



Behaviour and Rewards Policy

Adopted by the Local Governing Body of
Sir Harry Smith Community College
on 16th January 2023

Policy reference:

This policy is to be reviewed:

annually

The next review date is:

January 2024

Review is the responsibility of:

Richard Potter

Review History

Review ratified:

Review ratified:

Review ratified:

Authorised by: Local Governing Body

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Exclusion Guidance
- Physical Restraint: Guidance & Procedures
- Searching & Confiscation Policy

1] Statement of Principles

The Sir Harry Smith motto is '**ambition and aspiration for all**'. We have a clear college ethos, which is underpinned by our '**pursuit of excellence**' in our commitment to providing each student with the highest quality of learning and teaching that stretches and develops students' aspirations. Where we '**value people**' in a caring, calm safe and supportive environment that meets the needs of every individual learner and encourages all students to develop relationships based on mutual respect and understanding, in order to make a valued contribution to the school and the wider community. We want all students at Sir Harry Smith to fulfil their potential and we believe that outstanding behaviour is the best foundation for achieving this. Student behaviour should be outstanding both in lessons and outside.

We aim to challenge, inspire and support all students to acquire the knowledge and skills necessary to attain the qualifications which best prepare them for post-18 opportunities and future careers, to enable every student to achieve individual excellence and to be the best that they can be. We actively encourage students to be proud of their own **achievements** and to value, respect and celebrate the success of others. We value learning and achievement too highly to want to spend significant time dealing with poor behaviour; so it is our aim to seek to reduce instances of poor behaviour. Any incidents of poor behaviour that do occur should be dealt with fairly, swiftly and consistently.

We want our students to have a sense of responsibility; to show respect and tolerance for others and to be prepared for life in the modern world by **extending the boundaries of learning**, through the curriculum and beyond, provide the highest holistic educational experience for all students.

This policy is designed to support positive behaviour for learning and enhance the quality of relationships between staff, students and other members of the college community. The monitoring of the behaviour on an operational basis, lies with the Year Leaders and their SLT link. Year Leaders and their tutor teams have a key role in monitoring the behaviour of their year groups and ensuring that appropriate strategies are put in place when reoccurring issues are identified. Curriculum Managers have responsibility for oversight of behaviour in their department, including staff adherence to the behaviour policy and procedure and identifying where further support or training may be required. **Adjustments may be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.**

Good order and consistent behaviour management are central to achieving a **high-quality learning experience** where students develop a lifelong love of learning and the necessary skills to be confident, resilient, responsible and ambitious learners. The policy seeks to reinforce positive attitudes to learning and the development of academic and social skills. It recognises that rewards are more effective than punishments in motivating students and specifies how positive behaviour must be reinforced through praise and rewards as well as what sanctions are available to staff. The Behaviour and Rewards policy fits alongside other college policies, including the Safeguarding Policy, staff code of conduct and DfE statutory guidance "Keeping Children Safe in Education (September 2022).

Students who have an Educational Health Care Plan or identified additional need(s) will be expected to follow the behaviour policy however, reasonable adjustments will be made for some individuals. Reasonable adjustments will be planned based on advice from the Special Educational Needs and Disabilities Co-ordinator, Head of COIN Centre and from wider external agencies where appropriate. These alternative strategies will be communicated to all staff so that the differentiated approach for these children is both

known and understood. Reasonable adjustment plans will be reviewed on a termly basis within Pastoral Team meetings and clearly stated on supporting documentation such as EHCPs and the SEND register. Examples of reasonable adjustment include the use of a time out card, movement breaks and work in The Base for 1:1 support.

2] Aims

As a college we endeavour to:

- Maintain a consistently high quality of teaching and learning throughout the college.
- Develop positive working relationships with students, with a focus on engagement and praise.
- Teach and model appropriate behaviour and establish positive relationships within our community.
- Maintain and further promote a positive and safe learning environment for all in our college community.
- Motivate students by regular use of praise and ensure that all students receive recognition for their successes.
- Enable students to develop self-discipline and resilience by establishing clear behaviour guidelines backed up by appropriate consequences for unacceptable behaviour, which are consistently applied.
- Work closely with parents, governors and the local community to promote positive relationships and working partnerships.
- Promote outstanding attendance and punctuality to prepare students for life in the Modern World

3] Expectations

We expect that every member of the college community will act with courtesy and consideration for others at all times, always acting in a socially responsible manner. The overall image of the college is very much created by the way our students present themselves in the local community. With the support of teachers and parents, students need to realise how important it is to be seen as sensible and mature young individuals aiming to achieve the best for themselves and the college.

3.1 This means that everyone should:

- act according to the stated Aims and Values of the Academy and the Trust
- always try to understand the point of view of other people
- move sensibly about the Academy
- always speak politely, calmly and appropriately to everyone
- keep the Academy environment clean and tidy.

