who will then take any action required. Staff should be tolerant and understanding towards pupil's specific difficulties. (See section 2).

## 20. Recording Incidences (Arbor and MyConcern)

Behaviour incidences should be placed on Arbor by all staff, who observe the incident and/or who have been involved with any follow up and restorative meetings, in order to build a log for the pupils.

Staff are required to record:

**A** – Antecedents – what was the situation/build up, prior to the incident

**B** – Behaviour – what behaviours/actions were displayed during the incident

**C** – Consequence – what was the consequence (if relevant) as a result of the incident. (Staff to record action (e.g. Reflection meeting and interventions which took place).

- Any follow up actions and interventions should also be recorded, including which members of staff and pupils were involved.

- Staff should fill in all sections of the Arbor behaviour incident log, stating the facts and write the incident information in bullet points.
- Staff should not talk about how they felt, what they thought, use excessive detail and should not leave any sections of the form blank.
- If completing MyConcern guidance can be sought from the Vice Principal/DSL, DDSL or Senior Assistant Principal, if required.

Recording information enables the school to:

- Identify pupil patterns of behaviour
- Promote inclusive practice by identifying and meeting the needs of individuals and groups
- Evaluate the effectiveness of positive behaviour management strategies
- Ensure that intervention, strategies and procedures are implemented effectively
- Provide data.

## **22. Sanctions**

Consequences/sanctions for pupils not meeting behaviour expectations, must include making expectations clear to pupils, being fair and consistent and address any issues as they arise.

All staff are expected to:

- address unacceptable behaviours
- de-escalate a situation
- ensure that all pupils behave with respect for others and the environment, adhering to school rules, modelled by all staff.

Sanctions should involve pupil learning and where possible be immediate, when a pupil's behaviour is seen as unacceptable/inappropriate, with the inclusion of restorative meeting (as necessary) and emotional first aid, to support pupil learning and a subsequent change in future behaviours.

- Sanctions should be proportionate & in line with the incident and be applied professionally, fairly and objectively.
- Whilst staff may be assertive, an aggressive manner is not acceptable and can damage relationships.
- No Physical interventions should take place, however reasonable force, in order to protect the pupil or others from harm, may be used when necessary. At no time should staff put themselves or others in danger.
- Staff will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to

safeguarding pupils with special educational needs and disabilities and any other equality rights.

Sanctions may include:

- Learning conversation so that the pupil understands how they have behaved is not acceptable and are given strategies to utilise on another occasion. Pupils may also receive:
- A calm reprimand to group or individual and verbal reminders
- Period of withdrawal to another area within the class
- Period of withdrawal from the classroom. (Immediately outside the classroom only and for no more than 5 minutes).
- Withdrawal of privileges including enjoyable clubs, leadership opportunities
- Staying inside at lunchtime or break time to reflect and learn
- Removal from lesson to the Pastoral Office with work for completion (in exceptional cases)
- Period of time with Tutor or Head of Year
- Pupil Report to improve behaviour, positive report to motivate and build confidence
- Organised intervention to support pupil development and ECHP Outcomes
- Meeting with the Principal or other members of SLT as necessary
- Meetings with parents/carers Involvement of other agencies such as Mentors,
- Social Care or PCSOs the setting up of a Pastoral Support Plan
- Suspension, including internal, fixed-term and permanent exclusion (see Section 26)

The procedures and sanctions outlined below are based around the 7 core values. On Arbor, staff will record an attitude to learning score as part of the lesson attendance process each lesson. a +2, +1, 0 system where 2 is Outstanding, 1 is Good, 0 shows that attitude to learning is below good and may be accompanied by a sanction. All staff should take the register at the start of the lesson and all pupils will begin the lesson on a +1 to begin with. The expectation is that all pupils will be 'Good' during the lesson (the criteria for 'Good' is shared with staff and pupils). If their behaviour for learning in the lesson is 'Outstanding' the teacher will change their score to a +2. Attitude to learning points will trigger rewards at the end of each half term. More information about this can be seen in the rewards policy.

