Relational Behaviour Policy

Updated	August 2025
Review Date	August 2026
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Relational Behaviour Policy

1. Introduction

This policy explains our approach to behaviour management. Our approach is based on helping everyone to be and feel safe, building relationships, understanding individual needs, and supporting the development of self-regulation skills so everyone can learn, discover and achieve their potential.

The policy applies to **all adults and students** in our school.

By accepting a place at Tottington High School, you are accepting this policy and our approach.

At the heart of our community are the people and the relationships they build. To make our community work, we expect everyone to treat each other with respect, kindness, and compassion. We are a community, and everyone has the right to feel safe, in a calm and secure environment. This inevitably means there are desired behaviours we must all demonstrate and systems and processes that we must all follow.

We know that meeting these expectations can be challenging, especially for our young people who are navigating their teenage years and all the complexities this brings. To help, we build a culture in which people can talk about how they feel, ask for help, learn from mistakes, put things right and get the support they need to manage their mental health and well-being. Our aim is to support our young people to become confident, self-regulating adults and positive members of society.

It is **everyone's** responsibility to uphold this policy, as this is very much based on growing a culture and ethos within our school community.

Any new staff and students joining our School will be inducted appropriately.

2. Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

- <u>Sharing nudes and semi-nudes: advice for education settings working with children and young people</u>
- <u>DfE guidance</u>
- <u>Education (Independent School Standards) Regulations 2014</u>

3. Link to other policies

This policy is linked to:

- Teacher Standards
- Attendance Policy
- SEND policy
- Parent Code of Conduct
- Child Protection and Safeguarding policy
- Anti-bullying policy
- Uniform and Appearance Code

4. What are the aims of our relationship policy?

This policy aims to:

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

So that students can:

- Thrive - be able to learn, discover and achieve their potential
- Be known - have their potential and achievements recognised
- Learn - in a way that is interesting, considers their developmental stage and builds their confidence
- Experience - an exciting, relevant, accessible curriculum, that meets their needs, builds aspirations and enables them to take risks safely
- Be respected and supported as individuals
- Have support, understanding and co-regulation from adults, learn to understand themselves, their emotions and behaviours, and learn ways to self-regulate
- Build healthy and safe relationships and learn how to repair and restore relationships when things go wrong, so they can be confident and positive members of our community and wider society

5. What is the rationale behind our policy?

Using strategies based on fear, coercion, humiliation, or isolation, may get students to comply in the short term but they are immoral and damaging, therefore we **do not** use:

- Strategies that single students out in public, shame or humiliate them
- Isolation as a punishment – though we do recognise that sometimes students do need time and space to calm

Ultimately, we want our young people to behave appropriately, because it is the right thing to do.

The importance of attachment:

Humans do not develop in isolation. Children form an inner working model of themselves through 'attachment' relationships with parents, carers and other adults, including teachers.

Where attachment relationships are broken or disrupted by loss, neglect, trauma or abuse; schools and the adults in them can do a lot to support students to rebuild the sense of safety and trust they need to learn.

Regulation is learned through relationships, so in order to self-regulate, many of our pupils may need support from appropriate adults. We help adults in our school to remain attuned, responsive and able to offer co-regulation to our students by providing opportunities to discuss challenges and solutions and get the support they need.

Trauma:

Trauma is caused by an event or events that create levels of stress that a child cannot deal with. Trauma disrupts learning. Rebuilding a child's sense of safety through relationships and experiences that show things can be different is vital to repairing the impact of trauma.

The brain is pattern-seeking and survival-oriented, connections on the outside build connections on the inside. In other words, students learn through relationships.

Humans need safety and positivity to learn and develop, and it is relationships that enable this.

We need to feel safe to be able to learn. Feeling under threat can make us go into 'survival mode' sometimes described as 'fight, flight, freeze, flop' and this impacts on our ability to self-regulate, focus and learn. Therefore, we do not act in a way that causes people to feel under threat, and we recognise the importance of ensuring our pupils feel physically and psychologically safe and supported to regulate when they feel anxious or afraid.