3.2 We will not tolerate:

- Violent or threatening behaviour
- Inappropriate language or swearing
- Refusal to follow instructions and defiance
- Racism or any other form of prejudice
- Bullying behaviour
- Dangerous behaviours
- Disruption to other people's Learning
- Behaviour which encourages the humiliation and degradation of others

3.3 Pupils are expected to:

- 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
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

3.4 Polite, Positive, Proactive, Punctual, Prepared and Proud

- 6 expectations consistent across all classrooms and teachers to simplify the behaviour policy.
- 6 words that can be used in dialogue between students when reminding them of the 6 basic expectations
- 6 P's Poster which can be seen displayed in classrooms.

4] Roles and Responsibilities

4.1 College Governors

The college governors will establish, in consultation with the Principal, staff and parents, a Statement for the promotion of desired behaviour and keep it under review. The college governors, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic, culture, religion, gender, disability or sexuality. The college governors will support the Principal should it become necessary to update this policy to reflect emerging needs during the course of an academic year.

4.2 The Principal

The Principal and the Senior Leadership Team will be responsible for the implementation and day-to-day management of the policy and procedures. They have overall responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the behaviour policy is essential. They have a responsibility, with the support of the Principal and the Senior Leadership Team, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

4.3 Teaching Staff

The role of the classroom teacher is pivotal in achieving and maintaining good behaviour. College staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our students.

The focus of our behaviour policy is to help teachers manage the more frequently occurring types of behavioural problems which can inhibit effective learning for all students. We build on existing good practices ensuring that teachers know the code of conduct set out for students.

We expect teachers to adopt a range of strategies when responding to instances of poor behaviour. Interventions need to be carefully judged by teachers based on knowledge of individual students or class groups.

4.4 Parents / Carers

Parents/Carers know the values and standards of the College when they apply for admission for their children. They will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the College. The College will encourage parents to work in partnership with the College to assist it in maintaining high standards of desired behaviour and they are encouraged to raise with the College any issues arising from the operation of the policy.

Reinforcement of our values occurs in all publications and in meetings of both large and small gatherings between staff and parents. We work towards a shared understanding with parents of what is acceptable behaviour and expect parents to support us in this. We ask parents/carers to ensure their children are punctual, attend regularly, bring the necessary equipment to school and also ensure that their homework is completed on time.

If a student behaves in such a manner that criminal damage is committed to school property, the school considers it reasonable for compensation to be paid by parents/carers to cover the loss or damage to the

school. This stand-point applies to any damage that may be caused to any transport provided for the students.

If a student behaves in such a manner that a criminal offence may have been committed e.g. assault on another student or circulating inappropriate material about another student, the school will take advice from the Police. Should the Police choose to take additional action College staff will support this process.

4.5 Students

As soon as students join Sir Harry Smith, they are inducted into the values held by the College community. Every aspect of college life instils a sense of right and wrong, respect for other people, and an awareness of the need for honesty, tolerance and self-discipline. These values are re-enforced in all lessons, around the College, in assemblies, in the student planner, and in induction programmes.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the College policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

Pupils are expected to:

- 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
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

These core values and responsibilities are underlined in the Home School Agreement, which can be found in the planner.

4.6 The College's Role Outside the School Gate

In accordance with DfE (2006) Guidance- *Behaviour and discipline in school* the College acknowledges the powers to discipline students for misbehaving outside of the school premises. This may take place when the student is:

- taking part in any College-organised or College-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

The College may look to take action when any misbehaviour:

- could have repercussions for the orderly running of the College or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the College.

5] Rewards - How we encourage good behaviour

Praise is at the forefront of the strategies used in college to recognise the large majority of students who do behave in an outstanding manner. Praise takes a variety of forms. Verbal praise is commonplace in classroom practice and is encouraged to all classroom staff, positive relationships are the cornerstone for a successful

learning environment. BehaviourWatch positive slips are awarded by all staff for a variety of reasons, not just due to academic performance. Various awards are then made as part of the year systems, including praise assemblies, postcards home, vouchers, and award evening trophies.

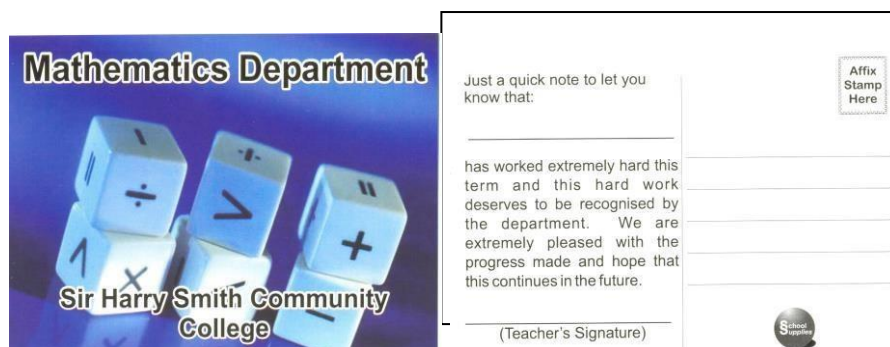
At any time during the College year, students can be awarded Behaviour Watch points. Members of staff award these for achievement, effort or service through the Behaviour Watch system. Parents receive an email for any Green (good) or Gold (outstanding) awards. We think it is important for parents to see these. Students are further awarded bronze, silver, gold or platinum awards when they collect 50, 100, 150 and 200 positive Behaviour Watch points in one College year.