Pupils will be monitored by their "Attitude to learning score." which will give an indication of their overall Attitude to learning and how they are working towards the core values for learning in lessons.

Negative behaviours -1, -2, -4

Having followed the Stage 2 - Management of Stages of Incidences in the Classroom (Page 26 as below) Attitude to learning scores and detentions issued are monitored and

tracked by the pastoral team; Form tutors, pastoral support worker, heads of year and the Senior Assistant principal in charge of behaviour and attitudes. Persistence in poor / repeated behaviours over time may lead to stage 3, 4 and interventions as required.

**Step 1: Reminder** – The pupil is informed of behaviour linking to core values, and asked to correct the behaviour.

**Step 2: Repeated reminder** - The pupil is informed of behaviour linking to core values. The pupil is reminded again of the expectations and their responsibilities within the classroom. That further failure to follow the instructions will result in their first warning. Pupil informed that their Attitude to learning score has now fallen to “0”.

**Step 3: Caution** – Pupil is informed of how behaviour is not in line with core values and classroom expectations and a clear verbal caution given. Behaviour incident recorded in Arbor at the appropriate level and sanctioned. The Attitude to learning grade changed at the end of the lesson to 0.

**Step 4: Time out** – Pupil is asked to stand outside for a few minutes to breathe or calm down (with Teaching Assistant). Prior to re-entry, speak to the pupil privately. Behaviour incident recorded in Arbor at the appropriate level and sanctioned.

**Step 5:** Contact the Duty Team for a Hot Seat placement. Duty team Radioed to remove pupil to the Hot Seat where possible / appropriate. -4 Behaviour incident logged in Arbor and sanctioned with an after-school detention. If hot seated to the reset room the pupil should spend the remainder of the lesson in there only.

Pupils will be removed to another classroom/ area as part of a ‘hot seat’ rota to allow the other pupils to work in a **positive, enjoyable, respectful** and **aspirational** environment.

The “hot seat” will be the most appropriate place over seen by Middle leaders / SLT available at any point on the timetable. This will be determined by the member of staff on duty at that point in time.

### **Reset Room**

Pupils are sent to the Reset Room in extreme circumstances only. The pupil is informed of the behaviour and linked core values that has led to the pupil being sent to the remove room:

- when the incident is so serious that it means an immediate removal is felt necessary bypassing the hot seat procedure.

- where a pupil fails to follow the 'hot seat' procedure, or they continue to misbehave or show poor conduct when in the 'hot seat'.
- Where there is no hot seat capacity (pupil remains in the Reset room for the remainder of that lesson only)

Duty or the Pastoral support worker is contacted by radio, and the pupil is then taken to the Reset Room where Reset Room procedures are initiated. (See appendix 3)

This must be recorded on Arbor by the 'hot seat' teacher and "hot seat" from the drop-down box selected.

The subject leaders will follow this up with a pupil discussion with the **core values** at the heart of the conversation being highlighted, parent contacted by email or telephone/meeting and a department detention issued. Within the detention there will be a restorative conversation with the core values at the heart of the conversation being highlighted to address and solve the issue. Also, any missed or additional work completed.

Failure to attend this department detention, or disruption within the detention, will result in an SLT detention being issued and parents being contacted by SLT by email/telephone/meeting. Subject leader will discuss this with SLT to ensure the context and information has been shared. Within the detention there will be a restorative conversation with the core values at the heart of the conversation being highlighted to address and solve the issue. Also, any missed or additional work may be asked to be completed.

### **Detention Protocol**

All detentions will be completed in silence and all work will be completed.

Detentions are used as a consequence of actions and will usually be issued because a pupil has not met staff expectations in line with the **core values**.

Detentions will also be used as part of our restorative approach to resolve any issues with the pupil through reflection tasks or discussions with staff on detention duty with the **core values** at the heart of the conversation being highlighted.

Detentions maybe used for reflection of the pupil's behaviour, mediation between staff and pupil or completing any missed work.