6. Definitions of behaviour:

Misbehaviour (behaviour that does not meet expectations) is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform or appearance (see separate uniform and appearance code)
- Breach of published policies/procedures/rules e.g. mobile phone

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, tobacco products and cigarette papers
  - Matches/lighters
  - E-cigarettes or vapes
  - Fireworks, flares or similar
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
  - Any items that may be considered unsafe or detrimental to the orderly running of the school- as determined by professional judgment of staff

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

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a protected characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

At Tottington High School we have _zero tolerance of bullying_- this means there will always be an action. Details of our approach to preventing and addressing bullying are set out in our anti-bullying strategy

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

Sanctions for sexual harassment and sexual violence may include suspension and permanent exclusion.

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

- Responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to Early Help
  - Refer to Children's social care- MASH
  - Report to the police

Please refer to our Safeguarding policy for more information.

Off-site misbehaviour

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

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

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

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

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

Online misbehaviour

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

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

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

Suspected criminal behaviour

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

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Headteacher of DSL/ DDSL will make the report.

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

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Malicious allegations

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

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

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

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

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

7. Behaviour expectations

A relational behaviour policy is **<u>not</u>** about lowering our standards for appropriate behaviour.

At Tottington High School we are always:

1. **Ready**
2. **Respectful**
3. **Safe**

These three words form the framework for **all** our conversations about appropriate behaviour. They are clear and are not triggering or emotive.

All behaviour is a form of communication. When students behave in a way that is inappropriate for a school setting, we need to understand why and help them to behave in a more appropriate way.

- We try to understand why the child may have acted in a particular way (what is the context? What might the underlying need be?)
- If the child is still struggling, we support them to emotionally regulate, for example through breathing, by giving them space, and active listening
- We explore with them their understanding of what happened (e.g. through wondering aloud- 'When you did X, I wonder if you were feeling Y?'

Once we feel that we have a greater understanding of what has happened, and the child is regulated, we can then try to explore with them the wider context of their behaviour and the outcome by:

- Helping them understand *why* what they have done is not appropriate (ready/respectful/safe)
- Showing them what we *do* want them to do (and how to do it)
- Supporting them to put things right through a restorative conversation or action
- Helping them understand and deal with the feelings that gave rise to the behaviour

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

8. Relationships and recognition

The biggest reward for a child is the affirmation of an adult with whom they have a positive relationship. The biggest consequence is that an adult with whom you have a relationship does not approve of your actions.

Rewards and consequences without relationships tend to become bribes or threats and these have negative consequences, making students vulnerable to manipulation or coercion.

Stickers, postcards home etc can be useful symbols of affirmation, but they cannot replace it. For some students getting symbols and tokens can become an end and can create dependency and anxiety- this does not help them internalise their own sense of worth.

For some students, public praise can be overwhelming because their life experience has told them they are not worthy of it. So, we don't use rigid systems, but instead actively notice and explain a student's achievement in the moment, so they know what they've done right and can do more of it. We make it specific and not generic. "Well done" becomes "Thank you for your thoughtful answers, they helped develop the whole-class discussion"

At Tottington High School we have a culture of <u>recognition</u> against a child's <u>personal best</u>- as we acknowledge not all children share the same starting points in life.

Positive points:

We record recognition points on Arbor with a note- when a child has demonstrated one of our school values:

Kindness, Excellence, Enthusiasm

This way, students can look back and Parents/Carers can share in their achievements.

Golden Tickets:

In every taught session, the teacher will issue a "Golden ticket" on Arbor and a postcard for the child to take home- to one student who has gone above and beyond in their endeavours and achieved their personal best.

Table of Excellence:

Staff nominate students take their books to the Table of Excellence every Friday, to showcase their work to staff and fellow students. Students will then sign the Book of Excellence.