Gold Behaviour Watch Slips

'Good' Slips are awarded to individuals at the teacher's discretion for particularly good pieces of work or service to the College. Parents are emailed via Behaviour Watch.

"Well Done" Postcards

Some departments are introducing postcards which are sent home to reward a good term's work. A minimised version is shown below.



- Introduction of pastoral and Year Leader postcards.
- Celebration Assembly at Christmas and summer term lead by Year Leaders.
- Reward trips offered per term.
- Behaviour Watch reward board, prominent in Reception area.
- 'Wall of Fame' noticeboard in Red Crush Hall.
- Celebration Assembly – 'pick a winner' on Behaviour Watch awards, winners given vouchers, etc.
- Rewards Evening for Key Stage 3 and Key Stage 4 & 5.

Celebration Assemblies

- termly assemblies for each year group, led by Year Leader and Form Tutors;
- develop a culture across the College of rewarding success and recognising effort in order to raise the aspirations of all learners, including those with special educational needs;
- recognition of effort and success within subjects/lessons, through an accumulation of ASPIRE credits (Achievement, Service, Participation, Inclusive, Responsibility and Environment);

ASPIRE Awards Badges

- ASPIRE Awards Badges build and develop cultural capital across the College;
- providing a diversity of experience to all learners, including those with special educational needs;
- opening up the world to all learners, including those with special educational needs;
- securing the very best future educational and vocational experiences for our learners;

- all learners are enrolled onto the ASPIRE Awards Badges as part of their transition from Primary into Secondary;
- ASPIRE Awards Badges are issued for contributions within and out of the College;
- ASPIRE Awards Badges extend the boundaries of learning for all learners;
- three tier system recognising increasing levels of difficulty (Bronze: to take part in, Silver: To help organise, Gold: To lead);
- six categories to recognise a range of educational, cultural, and pastoral contributions and achievements (Achievement, Service, Participation, Inclusive, Responsibility and Environment);
- categories have at their core the 'British Values' of democracy, rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs.

6] Sanctions

The use of sanctions should be characterised by two features

- It must be clear to the student why the sanction is being applied
- It must be made clear to the student what changes in behaviour are required to avoid future punishments and sanctions
- All sanctions must be used fairly and consistently.

Sanctions must be applied in line with the following guidance

- Staff discretion is needed which will recognise the age and maturity of students and the particular circumstances of each incident as it occurs.
- Discipline in the classroom is the direct responsibility of the subject teacher and the Curriculum Managers in the first instance. Discipline outside the classroom is the direct responsibility of all teachers, working in liaison with the appropriate Tutor and Year Leader.
- The College expectations can be found in the student planner.
- All classrooms will have the sanctions processes clearly displayed (through the Behaviour for Learning poster) and explained to students.
- Parental contact will be recorded.
- Incidents of non-compliance should be recorded on BehaviourWatch.

6.1 Parental Involvement

Parents are responsible for the behaviour of their child when in school. To support this behaviour information is provided through BehaviourWatch. In addition, class teachers should raise concerns to them and should always contact home when an after-school detention has been issued.

6.2 Sanctions for behaviour outside of lesson

Sanctions will be applied by the College at a proportionate level to the behaviour that has been displayed. This could include report card, detentions, loss of break or lunch, isolation or fixed term exclusions. This is in regard to conduct while on the College site and also beyond the school gate as per point 4.6.

6.3 Available Sanctions in lessons

- A reminder from the teacher illustrating that the student is not meeting the Academy's expectations and expressing the student has a choice.
- C1 – Yellow Slip 15 minute detention at the teachers discretion after the student has been reminded of their behaviour.
- C2 – Orange Slip - 30 minute detention after school with 24 hrs notice to parents.
- C3 – Red Slip – Exit from the lesson to the BSU and 60 minute detention after school with 24 hrs notice to parents.