### **Level 1 Detention: Class Teacher/ Form tutor Detentions**

These are run by the Class Teacher during social time (break or lunch) as they see appropriate. They are short, focused detentions of 10 – 20 mins. Parents will be contacted regarding the issue and sanction via Arbor or in some cases by email or phone/meeting. The Class Teacher will follow up non-attendance and re-issue the



detention with extra time added to the detention. Parents will be contacted regarding the non-attendance and sanction via Arbor

Non-attendance / disruption in the detention or a more serious incident of poor behaviour will lead to:

### **Level 2 Detention: Subject Detentions / HOY detentions**

These are run and staffed by the subject leaders during social time (break or lunch) lasting 15- 20 minutes.

Parents will be contacted regarding the issue and sanction via Arbor or email/telephone. Non-attendance / disruption in the detention or a more serious incident of poor behaviour e.g. pupil placed in the hot seat will lead to:

### **Level 3 Detention: Subject Lead / Head of Year Detentions**

These detentions are for displaying persistent behaviour of one type in a subject lesson or persistent poor behaviour and will be issued by subject leader or Head of Year. The detentions will take place for 60 minutes after school and should take place no later than one day after the detention is set. Parents will be contacted regarding the issue and sanction via Arbor or email/telephone. Non-attendance / disruption in the detention or a more serious incident of poor behaviour will lead to an SLT detention.

### **After school centralised detentions**

#### **Level 4 Detention: SLT Detentions**

These are our final, serious, formal detentions, run for 90 minutes and are held on Fridays.

These detentions will be decided through a discussion with SLT and the subject leaders

This detention will be held on a Friday, supervised by a member of SLT.

Work will be organised by the Subject leader in liaison with the class teacher. **Staff are requested to escort pupils directly from the final lesson to the member of SLT on duty to be registered.**

Contact with parents will be made immediately, for any pupil who misses the detention, by the SLT staff on duty. This can result in an internal / external suspension.

**Any missed detentions need to be recorded on Arbor with a further intervention.**

## **22. Rewards, Recognition & Praise**

Madeley School ensures that pupils are given the opportunity to develop the skills that enable them to behave in a socially acceptable manner and are actively encouraged through the curriculum and pastoral programme to do so.

Madeley positively reinforces pupils who display consistently good behaviour and who behave in line with the 'pupils behaviour contract'. Any strategies that are applied, aim to motivate pupils, help them to feel valued, maintain a positive working atmosphere and re-affirm acceptable behaviour.

Madeley staff regularly celebrate pupils and ensure that praise and rewards relate to the school's core values, which are given in relation to a specific task or action, ensuring that the recipient is clear about what they are being praised for. Praise is used to help raise pupil achievement and is given for progress made holistically, not simply for high-quality work. We also personalise praise and ensure that this is given in a manner which suits the individual and does not cause them any embarrassment.

Madeley School uses Arbor, which recognises pupils for displaying good behaviour and progress in their learning, acts of kindness or resilience.

Weekly assemblies praise and reward pupils' achievements and effort, with verbal recognition, certificates, trophies, medals, personalised films, photos, gift vouchers and applause. Pupils are also congratulated in the last school "Celebration Assembly" and have an end of year trip.

We recognise all personalised efforts and achievements of the pupils, both in and out of school and aim to distribute awards fairly and meaningfully. Success and celebration are consistently applied.

## **23. Pupil Behaviour in relation to Attendance**

The expectation for pupil behaviour in terms of attendance, is for pupils attend school well, in line with National Average data expectations. Where attendance falls below 90%, this is seen as Persistent Absence and is not deemed acceptable unless due to exceptional circumstances and evidence is provided to the school. The school commissioned Education Welfare Officer (VIP Education) makes contact with parents/carers when attendance falls short of expectations, where school communications have been unsuccessful.

Pupils are expected to:

- Arrive on time to school and register for every lesson.
- Attend all lessons on time and remain in lessons, whilst at school and absconding from lessons is not permitted. If a pupil does not arrive to a lesson or leaves the lesson, the Duty Team should locate the pupil and manage the situation.
- Behave and focus to their best abilities in lesson. Where pupil behaviour escalates in lessons, the Teacher & Teaching Assistant (as appropriate) will attend to the behaviour and radio the Duty Team for support, once all methods have been exhausted. In extreme cases, SLT will attend once contacted.