9. How we provide a safe environment for learning

- Our school is a safe, inclusive, welcoming place
- We establish clear routines and communicate expectations of desired behaviour
- We make sure that each of our students is known, recognised for their strengths and given support for their needs
- We are consistent in meeting the relational and developmental needs of our students
- We model the behaviour we expect to see – we do not shout, we are kind, compassionate in our responses to behaviour
- We notice what we want more of, rather than listing what someone has got wrong
- We do not use fear, coercion, bribery, threats, or humiliation
- We get to know our students and their parents
- We meet and greet all students on the gate, our classrooms, and round the school
- We welcome parents, carers into school and listen and respond to their concerns and views
- Our vision and values are instilled and upheld, to provide consistency
- We encourage empathy and mutual respect
- We establish routines that help everyone to feel safe and recognise great behaviour
- There are safe places for people to go when someone needs calmness or reflection
- Children have several trusted adults
- We start every day afresh

10. Roles and responsibilities

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure it is applied consistently
- Ensuring that all staff understand behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy
- Ensuring that the data reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

- Ensure the senior leadership team (SLT) will support staff in responding to behaviour incidents.

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to specific behavioural needs
- Recording behaviour incidents promptly on Arbor
- Challenging pupils to meet the school's expectations

Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Teach their children the importance of being polite and using manners
- Support and work with school. Young people thrive on consistency of message from home and school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Set up their parent Arbor app to monitor their child's progress
  - Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and work in collaboration.

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils should
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept consequences when given

- Refrain from behaving in a way that brings the school into disrepute, including outside school or online

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. This will be delivered through the curriculum and assemblies

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

Extra support and induction will be provided for pupils who are mid-year arrivals.

The Senior Leadership Team (SLT) will:
- Model the behaviour they expect from everyone
- Are visible and available
- Are open, honest, willingly accountable, notice achievement, challenge and support and are able to apologise if they get it wrong
- Not seek to fix everything, but to support and empower colleagues to find solutions
- Ensure that the school vision is shared, lived and developed
- Provide opportunities and a safe space for adults to debrief, reflect, have a professional conversation
- Provide high quality CPD for all adults working in school
- Work pro-actively with other agencies to ensure plans are joined-up and solution-driven
- Provide coaching and mentoring for new staff or staff who require any support

Heads of Department (HoD) and Heads of Year (HOY) will:
- Co-create an "Buddy" timetable
- Analyse data from Arbor to spot patterns of behaviour in their department/Year group
- Ensure that direct communication home is made (beyond Arbor) e.g. phone calls/parental meetings
- Ensure behaviour is regularly discussed at Department/Inclusion Team and Tutor meetings
- Work closely with the Inclusion Team
- Refer serious incidents to their SLT line manager
- Oversee behaviour incidents and ensure they are dealt with (e.g. restoratives)
- Ensure that autonomy remains with the class teacher

Teaching and support staff will:
- Fully support our relational behaviour policy
- Establish good routines and create a sense of safety and order
- Lead on behaviour in your classroom
- Using the language of relational policy to achieve consistency of approach across the school
- Plan and deliver high quality teaching
- Read SEND Learning Plans and Pupil Passports, to meet individuals needs

- Seek support and act on advice from the Inclusion Team
- Role-model the behaviour you expect to see
- Notice and praise the behaviour you want to see

11. What do we do when things are not going well?

At times, things can escalate. This is not about 'fault' as it will often be something beyond your control. However, as the adults we must try to manage ourselves so we can assist a young person.

When dealing with difficulties, we can start to feel intense emotional responses ourselves. We might feel anger, frustration, upset or anxiety for example. However, when we become 'dysregulated' we cannot support others to regulate. So, we recognise the importance of staff being able to self-regulate (check-in with yourself, take a breath, get support if needed) prior to managing any difficult situations in the classroom.

- We take a breath
- We reflect on the wider context [the child's experience and perspective]
- We are calm, focused on what the child needs and what anyone who has been negatively affected needs [not our need for control etc.]
- We do not take it personally – even if it feels personal
- We seek help if we feel we are not the best person to deal with a situation in that moment. It is ok to hand the situation to someone else whilst you regulate. You can take ownership back when you are ready.

We help the child to:

- Be and feel physically and psychologically safe – including giving them time and space, other than in an emergency
- Support them to regulate their emotions and behaviours, for example by teaching them about breathing, naming and understanding their emotions (emotion coaching)
- Reflect and build a better understanding of themselves and others
- Learn other ways to manage themselves
- Consider the impact on others
- Put it right with others (restorative conversations)

12. Logical consequences:

We define consequences as the natural and **logical responses** to actions. **We do not use the term "punishment"** We use consequences to help the child to learn and put things right.