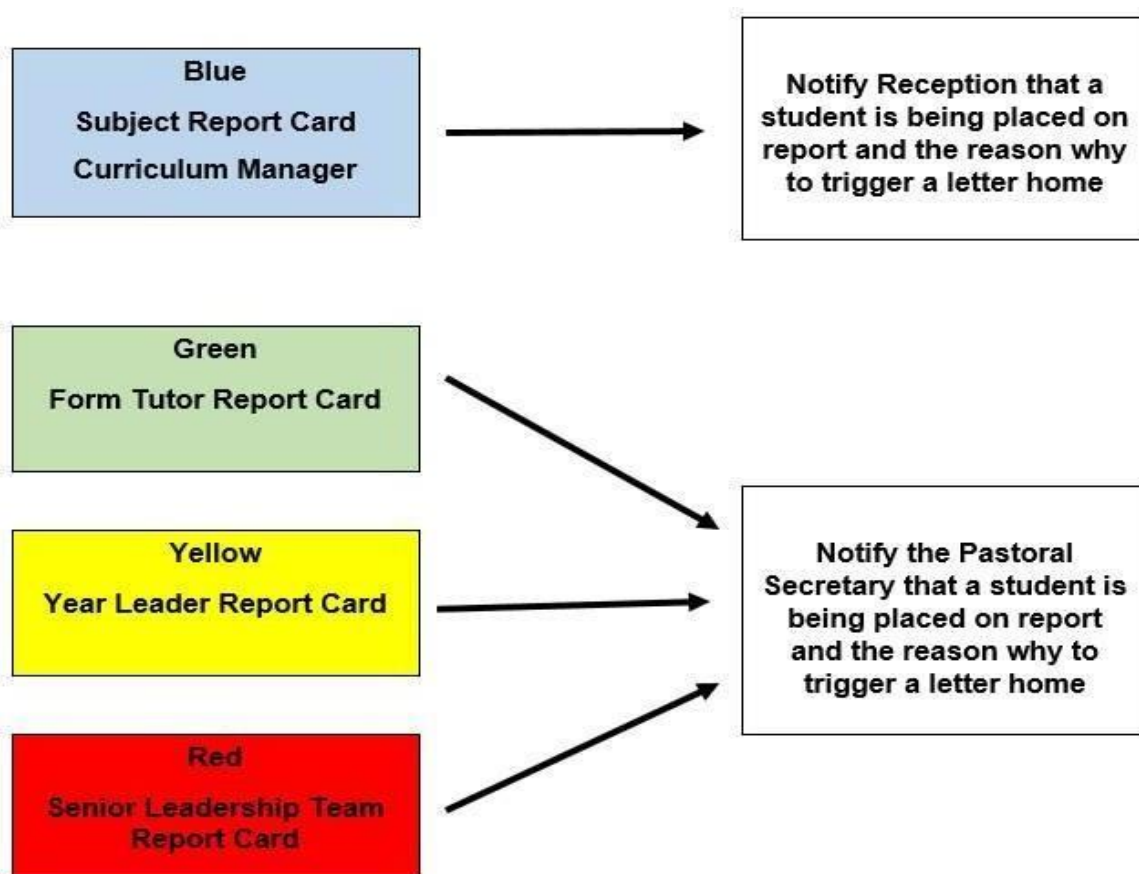
6.4 Targeted Report

Students are sometimes placed on report if there is cause for concern. The lowest level of report card is the Blue Card, which a classroom teacher may use. Parents would not necessarily be notified that their child is on report at this stage. Students move up the levels of report cards if their behaviour does not show signs of improvement.

When completing report cards, staff should write Y (yes) or N (no) in the appropriate column to confirm whether the expectations on the front of the booklet have been met. Any 'N' (no) should be logged onto Behaviour Watch at the top of *the* appropriate slip. If the expectations have not been met, an explanation of how they have not been met should be added. Please note that this is an information card and the classroom teacher/curriculum leader is still expected to apply appropriate sanctions to the student.

Parents are asked to check and sign Red Senior Leader Team, Yellow Year Leader and Green Tutor cards. After completion, all cards should be returned to the Year Leader for logging and filing.

Students work their way back from red to yellow to green as their behaviour improves. The length of time that a student stays on the report card system varies with each individual and the circumstances attached to that individual.



- Targeted reports should be seen as an opportunity for students to quickly rectify their behaviour if their behaviour is an issue. It is only to be used as a short term option and should be an encouragement for students to publicly show their tutor, Year Leader, Curriculum Manager, SLT and parents that they can do well.
- If a student is on report for 2 or more subjects, then the Year Leader will take responsibility for that student. This will be clarified to staff on SIMS.

- There are different types of report including Tutor Report, Year Leader Report, Subject Report and SLT Report. Reports can be used for in lesson behaviour as well as break or lunch.

6.5 College 30 minute or 1 Hour Detention

- Must start promptly at 3.00 and run for the duration of either 30 minutes or 1 hour.
- Non-attendance or failure to follow detention rules for a C2 - 30 minute detention leads to C3 60 minute after school detention with 24 hrs notice to parents.
- Non-attendance or failure to follow detention rules for a C3 - 60 minute detention leads to C3+ BSU for the day followed by 60 minute after school detention with 24 hrs notice to parents
- Parents will be notified, in writing via an email 24hrs in advance. This will be done by the BehaviourWatch system.
- BehaviourWatch must be filled in to record the detention.
- A Curriculum Manager or a Year Leader may place a student on a report card for an agreed period to monitor behaviour and encourage improvement.
- If a student is on report, the Curriculum Manager or a Year Leader must record this on SIMS.
- An 'N' on a Tutor / Year Leader or Subject Report Card will lead to a C2 - 30 minute after school detention.
- An 'N' on a BSU or SLT Report Card will lead to a C3 - 60 minute after school detention.