- Speak with respect to other pupils and staff. Where this is not the case, staff should report this to Subject Leader/ Form Tutor/HOY for action to be taken.
- Daily Arbor behaviour checks in Form Time will be used to address behaviour by Tutors/HOY, to prepare pupils of expectations and to settle them for the day.

These behaviours will include a pupil meeting with the HOY to identify the cause for the behaviour and take the appropriate course of action. This will result in a learning conversation and intervention/consequence as appropriate. The parent/carer will be contacted as necessary and where there are concerns, a meeting in school with pupil and parents will take place to discuss support.

### **Pupil Leave of Absence:**

In line with Government legislation, Madeley School does not routinely authorise a leave of absence from school for pupils unless due to exceptional circumstances.

A request should be made to the Principal no less than 15 days in advance. Making the request does not guarantee that this will be authorised. If the pupil does not have permission and does not attend school, this will be marked as un-authorised. If a parent arrives to take the child home without warning or agreement, this may be marked as an un-authorised absence.

### **Leaving School without permission**

A pupil is not permitted to leave the school site without the consent of the Senior Leadership Team and parent/carer. Leaving school without informing members of staff or receiving consent is a breach of the Behaviour policy, and as such will result in consequences for the pupil, including internal suspension or external suspension depending on the circumstances and the level the pupil is at on the Behaviour Framework.

Once the school is aware that the pupil has left the school grounds,

- staff will immediately attempt to locate the pupil
- the parent/carer will be advised as soon as possible by telephone or by email/text if no contact can be made or if the pupil left but has returned to the school site.
- If the pupil is not located shortly after leaving the school site, dependent upon the vulnerability of the pupil, a missing report may be made to the Police (999).

The pupil and parent will be required to attend a meeting to school with HOY and safeguarding team, to discuss the circumstances and where school expectations for future behaviour will be made clear to the pupil.

## **24. Transport of Pupils to and from School**

The responsibility for the transportation and behaviour of pupils to and from school, lies with the parents/carers.

- Pupils may travel independently, be brought to and travel home from school by parents/carers or will travel on SCC transport.
- If pupils are to travel on SCC Transport, parents/carers must ensure that the pupil carries their pass at all times when boarding and be responsible for ensuring the pupil is at the bus pick up point on time.
- Parents are responsible for contacting the school when pupils are not attending school on any given day.
- Any incidents which occur whilst pupils are using SCC transport or for any transport related issues, should be reported directly to the school and the SCC transport team, as appropriate.

## **25. Behaviour of pupils when travelling to and from school or when not on school premises**

- Madeley School expects that when in the local community, pupils will behave in line with Madeley's vision and values and with respect for all others and represent the school in a positive manner.
- Where there are incidents with pupils to and from school, staff will always endeavour to support parents/carers, by also liaising with agencies and families, as appropriate to each situation.
- Any reports to school received by the local community, will be communicated to parents, so that appropriate action may be agreed.
- Where a parent has concerns about the safety of their child when travelling independently to and from school, they should contact the police on 101 and make Head of Year aware of the situation, so that school may offer support.
- School may sanction pupils for poor behaviour when not on school premises for situations which:
  - Negatively affect the reputation of the school.
  - Pose a threat to another pupil, a member of staff at the school, or a member of the public.
  - Have repercussions for the orderly running of the school.
  - Include bullying witnessed outside of the school premises and reported to the school. This will be dealt with in accordance with the Anti-bullying guidance within this policy.
  - Include complaints from members of the public about the behaviour of pupils from the school. These are taken seriously and will be dealt with in accordance with the Complaints Procedures Policy

## **26. Data collection and behaviour evaluation**

Madeley School will collect data from the following sources:

- Behaviour incident data (Arbor)
- Safeguarding data (MyConcern)
- Attendance, internal suspension, permanent exclusion and suspension data
- Incidents of searching, screening and confiscation
- Surveys for staff, pupils, Academy Council and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored each fortnight at senior meetings and objectively analysed termly by the Principal and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. All data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

## **27. Monitoring and Review**

The Senior Leadership Team and the Academy Council will be responsible for the monitoring and review of the Behaviour Regulation and Anti-Bullying Policy.