At Tottington High School we have consistency of approach, not outcome.

The consequence is logical and natural – if you drop litter, you pick it up; if you are rude, you reflect and have a restorative; if you don't do enough classwork, you catch up in your own time.

Consequences for minor things are dealt with in the moment and then we move on

If there is a person affected by what has happened, then their feelings (but not their need for revenge) must be respected via reflection time and a restorative approach.

At Tottington we have a "buddy" system, an on-call remove system (Team SOS) and centralised lunch and after-school detentions (20 or 40 minutes) We also have Reset – a room where

students will spend time to regulate and reflect. When they are ready to "return to learn", they will continue with their day.

At Tottington High we use a three-step approach:

Chance/Choice and Consequence

	What will happen?	Example
Chance	You will get a clear warning and a *chance* to correct your behaviour. *Those with additional needs may need more than one chance*	"Please stop turning around to talk and start the task. This is your **chance**"
Choice	If the inappropriate behaviour carries on, you will get a *choice*. Correct your behaviour or receive a logical consequence *Those with additional needs may require more support with this*.	"You have not started the task and you are still talking. You now have a **choice** - start now or you will have a detention to catch-up"
Consequence	You will now be set the *consequence*. This consequence will be logical and is **the decision of the member of staff** **It begins with a behaviour log on Arbor** It may also be: -An afterschool detention to catch up work e.g. truancy **-Buddying** the student to a good neighbour classroom – so you can carry on teaching and setting a detention for a restorative/to catch up - A day in Reset for intervention work	You chose to carry on talking, so I am now going to 'buddy' you, as you are still stopping others from learning. Go to Room XX and complete your work and we will have our restorative conversation later.

There is always a restorative and a fresh start after every incident

Consequences to actions should be logical and proportionate:

A student's phone goes off in their bag- they own up, apologise and put it on silent. The matter is resolved in the moment.

If the incident is serious or everyone is angry or upset, it may be some time is needed to calm down and reflect.

We recognise that for students with SEND, specific adjustments and arrangements may need to be made and these will be outlined, as appropriate, in learning plans.
We don't use rigid systems of accumulating sanctions. If a child is accumulating sanctions, it is unlikely that doing more of the same will work. We may decide a day in Reset will help break the cycle and allow the student time to reflect.

We work as a team *around the child* and get additional advice and support so we can come up with a way to help the child to manage the issues, feelings and behaviours they are struggling with. This may include an internal step-out or external positive pupil placement.

Consequences can include:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class to regulate
- Being 'Buddied' from the classroom – (***we never exit a dysregulated child- please use On Call for this***).
- Detention (20- 40 minutes)- this allows for work to be caught up and restoratives with staff
- Report cards
- Reset
- Step-out (internally in Reset) or on a Positive Pupil Placement (PPP) at a local partner School
- Parental contact- phone call/meeting – we expect staff to make calls home when a situation is serious or there is a pattern of ongoing behaviour
- Room 14 (lunch-time detention) for inappropriate behaviour out of class
- Lunch time detentions for lates to lesson (x 3 times in a week)
- Lunch time detentions for late to school
- Uniform infringements are logged and 3 incidents in a week result in a logical response
- School-based community service, such as tidying a classroom
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Behaviour panel meeting
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing sanctions, and decisions will be made on a case-by-case basis, but with consideration of perceived fairness.

*All consequences end with a restorative and a fresh start *

See Appendix 1

Logging incidents where behaviour is not meeting expectations

We log all behaviour incidents on Arbor, –1 "behaviour not meeting expectations" with notes about the incident, always using the language of **ready, respectful and safe.** Parents can view comments on Arbor so they can help support School at home.

Detentions

- Detentions need to serve a purpose - e.g. to catch up on work, to have a restorative or unpick an incident e.g. why a child late to school.
- Detentions are at lunch (lates) or after school.
- Detentions are for as long as is necessary- If a child is Buddied, completes the work to a good standard and shows remorse, a short restorative may only take a few minutes, once the child returns to the class teacher with their work.