Reminder Given (verbal)

If you are doing something that is stopping you or others learning
your teacher will remind you of their expectations.

Continued
Misbehaviour

C1—Restorative Conversation with Teacher (15 Min)

If you continue not to meet the required behaviour expectations then a 15 minute
detention may be issued at discretion of the teacher with BehaviourWatch notification
home and logged as a Yellow Slip.

Continued
Misbehaviour

C2—After school detention (30 Min)

If further incidents occur that do not meet expectations it will result in a 30 minute after
school detention being issued with BehaviourWatch notification home with
24 hours notice and logged as an Orange Slip.

Continued
Misbehaviour

C3—Removal from Classroom - 1 hour after school detention

If you are still unable to work to the teacher's expectations you will be removed from the
classroom to work in the BSU. It will result in a 60 minute after school detention being
issued with BehaviourWatch notification home with 24 hours notice and logged as a
Red Slip.

For serious breaches of behaviour steps can be skipped

NB – Restorative Meeting following Red Slips

For all Red Slips, a restorative meeting must be arranged by the curriculum manager, that they chair and **MUST** include the member of staff who gave the Red Slip and student [if Red Slip received during a lesson] – the student will be educated for that subject in the BSU for up to four lessons to give time to arrange and complete the meeting. However, if the Red Slip was received outside of lesson, a restorative meeting must be arranged by the Year Leader, that they chair and **MUST** include the member of staff who gave the Red Slip and student [if Red Slip received during a lesson]. Minutes of the meeting should be recorded.

6.6 Behaviour Watch

The Behaviour Watch system is an electronic system, which enables parents/carers to be notified via email of any positive/negative comments, from individual class teachers.

6.7 BSU Isolation

A student is isolated by a Year Leader / SLT, when other appropriate sanctions have been exhausted, or, at the discretion of the Year Leader in agreement with SLT. This may also be used for students with SEND or mental health concerns.

The aim of isolating/excluding students from lessons or College is to maintain a safe learning environment for all, respond appropriately to incidents/behaviours that occur and allow staff and students the opportunity to develop agreed coping strategies for the future.

A student may be required by a Curriculum Manager to work away from his/her normal class for one or a series of lessons, if the student is being persistently disruptive in the lesson.

Students may be required to work in isolation by a Year Leader/member of the SLT for a lesson, part of a day, or a day, as deemed necessary (e.g. for not responding to a Year Leader report, to calm a situation, or for a series of misdemeanours).

More serious incidents of behaviour (e.g. verbal or physical abuse to staff, fighting, bullying, acts of violence, deliberate defiance of staff authority) may result in either working from the Behaviour Support Unit or an internal or external exclusion, depending on the student's record, this decision is at the Principal's discretion.

Students will be required to hand their mobile phones into the Behaviour Support Unit for safe-keeping whilst on internal exclusion. These will be collected at the end of the day.

Parents are notified of isolation, internal exclusions and external exclusions. Parents are invited into College to discuss re-entry conditions and further action following an external exclusion. Students are put on red report upon re-entry.

Copies of exclusion letters are given to the Chair of Governors. Students at risk of permanent exclusion may be invited, with parents, to meet with a representative of the Governing Body, the LA or other agencies.

6.8 SMART Isolation [AP room]

- Full isolation may take place as a step before the application of a fixed term exclusion. This is at the discretion of the Year Leader / SLT who will decide when this is appropriate
- Students in full isolation will be in the Alternative Provision room. Lunch will be in the AP room. Work will be brought to the student by request from the appropriate Year Leader.
- Students are expected to complete the BSU ***Self-Managed Attitude Reflection Time (SMART) form***, this is collected by the appropriate Year Leader.

Behaviour Reflection Form			
Name:			
Form:		Date:	
What happened that led to your removal from lesson? Explain where you received the red and why.			
Were you <u>PUNCTUAL</u> ? Did you arrive to lesson on time and get on with the starter task?			
Were you <u>PREPARED</u> ? Did you have the correct book and equipment with you?			
Were you <u>POLITE</u> ? Did you show respect to everyone?			
Were you <u>PROUD</u> of your work? Did you take pride in your work, appearance and school?			
Were you <u>PROACTIVE</u> ? Did you take responsibility for your learning?			
Were you showing a <u>POSITIVE</u> attitude? Did you persevere with challenges and try your hardest?			
What will you do in future to PREVENT similar behaviour choices?			