Behaviour management will be under constant review throughout the school on a Year Group and Individual basis. The Heads of Year will play a crucial role in this process.

The policy will be updated regularly to incorporate any outcomes of the review and monitoring procedures. The Policy will be reviewed every two years.

## APPENDIX A

# STUDENT BEHAVIOUR CONTRACT

Student Name:		Form	
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## EXPECTATIONS

I will come to school every day and arrive on time for registration between 8.35am – 9:10 am	
I will not leave the school grounds without permission and without signing out at reception	
I will wear the correct school uniform and school footwear (and P.E kit)	

## MOBILE PHONES & ELECTRONIC DEVICES

I <b>will not</b> use my mobile phone, headphones or electronic devices in school at any time (these may only be used on the journey to and from school)	
I <b>understand that if I use a mobile phone or electronic device in school, this may lead to it being removed by my Head of Year for the duration of the school day</b>	
I will keep my phone/devices switched off and in my school bag at all times during the school day	
I <b>will never</b> use my mobile phone to contact my parent/carers or receive calls from them during school hours. The school office will call them or take any messages for me	

## BANNED ITEMS

I **will not** bring banned items into school. These include:

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Cigarettes or vapes  
Blades or sharp objects  
Chewing gum  
Fizzy drinks  
Energy drinks  
Sweets  
Aerosol sprays (e.g. deodorant/body spray) - this is because it can affect students with asthma and/or trigger the evacuation alarm  
Painkiller medications\* - you may have these, but your parent/carer must fill in a Medication Administration Form

## BEHAVIOUR

I will treat other pupils and staff with respect and treat the school buildings and equipment with care	
I will be respectful of the community and our neighbours when travelling to and from school, and during the school day	
I will walk around the school calmly and behave well at all times, including in-between lessons and at break times.	
I will not run inside the building at any time I will look after my school bag and be responsible for any personal items brought into school at all times	
I understand that the school may search my school bag if they think there is a reasonable cause (e.g. student safety)	
I will look after my School iPad – I will only use as and when directed by staff.	
I will follow staff instructions if the Fire/Lockdown Alarm goes off and leave the building via the nearest fire exit calmly and responsibly to get to the Evacuation Assembly Point	
I understand that if I set the fire alarm off, this affects the safety of all students and is against school rules. I understand that if I do this, it will result in serious sanctions for me	


## BULLYING

I <b>will not</b> display bullying behaviour or intimidate other students or staff	
<p>BULLYING CAN BE:</p> <p><b>Emotional:</b> hurting someone's feelings by leaving them out or bossing them around</p> <p><b>Physical:</b> includes hitting, kicking, shaking, biting, hair pulling or purposely hurting someone</p> <p><b>Verbal:</b> insulting someone because of how they look or because of their personality</p> <p><b>Racist:</b> hurting someone (with words or physically) because of their race, skin colour, the country they are from or their religion</p> <p><b>Homophobic:</b> hurting someone (with words or physically) because of their sexuality; e.g. calling someone gay or lesbian to hurt their feelings  <b>Sexist:</b> hurting someone (with words or physically) because of their gender</p> <p><b>Cyberbullying:</b> includes any kind of bullying that takes place online</p>	
<b>Madeley School will not tolerate bullying and I understand that if I do this, there will be serious sanctions and that my parents/carers will be informed</b>	
If I feel that I am being bullied or am afraid, I will report it to a trusted adult.	
I understand that I will be listened to, and that the member of staff will try to help me.	
I understand that if the member of staff is worried for my safety that they must share the information	