- A child who has missed vital input and has gaps in their knowledge and understanding will need a detention (e.g. truancy), so knowledge gaps are closed.
- Detentions and upscaled detentions are recorded on Arbor
- Arbor is how students and parents are notified of all behaviours and consequences- but we expect staff to make calls home when a situation is serious, or there is a pattern of ongoing behaviour
- As we expect parents to have the Arbor app, we do not give notice, and detentions are issued the same day.

On Call and removal
- There will always staff who are "on call"- if at any point staff need support (for example dysregulation or welfare concerns/respite for a child) Staff use Team SOS.
- If a buddied child disrupts the buddy room they will be removed to Reset- log on Team SOS
- Students who have multiple "Buddys" in a day, may be placed in Reset until they are ready to return to learn.
- Pupils who have been removed will continue to receive education under the supervision of a member of staff in Reset. This education will be meaningful, but it may differ from the mainstream curriculum.
- Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

13. Restoratives and support

All behaviour incidents must end with a restorative. It is vital relationships are repaired and there is a fresh start every time.

Appendix 2 gives clear guidance on how restoratives are conducted at Tottington High School

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This could include:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- Intervention work- e.g. Red to Blue

14. Investigating and recording incidents

When an incident involving potential misbehaviour occurs, staff in school will seek to investigate the incident to establish the facts before deciding on possible sanctions.

This may involve, for example, speaking to staff and/or students and/or reviewing CCTV footage and taking written statements from those involved and eyewitnesses.

On occasions, pupils may be withdrawn to Reset from their lessons or part of a lesson if required to assist in an investigation, or when withdrawal would act as a preventative behavioural measure or for their own or others' health and safety or well-being. In such cases, withdrawal is not recorded as a sanction.

In investigating incidents, staff will always seek to be fair to all parties. The standard that will be applied in forming judgements as to whether an event did or did not happen will be the civil

standard of "the balance of probabilities" (that is, whether something is more likely than not to have occurred), rather than the criminal standard of 'beyond reasonable doubt.'

The amount of time expended on an investigation will generally be proportionate to the severity of the incident. Some incidents will require no or little investigation- for example if witnessed by staff or captured on CCTV.

In most cases, a summary of the incident and any sanctions issued will be recorded. Detailed records of investigations will generally only be produced if the incident is especially serious.

Tottington High School record behaviour incidents on Arbor (however some things are dual recorded on C-Poms as safeguarding concerns e.g. violence or discrimination against a protected characteristic).

Staff should log:

The behaviour, the impact of the behaviour (linked to Respectful Ready, Safe) and what the logical response will be

Example: *"X you struggled to regulate today. Unfortunately, you arrived late and despite being given a clear chance and then a choice, you began to shout-out across the room and disturb the learning of your peers. You were Buddied to another class. We will need to have a restorative so we can have a fresh start next lesson"*

For repeat behaviours it is expected that staff contact home.

15. Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adapted resources so students can access their learning (eg coloured paper, enlarged fonts)
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding SEND conditions
- Use of SEND Hub where pupils can regulate their emotions during a moment of sensory overload

The school will assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. However, it is important that **all** students understand that certain behaviours are not appropriate and there are consequences, as we prepare students for adulthood.

16. Where there are ongoing behaviour issues

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

When it is clear more specialist input is needed to support a child with their behaviour, we will offer in-house intervention work or screening (e.g. for possible underlying SEND) or seek advice from other agencies e.g. Educational Psychologist.

We may also consider an internal step-out of a Positive Pupil Placement (PPP)

Step Out (internal) and Positive Pupil Placements

- Step-out is a period in Reset and is designed to help identify the needs of a child. Step-out programme will involve students following a bespoke timetable personalised to their needs, with appropriate behaviour and social emotional and mental health interventions (internal and external). The student will then have a phased return to mainstream.
- Off-site direction is a temporary, time limited measure which can be used by schools to help improve behaviour.
- Positive Pupil Placements (PPP) are longer step-out placements to a partner School.