6.9 Persistent Behaviour Issues

- Students who are having excessive behaviour issues despite help provided by the College and the sanction process followed may be placed on a Pastoral Support Plan (PSP). This will include fortnightly targets for students which involves parental engagement and support. PSPs will last for approximately 10 weeks and no more than 12 weeks. An EHA (Early Help Assessment) Form might be put into place alongside the PSP if necessary.
- Students who persistently fail to meet the expectations of the College will be dealt with by an appropriate Assistant Principal. A PSP and an EHA may have already have been put into place before intervention by the Assistant Principal. Intervention will include parental meetings, consideration of a bespoke curriculum, possible work experience, a managed move or alternative provision.
- Temporary / Fixed Term Exclusion (see Exclusion Policy)

A student is temporarily excluded by the Principal when other sanctions have been exhausted, or, if the incident is serious enough for this sanction to be deemed appropriate.

- Permanent Exclusion

A student is permanently excluded by the Principal when all appropriate sanctions have been exhausted, and the relationship between the College and the student has irretrievably broken down.

6.10 Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

6.11 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

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
- 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
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

SHSCC Behaviour Tariff 2022

Sanctions for poor conduct during lesson / registration:

Behaviour	Description of behaviour	Action taken
C1 Disruption to learning	Unsettled behaviour/distracted at the beginning of the lesson	Class reminder - informal
	Failure to follow an initial instruction	Issue C1 YELLOW SLIP Formal Warning. Communicate this clearly In lesson time, you could put name on board Add C1 to BehaviourWatch at earliest convenience.
	Not sitting in the correct seat	
	Failure to begin work or not make sufficient effort	
	Talking when inappropriate	
	General low-level silliness	
	Lack of equipment for lesson e.g., pen or calculator, pencil	
C1 Chewing gum	Chewing gum (at any time) or eating in lesson	Issue C2 ORANGE SLIP detention. Communicate this clearly In lesson time, you could tick next to name on board Add C2 to BehaviourWatch at earliest convenience (ensure done by 3.00pm if incident occurs before then).
C1 Refusal to follow reasonable instructions	Failure to begin work or not making sufficient effort	
C1 Verbal abuse/Rudeness	Rudeness, unkindness, or low-level inappropriate behaviour towards another student	
C1 Dropping Litter	Dropping litter and not picking it up (C2 if pattern occurs)	
C1 Failure to meet College expectations	Screaming or shouting	
	Pushing or shoving	
	Failure to complete homework First late	
C1 Uniform issue	Incorrect uniform (e.g. rolled up skirts, trainers)	Issue C2 ORANGE SLIP detention. Communicate this clearly In lesson time, you could tick next to name on board Add C2 to BehaviourWatch at earliest convenience (ensure done by 3.00pm if incident occurs before then).
C2 Refusal to follow reasonable instructions	Continuation of any behaviours resulting in a C1	
C2 Lateness to school	Lateness to school (after 8.40am)	
C2 Lateness to lesson	Lateness to lesson (more than 3 minutes after rest of class without reasonable excuse)	
C2 Disruption to learning	Continued disruption of the lesson	
C2 Refusal to work/Lack of effort	Refusal to work	
C2 Failure to complete homework	Persistent failure to complete homework on time	
C2 Lack of equipment/PE kit/Books	Persistent failure to bring exercise book, textbook, set text or PE kit, Pencil for Art etc	Issue C2 ORANGE SLIP detention and confiscate device. Take to reception.
C2 Inappropriate language	Inappropriate language / swearing	
C2 Unsafe behaviour	Acts of aggression towards another student Inappropriate behaviour in a work room.	
C2 Verbal abuse/Rudeness - Adult	Rudeness to staff / answering back / arguing	
C2 Failure to meet College expectation	Drinking fizzy drinks or energy drinks (also confiscate the drink)	
	Found in areas which are out of bounds/Poor behaviour outside of lessons Receiving an 'N' on Tutor or Year Leader Report Card	
C2 Theft	Taking someone else's property	Issue RED SLIP C3 BSU Communicate this clearly; immediately log on BehaviourWatch as this will trigger support being sent to room as required.
C2 Uniform issue	Continued incorrect uniform (e.g. escalated from a C1)	
C2 Throwing items	Throwing or splashing water	
C2 Electronic device used, seen or heard	Mobile phone or headphones/earphones used, seen or heard	
C3 Refusal to follow reasonable instructions	Continuation of any behaviours resulting in a C2 Receiving 'N' on SLT Report Card	
	Open defiance to a member of staff (including failure to follow instructions / walking off)	
C3 Drug/Alcohol/Smoking Related incident	Smoking / vaping	Issue C3 RED SLIP BSU, as above. Possible suspension.
C3 Uniform issue	Persistent incorrect uniform (e.g. escalated from a C2)	
C3 Truanting (Internal/External)	Truancy from a lesson (pastoral team to coordinate)	
C3 Bringing a dangerous or prohibited item on site	Bringing a prohibited or inappropriate item onto the College site	
C3 Damage to property	Deliberate damage to school property	
C3 Unsafe behaviour	Endangering health and safety of others (includes physical contact / fighting) Setting off the fire alarm inappropriately	
C3 Verbal abuse/Rudeness (Adult or Pupil)	Targeted swearing/use of inappropriate/offensive language	
C3 Physical Violence (Adult or Pupil)	Physical assault with intent	