## LESSONS

I will arrive on time to all lessons and enter calmly in full correctly worn uniform	
I will try my best and let others learn	
I will engage in my learning to the best of my ability by fully taking part in lessons	
I will remain in lessons and use strategies agreed with staff when I am struggling	
I will talk to a trusted adult about any problems I have with my work or any difficulties I am having in school	
I will tell a teacher if I feel unwell who will ask Student Service for help	



## IT USE

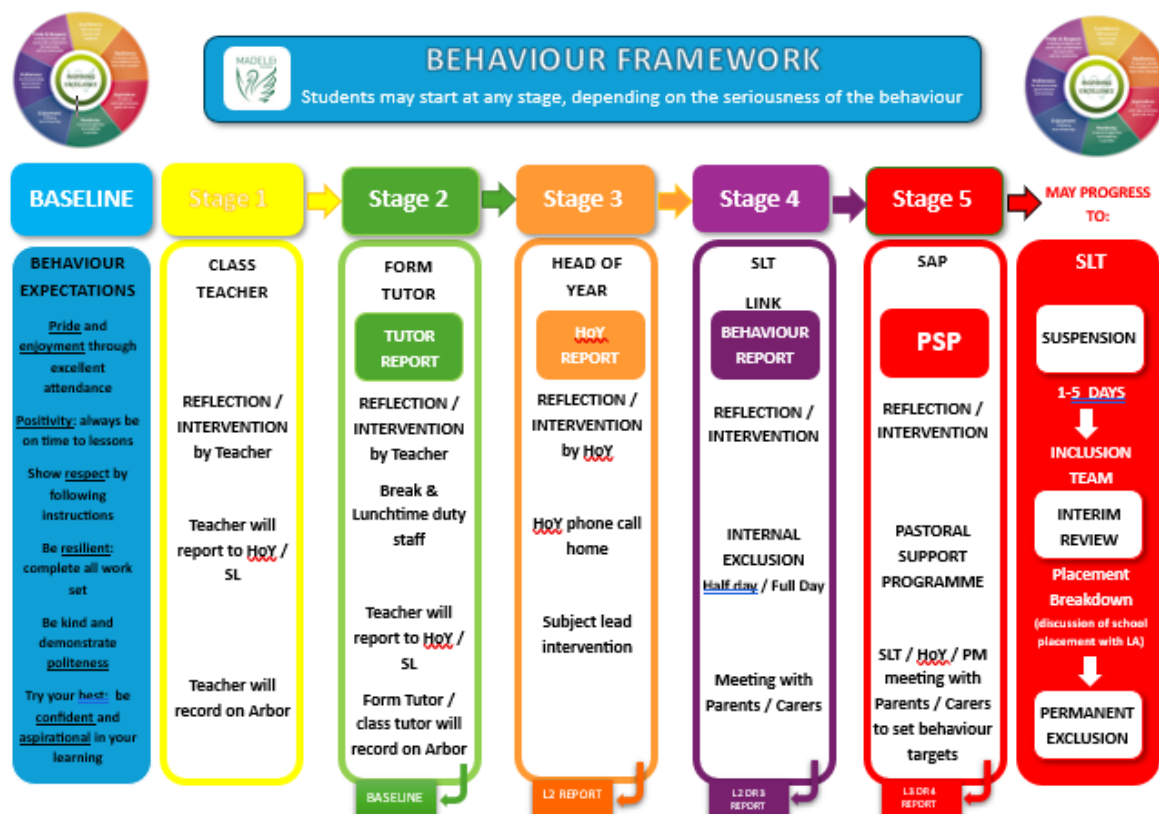
I will use my iPad for school related work only	
I will look after my iPad and ensure that I arrive in school each day with 100% charge	
I will not share passwords with others or log in using someone else's log in details	
I will not use IT for non-educational reasons; e.g. inappropriate websites, social media, games, chat room sites	
I will not use rude or inappropriate language when using school computers/devices	
I will not use IT systems and equipment irresponsibly or with disrespect	
I understand that if I break any of these rules, I may be stopped from using the school computers or my iPad	