17. Suspensions and permanent exclusions

For certain behaviours (e.g. serious incidents that put others at risk of harm) or persistent behaviours when support is in place the school may need to use exclusion (through a suspension or a permanent exclusion). **See Appendix 3**

18. Mobile Devices/Smart Watches/Ear pods/Headphones

- Tottington High School is a personal device-free site for all students (unless is special circumstances- e.g. medical)
- This allows pupils to focus on their learning, have screen breaks and reduces a potential source of bullying.

- If a student is seen using a mobile phone/smart watch (to communicate) or listening to something in their ears, it will be confiscated until the end of the day
- If there are repeat incidents, students will need to hand their devices in at the start of each day (Year teams to monitor).
- Please note, noise cancelling headphones, ear loops are permitted for sensory reasons- if authorised by the SENCo.
- If you are found using your phone on site to record/take images of staff or young people, your phone will be **confiscated until your parents can come in for a meeting**. School may have to report the incident to the police as part of our legal safeguarding duty.

If it is seen or heard, it will be confiscated "See it hear it- lose it"

19. Searches, screening and confiscation

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

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

Prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- "Legal highs"
- Stolen items
- Tobacco, tobacco based products and cigarette papers
- Matches/lighters
- E-cigarettes or vapes
- Fireworks, flares or "bangers"
- Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
  - Any items that may be considered unsafe or detrimental to the orderly running of the school- as determined by professional judgment

These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Any cigarettes and e-cigarettes /vapes confiscated in school will be destroyed.

Searching a pupil

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

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

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

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

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

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

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

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

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

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a senior leader, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items as listed above.

The authorised member of staff may use a metal detector/wand to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk, or locker.

'Outer clothing' includes:

- Any item of clothing that is not worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, or boots

Possessions means any items that the pupil has or appears to have control of, including:

- Pockets
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system- CPoms.

Informing parents/carers

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

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

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 (PACE) Code C.](#) Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. Staff retain a duty of care to the pupil involved and should always advocate for pupil wellbeing.

Support after a search

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

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

20. Use of reasonable force and restraint

All members of school staff have a legal power to use reasonable force https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools to prevent a pupil from:
- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

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

21. Monitoring and evaluation

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions, and suspensions
- Use of pupil support units, off-site directions, and managed moves
- Incidents of searching, screening, and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, and other stakeholders (via anonymous surveys)

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

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

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

This behaviour policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data

Appendix 1- Typical consequences chart

The table below outlines the **typical** consequences for some of the more common breaches of the school rules. It is important to note that each incident will be dealt with individually, considering the specific circumstances and any mitigating or aggravating factors – including the extent to which a pupil has repeated the behaviour.

Example of behaviour	Typical consequence
Following a verbal warning (**chance**) and a clear **choice,** a pupil continues to: • Cause low-level disruption and/or prevent learning from taking place • Be off task / not engaged in own learning • Make insufficient effort • Be otherwise uncooperative	• Buddied to another classroom and a restorative • Removal of social time if behaviour occurs at break or lunch
Persistent low-level issues for example: • Late to School • Late to Lesson • Uniform and appearance breaches • 'Failed buddy' – i.e. refusal to comply with instruction to be exited from a lesson and/or not co-operating fully with staff once classroom is left	• x2 lates to School in a week- 20minutes detention at lunch • x 3 lates to lessons in a week 20minutes detention at lunch • Failed buddy room- 20minute detention after school • Issues at social time- lunchtime withdrawal • Report card **ALL detentions upscale to 40minutes if a student does not attend**
• Failure to attend upscaled after-school detention* • Smoking/possession of cigarettes / e-cigarettes or vapes or being in the presence of others smoking/vaping • Persistent or serious non-compliance with staff instructions and/or refusal to follow the school behaviour policy • Multiple buddies over a short period of time Refusal to hand over a phone or any other banned item ** • Persistent breaches of behaviour policy and/or serious non-compliance	Reset In Reset, pupils will be supervised and permitted to eat and drink at designated times and visit the toilet when necessary. At all times pupils will be treated with respect and dignity. * The detention will still be served at 3pm ** It will still be an expectation the item is handed over