'Discriminatory Language/Behaviour' C3 Bullying including online bullying C3 Disablist incident C3 Gender identity-based discrimination C3 Homophobic incident C3 Racist incident C3 Sexist incident C3 Transphobic incident C3 Sexual harassment (Adult or Pupil)	Inappropriate comments about sex, sexuality, gender, race etc	
C3 Refusal to follow staff to detention	Refusal to follow staff to detention	Issue C3 RED SLIP at end of school
C3 Missed Detention	Missing a C2 detention	C3 RED SLIP Detention
C3 Dangerous behaviour	Dangerous behaviour that could lead to a Health & Safety issue	Suspension in most cases
	Failure of C3 BSU Room	Suspension in most cases

Whilst the above lists the sanctions typically used, the list is not exhaustive. SLT, HOY and staff on-call have discretion to vary sanctions in exceptional circumstances. In these instances, staff will be informed.

Sanctions for poor conduct at break / lunch:

C1	Conduct which falls below expectations – used to remind pupils of the agreed standards of behaviour, conduct and attitude and to correct them (BehaviourWatch description in right hand column)	
	Dropping litter and not picking it up	C1 Dropping litter
	Chewing gum	C1 Chewing gum
	Screaming or shouting	C1 Failure to meet College expectations
	Pushing or shoving	C1 Failure to meet College expectations
	Being unkind to other pupils	C1 Verbal abuse/Rudeness - Pupil
	General rudeness	C1 Verbal abuse/Rudeness (Adult or Pupil)
	General low-level silliness	C1 Failure to meet College expectations
C2	Conduct which needs immediate formal sanction OR continues despite a C1 reminder having been issued (BehaviourWatch description in right hand column)	
	Any continuation of C1 behaviour	C2 Refusal to follow reasonable instructions
	Inappropriate language / swearing	C2 Inappropriate language (Swearing)
	Acts of aggression towards each other	C2 Unsafe behaviour
	Rudeness to staff	C2 Verbal abuse/Rudeness - adult
	Use of mobile phone (phone confiscated)	C2 Electronic device used, seen or heard
	Drinking fizzy drinks or energy drinks (drinks confiscated)	C2 Failure to meet College expectations
	Taking someone else's jumper or property	C2 Theft
	Throwing or splashing water	C2 Throwing items
	Found in areas which are out of bounds	C2 Failure to meet College expectations
C3	Serious one-off event OR Failure to comply, refusal to follow instructions (BehaviourWatch description in right hand column)	
	Physical contact / fighting	C3 Physical violence – (Adult or Pupil)
	Smoking / vaping	C3 Drug/Alcohol/Smoking related incident
	Inappropriate comments about sex, sexuality, gender, race etc.	'Discriminatory behaviour / language' C3 Bullying including online bullying C3 Disablist incident C3 Gender identity-based discrimination C3 Homophobic incident C3 Racist incident C3 Sexist incident C3 Transphobic incident C3 Sexual harassment – verbal / physical (Adult or Pupil)
	Failure to follow the instructions of a member of staff / walking off	C3 Refusal to follow reasonable instructions

Sanctions for transition between lessons:

C1	Conduct which falls below expectations – used to remind pupils of the agreed standards of behaviour, conduct and attitude and to correct them (BehaviourWatch description in right hand column)	
	Screaming or shouting	C1 Failure to meet College expectations
	Pushing or shoving	C1 Failure to meet College expectations
	Being unkind to other pupils	C1 Verbal abuse/Rudeness - Pupil
	General rudeness	C1 Verbal abuse/Rudeness (Adult or Pupil)
	General low-level silliness	C1 Failure to meet College expectations
	Minor uniform infractions such as rolled up skirts / trainers when arriving at lessons	C1 Uniform issue
C2	Conduct which needs immediate formal sanction OR continues despite a C1 reminder having been issued (BehaviourWatch description in right hand column)	
	Any continuation of C1 behaviour	C2 Refusal to follow reasonable instructions
	Inappropriate language / swearing	C2 Inappropriate language (Swearing)
	Acts of aggression towards each other	C2 Unsafe behaviour
	Rudeness to staff	C2 Verbal abuse/Rudeness - adult
	Use of mobile phone (phone confiscated)	C2 Electronic device used, seen or heard
C3	Serious one-off event OR Failure to comply, refusal to follow instructions (BehaviourWatch description in right hand column)	
	Any continuation of C2 behaviour	C3 Refusal to follow reasonable instructions
	Refusing to follow instructions	C3 Refusal to follow reasonable instructions
	Physical contact / fighting	C3 Physical violence – (Adult or Pupil)
	Inappropriate comments about sex, sexuality, gender, race etc.	‘Discriminatory behaviour / language’ C3 Bullying including online bullying C3 Disablist incident C3 Gender identity-based discrimination C3 Homophobic incident C3 Racist incident C3 Sexist incident C3 Transphobic incident C3 Sexual harassment – verbal / physical (Adult or Pupil)
	Inappropriate comments or actions	C3 Unsafe behaviour C3 Verbal abuse/Rudeness – (Adult or Pupil)