<b>I UNDERSTAND AND AGREE TO FOLLOW THE RULES ABOVE</b>	
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Student NAME:	
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Student SIGNATURE:		DATE:	
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## Appendix B – Behaviour Framework



## Appendix C : Classroom Behaviour & Attitude to Learning

		<b>Inspiring Excellence: The Madeley Way</b> <b>Classroom Behaviour &amp; Attitude to Learning</b>					
	<b>Pride and Respect</b>	<b>Confidence</b>	<b>Resilience</b>	<b>Aspiration</b>	<b>Positivity</b>	<b>Enjoyment</b>	<b>Politeness</b>
<b>+2</b> Outstanding behaviour and all core values	Wearing uniform exceptionally smart and correctly. Have all the correct equipment. Always respectful of myself and to others	I always show confidence to join in with the lesson and give things a try above and beyond my expectations	I have always tried my hardest even when things have gone wrong or are difficult for me	I work extremely hard and exceeded the expectations.	I am always showing a positive attitude to learning so that it has an outstanding impact on my progress	I inspired others through my enjoyment of learning today	I have been extremely polite to staff and my peers in the lesson
<b>+1</b> Good behaviour and all core values	Wearing correct uniform and smart. Have the basic equipment to take part in the lesson. Showing respect to staff and	I have shown confidence to join in the lessons and have given things a try	I have given things a go even when it was <u>difficult</u> or something went wrong for me	I have worked hard and met <u>the expectations</u>	I have shown a positive attitude to learning so good progress has been made	I have enjoyed the lesson today and helped others because of this	I have been polite to staff and peers in the lesson

## Appendix D : Reset Room Protocols

### The Reset room - Internal suspensions

#### 1. Principles

1.1 Internal suspension is an internal disciplinary process within the school and is used when poor behaviour requires the removal of a pupil from class, but not from the school site. It is not always a formal suspension. With internal suspensions, context, history and other relevant information helps to inform the decision between an internal and external suspension.

1.2 Internal suspension is part of a whole school approach to behaviour and attendance, and it is an immediate, short-term provision to ensure that teaching and learning for the majority of pupils can continue uninterrupted and that high standards of safety and order can be maintained throughout the school.

1.3 Where a pupil has repeated incidents resulting in the removal from lessons, the Pastoral support worker/ Heads of Year/ Subject Leads /SENDCO will investigate alternative pathways to ensure that potential barriers to learning have been assessed and eradicated, and that alternative learning plans are created.

1.4 Where an internal suspension has taken place, this will be formally documented and parents invited to attend a meeting with Head of Year if misbehaviour is across several subjects, or the Subject Leaders if it is specific to one subject area.

#### 2. Roles and Responsibilities

2.1 An internal suspension will be authorised by SLT after consultation with the Head of Year or Subject leads.

2.2 All referrals will be documented on Arbor so that all internal suspensions can be monitored.

2.3 The Senior Assistant Principal will monitor internal suspensions.

2.4 All referrals will be reported to the Senior Assistant Principal/ Principal.

2.5 The Academy Councillors will monitor and review the use of the Reset Room/ internal suspension process, on a termly basis, as part of their monitoring of behaviour across the school.

## In the Reset Room

Pupils will complete work set by their class teachers – duty staff should check that pupils are completing this in silence and to a good standard.

- Pupils hotseated due to a lack of capacity will remain in the Reset room for the remainder of the lesson. They should then be returned to the lesson they have left and a restorative conversation is held between subject teacher and class teacher at the end of the lesson or as soon as possible and before the pupil is allowed back into that class. A 1 hour after school detention should be given as a sanction by the class teacher and parents emailed to explain the removal.
- Pupils removed from the Hotseat for persistent poor behaviour or sent directly to the reset room – will remain for the remainder of the lesson from which they were removed plus one further hour. If this crosses break or lunch they will lose these too. They should then be returned to the lesson they have left and a restorative conversation is held between subject leader and class teacher at the end of the lesson or as soon as possible and before the pupil is allowed back into that class. A 1 hour after school detention should be given as a sanction by the class teacher and parents emailed to explain the removal.