• Verbal abuse directed towards teacher or about a teacher • Racist/homophobic/sexist or otherwise prejudiced behaviour and/or use of language • Bullying (all forms, including cyber-bullying) • Violent, threatening, or dangerous behaviour • Non-compliance with expectations in Reset • Serious breach of mobile phone policy • Refusal to cooperate with a search • Setting fire alarm off	Extended period in Reset or suspension
• Persistent behaviour issues where suspension has been previously issued	• Behaviour Panel with SET Trust- once a child has 15 days of suspension in one term • Off-site direction • Positive Pupil Placement
Serious one-off breach or persistent breaches of the 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. Examples of this might include: • Physical assault against a pupil • Physical assault against an adult • Verbal abuse or threatening behaviour against a pupil • Verbal abuse or threatening behaviour against an adult • Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy • Bullying • Racist abuse • Abuse against sexual orientation or gender reassignment • Abuse relating to disability **This list is not exhaustive and is intended to offer examples rather than be complete or definitive.**	Permanent exclusion

Examples of support:
All- Whole-school relational approach, pastoral support
Bespoke support depending on emerging need:
Dyslexia screener, reading age test, EAL intervention, Red to Blue, Referral to Early Break (drugs and alcohol service), Educational Psychologist referral, MHST referral, CAMHS referral, MASH Referral, Fresh start phonics, SEND Hub access, EHCP application, referral to diagnostic pathways
Please note- some referrals must have a secure evidence-base based on the professional observations of teachers and the SENDCo. Without this, referral will not meet thresholds

Appendix 2

Restorative Practice at Tottington High School

Restorative Practice (RP) is an approach which helps to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.

What are the benefits of restorative conversations?

- Provides a framework when resolving conflict and repairing harm
- Encourages individuals to take responsibility for their actions and what impact this may have had on others.
- Helping those responsible take steps to put things right (high challenge and high support).
- Fosters a culture that elevates dialogue and values relationships
- Provides students the social and language skills to resolve their own problems

Restorative conversations are not:

- A reprimand
- An alternative to a logical consequence

Restorative conversations can only take place when all parties are regulated and ready to listen.

How to conduct a restorative conversation:

- Use a script to help you use consistent restorative language (example below). Due to social, cultural or SEN differences, some students may not be able to maintain eye contact. Students should therefore not be prompted to look at a member of staff.
- Refer to "Respect, Ready, Safe" and THS values.
- Use consistent, non-punitive language with an even tone.
- An apology should not be prompted/forced as it will be insincere. Any apology should be spontaneous, and child led.
- 'Feeling' type questions help students articulate themselves and encourages empathy for others. They also create a clear link between thoughts, emotions, and actions, which in turn creates connectedness, kindness, and emotional intelligence.

Suggested script (*Source- Independent Thinking on Restorative Practice, Mark Finnis).*

Storytelling phase (reflecting on the incident)

- What happened?
- What have your thoughts been since?
- What were you feeling?

Impact Phase (taking responsibility and exploring harm)

- Who has been affected by this?
- How did the others feel?

Solution phase (repair harm, agreement, reintegration)

- What would you do differently next time?
- What needs to happen now?
- How do you feel now?
- Is there anything else?

Appendix 3 Suspension and exclusion

For serious incidents of inappropriate behaviour, the Headteacher may seek to use suspension and permanent exclusion as directed under:

https://www.gov.uk/government/publications/school-exclusion

Suspension and permanent exclusion
The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Abuse against any protected characteristic (Race, gender, sexual orientation, disability)
- Sexual harassment or sexual violence

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Suspension

A suspension, where a pupil is temporarily removed from the school used to provide a clear signal of what is unacceptable behaviour. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), Work will be set for students for the duration of the suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Parents/guardians are reminded that it is their responsibility to ensure that their child is not present in a public place in school hours during the period of any suspension.

Permanent Exclusion

Permanent exclusion is used as a last resort, in response to a serious breach or persistent breaches of the School's Relational 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.

In investigating incidents, staff will always seek to be fair to all parties. The standard that will be applied in forming judgements as to whether an event did or did not happen will be the civil standard of "the balance of probabilities" (that is, whether something is more likely than not to have occurred), rather than the criminal standard of 'beyond reasonable doubt.'

https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-for-parents-on-school-behaviour-and-exclusion