7] Home School Transport

Home-school transport can be an area of concern primarily because the legal responsibility for the safety of students in transit rests with the Contractors who are appointed by the Schools Transportation Department to provide the service for parents in the College catchment area.

This section of the policy sets guidelines which aim to foster co-operation and mutual understanding between the College, the Schools Transportation, the Contractors and the General Public.

Guidelines:

- All students and parents to be informed in writing of the College’s expectations in respect of student conduct on the buses to and from the Academy. These expectations are in line with the Code of Conduct issued by Cambridgeshire County Council.

The departure of students at 3.00 p.m. will be adequately supervised by College staff on duty.

- A senior member of the College acts as liaison officer between the College and the Schools Transportation Department.
- Parents will be informed by the College in all cases of serious misconduct on the buses. Warnings are to be given about the possible consequences of repeated misconduct which can lead to bans from the bus.
- Records will be kept of all serious misconduct and the appropriate Year Leader informed.

8] Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Removal from classrooms

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.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class]:

- Meetings with parents / Year Leaders / SENCO / Mentors
- Use of teaching assistants
- Meeting with EIO [Education Inclusion Officer]
- Offer of EHA [Early Help Assessment]
- Offer of IAEP [Individual Alternative Education Plan]

8.3 Physical restraint [see college Physical Intervention Policy]

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

8.4 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

8.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of 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.

9] Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) [Year 6 to 7 and Year 11 to 12]. In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10] Training

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development.

11] Items of Value and Mobile Phones

The College takes no responsibility for loss or damage to items of value brought into College and discourages students from bringing such items into College. The College respects the wishes of parents who prefer that their child bring a mobile phone into College for safety purposes. However, all students are expected to have mobile phones switched off and in their bags during lesson times. Failure to do so may result in confiscation.

There are a variety of reasons for this:

- They can be a nuisance and can cause distraction and disruption to student learning during lessons.
- They can be used to organise, and prevent detection of, activities which are not in the students' best interests, which could include bullying, intimidation and recording of inappropriate events.

- They encourage students and parents to bypass the formal channels of communication, in the event of an issue, which can cause undue stress for all parties.

The College has very good lines of communication which can be used, when parents and students need to contact each other in an emergency, or to make arrangements for such things as taking part in afterschool clubs and consequent transport issues.

Mobile phones can only be used in college, during morning break and lunch, in the Red Hall or playground outside.

Students with mobile phones will routinely have them confiscated if:

- They disturb a lesson, such as ringing, text alerts.
- They are used in a lesson, to make or receive a call or text.
- They are seen in general circulation outside the allocated times, during breaks, lunch times, before or after school.

Students are deemed to be on school site in the morning from the moment they arrive in school and until the end of the school day when they have left the premises. Sanctions for mobile phones:

- **First Confiscation** = Student can collect from Reception at 3.00pm
- **Second Confiscation** = As above
- **Third Confiscation** = Collected by parent from Reception
- **Fourth+ Confiscation** = Collected by parent from Reception & Year Leader meeting.
- **Fifth** = meeting with Assistant Principal.
- **Sixth** = meeting with Deputy Principal.

Students that refuse to hand over a mobile phone that has been seen by a member of College staff will have a sanction imposed by their Year Leader, or a member of the College Senior Leadership Team; which could amount to a fixed term exclusion.

12] Students wellbeing and mental health

Students health and wellbeing is at the forefront of the Sir Harry Smith behaviour policy ensuring that the sense of belonging and commitment to kindness towards students, staff and families. Sir Harry Smith's, Tutors and Year Leaders all work hard to build relationships with students in order to create a culture of high expectations with a commitment to kindness.

This policy allows for reasonable adjustments to be made for students who have special educational needs and circumstances and staff have the power to modify sanctions and rewards as appropriate. We will also keep a record of behaviour incidents and look for patterns, so we can make sure one particular group isn't more affected by the policy than other groups

13] Legislation and Statutory Requirements

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

- > [Behaviour and discipline in schools](#)
- > [Searching, screening and confiscation at school](#)
- > [The Equality Act 2010](#)
- > [Keeping Children Safe in Education](#)

- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

14] Definitions

Misbehaviour 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

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 like 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, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - 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)

15] Bullying

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: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular 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, 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 or gaming sites